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SCHOOL DISTRICT OF RIB LAKE

411

EQUAL EDUCATIONAL OPPORTUNITIES

The School District of Rib Lake does not discriminate against any student on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its educational programs or activities.

Students who have been identified as having a handicap or disability, under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, shall be provided with reasonable accommodations in educational services or programs. Students may be considered handicapped or disabled under this policy even if they are not covered under the District's special education policies and procedures.

The District shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but are not necessarily limited to, exclusion from participation in an activity, alternative assignments, released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

Complaints regarding the interpretation or application of this policy shall be processed in accordance with established procedures.

LEGAL REF.: Section 118.13 Wisconsin Statutes  
PI 9 and PI 41, Wisconsin Administrative Code  
Title VI, Civil Rights Act of 1964  
Title IX, Educational Amendments of 1972  
Section 504 of the Rehabilitation Act of 1973  
Americans with Disabilities Act  
Individuals with Disabilities Education Act  
Civil Rights Act of 1991

CROSS REF.: 411-Rule, Student Discrimination Complaint Procedures

First Reading: October 12, 2000

Second Reading: November 9, 2000

SCHOOL DISTRICT OF RIB LAKE

411-Rule

STUDENT DISCRIMINATION COMPLAINT PROCEDURES

The District encourages informal resolution of complaints under this policy. If any person believes that the School District of Rib Lake or any part of the school organization has failed to follow state or federal student discrimination laws [Title VI (race, color, national origin), Title IX (sex), Section 504 (handicap), Americans with Disabilities Act (disability), or section 118.13 of the state statutes and PI 9 of the Wisconsin Administrative code (sex, race, religion, national origin, ancestry, creed, pregnancy, parental or marital status, sexual orientation, physical, learning, mental or emotional disability)], he/she may bring or send a complaint to the following address: 1200 North Street, Rib Lake, WI 54470 (715-427-3220)

Formal Complaint Procedure

- Step 1. A written statement of the complaint shall be prepared by the complainant and signed. The complaint shall be presented to the Education Equity Officer. He/she shall send written acknowledgement of the receipt of the complaint within 45 days.
  - a. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with disabilities shall be processed in accordance with established appeal procedures outlined in the District's special education handbook.
  - b. Discrimination complaints relating to programs specifically governed by federal law or regulation (e.g., EDGAR complaints) shall be referred directly to the State Superintendent of Public Instruction.
- Step 2. A written determination of the complaint shall be made by the Board within 90 days of receipt of the complaint unless the parties agree to an extension of time.
- Step 3. If a complainant wishes to appeal a negative determination by the Board, he/she has the right to appeal the decision to the state superintendent within 30 days of the Board's decision. In addition, the complainant may appeal directly to the state superintendent if the Board has not provided written acknowledgement within 45 days of receipt of the complaint or made a determination within 90 days of receipt of the written complaint. Appeals should be addressed to: State Superintendent, Wisconsin Department of Public Instruction, 125 Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
- Step 4. Discrimination complaints on some of the above bases may also be filed with the federal government at the Office for Civil Rights, U.S. Department of Education, 300 South Wacker Drive, 8th Floor, Chicago, IL 60606.

First Reading: October 12, 2000

Second Reading: November 9, 2000

SCHOOL DISTRICT OF RIB LAKE

411.1

STUDENT HARASSMENT

The School District of Rib Lake School Board feels it is imperative to maintain a school environment that encourages optimum human growth and development for its students. It is, therefore, the District's policy to maintain and insure a learning environment free of any form of harassment or intimidation toward students. The District does not tolerate harassment in any form and will take all necessary and appropriate action to eliminate it, up to and including discipline of offenders.

The District recognizes the private and sensitive nature of harassment incidents and the emotional and social complexities surrounding such issues. Every effort will be made to consider the sensitivities of the parties involved and protect the victim from repercussions.

Any student who feels that she/he has been subjected to harassment is encouraged to contact the Education Equity Officer. A student may also contact a teacher, counselor, principal, who shall in turn report the information to the Education Equity Officer. The High School Principal is hereby appointed the Education Equity Officer. [If the High School Principal is personally involved with respect to any specific complaint, the District Administrator shall act as the Education Equity Officer with regard to the complaint. An appeal from the District Administrator's actions as Education Equity Officer shall proceed directly to the Board.]

This policy also prohibits retaliation against students who bring harassment charges or assist in investigating charges. No student bringing a harassment complaint or assisting in the investigation of such a complaint will be adversely affected nor discriminated against because of the complaint. All reports shall be investigated.

Supervisors shall be in-serviced in the meaning, legal source and ramifications of this policy. Students and their parents shall be informed of this policy and the accompanying procedures.

LEGAL REFS: Section 118.13 Wisconsin Statutes  
PI 9, Wisconsin Administrative Code  
Title VI, Civil Rights Act of 1964  
Title IX, Education Amendments of 1972  
Section 504, Rehabilitation Act of 1973  
Americans with Disabilities Act  
Individuals with Disabilities Education Act  
Civil Rights Act of 1991

CROSS REF.: 411.1-Rule, Student Harassment Guidelines  
411-Rule, Student Discrimination Complaint Procedures

First Reading: October 12, 2000

Second Reading: November 9, 2000

SCHOOL DISTRICT OF RIB LAKE

411.1-Rule

STUDENT HARASSMENT GUIDELINES

A. DEFINITIONS:

1. "Student harassment" means behavior toward students based, in whole or in part, on sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap which substantially interferes with a student's school performance or creates an intimidating, hostile or offensive school environment.
2. "Sexual harassment" includes unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Sexual harassment also includes, but is not limited to, unwelcome sexual flirtations, advances or propositions, verbal abuse of a sexual nature, subtle pressure or requests for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, a display in the workplace of sexually suggestive objects or pictures, sexually explicit or offensive jokes, or physical assault. Sexual harassment can take the form of any unwanted sexual attention, ranging from leering, pinching, patting, verbal comments, and subtle or expressed pressure for sexual activity.

Besides the anxiety caused by sexual demands on the recipient, there is the implicit message from the alleged offender that noncompliance will lead to reprisals. Such reprisals may include, but are not limited to, harassment escalation, unsatisfactory academic evaluations, sabotage of the victim's work, difference in academic treatment, sarcasm, and ultimately loss of a passing grade.

B. Student Harassment by Students

Any student who feels she/he has been subjected to harassment by another student may contact a teacher, counselor, principal or the Education Equity Officer. Any harassment complaint received by a teacher, counselor or principal will be referred to the Education Equity Officer

The Education Equity Officer will investigate and mediate the complaint and will meet separately with each individual involved in the complaint. A group session between the parties involved in the complaint may be held in an effort to resolve the complaint on an informal basis, unless the complainant objects.

Informal mediation shall continue for a period of no more than 30 days or until resolution is achieved if that is less. At the informal stage, the hope is to sensitize the alleged offender to the effects of such behavior and to eliminate the improper behavior. When the Education Equity Officer can resolve the complaint informally, no disciplinary action will be taken.

Following the period of 30 days, should mediation efforts fail or in the event that the alleged offender does not follow through with the resolution agreed upon, and the complaint remains unresolved, the complainant may contact the District Administrator for further resolution. The District Administrator shall process the matter under the District **student discrimination** complaint procedure. A confidential record of the proceedings in the informal procedure will be maintained. The privacy of the complainant and the person accused of harassment will be kept strictly confidential to the greatest extent allowed by law.

Complaints on the basis of certain factors (sex, race, color, national origin, handicap and disability) may also be made to the Office for Civil Rights, Regional Office V, 300 South Wacker Drive, Chicago, IL, 60606 (312-353-2520).

C. Student Harassment by Employees or Private Citizens

Any student who feels she/he has been subjected to harassment by a Rib Lake School District employee or private citizen may contact her/his principal or the Education Equity Officer. [If the High School Principal is personally involved with respect to any specific complaint, the District Administrator shall act as the Education Equity Officer with regard to the complaint. An appeal from the District Administrator's actions as Education Equity Officer shall proceed directly to the Board.] Such allegations will be handled under the **student discrimination** complaint procedures or reported to the appropriate authorities.

First Reading: October 12, 2000

Second Reading: November 9, 2000

SCHOOL DISTRICT OF RIB LAKE

412

FULL-TIME STUDENTS

A student in the District shall be considered fulltime if he/she:

1. Is an elementary, middle or high school student scheduled in classes for the entire school day;
2. Has been evaluated by the District IEP team and prescribed an Individual Educational Plan;
3. Is participating in an alternative educational program or other program or curriculum modifications approved by the student's parent/guardian and District officials; or
4. Is a resident student attending public school in another school district under the full-time public school open enrollment law.

First Reading:

Second Reading:



SCHOOL DISTRICT OF RIB LAKE

420

SCHOOL ADMISSIONS

Parents/guardians of students entering the District shall complete registration forms and provide immunization records prior to assignment by the principal to a classroom or schedule of classes. The building principal shall have authority to determine the grade level at which a student shall be placed.

Transcripts are required of all students who transfer into the District. If sufficient academic transcript information is not available, a student may be evaluated for proper grade placement in accordance with established procedures.

Upon entering, students shall furnish proof of age and, if at all possible, have a physical and dental examination. The cost of the physical and dental examination will be borne by the parents.

Nothing in this policy shall prevent the District from denying the admission of a student during the term of his/her expulsion from another school district.

The District shall not discriminate in admissions to any school, class, program or activity or facilities usage on the basis of sex, race, religion, national origin, color, ancestry, creed pregnancy, parental or marital status, sexual orientation, physical, learning, emotional or mental disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections 118.13 Wisconsin Statutes  
118.14  
118.145  
120.13(1)(f)  
252.04  
PI 9.03(1) of the Wisconsin Administrative code

CROSS REF.: 420-Rule, Procedures for Placement of Transfer Students  
from Non-Public Schools  
411-Rule, Student Discrimination Complaint Procedures

APPROVED IN PART: November 8, 1990

REVISED: December 11, 2000

SCHOOL DISTRICT OF RIB LAKE

420-Rule

GUIDELINES FOR ADMISSION OF TRANSFER STUDENTS  
FROM NON-PUBLIC SCHOOLS

Any student who enters or re-enters the School District of Rib Lake from a private school or home-based education program shall comply with the following procedures:

1. General

- a. Any student who has been in attendance in a non-public education program for a period of 90 days or more and wishes to enter or re-enter the Rib Lake School System may be required to take an examination to establish grade placement.
- b. The first day of classes for a re-entering student will be the beginning of a semester.
- c. The District reserves the right to determine grade placement of all students entering or re-entering the school system. Principals, with the assistance of guidance counselors, school psychologist, and/or other appropriate staff shall determine grade/subject placement of students.

2. Grades K-5

- a. Students entering grades K-5 will be placed on the recommendation of a placement team consisting of two or more of the following, as determined by the principal: principal, guidance counselor, teacher, psychologist, reading specialist.
- b. Placement will be made on data gathered by the placement team. This data may come from a variety of sources including testing, previous records, parental interviews and/or student interviews. Items for consideration are chronological age, **present grade placement, records of standardized achievement testing indicating functional achievement level, social maturity and other relevant information.** Placement will be made as soon as possible, not to exceed 15 school days. Final placement will be reviewed by the District Administrator.

3. Grades 6-12

- a. Students entering grades 6-12 will be placed on the recommendation of a placement team made up of two or more of the following, as determined by the principal: principal, guidance counselor, teacher (representative from each discipline), psychologist, reading specialist.
- b. Placement will be made on data gathered by the placement team. This data may come from a variety of sources including testing, previous school records, parental interviews and/or student interviews. Items for consideration are chronological age, **present grade level, records of standardized achievement testing indicating functional achievement level, social maturity and approved credits verified by the placement committee, and other relevant information.**

- c. Placement will be made as soon as possible, not to exceed 15 school days. Final placement will be reviewed by the District Administrator.
- d. In order to become eligible for class rank and academic scholarships, students must complete their junior/senior year enrolled at the Rib Lake High School.

APPROVED: November 8, 1990

REVISED:

SCHOOL DISTRICT OF RIB LAKE

421

ENTRANCE AGE

Any student whose sixth birthday falls prior to September 1 may enter first grade at the beginning of the school year. Any student whose fifth birthday falls prior to September 1 may enter kindergarten at the beginning of the school year.

The District may admit students who have not met the age requirements, in accordance with procedures established by the Board.

LEGAL REF.: Sections 118.14 Wisconsin Statutes  
120.12(25)

CROSS REF.: 421-Rule, Guidelines for Early Admission to Kindergarten/First Grade

First Reading:

Second Reading:

SCHOOL DISTRICT OF RIB LAKE

421-Rule

GUIDELINES FOR EARLY ADMISSION TO KINDERGARTEN/FIRST GRADE

Parents who feel their child is advanced and would benefit by an early admission to kindergarten or first grade may apply for the child's early admission. Such requests shall be processed as follows:

1. Application shall be made by the parent/guardian to the District Administrator.
2. A personal interview shall be held to determine the parent's reasons for requesting entrance prior to legal age.
3. An evaluation of the child's potential to benefit from early admission to school shall be required. The evaluation shall consider emotional stability, social and mental maturity. The individual evaluation shall be conducted by a certified school psychologist in conjunction with other pupil service workers. The evaluation shall be at no cost to the parents/guardians.
4. After the evaluation in item 3 above has been completed, a conference shall be held with the parents/guardians to consider the appropriateness of early entrance into kindergarten.
5. The Board has the final authority for deciding whether or not the child is to be admitted to kindergarten or first grade in accordance with the conditions and standards below.

Early Kindergarten Admission Conditions and Standards

The following conditions and standards are prescribed:

1. The child is superior in the full range of abilities and needs including social, emotional, physical and mental maturity; or
2. The child has been evaluated by an IEP team and determined not to have a disability, but would benefit from an early intervention program; or
3. The child successfully completed a four-year old public school kindergarten.
4. On a standardized test the child must attain a standard score(s) of 120, or more than one standard deviation above the mean score.

Early First Grade Admission Conditions and Standards

1. The child was admitted to and successfully completed kindergarten under early admission.
2. The child successfully completed a program for five-year-old children which the District deems equivalent to kindergarten; or

3. The child does not meet the conditions under 1 or 2 above, but, as a result of the District's evaluation is considered capable of and his/her educational welfare would best be served by placement in first grade.

First Reading:

Second Reading:

## OPEN ENROLLMENT

### FULL-TIME OPEN ENROLLMENT

#### Nonresident Student Coming Into the District

A student residing in another school district may apply for full-time enrollment in a school or program in the School District of Rib Lake under the state's public school open enrollment program. Application shall be made and acted upon in accordance with the timelines and procedures outlined in state law.

Nonresident open enrollment students attending school in the District have all the rights and privileges of resident students and are subject to the same rules and regulations as resident students.

#### Criteria for Accepting or Rejecting Non-resident Applications for Full-time Open Enrollment

The District shall consider the following criteria when accepting or rejecting a nonresident student's application for full-time enrollment.

1. Availability of space in the schools, programs, classes or grades within the District. Consideration shall be given to class size, student-teacher ratios, nonresident students currently attending school in the District under cooperative agreements with other school districts, enrollment projections, and SAGE guidelines. Space availability for the next school year will be determined by the School Board on an annual basis at the January board meeting. This includes the number of spaces in both regular education and special education. Refer to Appendix A for more information.
2. Whether the student has been screened by his/her resident district to determine if there is reasonable cause to believe that the student is a child with a disability.
3. Whether the student has been reported or identified as having a possible disability but not yet evaluated by an individual educational program (IEP) team in the resident district.
4. Whether the special education program or related services described in the student's IEP are available in the District. If a nonresident student's IEP changes after the student begins attending school in the District and the special education program or services required by the IEP are not available in the District, the District shall notify the student's resident school district that the program is not available to the student.
5. The District shall not accept any student for full-time enrollment who has been expelled by any school district during the current school year or preceding two school years for specific conduct or who has disciplinary proceedings pending on such conduct. This policy provision applies to the following student conduct: endangering the health, safety or property of others, and possessing a dangerous weapon while at school or under the supervision of a school authority. If any of these disciplinary actions occur after the student has been accepted for enrollment and prior to the beginning of the school year in which the nonresident student first enrolls in the District, the student's enrollment shall be denied.

### Consideration for Students from Families Already Attending District Programs

The District shall give preference in accepting full-time open enrollment applications to any nonresident students already attending school in the District and their siblings. If the District receives more nonresident student applications for full-time enrollment than there are spaces available, determination of which students to accept shall be made on a random basis in accordance with established procedures.

Full-time open enrollment students attending elementary or middle school in the District shall be required to reapply for enrollment prior to admission to high school.

### Transportation

The School District of Rib Lake shall provide transportation to nonresident students with a disability attending school in the District under the open enrollment program if such transportation is required in the student's IEP. In addition, school bus transportation shall be provided to other nonresident open enrollment students attending school in the District on a full-time basis if there is space available on the school bus and the students go to a regular designated bus stop within the School District of Rib Lake for pick up and drop off.

### Resident Students Going Out of the District

Residents of the School District of Rib Lake may apply for full-time enrollment in another school district in accordance with state law. The District shall limit the number of resident students attending public school in other districts on a full-time basis to the maximum number allowed by law. If more students apply for full-time enrollment in another school district than the maximum allowable number, determination of which students will be allowed to attend public school in other districts shall be made on a random basis in accordance with established procedures. Preference shall be given to resident students already attending school in the district to which they are applying and to the siblings of such students.

The District Administrator or designee shall review all open enrollment applications received using the criteria outlined in Board policy.

The District shall deny a student from attending school in another school district, or continuing to attend school in another school district, if costs of special education services required in the student's IEP would place an undue financial burden on the District.

The parents/guardian of resident students attending school in another school district under the open enrollment program shall be responsible for providing student transportation to and from the nonresident school district.

### **PART-TIME HIGH SCHOOL OPEN ENROLLMENT**

#### Nonresident Student Coming Into the District

A student who is enrolled in another public high school may apply for enrollment in a course(s) in the School District of Rib Lake in accordance with state law, applicable district policies, and established procedures. The District shall apply the same criteria for accepting and rejecting course applications for nonresident students as resident students (e.g. course prerequisites, grade level standing, space availability), except that preference shall be given to residents of the District for course attendance.



If the District receives more nonresident student applications for enrollment in courses than there are spaces available, determination of which students to accept shall be made on random basis in accordance with established procedures.

Student transportation shall be the responsibility of the nonresident student's parent's/guardian's.

Nonresident open enrollment students attending courses in the District have all the rights and privileges of resident students and are subject to the same rules and regulations as resident students.

#### Resident High School Students Going Out of the District

Fair Lake High School students may apply for enrollment in up to two courses in another school district in accordance with state law. The School District of Fair Lake shall reject a student's application to attend a course in another school district if the course conflicts with the student's individual educational program (IEP). The District shall also reject a student's application to attend a course(s) in another school district if the cost of the course(s) would impose an undue financial burden on the District.

Transportation to and from the course(s) in another school district under the open enrollment program shall be the responsibility of the student's parent's/guardian's.

#### **APPEAL OF REJECTION**

If any application for enrollment is rejected as outlined above, the student's parent's/guardian's may appeal the decision to the DPI within 30 days after the decision.

LEGAL REF.: Sections 118.13 Wisconsin Statutes

118.51

118.52

121.54(10)

121.91

Chapter 115, Subchapter V

2011 Wisconsin Act 114

CROSS REF.: 423-Rule, Full-Time Open Enrollment Application Procedures  
423-Appendix A, Open Enrollment Space Availability Chart

APPROVED: December 11, 1997

AMENDED: April 19, 2012

SCHOOL DISTRICT OF RIB LAKE

223-Rule

FULL-TIME OPEN ENROLLMENT APPLICATION PROCEDURES

Applications for full-time open enrollment shall be made and acted upon in accordance with the timelines and procedures outlined in state law.

1. Parents/guardians of nonresident students should submit the Department of Public Instruction (DPI) application form to the District. The application should be submitted from the first Monday in February until the last weekday in April. Parents/guardians of nonresident students are encouraged to submit the DPI application online. Paper applications may also be submitted to the district beginning the first Monday in February and through the last week day in April.
2. The nonresident district may not act on any full time open enrollment applications received during the annual application period before May 1.
3. Except as otherwise specifically provided by law, nonresident districts must inform applicants in writing whether the application is accepted or denied, and the specific school or program that the applicant will attend, on or before the first Friday following the first Monday in June.
4. The nonresident district must notify the applicant in writing on or before the first Friday in June, or within 10 days of receiving notice of acceptance if a student is selected from an open enrollment waiting list. A nonresident district that has accepted a student from a nonresident district must notify the student's resident district by July 1.
5. If a resident school board denies a student's full-time open enrollment application submitted during the regular annual application period, the district must notify the applicant and nonresident district in writing on or before the second Friday following the first Monday in June.

Application Procedures

The District Administrator or designee shall review all full-time enrollment applications received using the acceptance and rejection criteria outlined in the Board policy. If the District receives more nonresident student applications for full-time enrollment than there are spaces available, determination of which students to accept shall be made on a random basis as follows:

1. All applications shall be numbered.
2. The numbers shall be drawn and listed in the order they were drawn.
3. Applications shall be accepted based on their order on the list and the number of spaces available in the District schools or programs.
4. The District Administrator shall submit recommendations regarding acceptance or rejection of the applications to the Board for action at its regular May meeting.

Acceptance of Students from Open Enrollment Waiting List

The district will create a waiting list of pupils whose applications were rejected based on the application criteria in this rule.

The district may accept students from the waiting list until the third Thursday in September but only if the student will be in attendance on the third Friday in September.

If a student is accepted from a waiting list after the start of the school term, it is the responsibility of the student's parent to immediately notify the resident school district of the student's intent to attend school in the Rib Lake School District in the current term.

A student accepted for full time open enrollment from the waiting list may attend in the Rib Lake School District even if he/she has attended a school or program in their resident district in the current school term, but cannot attend if he/she has attended a school or program in a nonresident school district in the current school term.

Requirement Regarding the Resident District's Obligation to Provide Special Education and Discipline-Related Records and Cost Estimates for Special Education Programs and Services

For full-time open enrollment applications submitted during the regular annual application period, the resident district must provide the nonresident district with copies of individualized education programs (IEPs) and expulsion findings orders and other disciplinary records by the first Friday following the first Monday in May.

For full-time open enrollment applications submitted under the alternative open enrollment criteria, this must be done within 10 days of receiving a copy of the open enrollment application.

Requirement Regarding the Nonresident District's Obligation to Provide an Estimate of Costs to Provide Special Education or Related Services Required in the IEP

For full-time open enrollment applications submitted during the regular annual application period, this estimate of costs must be submitted to the resident district by the third Friday following the first Monday in May.

For applications submitted for a student with a disability under the alternative open enrollment criteria, this must be done within 10 days of receiving or developing an IEP for the applicant.

Alternative Open Enrollment Criteria and Procedures

Open enrollment applications may be submitted outside the regular application period if the student meets one of the following criteria and the parent describes the criteria that the student meets in the application.

1. The resident school board determines that the student has been the victim of a violent criminal offense in a school in the resident school district. The application must be made within 30 days of the resident school board's determination.
2. The student is or has been a homeless student in the current or immediately preceding school year.
3. The student has been the victim of repeated bullying and harassment and all of the following apply: a) the student's parent must have reported the bullying or harassment to the school board or designee; and b) in spite of action taken by the school board or designee, the repeated bullying and harassment continues.
4. The place of residence of the student's parent and of the student has changed as a result of military orders. The application must be made within 30 days of the date on which the military orders changing the place of residence were issued.
5. The student moved into Wisconsin. The application must be made within 30 days after moving into the state.
6. The student's residence has changed as a result of a court order or custody agreement or because the student was placed in or removed from a foster home or with a person other than the student's parent. The application must be made within 30 days after the student's change in residence.
7. The student's attendance in school in the nonresident school district is considered to be in the best interests of the student. The application must explain the reasons for requesting this exception and why attendance at the nonresident school district is in the best interests of the student.

## Acceptance of Alternative Open Enrollment Applicants

A resident school district may deny an applicant if it determines: 1) that the criteria relied on by the parent to submit the application does not apply to the student; or 2) that the cost of special education and related services required in the IEP is an undue financial burden, except as to an applicant who the board determined was the victim of a violent crime.

The nonresident district may deny an application of a nonresident student as follows: 1) for the same reasons it may deny an application submitted during the regular annual application period; or 2) if the application relies on the "best interests of the student" criteria and the nonresident district determines that open enrollment is not in the student's best interests.

A nonresident district must notify the applicant in writing whether the application has been approved or denied no later than 20 days after receiving the application.

If the application is approved, the notification must identify the specific school or program the student may attend. A nonresident student accepted for enrollment may begin attending the assigned school or program immediately and shall begin attending no later than the 15th day following receipt of the notice of acceptance. If the student has not enrolled by that date, the nonresident district may notify the student's parent in writing that the student is no longer authorized to attend in the nonresident district.

If the resident district denies enrollment, and if the parent of the student and the nonresident district agree that attending in the nonresident district is in the best interests of the student, the parent may appeal the decision of the resident district to the DPI.

APPROVED: December 11, 1997

AMENDED: April 19, 2012

SCHOOL DISTRICT OF RIB LAKE

423 - Appendix A

Open Enrollment Space Availability Chart

This chart will be prepared by the administration and presented to the School Board for approval on an annual basis. For 2012-13 this will be done at the April board meeting. For 2013-14 and beyond this will be done at the January board meeting.

Regular Education space availability is inclusive of students with disabilities, except in PK. To determine Special Education space availability, the district will apply a weighted formula which takes into account the degree of services specified in IEPs. All Special Education spaces are cross-categorical.

Regular Education Spaces

Special Education Spaces

Grade	2012-13	2013-14	Grades	2012-13	2013-14
PK	36 (class size of 18)	TBD	EC	*See above	*See above
K	36 (class size of 18)	TBD	K-5	*See above	*See above
1	36 (class size of 18)	TBD			
2	36 (class size of 18)	TBD			
3	36 (class size of 18)	TBD			
4	Unlimited	TBD			
5	30	TBD			
6	Unlimited	TBD	6-8	*See above	*See above
7	Unlimited	TBD			
8	Unlimited	TBD			
9	Unlimited	TBD	9-12	*See above	*See above
10	Unlimited	TBD			
11	Unlimited	TBD			
12	Unlimited	TBD			

Adopted: April 19, 2012

**Part-time Enrollment Options in District Courses and Programs**

School-age residents of the School District of Rib Lake enrolled in a private school, a home-based private educational program, the Rural Virtual Academy, another district through open enrollment, or a tuition waiver program with another district may participate in Rib Lake public school courses, programs or activities in accordance with the following guidelines:

1. Students of any age will be admitted to district courses and programs when specifically required by law.
2. Students may take up to two high school courses during the school year provided there is sufficient space in the classroom and the student is eligible for high school admission. Exceptions may be made on a case-by-case basis at the discretion of the principal.
3. The number of courses allowed for students at the elementary and middle school level will be at the discretion of the principal.
4. Students may participate in District summer school classes provided there is sufficient space in the classroom.
5. Students will not be allowed to participate in field trips or non-athletic extracurricular activities unless they are directly related to the courses taken.
6. High school students may participate in the District athletic activities consistent with rules of the Wisconsin Interscholastic Athletic Association (WIAA).
7. Middle school students may participate in District athletic activities consistent with the rules and procedures of the district.
8. Transportation to and from District courses, programs and activities shall be the responsibility of the student's parent(s)/guardian(s), except as otherwise specially provided.

Instructional materials and equipment shall not be available to students except those who enroll in District programs under this policy. The building principal may provide parents with general information about grade level academic expectations and District curriculum scope and sequence.

LEGAL REF: Section 3, (a) WIAA Senior High School Handbook  
Sections 118.145 (4) Wisconsin Statutes

Adopted: May 6, 2003  
Amended: June 9, 2011

# *Rules of Eligibility*

For the convenience of readers, new rules and rules clarifications in the Constitution, Bylaws, and Rules of Eligibility have been highlighted (shaded areas).

## **Article I – General**

### **Section 1 – School Administration**

- A. The responsibility of educating and guiding students in the rules of eligibility governing member schools of this Association shall rest with the administration of each school.
- 1) The administration of the school shall be responsible for the eligibility of all its athletes, and it shall be the responsibility of one member school to call to the attention of another member school possible violations of Association rules.

### **Section 2 – School's own Standards**

- A. The rules of student eligibility shall not be interpreted to prevent any member school or any conference from establishing more stringent regulations, but no school or conference may set up standards for interscholastic competition for any of its official teams, varsity or otherwise, which are less stringent than the minimums herein presented.

### **Section 3 – Who may Participate**

- A. A school may use on its interscholastic teams only its full-time students enrolled in grades affiliated with WIAA membership.

### **Section 4 – Who may not Participate**

- A. A school may not allow Grade 6-7-8 students of a nonmember junior high/middle level school to participate with Grade 9 students.
- B. A school may not allow its students in Grades 10, 11, and/or 12 to compete against another member school's students in Grade 8 and/or below, and a school may not allow its students in Grade 8 and/or below to compete against another member school's students in Grades 10, 11, and/or 12.

### **Section 5 – Penalties for Violation of any and all Eligibility Requirements**

- A. The penalty for participation by an ineligible student, according to a school's own rules or WIAA rules, either during the regular season or in WIAA tournament activity is as follows:

Note: Violations of the individual participation limitations of the various sports, as indicated in the appropriate issue of SEASON REGULATIONS, are also treated under provisions indicated herein.

- 1) Team Sports (baseball, basketball, cross country, football, hockey, soccer, softball, and volleyball)  
The school must -
  - a. Forfeit all contests involved.
  - b. Adjust its place in conference standings and/or relinquish its place in tournament standings.
  - c. Return team and individual awards.
- 2) Individual Sports (golf, gymnastics, swimming & diving, tennis, track & field, and wrestling)  
The school must -
  - a. Eliminate all matches, places, points, scores, etc., of involved student as an individual, and eliminate all contributions made by involved student toward team score.
  - b. Reduce team points (score) and adjust conference standings and/or tournament places.
  - c. Return awards of individual(s) and, if appropriate, after adjusting standings, team awards.
- 3) Tournaments (including WIAA tournaments) - Team or student most recently defeated, upon discovery of violation, replaces offending team or student for remainder of tournament series.
- 4) A violation, resulting from a student or parent (guardian) falsifying records or information furnished a school, will cause that student to be ineligible in all sports for one calendar year from date of last game or meet in which student participated.

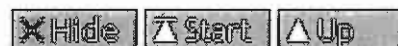
### **Section 6 – School Appeal of Forfeiture Ruling**

- A. Appeals of forfeiture based on an ineligible student's contribution to victory in a team sport may be heard by the Board of Control, but it will be the responsibility of the school to satisfy to a clear and convincing standard that the student did not contribute in any way to the victory. There will be a presumption that the contest(s) would not have been won without the student's participation. The Board of Control will set the criteria to be considered in appeals hearings. The opposing school(s) will be given the opportunity to be heard.

## UNOFFICIAL TEXT

## Chapter 118

## 118.145



118.145

**118.145 Admission to high school.**

118.145(1)



(1) The school board of a district operating high school grades shall determine the minimum standards for admission to high school.

118.145(2)



(2) A certificate or diploma or other written evidence issued by a school board showing that the pupil has completed the course of study in the elementary grades of the school district in which the pupil resides shall entitle the pupil to admission to high school. Such certificate or diploma or a certified copy thereof or a certified copy of a list of graduates shall be filed with the school district clerk of the school district operating the high school.

118.145(3)



(3) If the superintendent of a private school files with the department the course of study for elementary grades prescribed by such school and if such course of study is substantially equivalent to the course of study prepared for elementary grades by the department, a certificate or diploma or other written evidence issued by the superintendent of the private school showing that the pupil has completed such course of study shall entitle the pupil to admission to a public high school. The certificate or diploma or a certified copy thereof or a certified copy of a list of graduates shall be filed with the school district clerk of the school district operating the high school.

118.145(4)



(4) The school board of a school district operating high school grades shall allow a pupil enrolled in a private school or a pupil enrolled in a home-based educational program, who has met the standards for admission to high school under sub. (1), to take up to 2 courses during each school semester if the pupil resides in the school district in which the public school is located and if the school board determines that there is sufficient space in the classroom.

118.145 - ANNOT.



**History:** 1975 c. 39, 199; 1995 a. 27 s. 9145 (1); 1997 a. 27, 240.

118.15

**118.15 Compulsory school attendance.**

118.15(1)



(1)

118.15(1)(a)



(a) Except as provided under pars. (b) to (d) and sub. (4), unless the child is excused under sub. (3) or has graduated from high school, any person having under control a child who is between the ages of 6 and 18 years shall cause the child to attend school regularly during the full period and hours, religious holidays excepted, that the public or private school in which the child should be enrolled is in session until the end of the school term, quarter or semester of the school year in which the child becomes 18 years of age.

118.15(1)(b)



(b) Upon the child's request of the school board and with the written approval of the child's parent or guardian, any child who is 16 years of age or over and a child at risk, as defined in s. 118.153 (1)(a), may attend, in lieu of high school or on a part-time basis, a technical college if the child and his or her parent or guardian agree, in writing, that the child will participate in a program leading to the child's high school graduation. The district board of the technical college district in which the child resides shall admit the child. Every technical college district board shall offer day class programs satisfactory to meet the requirements of this paragraph and s. 118.33 (3m) as a condition to the receipt of any state aid.

118.15(1)(c)



(c)

118.15(1)(c)1.





SCHOOL DISTRICT OF RIB LAKE

431

STUDENT ATTENDANCE

In accordance with state law, all children between 6 and 18 years of age must attend school full-time until the end of the term, quarter or semester in which they become 18 years of age unless they have a legal excuse as defined by the Board, fall under one of the exceptions outlined in state law, or have graduated from high school.

Procedures shall be developed by the administration to enhance the full attendance requirement and to determine appropriate action to serve as a deterrent to truancy. These procedures shall be in accordance with recommendations of the County Truancy Committee and state law, and shall be approved by the Board. The District's truancy plan procedures shall be reviewed and, if appropriate revised every two years.

The District shall not deny student credit in a course or subject solely because of a student's unexcused absences.

LEGAL REF.: Sections 118.15        Wisconsin Statutes  
                  118.153  
                  118.16  
                  118.162  
                  118.165

CROSS REF.: 431-Rule, Student Attendance Procedures  
                  District Truancy Plan

First Reading:     December 11, 2000

Second Reading:

SCHOOL DISTRICT OF RIB LAKE

431-Rule

STUDENT ATTENDANCE PROCEDURES

1. Student Absences and Excuses

Punctual and regular attendance is required of all students.

- a. Excused Absences - In advance of an absence, or upon returning from an absence, a student shall bring a written, dated statement from the parent/guardian giving the cause of absence, or a phone call from the parent/guardian will be accepted.

(1) Any student must be excused in writing by his/her parent/guardian before an absence is excused from school attendance. A student may be excused by the parent/guardian under this provision for not more than 10 days in the school year.

(2) In addition, the principal may excuse any student for the following reasons:

- a) Illness;
- b) Family emergency;
- c) A suspension from school;
- d) Other pre-planned absences approved by the principal.

- b. Truancy - "Truancy" means any absence of part or all of one or more school days during which the school has not been notified of the legal cause of such absence by the parent/guardian of the absent student, and also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law. Parent/guardian notification of legal cause of absence shall be submitted in writing prior to the absence or upon return.

The parent/guardian of a student who is truant shall be notified as required by law.

- c. Habitual Truancy - "Habitual truant" means a student who is absent from school without an acceptable excuse for five or more days on which school is held during a semester.

The parent/guardian of a student who is a habitual truant shall be notified as required by law.

### 3. Make-Up Assignments/Examinations

Credit in a course or subject shall not be denied solely because of a student's unexcused absence from school.

#### a. Excused Absences

- (1) Students who are absent from school with the prior written permission of their parent(s)/guardian are required to make up work missed during the absence. The arrangements for making up course work and examinations shall be the same as for other excused absences. The make-up work is required to be completed prior to leaving or immediately returning to school unless prior arrangements have been made.
- (2) Students who are absent from school for reasons that are determined to be excused by the principal shall be given one full day to complete make-up work or tests/exams for each  $\frac{1}{2}$  day of excused absence. Make-up work turned in after the due date will not be given full credit.

#### b. Unexcused Absences

- (1) Daily work missed during unexcused absences may not be given full credit.
- (2) All tests/exams or unit work must be completed by the end of the first day student returns.

Cross Ref.: 421, Student Attendance  
High School and Middle School Handbooks

First Reading: December 11, 2000

Second Reading:

SCHOOL DISTRICT OF RIB LAKE

432

ASSIGNMENT OF STUDENTS TO SCHOOLS

Students shall attend the schools in the buildings assigned by the administrator. Population increase or decrease may make it necessary to shift students to schools not ordinarily used for such students in order to balance school and teacher loads.

First Reading:

Second Reading:

SCHOOL DISTRICT OF RIB LAKE

441

STUDENT CONDUCT

Acceptable behavior is essential when creating a positive environment for learning.

Students are expected to abide by classroom rules, rules established for each school and the Board-approved code of classroom conduct. Any student who violates the code of classroom conduct may be subject to removal from class and/or disciplinary action.

The District shall not discriminate in standards and rules of behavior, including student harassment, on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections 118.13 Wisconsin Statutes  
118.164  
120.13(1)  
121.52(2)  
PI 9.03(1) of the Wisconsin Administrative Code

CROSS REF.: 411-Rule, Student Discrimination Complaint Procedures  
441-Rule, Code of Classroom Conduct

APPROVED IN PART: June 8, 1995

REVISED:

**Rib Lake  
School District**

**Code of Student Conduct**

## STATEMENT OF PRINCIPLE

The mission of the School District of Rib Lake is to provide the highest possible education for every student in a safe, nurturing environment.

This will be accomplished by providing meaningful opportunities and experiences, with a competent staff, and with quality facilities.

With this, the district recognizes and accepts its responsibility to create, foster, and maintain an orderly and safe class environment, conducive to teaching and to the learning processes. Every member of the school community is expected to cooperate in this central mission. Staff, including administrators and teachers must use their training, experience and authority to create schools and classes where effective learning is possible. Students are expected to come to school, and to every class, ready and willing to learn. Parents should be aware of their children's activities, performance and behavior in school, and are asked to cooperate and consult with the school to prevent or address problems.

The District has a legal duty to make its schools as free as possible of the dangers of violence, weapons, drugs, and other behavior harmful to the educational environment. This duty is enforced through the District's policy on suspension and expulsion, which provides procedures by which students may be removed from the school community either temporarily, or in the case of certain expulsions, permanently.

Beginning August 1, 1999, according to Wisconsin Act 335, a teacher employed by the District may temporarily remove a pupil from the teacher's class if the pupil violates the terms of this Code of Student Conduct (the "Code"). In addition, long term removal of a student will be possible if the building administrator upholds a teacher's recommendation that a student be removed from the class for a longer period of time. Removal from class under this Code does not prohibit the District from pursuing or implementing other disciplinary measures, including but not limited to detentions, suspension or expulsion, for the conduct for which the student was removed.

### I. WHAT ARE THE GROUNDS FOR DISCIPLINARY REMOVAL FROM CLASS?

A student may be removed from class for conduct or behavior which (a) violates the District's policies regarding suspension or expulsion; (b) violates the behavioral rules and expectations set forth in the Student Handbook, (c) is disruptive, dangerous or unruly; (d) which otherwise interferes with the ability of the teacher to teach effectively; or (e) which is incompatible with effective teaching and learning in the class.

Removal is a serious measure. Behavioral expectations are to be communicated as clearly as possible to students and staff. However, it is not possible to specify every type of improper or inappropriate behavior, or every inappropriate circumstance that would justify removal under this Code. A teacher's primary responsibility is to maintain an appropriate

educational environment for the class as a whole. In every circumstance the teacher should exercise his or her best judgement in deciding whether it is appropriate to remove a student temporarily from class.

In ordinary circumstances and in practical terms, a teacher's decision to remove a student temporarily from class will stand. However, there may be circumstances when the building administrator may, exercising his or her discretion, overrule the teacher's decision to remove the student, and return the student to class.

a) Behavior that violates the District's policies on suspension and expulsion.

It should be noted that administrators make decisions regarding suspensions, and recommendations for expulsion are made by the District's administration. Thus, a teacher's decision to remove a student from class for behavior that violates the District's behavioral policy may, but does not necessarily, mean that the student will also be suspended or expelled.

(b) Behavior that violates the rules in the Student Handbook.

The Student Handbook contains behavioral expectations for the individual schools in the District. These rules and expectations are explained and discussed with the students at the beginning of each school year. Such discussions should include an explanation of this Code, and the District's policy regarding removal.

(c) Behavior which is disruptive or dangerous.

Dangerous behavior is any behavior that could cause injury to another person or to property.

Disruptive behavior is inappropriate conduct that distracts others and interferes with the learning process.

(d) Behavior which interferes with the ability of the teacher to teach effectively.

Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly, and responding appropriately when called upon. A student's non-compliance, in turn, distracts others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior.

(e) In addition, there may be grounds for removal for behavior that, though not necessarily in violation of the above provisions, is inconsistent with basic classroom decorum. Such behavior may, in the determination of the teacher, warrant removal because of its interference with the ability of others to learn effectively.



2. OTHER NON-DISCIPLINARY REASONS FOR REMOVAL OF A STUDENT FROM CLASS.

In some cases, a teacher may believe that a student should be removed from the class for the good of the student and in the best interests of the class as a whole. Such reasons may, but need not, be disciplinary in nature, and may include irreconcilable personality differences or issues between the student and other students, or between the student and the teacher.

3. WHO MAY REMOVE A STUDENT FROM CLASS?

Any student may be temporarily removed from class under this Code by a teacher of that class. For the purpose of this Code, "student" means any student enrolled in the District, exchange student, or student visitor to the District's schools.

Any student may be removed on a long term basis from a class based upon the request of a teacher as upheld and implemented in the discretion of the building administrator.

For the purposes of this code, a "class" is any class, meeting or activity, which students attend, or in which they participate while in school under the control or direction of the District. "Class" also includes regularly scheduled District-sponsored extracurricular activities, either during or outside of school hours.

A "teacher" is any certified instructor, counselor, or administrator in the employ of the District.

A "teacher of that class" means the regularly assigned teacher of the class, or any teacher assigned to teach, monitor, assist in or oversee the class.

4. PROCEDURES TO BE FOLLOWED IN TEMPORARILY REMOVING A STUDENT FROM CLASS.

Except where the behavior is extreme, a teacher should generally warn a student that continued misbehavior might lead to temporary removal from class. When the teacher determines that removal is appropriate, the teacher should take one of the following courses of action:

- a) Instruct the student to go to the main office for the period of removal. In such case, the teacher should send a note with the student.
- b) Obtain coverage for the class and escort the student to the office.
- c) Seek assistance from the office or other available staff. When assistance arrives, the teacher or the other adult should accompany the student to the office.

When the student arrives at the main office, the building administrator or designee should give the student an opportunity to briefly explain the situation. If the building administrator or designee is not available immediately upon the student's arrival, the student should be taken to the removal area, and the administrator or designee should speak to the student as soon as practicable thereafter. For the purposes of short-term removal, it is not necessary to obtain witnesses or to otherwise verify the student's or teacher's accounts of the situation.

Within twenty four (24) hours or one business day of the removal, whichever is longer, the teacher shall submit to the building principal or designee a short and concise written explanation of the basis for the removal. Such information may be submitted on a form provided by the building administrator or designee.

As soon as practical, but in any event within twenty-four (24) hours of the removal, the building administrator, or designee shall inform the student's parents that the student was removed from class.

Such notice may be by telephone. The parents of the student shall be sent written notice of the removal postmarked within two business days of the removal. Such written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher. The building administrator or designee shall keep written logs or records regarding unsuccessful attempts to contact the parents in accordance with this provision.

#### 5. WHERE SHALL STUDENTS BE SENT PENDING AND DURING SHORT TERM REMOVAL FROM CLASS?

Prior to the initiation of the 1999-2000 school year, each building administrator shall designate a room or other suitable place where students shall remain during any period of removal from the classroom (the "short-term removal area").

Students who are removed by their teachers must immediately and directly go, or be taken, to the main office. For the duration of the removal, the student shall stay in the short-term removal area. At the discretion of the building administrator or designee, the student may instead be sent to another appropriate class, program or educational setting, provided the student is supervised in such alternative setting. The building administrator should also take steps to ensure that the students are supervised while in the short-term removal area. In general, students should be required to do work of an academic nature while in the short-term removal area. Such work should ordinarily be related to the work in the class from which the student was removed, or may be related to the student's misconduct. In no event should students' time in the removal area be recreational or other free time.

#### 6. SHORT TERM REMOVAL

Removal is a serious matter, and should not be taken lightly either by the teacher or the

student. In most cases, a student shall remain in the short-term removal area for at least the duration of the class or activity from which she or he was removed. Prior to allowing the student to resume his/her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appears to be, ready and able to return to class without a recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the building administrator or designee shall either retain the student in short term removal, or where necessary, shall take steps to have the student sent home.

## 7. PROCEDURES FOR LONG-TERM REMOVAL

Long-term removal is an extremely serious step. Such a step could have serious consequences for the affected student and his or her class, as well as any new class or teacher to which the student may then be assigned. For these reasons, long-term removal should not ordinarily be considered or implemented except after a thorough consultation, including a thorough consideration of alternatives between the teacher(s) and the building principal or designee. For the same reasons, long-term removal should not ordinarily be considered on the basis of a single incident. Unlike short-term removal, the ultimate decision regarding long-term removal rests with the building administrator.

When a teacher believes that the best interests of the student and/or the class require long-term removal, the teacher should notify the building administrator in writing. Such statement should set forth as clearly and completely as possible: (a) the basis for the removal request; (b) the alternatives, approaches and other steps considered or taken to avoid the need for the removal; (c) the impact, positive and negative, on the removed student; and (d) the impact, positive and negative, on the rest of the class.

Upon receipt of such statement, the building administrator may, in his/her discretion, consult with the teacher and/or other District staff. It is appropriate to inform and consult with the parents of the student, and the student involved in the request for long-term removal.

Following consideration of the teacher's statement and any other information, the building administrator shall, in his/her discretion, take one of the following steps:

- a) Place the student in an alternative education program as defined by law.
- b) Place the student in another class in the school, or in another appropriate place in the school.
- c) Place the student in another instructional setting.
- d) Return the student to, or retain the student in, the class from which he or she was removed or proposed to be removed.

In any event, a student in long-term removal must continue to receive an educational program and services comparable to, though not necessarily identical with, those of the class from which he/she was removed. Such program need not be in the precise academic subject of the student's former class.

Long-term removal is an administrative decision not subject to a formal right of appeal. However, the parents of the student, and/or the student, shall have the right to meet with the building administrator and/or the teacher(s) who made the request for removal. Where possible, such meeting shall take place within three (3) business days of the request for a meeting. At the meeting, the building administrator shall inform the parents and/or student as fully as possible regarding the basis for the removal, the alternatives considered, and the reasons for any decision. However, nothing in this Code shall prevent the building administrator from implementing a removal to another class, placement or setting prior to any meeting, and notwithstanding the objection of the parent(s) or student.

#### 8. APPROPRIATE FLEXIBILITY OR DISCRETION FOR INDIVIDUAL TEACHERS, ADMINISTRATORS, AND SCHOOLS.

It is expected that administrators and teachers will meet prior to the implementation of this Code to arrive at a consensus regarding how its provisions should be interpreted and applied. However, this Code, and the procedures regarding removal, are intended primarily as tools to assist teachers to maintain an appropriate educational environment in their classes. Therefore, different teachers may have somewhat different views and practices regarding removal of students from their classes, either long or short-term.

Similarly, there are many clear differences between the needs and practices of schools serving different grade levels. Just as there are different behavioral expectations for elementary and high school students, the standards for removal may well differ from one school, grade, or class to the next.

Teachers and administrators of each school are encouraged to discuss their individual views, philosophies and practices regarding removal of students.

#### 9. STUDENTS IDENTIFIED AS DISABLED UNDER THE IDEA

Some different rules and considerations apply for students identified as requiring special education services under the IDEA or Section 504. In particular, placement for such students is a decision of the student's IEP team, subject to stringent procedural safeguards, and cannot be made unilaterally by teachers or the administration. In addition, most students covered by the IDEA should have a behavior plan, which will address (a) whether, and to what extent the student should be expected to conform to the behavioral requirements applicable to non-disabled students; and (b) alternative consequences or procedures for addressing behavioral issues. It is highly advisable that all IEP teams address these issues, and this Code, at least annually, setting forth the consensus of the IEP team regarding behavioral expectations and consequences.

Notwithstanding these issues, students identified as requiring special education services under the IDEA or Section 504 may, in general, be temporarily removed from class under the same terms and conditions as non-disabled students.

For the reasons noted above, no change in placement for more than ten (10) school days may be made for a student with disabilities outside of the IEP process. This ten (10) day limit applies to out of school suspensions as well as days of removal.

SCHOOL DISTRICT OF RIB LAKE

441.1

STUDENT DRESS CODE

By school board direction, students shall dress appropriately for all occasions. Students are to come to school clean, neat, and dressed in a manner that is accepted as being in good taste. The type of dress and grooming should not be detrimental to the health and safety of the students and should not cause a disruption of the educational process. The board, with the principal as their representative, will determine what proper dress is.

The following guidelines will be in effect for the school day and co-curricular activities:

- A. The advertising or promotion of any alcohol, illegal drug or tobacco related products shall not appear on any items of clothing or accessories.
- B. No spandex shorts will be allowed as outwear.
- C. The display or writing of obscene language or sexual innuendoes is prohibited.
- D. Tops must cover the entire midriff, the majority of the shoulder, and must not expose backs or cleavage.
- E. Clothing worn in manner as so to reveal underwear or bare skin between the upper chest and mid-thigh is not allowed.
- F. Caps, hats, and bandanas are not allowed to be worn during school (8:10 a.m.-3:19 p.m.). School sponsored activities will be excepted.
- G. Gang paraphernalia is not allowed at any time.

Students in violation will be:

- A. Given directions to change or cover the article, to comply with the dress code.
- B. Will be sent home if refusal to comply.
- C. Will be dealt with using the disciplinary policy for multiple violations (insubordination).

Formal wear for special occasions (Prom, Homecoming, etc.) shall be appropriate for these occasions.

Bare midriffs are not acceptable at any time.

If you are unsure of an article of clothing, bring it to the principal **before wearing** for evaluation.

CROSS REF.: Student Handbooks

APPROVED: June 8, 1995

REVISED: July 17, 2003

SCHOOL DISTRICT OF RIB LAKE

441.2

STUDENT CONDUCT ON SCHOOL BUSES

A set of bus rider rules shall be developed by the administration in order to provide for the safe transportation of students to and from school.

Students who are on the bus are in the bus driver's charge and shall obey promptly. Riders who do not obey are to be reported to the elementary principal, high school principal, or the administrator the day of the infractions so disciplinary measures can be taken. Students who do not conform to the rules, after being notified of rule infractions, will have the parent informed that he/she shall be responsible for the transportation of the student. Under this condition, compliance with school attendance laws would still be enforced, even though transportation by bus would be barred.

Notification of parents/guardians and enforcement of discipline shall be in accordance with state law and established procedures.

LEGAL REF.: Sections 120.13(1) Wisconsin Statutes  
121.52(2)

CROSS REF.: 441.2-Rule, Bus Rider Rules  
443.2, Student Suspension/Expulsion

First Reading:

Second Reading:

SCHOOL DISTRICT OF RIB LAKE

441.2-Rule

BUS RIDER RULES

1. Students who come to school on the bus are required to return home on the bus unless picked up by the parent/guardian with knowledge of the building principal, elementary principal, high school principal, or the administrator.
2. Busses will load and unload at specified locations. There will be no pick-up or letting off at other than designated points.
3. Student bus riders leaving home on the bus may not get off the bus at any location other than the school. If students must leave the school grounds after being delivered to the school, permission must be obtained from the office.
4. Students shall be on time for busses. Bus drivers are required to wait a reasonable length of time, but too long a wait spoils time schedules.
5. Students are to be careful in approaching bus stops. Students should walk on the left side of the road facing traffic.
6. Students are not to stand, or extend head and/or arms out windows or move about at any time the bus is in motion.
7. Students shall remain seated on the bus until it stops. When crossing the road, students are to remain in front of the bus, crossing only after getting the signal to cross by the driver.
8. Students shall not do damage to seats or other bus equipment. Students will pay for any such damages.
9. Students shall be courteous to fellow students on the bus, to bus drivers, and to other school personnel.
10. Students shall keep the bus clean.
11. Students are to report any injury to the driver immediately.

First Reading: November 9, 2000

Second Reading: December 11, 2000



SCHOOL DISTRICT OF RIB LAKE

441.21-Rule

RULES FOR EXTRA-CURRICULAR RIDERS

1. Any student who rides the bus to extra-curricular activities must take the bus home from that activity. The only exception is a request in writing from the parent (a Rib Lake Redmen Transportation Request Form is available from the athletic director, coach, or front office) prior to the student leaving the event, given to the coach or faculty member in charge, for the student to ride home with parents, guardians, grandparents, aunts, uncles, and adult brothers, and sisters. Parents assume responsibility. At no time will the school approve students riding home with other students in private vehicles.
2. All participants must ride the bus to school-sponsored activities such as music, athletics, picnics, field trips, etc., unless prior approval is given by the faculty member in charge, and the administration.
3. Bus drivers may, however, unload passengers after returning from extracurricular events at pre-arranged locations or at their home. At no time shall a bus driver drop off a passenger without having someone waiting to pick them up.
4. Students may not use profane language on the bus.
5. Students may not use tobacco on the bus.

Cross-reference: District Handbooks

First Reading: January 11, 2001

Second Reading:

School District of Rib Lake School

Video Monitoring Systems

Policy 441.22

The Rib Lake School District approves the use of video cameras on school buses for the primary purpose of reducing disciplinary problems and vandalism on the bus, thereby allowing the driver to focus on the driving of the bus and providing for safer transportation of the students.

Parents/guardians will be notified once a year that cameras are being used on the buses, and a sign will be placed at the front of each bus indicating a video camera may be present.

All information obtained from video cameras shall be used in strict confidence according to the following guidelines:

1. All monitoring devices shall be installed in accordance with all applicable state and federal regulations.
2. Monitoring devices shall be rotated among buses on an as-needed basis and in complete confidentiality. Individual drivers, administrators, and parents/guardians may request that the video camera be on a specific bus.
3. Only the bus driver, administrators of the district and/or school board members will be authorized to view the videotape for the purpose of documenting a problem and determining which students may be involved.
4. Disciplinary action may be taken with students based on video documentation. The identified student and his/her parent/guardian may view the isolated segment of the videotape that documents the incident. Dates and names of all individuals viewing the tape will be kept. The videotape will not be available for viewing by the public in general, the media, or other individuals. The Superintendent of Schools or designee may authorize the individuals such as a counselor, school psychologist, or social worker to view segments of specific videotape.
5. Any disciplinary action arising from administrative review of a surveillance tape shall be in accordance with district policy and state statutes.
6. Tapes used for disciplinary purposes shall remain under the control of the building administrator involved in the case. The tape shall be kept in a secure locked place until all disciplinary appeals have been exhausted.

7. If, after three school days, there is no reported bus problems pertaining to a tape, the district may erase or reuse the tape.
8. If any part of this policy is held to be invalid by law or court action, that part of the policy shall be altered to reflect such a decision and the procedure shall be changed to conform.

Legal References:     Wisconsin Statutes  
                          118.13  
                          120.13 (1)(a)  
                          121.51, 121.52, 121.54, 121.545, 121.155, 121.56  
                          345.05(2)

Cross-Reference:     Handbooks  
                          441.2 Bus Riding Rules  
                          441.21 Rule for Extra Curricular Riders

First Reading:

Second Reading:

SCHOOL DISTRICT OF RIB LAKE

441.4

STUDENT ALCOHOL AND DRUG USE

Students are prohibited from possessing alcohol or controlled substances, copycat drugs or drug paraphernalia on school premises, at school-sponsored functions or in school vehicles, except medications as authorized by Board policy.

Any student found violating this policy shall be disciplined in an appropriate manner.

LEGAL REF.: Section 120.13(1) Wisconsin Statutes  
Chapter 961

CROSS REF.: 451.4, Administering Medication to Students

First Reading:

Second Reading:

## School District of Rib Lake

### Student Use of Two-Way Communication, Cell Phones, and Paging Devices

Student use of cell phones and other two-way communication devices is permitted before and after the school day. The instructional day is defined as the correct period of time that all students are required to be in school.

The following applies to the use of cell phones (including internet compatible personal electronic devices) and two-way communications devices while at school or while on premises owned or rented by, or under the control of the School District of Rib Lake.

- The use of cell phones or two-way devices during the school day is prohibited. Text messaging is prohibited during instructional time under the standards of this policy.
- All cell phones and two-way devices, even when stored, shall be kept off during the instructional day.
- All students shall keep their cell phones and two-way communication devices in their locker during instructional hours.
- The use of cell phones to receive or transport video images is prohibited at all times. The use of such phones to transport images in locker rooms or similar areas shall be considered particularly egregious, and shall result in severe disciplinary action.

The use of cell phones during off campus school activities under the direction and supervision of school staff is subject to the discretion of the staff member in charge of the activity.

Any parent or guardian who wants his/her child to use a two way cell communication device, cell phone, or pager at an unauthorized time may submit a request to the student's building principal. The principal's decision shall be final.

Legal Reference: 118.258 Wisconsin Statutes

Approved: October 1992

Revised: July 14, 2005

SCHOOL DISTRICT OF RIB LAKE

441.5

STUDENT USE OF TWO-WAY COMMUNICATION OR  
PAGING DEVICES

Students shall not use or possess any electronic paging, cell phones, or two-way communication device that has not been approved by the Board or its designee. These devices are not to be in use on premises owned or rented by or under control of the school.

Legitimate uses of such devices shall include fire and ambulance pagers, medical, school, educational or vocational use. Any student wishing to use such a device must inform the appropriate level building principal.

LEGAL REF.: Section 118.258 Wisconsin Statutes

APPROVED: October 1992

REVISED: June 9, 2005

FINAL: July 14, 2005

**BULLYING POLICY**

The School District of Rib Lake strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school buses and at school-sponsored activities. Bullying has a harmful social, physical, psychological and academic impact on bullies, victims and bystanders. The school district consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Definition

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet - also known as cyber bullying)

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision.

Procedure for Reporting/Retaliation

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to their building principal and his/her designee.

Any other person, including a student who is either a victim of the bullying or is aware of the bullying or any other concerned individual is encouraged to report the conduct to their building principal and his/her designee.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

The school official receiving a report of bullying shall immediately notify the school district employee assigned to investigate the report. Pupil services staff, including guidance counselor, school psychologist, or building principal, shall investigate the report.

There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Procedure for Investigating Reports of Bullying

The person assigned by the district to conduct an investigation of the bullying report shall, within one school day, interview the person(s) who are the victim(s) of the bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

Parents and/or guardians of each pupil involved in the bullying will be notified prior to the conclusion of the investigation. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

Sanctions and Supports

If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the school district administration and school board may take disciplinary action, including: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Pupil services staff will provide support for the identified victim(s).

Disclosure and Public Reporting

The policy will be distributed annually to all students enrolled in the school district, their parents and/or guardians and employees. It will also be distributed to organizations in the community having cooperative agreements with the schools. The school district will also provide a copy of the policy to any person who requests it.

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the school board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

LEGAL REFS:           Wisconsin Act 309  
                          Section 118.13 Wisconsin Statutes  
                          PI 9, Wisconsin Administrative Code  
                          Title VI, Civil Rights Act of 1964  
                          Title IX, Education Amendments of 1972  
                          Section 504, Rehabilitation Act of 1973  
                          Americans with Disabilities Act  
                          Individuals with Disabilities Education Act  
                          Civil Rights Act of 1991

CROSS REFS:           411.1 Student Harassment  
                          411.1-Rule, Student Harassment Guidelines  
                          411 Equal Educational Opportunity  
                          411-Rule, Student Discrimination Complaint  
  Procedures  
                          441 Student Conduct  
                          441-Rule, Code of Classroom Conduct

FIRST READING:       August 9, 2010

APPROVED:            September 9, 2010



SCHOOL DISTRICT OF RIB LAKE

442.1-Rule

LOCKER SEARCH PROCEDURES

Should school officials inspect a locker it will be done utilizing the following procedure:

1. If the student is in attendance, they shall be notified of the inspection and will be allowed to be present at inspection.
2. Have another faculty member present.
3. Any unauthorized item(s) in the locker may be removed. Items removed from the locker may be held by the school for return to parent/guardian (without liability for security), retained for disciplinary proceedings, or turned over to legal authorities. The adult student or parent /guardian of a minor will be notified of items removed by letter.
4. If alcohol, drugs, drug paraphernalia, or weapons are found, the student will accompany the school official to the office and an attempt will be made to contact parents/guardian.
  - a. If they cannot be reached, school officials will call the emergency number listed. If parents/emergency contacts cannot be reached, law enforcement or human services will be notified.
  - b. If law enforcement agencies are not present they will be called. An effort will be made to contact parents/guardians and have them present or to have permission granted before questioning by legal authorities. This may not be possible in all cases, where suspicion of a crime being committed has occurred.
5. Locker inspections may include the use of a canine unit.

APPROVED:        October 9, 1997

REVISED:        June 9, 2005

FINAL:            July 14, 2005

STUDENT DISCIPLINE

The Board believes that the primary obligation for developing self-discipline, responsibility and respect rests with the home and parents. Children who have developed these qualities usually do well in school. The school is also concerned with these attributes and must provide a suitable climate for learning. Therefore, it strives to work cooperatively with parents for the student's development.

When students do not follow the rules of proper conduct, the school has a responsibility to take action in the interest of the entire student body. To ensure an atmosphere that is conducive to learning, it is necessary to balance a student's individual rights with his/her responsibilities for good citizenship. The intended effect is to create an educational environment conducive to learning; for responsible and considerate behavior; and one in which the safety of all is assured.

Teachers are responsible for establishing and maintaining classroom discipline. Individual classroom rules and procedures will be explained to the student and students will receive a copy of the class rules. All staff members will work together to ensure proper behavior throughout the school.

The District shall not discriminate in standards and rules of behavior or disciplinary measures, including suspensions and expulsions, on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections 118.13 Wisconsin Statutes  
120.13(1)  
121.52(2)  
PI 9.03(1) of the Wisconsin Administrative Code

CROSS REF.: 411-Rule, Student Discrimination Complaint Procedures  
Student Handbooks

APPROVED IN PART: June 8, 1995

REVISED: November 9, 2000

Approved: December 11, 2000



SCHOOL DISTRICT OF RIB LAKE

443.2

STUDENT SUSPENSION/EXPULSION

Suspension

A student may be suspended from school for conduct outlined in state law and shall be suspended when required by law.

The District Administrator, principal or designee shall be authorized to suspend a student for a period not to exceed the period permitted by state law.

Suspended students shall be allowed to make up any examinations or classwork missed during the suspension period in accordance with the District's student attendance procedures.

Expulsion

The Board may expel a student from school for conduct outlined in state law if it is satisfied that the interests of the school demands it and shall expel a student for engaging in other conduct outlined in state law which requires the student's expulsion.

Student expulsion proceedings shall be conducted in accordance with state law and established procedures.

LEGAL REF.: Sections 118.16(4) Wisconsin Statutes  
120.13(1)

CROSS REF.: 431-Rule, Student Attendance Procedures

First Reading:

Second Reading:

SCHOOL DISTRICT OF RIB LAKE

451.1

EMERGENCY NURSING SERVICES

The District shall provide emergency nursing services, including first aid services, during the school day and at all school-sponsored activities, in accordance with state law and regulations. The District shall contract with the Taylor County public health department to supervise the emergency nursing services, and shall make arrangements with a physician to serve as medical advisor.

Each school shall have a designated health area, which is equipped with the supplies necessary to provide emergency care. Emergency information shall be obtained and maintained for each student.

Procedures for dealing with accidental injury, illness and medication shall be established.

A record system shall be maintained in the District, including accident reports and a log of services performed.

Emergency nursing services shall be reviewed annually.

LEGAL REF.: Sections 118.07           Wisconsin Statutes  
                  118.125  
                  118.29  
                  118.291  
                  121.02(1)(g)  
                  PI 8.01(2)(g), Wisconsin Administrative Code

CROSS REF.: 347, Student Records  
              451.4, Administering Medication to Students

First Reading:   October 12, 2000

Second Reading: November 9, 2000

SCHOOL DISTRICT OF RIB LAKE

451.2

STUDENT IMMUNIZATIONS

All students admitted to the School District of Rib Lake must present immunization records as required by law. Except as otherwise provided, immunizations shall be required for measles, rubella, diphtheria, pertussis (whooping cough), poliomyelitis, tetanus, mumps, hepatitis B and any other diseases specified by rule by the Department of Health and Family Services.

A student may be waived from the immunization requirement when the student, if an adult, or the student's parent/guardian submits a written statement objecting to the immunization for reasons of health, religion or personal conviction.

In cooperation with public health agencies and officials, the Board shall develop and implement a plan to encourage compliance with state student immunization requirements. The plan shall be submitted to the appropriate state agency as required by law.

It shall be the responsibility of the District Administrator, in cooperation with the nurse serving the District to ensure the District is in compliance with the requirements of state law.

LEGAL REF.: Sections 118.125      Wisconsin Statutes  
                  120.12(16)  
                  252.04  
                  HFS 144, Wisconsin Administrative Code

CROSS REF.: 347, Student Records  
                  District Immunization Plan

First Reading: October 12, 2000

Second Reading: November 9, 2000

SCHOOL DISTRICT OF RIB LAKE

451.3

COMMUNICABLE DISEASES

It is the policy of the School District of Rib lake, in cooperation with state and local public health agencies, to establish and maintain appropriate health standards, to promote the good health of students and staff, and to educate students and staff in disease prevention and sound health practices.

In an effort to maintain a safe school environment, the District shall provide educational opportunities to students and staff regarding measures that can be taken to reduce the risk of contracting or transmitting communicable diseases/conditions at school and in school-related activities.

In recognition that an individual's health status is personal and private, the District shall handle information regarding students and staff with suspected or confirmed communicable diseases/conditions in accordance with state and federal law and Board policies regarding the confidentiality of student and staff records, while at the same time complying with applicable public health reporting requirements.

Students and staff may be excluded from the school environment if they are suspected of or diagnosed as having a communicable disease/condition that poses a significant health risk to others or that renders them unable to adequately pursue their studies or perform their jobs.

LEGAL REF.: Sections 103.15                      Wisconsin Statutes  
                  118.01(2)(d)2c  
                  118.125  
                  118.13  
                  118.195  
                  121.02(1)(i)  
                  146.81 - 146.83  
                  Chapter 252  
                  HFS 145, Wisconsin Administrative Code  
                  29 CFR, Part 1910 - Subpart Z

CROSS REF.: 347, Student Records  
                  523.21, Employes Occupationally Exposed to  
                                  Bloodborne Pathogens  
                  Bloodborne Pathogens Exposure Control Plan  
                  RLEA Agreement

First Reading:     October 12, 2000

Second Reading:   November 9, 2000

SCHOOL DISTRICT OF RIB LAKE

451.4

ADMINISTERING MEDICATION TO STUDENTS

Medication should be administered to students at home rather than at school whenever possible. School personnel, authorized in writing by the building principal, may administer medication to students under established conditions.

School personnel authorized to administer medication to students shall be provided appropriate instruction and shall not be required to administer any medication to a student by any means other than ingestion.

Specific medication administration procedures shall be developed in accordance with state law requirements.

LEGAL REF.: Sections 118.125           Wisconsin Statutes  
                  118.29  
                  118.291  
                  121.02(1)(g)  
                  146.81 - 146.83  
                  PI 8.01(2)(g), Wisconsin Administrative Code

First Reading:

Second Reading:



SCHOOL DISTRICT OF RIB LAKE

451.4-Rule

PROCEDURES FOR ADMINISTERING MEDICATION TO STUDENTS

1. In order for prescription medication to be administered, the District must receive the physician's written instructions and the written consent of the student's parent/guardian. No prescription medication shall be administered without both signatures.

Prescription medication must be supplied in a properly-labeled bottle. It must list the student's name, date, name of drug and exact dosage to be given.

2. In order for over-the-counter medication to be administered, the student's parent/guardian must supply written consent and instructions. No over-the-counter medication shall be administered without this information.
3. Designated school personnel shall supervise the student's taking of the medication at the appropriate times.
4. Accurate and confidential written records shall be established and maintained for each student receiving medication.
5. All written instructions must be renewed at the beginning of the school year and/or at any time a medication is changed.
6. Students may possess and self-administer an asthma inhaler if: (a) the student uses the inhaler before exercise to prevent the onset of asthmatic symptoms or uses the inhaler to alleviate asthmatic symptoms; and (b) the student has provided the office with written approval of the physician and if the student is a minor, the written approval of the parent/guardian.

First Reading:

Second Reading:

SCHOOL DISTRICT OF RIB LAKE

SCHOOL WELLNESS AND NUTRITION

Policy 451.5

Mission Statement:

The mission of the School District of Rib Lake is to provide the highest possible education for every student in a safe, nurturing environment. This will be accomplished by providing meaningful opportunities and experiences, with a competent staff, and with quality facilities and equipment, resulting in responsible, contributing citizens.

Policy Statement:

The School District of Rib Lake recognizes its responsibility to promote a healthy learning environment by supporting wellness, good nutrition and regular physical activity as part of the total learning environment. This policy supports the mission of the District as it promotes life-long wellness behaviors and links healthy nutrition and exercise to students' overall physical well-being, growth, development, scholastic performance and readiness to learn. Improved health through nutrition and physical activity optimize student performance and readiness to learn. Healthy eating patterns and regular physical activity are essential for students to achieve their full academics life potential. The Rib Lake School District promotes a healthy school environment for students and staff through education, awareness and by providing and promoting healthy options and opportunities.

Rationale:

To promote healthy lifestyles: It is the belief of the Rib Lake School District to strive to make a significant contribution to the general well being, mental and physical capacity and learning ability of each student and afford them the opportunity to fully participate in the educational process. The Rib Lake School District promotes a healthy school by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. The district supports a healthy environment where children learn and participate in positive dietary and life style practices. By facilitating learning through the support and promotion of good nutrition and physical activity, our school contributes to the basic health status of children. To ensure the health and well being of all students, the following guidelines/policies will be adopted.

Scope: District-wide

Responsibility:

Efforts to promote good nutrition are the shared responsibility of the District Administrator, all administrators, all professional staff, support staff, the Director of Food Services, and the food service staff.

### Implementation:

In order to create and maintain an environment which supports and teaches healthy eating habits as well as physical activity, the food service department, health curriculum and physical education curriculum will work together as follows.

- *Food Service*

The food service department will promote healthy meals and meal alternatives as part of the educational learning environment.

- Ensure all meals offered through the National School Breakfast and Lunch Programs meet and follow all U.S. Government Nutritional Standards.
- Encourage and promote healthy living by implementing nutrition education materials into the meal program.
- Prohibit the sale of foods of minimal nutritional value during school meal service hours.
- With the assistance and support of school administrators, provide a positive environment in school cafeterias by giving an adequate amount of time for students to eat school meals, and schedule lunch periods in a reasonable manner.

- *Health Curriculum*

The health curriculum will educate students to develop the knowledge, attitudes, skills and behavior for life long healthy eating habits and physical activity. The district has approved a PreK-12 nutrition curriculum as part of the comprehensive health curriculum. The nutrition curriculum supports the philosophy that the quality of life is dependent upon the student's interaction with their total environment which includes their physical, mental and social well being. Included in the health curriculum as a performance goal, is that students will learn good food habits to help build and maintain good health. This performance goal is promoted throughout the PreK-12 nutrition curriculum.

Some of the topics covered as part of the health curriculum include: eating habits, nutrients, dietary guidelines, food guide pyramid, serving sizes, labeling, weight problems, eating disorders, fad dieting, food safety, food allergies and food sensitivities.

- *Physical Education Curriculum*

The physical education curriculum teaches children the importance of physical exercise and exposes students to a wide range of physical activities, so that students develop the knowledge and skills to be physically active for life.

Students receive instruction in the five health-related components of fitness (cardiovascular endurance, muscular endurance, muscular strength, flexibility and body composition). Body composition instruction includes proper diet and healthy eating habits. The

curriculum promotes lifelong physical activity and fitness, which includes healthy eating as its primary goal.

**District Wide Nutrition Guidelines:**

The Rib Lake School District encourages the sale or distribution of nutrient dense foods for all school functions, fundraisers and other activities. Those foods that provide a lot of nutrients relative to the number of calories are called nutrient dense. Examples include: lean meat, fish and poultry, eggs, legumes, dark green vegetables, citrus fruits, nonfat milk, fruits and vegetables. Schools and school groups are encouraged to follow the nutrition guidelines set by the district when selling food and beverages on school grounds.

• **Food Items:**

-Provide food options that are low in fat, calories and added sugars.

-All food items for sale prior to the start of the school day and throughout the school day will have no more than 30% of its total calories derived from fat.

-All food items for sale prior to the start of the school day and throughout the school day will have no more than 10% of its total calories derived from saturated fat.

-It is recognized that there may be rare special occasions when the school principal may allow a school group to deviate from these guidelines.

• **Beverage Items:**

-The vending or non-vending sale of soda or artificially sweetened drinks will be prohibited during the instructional day. Soda will be phased out of all vending machines by the start of the 2007-2008 school year.

-The vending or non-vending sale of soda or artificially sweetened drinks will not be permitted on school grounds both prior to the start of the school day and throughout the instructional day, but will be permitted at those special school events that begin after the conclusion of the instructional day. After the start of the 2006-2007 school year, soda and artificially sweetened drinks can only be sold through concessions.

-The vending sale of beverages other than soda, with less than 10% real fruit or vegetable juice will begin at the conclusion of the instructional day.

-Milk, water and beverages containing 10% real juice may be permitted both prior to and during the instructional day.

• **Fundraising:**

-All fundraising projects must be approved by the school administrator as stated in district policy.

-All fundraising projects are encouraged to meet the district nutritional standards.

-Items being sold must not interfere or compete with the National School Lunch or Breakfast program

- Classroom Incentive:

-Teachers are encouraged to consider non-food items as a teacher to student incentive. Should teachers decide to use food items as an incentive, they are encouraged to adhere to these guidelines.

**To Achieve These Policy Goals:**

The school district will create a school health council to implement, monitor, review, and revise policy as needed.

First Reading: December 14, 2006

Second Reading: January 11, 2007

STUDENT SCHOLARSHIPS AND AWARDS

Students shall be informed by the administration of any available academic scholarships. Literature concerning available scholarships shall be posted in the school building. Criteria for District awards and scholarships shall be developed consistent with District goals and objectives.

The District shall not discriminate in the acceptance and administration of gifts, bequests, scholarships and other aids, benefits or services to students from private agencies, organizations or persons on the basis of sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

Valedictorian/Salutatorian Awards

The valedictorian will be selected after the student's seventh semester of high school. The individual with the highest grade point average calculated to the thousandth decimal point will be the valedictorian and the second highest grade point average will be salutatorian. Grade point averages will be determined using the grading scale established at Rib Lake High School. Any student who transfers in must have seven semesters of grades and must have completed their last 4 semesters enrolled at Rib Lake High School.

In the event of a tie, the high school principal and faculty senate committee shall select using the faculty developed criteria outlined in Rule 460.

Wisconsin Academic Excellence Higher Education Scholarship

Wisconsin statute provides that each year the top scholar of the graduating class receive a renewable scholarship to participating colleges and technical schools in the state of Wisconsin. In order to become eligible for the Wisconsin Academic Excellence Higher Education Scholarship and class rank academic scholarships, students must complete their last 4 semesters enrolled at Rib Lake High School.

The District shall annually designate an academic scholar(s) by February 15, for purposes of the Wisconsin Academic Excellence Higher Education Scholarship. The scholar shall be the senior with the highest grade point average calculated to the thousands decimal point, which shall be determined in accordance with Board policy.

In the event of a tie, the high school principal and faculty senate committee shall select using criteria outlined in Rule 460, as the scholarship designee(s) and certify, in order of priority, any remaining seniors with the same grade point average as alternate designees, in accordance with established procedures.

LEGAL REF.: Sections 39.41 Wisconsin Statutes 118.13  
PI 9.03(1), Wisconsin Administrative Code  
HEA 9

CROSS REF.: 460-Rule, Class Rank Award and Scholarships Tie-Breaking  
Procedures  
411-Rule, Student Discrimination Complaint Procedures

APPROVED IN PART: November 8, 1990

REVISED: November, 9, 2000

Revised: July 13, 2006

Final Reading of Revision: August 10, 2006

**Valedictorian/Salutatorian/Academic Excellence Award Procedures**

**Academic Excellence Scholarship and Class Rank Award Recipient Selection**

1. Eligible candidates are selected solely on grade point average.
2. An un-weighted, 4.0 scale calculated to the thousandth decimal point will be used to compute grade point average.
3. All subjects taken for credit during the first seven semesters of high school will be computed.
4. When a student has a "P" (Pass) grade, the "P" will be assigned the average grade of the computed grade point average.
5. The valedictorian's name will be sent to the state as the nominee for the Wisconsin Academic Excellence Scholarship. Any student with the same grade point average as the declared nominee will be sent to the state as an alternate.
6. Credits earned from study abroad, alternative or home schools will be shown as credit earned or not earned on the official high school transcript, but will not be used in determining class rank.
7. Classes transferred into Rib Lake High School from other comparable schools or from a comparable foreign school by students with permanent resident status will be allowed full credit for educational progress. Credit allowed will be based on equivalency of requirements. The district reserves the right to evaluate transfer courses prior to granting credit and/or administering tests where necessary.

**Grade Point Tie-Breaking Criteria**

If two or more students are tied for either the Valedictorian or Salutatorian position, the following criteria will be used to break the tie. If the tie is for Valedictorian, the winner shall be declared the District's Academic Excellence designee.

1. The highest composite ACT score on file with the District by the end of the 7<sup>th</sup> semester would be declared the winner. If any students have taken the exam more than once, the highest composite score received will be used for calculating the winner.
2. If a tie remains, the highest grade point average in all identical courses would become the winner.
3. If identical ACT scores and the same grade point average exist for identical coursework, the third tie breaker will be the grade point in the areas of Math, Social Studies, Science, English, and Foreign Language.
4. Highest number of credits earned in the areas of Math, Social Studies, Science, and Foreign Language by the end of the 7<sup>th</sup> semester will be the fourth tie breaking criteria.



5. The highest number of total credits earned by the end of the 7<sup>th</sup> semester will be the fifth tie breaking criteria
6. The sixth tie-breaker will be the highest composite score from the district's Wisconsin Knowledge and Concepts examination taken during the student's sophomore year.
7. If the first six steps result in a continued tie, a chance drawing of all tied students will be held. If a chance drawing is required for the valedictorian position, co-valedictorians will be designated with the winner of the drawing receiving the Academic Excellence Scholarship.

First Reading: July 13, 2006

Final Reading of Revision: August 10, 2006

WISCONSIN ACADEMIC EXCELLENCE HIGHER EDUCATION SCHOLARSHIP TIE-  
BREAKING PROCEDURES

If a tie exists for the designation of academic scholar for purposes of the Wisconsin Academic Excellence Higher Education Scholarship, the high school faculty shall use the following criteria to break the tie to name the scholar(s) and prioritize the remaining students as alternates:

1. The student with the highest score on the American College Test (ACT) by the end of the seventh semester shall be named the scholar. If any of the students involved have taken the exam more than once, the highest composite score received prior to the end of the seventh semester will be used.
2. If a tie continues to exist, the student with the greatest number of credits earned through seven semesters shall be named the scholar.
3. If a tie continues to exist, it shall be broken by a chance drawing of names by the Board with the first name drawn being named the scholar and the remaining names drawn to prioritize the alternates.

First Reading:

Second Reading:

SCHOOL DISTRICT OF RIB LAKE

461

ACADEMIC INCENTIVE PROGRAM  
(High School)

Academic Excellence

The Board and high school staff recognize the hard work and dedication involved in reaching for academic excellence. Students achieving academic excellence will receive academic awards according to academic points earned. Academic points will be awarded each semester based on grade point average, as follows:

<u>Grade Point Average</u>	<u>Academic Points</u>
3.75 - 4.00	3
3.50 - 3.74	2
3.00 - 3.49	1

<u>Awards</u>	<u>Point Total</u>
Certificate	6
Academic Letter	12
Medal or Patch	18
Plaque	24

Grade Improvement

Any student who raises his/her grade point average 1.00 point for two quarters in a row will receive an academic t-shirt stating the accomplishment.

Perfect Attendance

Each semester that a student has perfect attendance, they will be awarded a certificate. These students will also be eligible for drawing for a savings bond.

APPROVED: September 10, 1992

REVISED: December 11, 2000

**INDEPENDENT EDUCATIONAL EVALUATION POLICY AND PROCEDURES  
SCHOOL DISTRICT OF RIB LAKE**

461E

Independent Educational Evaluations are addressed in the Federal Regulations which implement the Individual with Disabilities Education Act (IDEA). See 34 C.F.R. § 300.502 (1999).

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of the child's school district. A parent has a right to an IEE at public expense if the parent disagrees with a recent evaluation conducted by the school district. For the purposes of this policy, "Evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. The school district is not required to pay for an IEE if the district has not conducted a recent evaluation. In the event the district receives a parent request for an IEE, the district must, without unnecessary delay, either provide the IEE at school expense per this policy or request a due process hearing to show that its evaluation is appropriate. The IEE must meet District criteria for IEEs, which is the same criteria that the District uses when it conducts its own evaluations. If the final decision in the due process hearing is that the district's evaluation is appropriate, the parent still has a right to an IEE, but not at public expense. Parents may only request one publicly funded IEE for each evaluation conducted by the school district. The parents must request payment for the IEE within one year of the date the results of the school district evaluation were shared with parents.

**Procedure to Obtain an IEE at Public Expense:**

1. The parents should submit to the school district a written request for an IEE and may include in such request an explanation of their reasons for objecting to the evaluation obtained by the district. However, the district will not deny parents a publicly funded IEE because they fail to provide the district with such a written request or fail to provide reasons for requesting an IEE.
2. Upon receipt of a parental request for an IEE, a determination will be made as to whether the district will initiate due process to establish the appropriateness of its evaluation or proceed with procuring an IEE. The district will respond in writing to a parent request for an IEE within fifteen school days from the date the district receives the request.
3. If the district decides to procure an IEE for the parents, the school district's written response will contain the following:
  - a) A listing of the names and addresses of IEE Examiners located within 90 miles of the School District of Rib lake for the type of assessment needed. The list will identify those IEE Examiners who, in the school district's judgement, are qualified to perform the evaluation requested by the parents. Parents may select an examiner who is not on the list, however, parents must ensure that the IEE meets the School District of Rib lake's criteria if they want a publicly funded IEE. These criteria include the qualification of the examiner, the location of the evaluator and fees. If no qualified examiner exists within 90 miles of the School District of Rib lake, the district will identify an individual located in the State of Wisconsin who can perform the evaluation.
  - b) The specific location of the evaluation. All IEE's will be performed in the school district unless the parents demonstrate that unique circumstances warrant a publicly funded IEE outside the school district.
  - c) A description of the school district's criteria for selection of IEE Examiners.
4. Minimum Qualifications for IEE Examiners. The following are the school district's minimum qualifications to be approved as an IEE Examiner. Prospective examiners with credentials other than those listed below will not be approved unless the parents can show unique circumstances which justify a publicly funded IEE by an examiner who does not meet the school district's criteria:
  - a) The prospective IEE Examiner (the "Examiner") must be licensed by the Wisconsin Department of Public Instruction in the appropriate field; and have recent and extensive experience in the public schools. Physicians, nurses, psychiatrists, neuropsychologists, and other medical personnel must be licensed by the State of Wisconsin.
  - b) The Examiner must be located within 90 miles of the School District of Rib lake.
  - c) The Examiner must charge fees for educational evaluation services within the attached schedule of cost. An independent multidisciplinary evaluation will be limited to a total cost of \$1,000.
  - d) The Examiner shall not be an employee of the school district.

- e) The Examiner shall have no employment, ownership interest or association, past or present, with private schools or private instructional service agencies who are in the business of educating pre-school to high school-age students. The Examiner shall have no membership or active association with organizations that advocate the interests of parents or particular instructional approaches in the area of educating children with disabilities.
  - f) The Examiner shall have no history of consistently acting as an expert witness against public schools.
  - g) The Examiner must be permitted to directly communicate and share information with members of the IEP Team. The Examiner must also agree to release the assessment and results, including parent and teacher surveys, prior to receipt of payment for services.
  - h) If the School District evaluation included an observation of the child in one or more educational settings, the IEE shall include at least one observation in that setting. The Examiner shall make at least one contact with the student's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, examiners are encouraged to make additional contacts with other involved general or special education teachers. If the purpose of the evaluation is to address a learning disability, an observation of the student in the school setting is a required component.
  - i) The Examiner will meet with appropriate school psychologist and classroom teacher(s) if requested by the district.
5. The maximum allowable cost for an Examiner will be determined by the Director of Special Education according to the attached schedule. In the event the examiner is one not typically employed by a district, such as a medical doctor, psychiatrist, clinical psychologist, or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the school district (see the attached). The district shall not be responsible for reimbursement of travel costs or other related costs incurred by the parents in the connection within their arrangement of, or their attendance at the IEE, unless the parents can demonstrate that necessary services are not available in the community. If it is demonstrated that the necessary services are not available in the community, then reimbursement for mileage and food will be made at the current rate established by the Board of Education; lodging expenses will be reimbursed up to the State Rate. Receipts for such incurred expenses will need to be submitted to the District Administrator for approval of reimbursement.
  6. The school district will permit parents to demonstrate other factors that make the extraordinary costs necessary to justify an IEE which exceeds the maximum allowable cost. If the total cost of the IEE exceeds the maximum allowable costs and if, in the school district's sole judgement, there is no justification for the excess cost, the cost of the IEE will be funded up to the school district's maximum allowable cost and no further. The parents shall be responsible for any remaining costs. When insurance will cover all or partial costs of the IEE, the school district will request that the parents have their insurance pay the IEE cost covered by their insurance. However, parents need not ask their insurer to cover the IEE costs if such action would result in financial cost to the parents, such as an increase in premiums, the discontinuance of the policy, a decrease in available lifetime coverage, or an out of pocket cost such as payment of a deductible.
  7. In the event the IEE is ordered by an Administrative Law Judge (ALJ) as part of a due process hearing pursuant to Wis. Stat. §115.80 or as part of a mediation session conducted pursuant to Wis. Stat. 115.797, the ALJ or mediator may determine the qualifications of the examiner and the cost to be reimbursed by the district may be modified.

References:

34 CFR § 300.502 (1999)  
Wis. Stat § 115  
DPI Bulletin 99.02

**FEES FOR EVALUATIONS**

An independent evaluation will be limited to a total cost of \$1,000. Single disciplinary evaluations will be limited to the following schedule of cost:

Academic Achievement	up to \$300
Adaptive Behavior	up to \$200
Assistive Technology	up to \$400
Auditory Acuity	up to \$150
Auditory Perception (CAP)	up to \$150
Cognitive	up to \$400
Health	up to \$100
Neurological	up to \$700
Motor	up to \$250
Sensory-Motor Integration	up to \$300
Speech and Language	up to \$400
Social/Emotional/Behavioral	up to \$400
Vision	up to \$100
Functional Vision	up to \$150
Transition	up to \$300

Costs above these maximal amounts will not be approvable unless the parent can demonstrate that such costs reflect a reasonable and customary rate for such evaluative services or if the parents can demonstrate that there are other factors that make the extraordinary costs necessary.

**APPROVED ASSESSMENT INSTRUMENTS FOR USE IN  
INDEPENDENT EDUCATIONAL EVALUATIONS**

The following listed test instruments are used to assess student skills in the areas identified. This list is not intended to be exhaustive but more as representative. Other test instruments as identified through the evaluation plan can be used. All listed instruments must be administered by a qualified examiner, be age appropriate to the child, and administered and scored in conformance with the publisher's instructions.

<u>Assessment Area</u>	<u>Approved Instruments</u>
Cognitive	Bayley Scales of Infant Development Cattell Infant Intelligence Scale Leiter International Performance Scale Perkins Binet Kaufman Assessment Battery for Children Kaufman Brief Intelligence Scale-4 <sup>th</sup> Edition Test of Nonverbal Intelligence-2 <sup>nd</sup> Edition Wechsler Adult Intelligence Scale-3 <sup>rd</sup> Edition Wechsler Intelligence Scale for Children-3 <sup>rd</sup> Edition Wechsler Preschool & Primary Scale of Intelligence-Revised
Academics	Key Math-Revised Kaufman Test of Education Achievement Mullen Scales of Early Learning Norris Educational Achievement Test Test of Early Mathematics Ability-2 <sup>nd</sup> Edition Test of Early Reading Ability-2 <sup>nd</sup> Edition Test of Early Written Language Test of Written Language-2 <sup>nd</sup> Edition Test of Written Spelling-2 <sup>nd</sup> Edition Wechsler Individual Achievement Test Psycho-Educational Battery-Revised (Tests of Achievement) Woodcock Reading Mastery Test-Revised Diagnostic Achievement Battery Diagnostic Reading Scales (Spache) Diagnostic Test of Arithmetic Strategies Peabody Individual Achievement Test Silveroli-Classroom Reading Inventory Test of Mathematical Abilities Test of Reading Comprehension Test of Written English Woodcock-Johnson Psychoeducational Battery Woodcock-Johnson Test of Achievement
Social/Emotional	Achenbach Child Behavior Checklist Acters-ADD-H Comprehensive Teacher's Rating Scale Attention Deficit Disorders Evaluation Scale Behavior Disorders Evaluation Scale Behavior Disorder Identification Scale Behavior Dimensions Rating Scale Beck Depression Inventory Behavior Evaluation Scale-2 <sup>nd</sup> Edition Brigance Diagnostic Inventory of Early Development Behavior Rating Scale-2 <sup>nd</sup> Edition Burk's Behavior Checklist Child Behavior Checklist Connor's Behavior Rating Scale Emotional and Behavioral Problem Scale Mooney Problem Checklist

Piers-Harris Children's Self Concept Scale  
Reynolds Child Depression Inventory  
Roberts Apperception Test  
Rotters Incomplete Sentences Blank  
Self-Description Questionnaire  
Self-Esteem Inventory  
Thematic Apperception Test  
Test of Early Socioemotional Development

Motor/Perceptual and/or  
Processing

Beery Developmental Test of Visual-Motor Integration  
Bender Visual Motor Gestalt Test  
Bruininks-Oseretsky Test of Motor Proficiency  
Detroit Test of Learning Aptitude  
Learning Disabilities Diagnostic Inventory  
Peabody Developmental Motor Skills  
Test of Visual Motor Integration  
Test of Visual Motor Skills  
Test of Perceptual Skills  
Motor Free Visual Perception Test  
Visual Aural Digit Span  
Wepman Auditory Discrimination

Speech and Language

Assessment of Phonological Processes-Revised  
Assessing Semantic Skills Through Everyday Themes  
Boehm Test of Basic Concepts-PreSchool  
Boehm Test of Basic Concepts-Revised  
Bracken Basic Concepts Scale  
Carrow Elicited Language Inventory  
Clinical Evaluation of Language Fundamentals-3<sup>rd</sup> Edition  
Clinical Evaluation of Language Fundamentals-PreSchool  
Expressive One-Word Picture Vocabulary Test  
Fisher-Logemann Test of Articulation Competence  
Goldman-Fristoe Articulation Test  
Language Sample Analysis  
Photo Articulation Test-Revised  
Preschool Language Scale-3<sup>rd</sup> Edition  
Peabody Picture Vocabulary Test-3<sup>rd</sup> Edition  
Pragmatic Language Checklist  
Receptive-Expressive Emergent Language Scale  
Structured Photographic Expressive Language Tests II  
Stuttering Severity Instrument-3<sup>rd</sup> Edition  
Test of Adolescent Language  
Test of Auditory Comprehension of Language-Revised  
Test of Auditory Perceptual Skills-Revised  
Test of Auditory Reasoning and Processing Skills  
Test of Early Language Development  
Test of Language Competence-Expanded  
Test of Language Development (TOLD-2)  
Test of Language Development (TOLD-2 primary)  
Test of Pragmatic Development  
Test of Problem Solving-Adolescent  
Test of Problem Solving-Revised  
Test of Word Knowledge  
Woodcock-Johnson Oral Language

Developmental/Adaptive/Vocational

American Association on Mental Deficiency Behavior Scale  
Adaptive Behavior Evaluation Scale  
Brigance Diagnostic Inventory of Early Development



Vineland Social Maturity Scale  
Woodcock-Johnson Scales of Independent Behavior  
Devereaux Behavior Rating Scales  
Vineland Adaptive Behavior Scales

STUDENT ORGANIZATIONS

Student organizations have an important place in the educational program of the Rib Lake School District because, when properly organized and operated, they accomplish one or more of the following:

1. Extend and reinforce the instructional program.
2. Give students practice in democratic self-government.
3. Build student morale and spirit of positive support for the school.
4. Honor outstanding student achievement.
5. Provide wholesome social and recreational activities.

School clubs and other groups shall be recognized as school organizations if they are authorized by the school administration, supervised by school personnel, and hold the majority of meetings at school and establish aims that are educational and of school interest.

Student organization's administrative regulations shall be published in appropriate handbooks.

First Reading: August 11, 2005

Final Reading: September 8, 2005

STUDENT ORGANIZATIONS

APPROVAL OF ORGANIZATIONS OPERATING WITHIN DISTRICT SCHOOLS

Any student, club, or organization wishing to operate in any way within the schools of the district shall be approved in advance by the principal of the building in which the club or organization wishes to organize and/or operate.

In order to be approved for organization and operation in schools of the district, each club/organization shall meet the following conditions plus conditions deemed appropriate by the approving building principal:

1. Shall be composed completely of current student body members and on a non-discriminatory basis;
2. Shall not, as a condition of membership, exclude membership in any other organization/club;
3. Shall be under the supervision of approved faculty advisor;
4. Shall comply with all school rules, administrative regulations and Board of Education policies;
5. Shall exist for purposes consistent with the educational philosophy and goals of the school district.

First Reading: August 11, 2005

Final Reading: September 8, 2005