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INSTRUCTIONAL GOALS

The River Ridge School District shall provide an instructional program designed to give students:

1. Basic skills, including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening and communicate by writing and speaking.
2. Analytical skills, including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgments and argue persuasively.
3. A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, natural sciences, including knowledge of the elements of agriculture and the conservation of natural resources, and social sciences, including knowledge of the rights and responsibilities of the family as a consumer, cooperative marketing and consumers' cooperatives.
4. The skills and attitudes that will further lifelong intellectual activity and learning.
5. Knowledge in computer science, including problem solving, computer applications and the social impact of computers.
6. An understanding of the range and nature of available occupations and the required skills and abilities.
7. Preparation to compete for entry level jobs not requiring post-secondary school education.
8. Preparation to enter job-specific vocational training programs.
9. Positive work attitudes and habits.
10. An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship.
11. A commitment to the basic values of our government, including the proper reverence and respect for and the history and meaning of the American flag, the Declaration of Independence, the United States Constitution and the constitution and laws of this state.
12. The skills to participate in political life.
13. An understanding of the function of organizations in society.
14. Knowledge of the role and importance of biological and physical resources.

15. Knowledge of habits, usefulness and importance of protecting, preserving and caring for all animals and bird life.
16. Knowledge of state, national and world history.
17. An appreciation and understanding of different value systems and cultures.
18. An understanding of human relations, particularly with regard to American Indians, Black Americans and Hispanics.
19. The skills needed to cope with social change.
20. Knowledge of the human body and the means to maintain lifelong health, including
 - a. Knowledge of the theory and practice of physical education, including physical fitness;
 - b. Knowledge of the true and comparative vitamin content of food and health values of dairy products and their importance for the human diet; and
 - c. Knowledge of physiology and hygiene, sanitation and the effect of alcohol and controlled substances on the human system, symptoms of disease and the proper care of the body.
21. An appreciation of artistic and creative expression and the capacity for self-expression.
22. The ability to construct personal ethics and goals.
23. Knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other such qualities and principles affecting family and consumer education.
24. Knowledge of the prevention of accidents and promotion of safety on the public highways, including instruction on the relationship between highway safety and the use of alcohol and controlled substances.
25. The skills needed to make sound decisions, knowledge of the conditions which may cause and the signs of suicidal tendencies, knowledge of the relationship between youth suicide and the use of alcohol and controlled substances, and knowledge of available community youth suicide prevention and intervention services.
26. Knowledge of effective means by which students may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to students, including child abuse, sexual abuse and child enticement.

The River Ridge School District shall not discriminate in opportunities for student participation in instructional and athletic programs or any other school activities, standards and rules of behavior, disciplinary actions or facilities usage on the basis of citizenship, race, color, creed, political affiliation, religion or religious affiliation, national origin or ancestry, age, sex or sexual

orientation, marital or parental status, pregnancy, physical, mental emotional, or learning disability, arrest or conviction record, use or non-use of lawful products off the employer's premises during non-working hours, membership in the National Guard, State defense force or any other United States or Wisconsin reserve component of the military forces, or any other reason prohibited by state or federal law shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in employment or in any educational program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education. Complaints are to be addressed to the District Administrator, River Ridge School District, 11165 County Highway P, Patch Grove, WI 53817. This policy will prevail in all matters concerning staff, students, the public, educational programs and services and individuals with whom the Board does business.

Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections 118.01 Wisconsin Statutes
121.02(1)

APPROVED: July 1, 1995
AMMENDED: May 9, 2007

321

ANNUAL SCHOOL CALENDAR AND SCHOOL HOURS

The School Board's goal is to approve an annual school calendar that establishes at least the days that are planned for direct student instruction and on which students are expected to attend school, as well as any days on which parent conferences are planned, before April of the preceding school year.

The District Administrator shall prepare a proposed annual school calendar and present the proposed calendar to the Board for approval in a timely fashion. In addition to identifying at least the days on which students will be expected to attend school and any days that are planned for parent conferences, the calendar proposal shall (1) expressly identify the hours of a normal school day for the applicable school term; (2) include a calculation of the planned hours of student instruction, and (3) identify the extent to which such planned hours of student instruction meet or exceed the minimum requirements established by applicable laws and regulations. The hours of a normal school day and the calculation of the planned hours of student instruction shall be broken down by grade, school, or program, to the extent there is variation across the District.

The administrative calendar proposal may identify one or more items which are more tentative in nature and which, therefore, may be more likely to change and/or which may expressly be left as "subject to later confirmation."

After an annual school calendar is approved by the Board and publicized, the school administration and the Board will be reluctant to substantially modify the calendar, but the District cannot guarantee that no changes will be made.

Wisconsin Statutes

Section 115.001	[definitions; including “school year,” “school term,” etc.]
Section 115.01	[classifications; including the definition of “school day”]
Section 118.045	[commencement of school term; September 1 st start date]
Section 120.12(15)	[board duty to establish the hours of a normal school day]
Section 120.12(27)	[school closings and re-openings]
Section 121.02(1)(f)	[school district standards; required hours of direct student instruction]

Wisconsin Administrative Code

PI 8.01(2)(f)	[school district standards; required hours of direct student instruction]
PI 8.01(4)	[waivers from school hours]
PI 27	[commencement of school term]

Cross References:

723.3 Emergency School Closings

River Ridge School District Employee Handbook, “Calendar”, pg. 13

Adoption Date: July 1, 1995, January 11, 2017

322

SCHOOL DAY

The Board establishes the following hours of the school day, in accordance with state law requirements:

1. Kindergarten (4K) students will attend school from 8:00 a.m. to 3:15 p.m. on alternate days (Monday, Wednesday, and every other Friday or Tuesday, Thursday, and every other Friday).
2. Students in grades 5K through 12 will attend school daily from 8:00 a.m. to 3:15 p m

Teachers' arrival at their teaching locations and departure shall be in accordance with provisions of the current employee agreement.

LEGAL REF : Sections 120,12(15) Wisconsin Statutes

121.02(1)(f)2

PI 8.01(2)(f)2, Wisconsin Administrative Code

CROSS REF.: GREAT Agreement

APPROVED: July 1, 1995

AMENDED: July 21, 2010

SPECIAL OBSERVANCE DAYS

Special observance days as outlined in state law shall be appropriately observed in one of the following ways:

1. Lyceum programs for all students
2. Through class discussion in history, social science or other classes
3. Displays and posters
4. Outside speakers or organizations presenting a program
5. Special reports by students
6. Innovative programs devised by the teachers

If any observance day falls on a weekend, the observance shall be on a school day immediately preceding or following.

LEGAL REF.: Section 118.02 Wisconsin Statutes
118,025

CROSS REF.: 323-Exhibit, Special Observance Days
APPROVED: July 1, 1995

SPECIAL OBSERVANCE DAYS

The following days shall be appropriately observed in the River Ridge School District:

January 15 Dr. Martin Luther King Jr. Day
February 12 Abraham Lincoln's Birthday
February 15 Susan B Anthony's Birthday
February 22 George Washington's Birthday
March 4 Casimir Pulaski Day
April 13 American Creed Day
April 22 Environmental Awareness Day
September 16 Mildred Fish Harnack Day
September 17 U.S. Constitution Day
September 28 Frances Willard Day
October 9 Leif Erikson Day
October 12 Columbus Day
November 11 Veterans' Day

The last Friday in April shall be observed as Arbor and Bird Day, unless another day is designated by the governor.

If school is held on June 14th, it will be observed as Robert M. LaFollette, Sr. Day.

APPROVED: July 1, 1995

CURRICULUM DEVELOPMENT

The Board shall adopt a course of instruction as prescribed by state laws and regulations.

Professional staff, under the direction and supervision of the district administrator, shall be delegated the responsibility for proposing and developing curriculum changes and additions. Communication and coordination among grade level and subject area teachers should be emphasized on a K-12 basis whenever curriculum is developed.

All subject area offerings and any additions or deletions to the curriculum shall be reviewed and adopted by the Board before they are initiated or dropped from the existing program of instruction.

LEGAL REF.: Sections 118.01 Wisconsin Statutes

118.015

120.12

120.13

121.02(1) (k) and (L)

PI 8.01(2)(k), Wisconsin Administrative Code

CROSS REF.: 310, Instructional Goals

331, Curriculum Guides

332, Curriculum Evaluation

341, Basic Instructional Program

APPROVED: July 1, 1995

CURRICULUM GUIDES

Instructional objectives and course outlines shall be prepared by the instructional staff in harmony with the legal requirements of the state and goals and objectives of the Board.

The building principal or his/her designee shall have general coordinating authority and supervision over the formation of all course outlines and instructional objectives.

LEGAL REF.: Section 121.02(1) (k) Wisconsin Statutes

PI 8.01(2)(k), Wisconsin Administrative Code

APPROVED: July 1, 1995

CURRICULUM EVALUATION

The Board recognizes that new ideas and concepts in education require constant monitoring of the curriculum. Curriculum areas shall be evaluated at least once every five years in accordance with state law and regulations. The Board delegates specific curriculum evaluation responsibilities to the professional staff, however, the Board shall make final evaluation decisions.

The district administrator or his/her designee shall annually review the instructional program to ensure that instructional goals and requirements are being met. Certain curriculum evaluation responsibilities may be delegated to the principal. The district administrator shall notify the Board when compliance with instructional goals and requirements is not possible and shall work with district staff to implement any necessary curriculum modifications. Special sessions may be included as part of the regular Board meetings to assess and evaluate curriculum.

The purposes for curriculum evaluation are as follows:

1. To indicate curriculum strengths and weaknesses;
2. To provide information needed for advance planning;
3. To provide data for public information;
4. To show the relationship between achievement and the system's stated goals;
5. To assist in the understanding of administrative regulations and the needs of the system; and
6. To check on the suitability of the program in terms of community requirements.

LEGAL REF.: Section 121.02(1) (k) Wisconsin Statutes
PI 8.01(2) (k), Wisconsin Administrative Code

CROSS REF.: 330, Curriculum Development

APPROVED: July 1, 1995

PARENT RIGHTS IN RELATION TO DISTRICT PROGRAMS/ACTIVITIES AND STUDENT PRIVACY

Parents may request a change in or exemption to their child's participation in certain District educational programs or activities in accordance with state and federal laws. These laws also grant parents and guardians the right to inspect certain materials that are part of the District's curriculum or other activities.

1. The parent of a student may, upon request, opt their child out of participation in:
 - a. Instruction in human growth and development;

- b. Instruction in certain health-related subjects (physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body);
 - c. Any state-mandated achievement examinations in grades 4, 8, 9, 10 and 11, and in any other grades authorized by the School Board and allowed by the Wisconsin Department of Public Instruction.
 - d. Any other program or activity in which the District allows the parent to unilaterally opt their child out of participation in – e.g., District programs or activities funded under the federal Safe and Drug-Free Schools and Communities Act, such as the “DARE Program”.
2. The District shall provide to the parent of each affected student advance notice of the District’s intent to engage any of the following activities (including notice of the scheduled or approximate date of the activity), and the parent shall have, at a minimum, the right to opt their child out of participation in each such activity:
- a. Any activity involving the collection, disclosure or use of personal information collected from students for the purpose of marketing, or otherwise providing that information to others for that purpose.
 - b. Any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance, and (c) not necessary to protect the immediate health and safety of the student, or of other students; except that this paragraph shall not be interpreted to apply to any examination or screening that is required or expressly authorized by state law.
 - c. Any survey that contains or reveals information concerning any of the following:
 - political affiliations or beliefs of the student or the student’s parent;
 - mental or psychological problems of the student or the student’s family;
 - sex behavior or attitudes;
 - illegal, anti-social, self-incriminating or demeaning behavior;
 - critical appraisals of other individuals with whom students have close family relationships;
 - legally recognized privileged or analogous relationships such as those of lawyers, physicians and ministers;
 - religious practices, affiliations or beliefs of the student or student’s parent; or
 - income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

If the District intends to require students to participate in any survey, analysis or evaluation that would reveal information concerning any of the eight protected-information categories above, and if the activity in question is funded in whole or in part by any program of the U.S. Department of Education, then the District shall first obtain the affirmative, written consent of a parent for the student’s participation (or,

for an adult student, the advance, affirmative consent of the adult student).

District staff shall take additional precautions to protect student privacy when engaging in any of the above-mentioned activities in accordance with established procedures.

3. Upon request to the District, the parent of a student may inspect:
 - a. Any instrument used in the collection of personal information from students for the purpose of marketing, or otherwise providing that information to others for that purpose.
 - b. Any survey the District intends to administer or distribute to students that contains or that would reveal information in any of the eight protected-information categories listed within this policy, above.
 - c. Any survey created by a third party (regardless of content) before the survey is administered or distributed by a school to a student.
 - d. Any instructional materials (exclusive of tests or assessments) used as part of the educational curriculum for the student, which shall be interpreted to include, for example, (1) the curriculum and instructional materials used in any human growth and development instructional program; and (2) the instructional materials used in connection with any survey, analysis or evaluation (including any research or experimentation program or project designed to explore new or unproven teaching methods) that is funded in whole or in part by any U.S. Department of Education program.

Parents shall make any of the above requests regarding inspection of materials or student participation in certain activities in writing to the applicable building principal or his/her designee. Other parent requests dealing with student participation in other curricular, instructional or programmatic activities that are not expressly identified in this policy may be made in the same manner. All requests will be judged individually and shall be based upon any applicable state or federal requirements or guidelines. The principal or his/her designee shall respond to such requests in a timely manner.

For purposes of this policy, the terms “survey,” “parent,” “invasive physical examination,” and “personal information for the purpose of marketing” shall be defined as those terms are defined (including applicable exceptions) in the federal Protection of Pupil Rights Amendment (PPRA).

The District shall inform parents of this policy and related procedures annually at the beginning of each school year. Any changes to this policy shall be made in consultation with parents of students.

Legal References:

Wisconsin Statutes

[Section 118.01\(2\)\(d\)2.c](#) [student exemption from certain health education activities]

[Section 118.019](#) [human growth and development instruction]
[Section 118.30\(2\)\(b\)3](#) [parental right to excuse child from taking state-mandated assessments in grades 4, 8, 9, 10 and 11]

Federal Laws

[Protection of Pupil Rights Provision of General Education Provisions Act](#) [student privacy policies required and other privacy and parent's rights mandates]
[Safe and Drug-Free Schools and Communities Act](#) [parental right to excuse child from certain funded activities].
[34 C.F.R. Sections 98.3 and 98.4](#) [U.S. Department of Education Regulations; last issued/revised under prior versions of the PPRA]

Cross References:

Adoption Date: April 6, 2016

341

BASIC INSTRUCTIONAL PROGRAM

The instructional program of the River Ridge School District shall meet at least the minimum standards as prescribed by state laws and regulations.

The district administrator, or designee, shall be responsible for implementing the courses of instruction required by Board policies and shall keep the Board informed of the district's compliance with state law.

LEGAL REF.: Sections 118.01 Wisconsin Statutes
118.015
118.33
121.02(1)
PI 8.01, Wisconsin Administrative Code

APPROVED: July 1, 1995

341.1

PHYSICAL EDUCATION

The River Ridge School District will provide physical education to students as required by state law.

The Board directs the district administrator to appoint a physical education curriculum committee whose responsibilities will be carried out in accordance with established procedures.

All students in grades K-6 will be provided physical education instruction by or under the supervision of a certified physical education teacher. All students in grades 7-12 shall participate in the instructional program of physical education taught by a certified physical education teacher.

Inservice will be provided annually to all physical education teachers and elementary classroom teachers.

Equipment and supplies necessary to insure adequate opportunities for physical education instruction will be requisitioned and purchased by the district.

The River Ridge School District shall not discriminate in opportunities for student participation in athletic programs or activities, standards and rules of behavior, disciplinary actions or facilities usage on the basis of citizenship, race, color, creed, political affiliation, religion or religious affiliation, national origin or ancestry, age, sex or sexual orientation, marital or parental status, pregnancy, physical, mental, emotional, or learning disability, arrest or conviction record, use or non-use of lawful products off the employer's premises during non-working hours, membership in the National Guard, State defense force or any other United States or Wisconsin reserve component of the military forces or any other reason prohibited by state or federal law shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in employment or in any educational program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education. Complaints are to be addressed to the District Administrator, River Ridge School District, 11165 County Highway P, Patch Grove, WI 53817. This policy will prevail in all matters concerning staff, students, the public, educational programs and services and individuals with whom the Board does business.

Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections 118.13 Wisconsin Statutes

121.02(1)(j), (k) and (L)

PI 9.03(1), Wisconsin Administrative Code

CROSS REF.: 341.1-Rule, Physical Education Program Guidelines

411-Rule, Discrimination Complaint Procedures

APPROVED: July 1, 1995

Physical Education Program Guidelines

1. Physical Education Curriculum Committee

The physical education curriculum committee shall:

- a. be composed of all physical education teachers and an administrator.
- b. submit a comprehensive K-12 physical education curriculum to the district administrator for approval. The curriculum will be developmental, sequential and comprehensive and will consider cardiovascular development, coordination skills, team sports, recreation-leisure time skills, and social skills activities (dancing, etc.)
- c. annually review and evaluate the physical education program and submit its recommendations to the district administrator.

2. Program Evaluation

The annual physical education program review shall include evaluation of the following:

- a. the overall physical education program;
- b. the extent to which the program meets the district's physical education goals and objectives; and
- c. whether the program reflects the interests and needs of the students.

3. Inservice

At least one hour of inservice devoted to physical education and its teaching by classroom teachers will be provided to all physical education and elementary teachers annually.

4. Instruction

Physical education instruction will be provided as follows:

- a. Grades K-6 - Students will be provided physical education instruction three times per week, by or under the supervision of a certified physical education teacher, unless special activities are held on that day. A minimum of one-half hour will be spent by the physical education specialist with each grade 1-6 classroom of students two times a week.
- b. Grades 7-12 - Students shall participate in the instructional program of physical education taught by a certified physical education

APPROVED: July 1, 1995

EDUCATION FOR EMPLOYMENT

The River Ridge School District Board of Education shall provide an education for employment program for elementary and secondary students which has been developed in accordance with state guidelines and has been approved by the State Superintendent of Public Instruction.

All students shall have access to an education for employment program which provides for the following:

- a. Practical application of basic skills in the general and vocational curricula;
- b. School-supervised work experience which may include community field experiences, more specific occupational training in grades 7 through 12, and paid work experience in grades 10 through 12.
- c. Career exploration and planning which also addresses sex-role stereotyping in career decision making
- d. Employability skills and attitudes;
- e. Study of the practical application of economics and American economic institutions; and
- f. In grades 9 through 12, vocational education programs which have an appropriate curriculum based on labor market information including follow-up studies of graduates, job placement and employment needs.

The district administrator, or designee, shall coordinate the education for employment program in accordance with state laws and regulations. Education for employment program records shall be maintained and reports shall be made as required by the Department of Public Instruction.

LEGAL REF.: Section 121.02 (1) (m) Wisconsin Statutes

PI 26, Wisconsin Administrative Code

APPROVED: July 1, 1995

CONSUMER EDUCATION

Consumer education shall be provided in the high school either through an interdisciplinary approach in existing courses or as a separate course. Instruction shall be provided in the following areas:

- 1. Rights and responsibilities of the family and the consumer
- 2. The consumer and the economy
- 3. Consumer behavior and decision-making

4. Contracts and credit alternatives
5. Budgeting and family finances
6. Savings and investments
7. Insurance
8. Profit and loss
9. Responsibility and morality of family living
10. Societal concerns for instilling qualities of integrity and fiscal competence in young persons during their formative family years

The district administrator shall appoint a committee composed of the principal, home economics, business education and social studies teachers in developing a total consumer education instruction program for grades K-12.

The district administrator is encouraged to seek the assistance of the Department of Public Instruction and CESA #3 for additional assistance and possible partial funding of innovative consumer education projects.

The district administrator, administrative staff and teachers are encouraged to contribute suggestions to the school's Consumer Education Committee as to ways that the concepts outlined above may be incorporated into the various subjects taught at all levels.

LEGAL REF.: Sections 118.01 Wisconsin Statutes
121.02(1)

APPROVED: July 1, 1995

341.3

READING INSTRUCTION

The ability to read is the right of every individual and it is the responsibility of parents, community and school to ensure that each student develops this ability to the limits of his/her capacity.

The reading program lies at the heart of the educational process and provides skills training fundamental to all learning. Basic decoding skills must be taught in the elementary grades and continually expanded upon at the secondary level, also providing opportunities and activities to help the student experience positive growth and development and consequently become a contributing member to the overall quality of the community.

Basic to building a reading program that promotes wholesome growth and development is an understanding of children their ability, their differences and how they learn. Consideration must be given to each individual - the low, average and superior student.

A K-12 reading program is necessary to ensure continuity of skills building in the area of reading, to encourage a love for reading and to meet the unique needs of each individual in giving him/her the right to read.

Goals

1. The district shall provide the services of a certified reading specialist to coordinate and implement a K-12 reading program.
2. An ongoing program of staff development in reading shall be provided for all K-12 teachers and administrators.
3. Provision shall be made for instructional techniques, materials and personnel to meet the individual reading needs of students at all grade levels.
4. Each student shall be provided with instruction in the literacy skills which will enable him/her to function productively in society.
5. There shall be a continuous evaluation of each student's reading needs from Kindergarten through grade 12.
6. Reading will be promoted as an opportunity for enjoyment and growth for all students.
7. Parental and community support/rapport of a K-12 district reading program shall be established and fostered.
8. An annual evaluation of the reading curriculum shall be made.

Remedial Reading Services

The district shall provide remedial reading services for students in grades kindergarten through four who are identified as needing such services, in accordance with state law. Students identified as needing remedial instruction will be referred to the district's multidisciplinary team for the purpose of indepth diagnosis and establishment of a prescriptive remediation program.

A teacher who has earned at least six semester credits in courses dealing with the measurement of reading skills and achievement and/or the diagnosis of reading difficulties will give direction and coordination to all students assigned to a remedial reading program. The district will provide individual or small group instruction for students with severe reading difficulties. Students with less serious reading problems may be assigned to regular reading courses with special help from their regular classroom teacher who will follow the suggestions of the reading specialist. Remedial reading instruction shall be coordinated with the district's regular reading program.

LEGAL REF.: Sections 118.015 Wisconsin Statutes

121.02 (1) (c), (L)

APPROVED: July 1, 1995

MUSIC INSTRUCTION

The River Ridge School Board of Education directs the district administrator to appoint a music committee which shall be composed of all music teachers.

The music committee shall:

1. Submit a comprehensive S-12 music curriculum to the district administrator, including developmental experiences involving singing, playing instruments, listening, movement, creative expression and music reading.
2. Review the overall music program, including related extracurricular offerings intended to reflect the interests and needs of the students, and submit their recommendations to the district administrator annually.

There will be at least one hour of inservice programming for all music teachers and elementary teachers annually, devoted to music and its teaching by classroom teachers.

Equipment and supplies necessary for appropriate music instruction will be requisitioned and purchased by the district to insure that the district meets its responsibilities as outlined in state law.

All students in grades K-5 will be provided music instruction by or under the supervision of a certified music teacher. The music specialist will spend a minimum of two one-half hour periods with each elementary classroom each week.

All students in grades 6-12 will be offered elective courses in music education including general, vocal and instrumental music, taught by a certified music teacher.

LEGAL REF.: Section 121.02(1)(j), (k), (L) Wisconsin Statutes
PI 8.01(2)(j), (k), (l), Wisconsin Administrative Code

APPROVED: July 1, 1995

ART INSTRUCTION

The River Ridge School Board of Education directs the district administrator to appoint an art committee, composed of all art teachers, an administrator and a representative from the library/audiovisual staff.

The art committee shall:

1. Submit to the district administrator for approval a balanced and comprehensive curriculum that shall include instructional experiences in sensory awareness, cultural heritage, aesthetic discrimination and studio opportunities in a wide variety of two and three dimensional art processes.

2. Annually review and submit to the district administrator, their recommendations of an overall art program and curricular offerings altered to reflect the changes and needs of society.

Equipment and supplies necessary for the appropriate art instruction will be requisitioned and purchased by the district to insure that the district's responsibilities adequately meet the needs of the art education program as outlined by state law.

All students in grades K-5 will be provided art instruction by or under the supervision of a certified elementary art teacher. Art instruction shall be an available elective course for all students in grades 6-12 and shall be taught by a certified secondary art teacher.

LEGAL REF.: Section 121.02(1)(j), (k), (L) Wisconsin Statutes
PI 8.01(2)(j), (k), (l), Wisconsin Administrative Code

APPROVED: July 1, 1995

341.6

KINDERGARTEN INSTRUCTION

The River Ridge School District shall operate a kindergarten program, taught by certified teachers, in which all children of the district who are five years old by September 1 may enroll. The Board may admit children below the legal age in accordance with Board policy and established guidelines.

Physical facilities, equipment and materials shall be provided for a program which includes opportunities for learning basic concepts and skills in language arts, fine arts, social studies, science, mathematics and physical education.

LEGAL REF.: Sections 115.01(2) Wisconsin Statutes
121.02 (1) (d)
PI 8.01 (2) (d), Wisconsin Administrative Code

CROSS REF.: 422, Entrance Age

APPROVED: July 1, 1995

SPECIAL EDUCATION PROGRAMS

In recognizing its responsibility to provide complete and appropriate educational services to all school-age children in the district, the River Ridge School Board of Education shall provide programs for children with exceptional educational needs (EEN).

The Board, in cooperation with Cooperative Educational Service Agency (CESA #3), shall provide programs for students with the following EEN:

- a. Physical handicap
- b. Cognitive disability or other developmental disabilities
- c. Hearing handicap
- d. Speech or language handicap
- e. Emotional disturbance
- f. Learning disability
- g. Visual handicap
- h. Any combination of conditions listed above or named by the State Superintendent of Public Instruction

The district shall establish a multi-disciplinary team and appoint at least one individual in the capacity of program designee. The district shall complete all special education report forms and district plans as required by the Department of Public Instruction.

Within the parameters of state and federal laws governing the operation of programs for students with EEN there are due process safeguards for parent rights and appeal. Such provisions shall be adhered to by the River Ridge School District.

LEGAL REF.: Chapter 115. Subchapter V Wisconsin Statutes
Section 118.13
PI 11. Wisconsin Administrative Code
Section 504 of the Rehabilitation Act of 1973
Education for All Handicapped Children Act

CROSS REF.: 342.1-Rule, Policy and Procedure for Accepting and Processing Special Education Referrals

411, Equal Educational Opportunities Special Education Handbook

APPROVED: July 1, 1995

POLICY AND PROCEDURES FOR ACCEPTING AND PROCESSING SPECIAL
EDUCATION REFERRALS

The school psychologist shall be the district person who receives a referral *of* a student with a disability or a suspected student with a disability. The school psychologist will be responsible for receiving and processing referrals for evaluation of students with disabilities or suspected students with disabilities consistent with PI 11.02 (1), Wisconsin Administrative Code. Every referral for evaluation of students with disabilities or suspected students with disabilities shall be honored.

Referral:

- A. A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes that a child brought to him or her for services has a disability shall refer the child to the local education agency.
- B. A person who is required to be licensed, who is employed by a local educational agency and who reasonably believes a child has a disability shall refer the child to the local education agency.
- C. Any person, including a parent, who reasonably believes that a child is a child with a disability, may refer the child to a local education agency.

Informing Parents Before Referral:

Before submitting a referral to a local education agency, a person required to make a referral shall inform the child's parent(s) that he or she is going to submit the referral.

How to Refer:

All referrals shall be in writing and shall include the name of the child and the reasons why the person believes that the child is a child with a disability.

LEA Procedures:

A local education agency should do the following:

- A. Document and date the receipt *of* each referral.
- B. Initiate an evaluation in order to determine eligibility and need for special education services.

Timeline:

The local education agency shall notify the parent(s) of the educational placement of the child or will inform the parents that the child does not have a disability within 90 days after the local education agency receives a special education referral for the child.

APPROVED: March 13, 2002

GIFTED AND TALENTED PROGRAM

The River Ridge School District shall strive to offer each student experiences appropriate to his/her individual needs, interests and capabilities.

Gifted and talented programs shall be established which provide the potentially high achieving student with an opportunity to develop skills in inquiry and creative expression at a rate and to an extent appropriate to his/her ability. "Gifted and talented students" shall include those students who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities. Students shall be identified as gifted and talented in accordance with state guidelines.

A gifted and talented education report shall be filed annually with the Department of Public Instruction. The Board shall review gifted and talented programs on a regular basis.

LEGAL REF.: Sections 118.35 Wisconsin Statutes
121.02(1)(t)
PI 8.01(2)(t), Wisconsin Administrative Code

APPROVED: July 1, 1995

PROGRAMS FOR CHILDREN AT RISK

The Board shall establish programs to serve children in the district who are identified at risk.

All programs developed for children at risk shall be designed to:

- a. Improve and expand educational opportunities for these children on an individualized basis, through a variety of means (e.g. remedial instruction);
- b. Provide alternative courses or program modifications which satisfactorily meet the school district graduation requirements;
- c. Encourage parental involvement; and
- d. Encourage cooperation with community support service agencies.

Students shall be identified and referred to these programs in accordance with state regulations and guidelines established by the administration.

LEGAL REF.: Sections 118.15(1) Wisconsin Statutes

118.153
118.33
121.02(1)(n)
PI 8.01(2)(n), Wisconsin Administrative Code
PI 25

CROSS REF.: 345.4, Graduation Requirements
Children At Risk Plan

APPROVED: July 1, 1995

342.4

CHAPTER I PROGRAMS

In order to meet its goal of providing educational opportunities for all students of the River Ridge School District, the Board shall participate in the federal Chapter I program.

The Board recognizes the importance of parent involvement in the Chapter I program and, therefore, will provide appropriate opportunities for parents to become involved in the design and implementation project.

Specific activities for parent involvement in the district's Chapter I project shall be developed by the Chapter I coordinator.

These activities shall be reported to the Board on an annual basis.

LEGAL REF.: Chapter I of the Education Consolidation and Improvement Act of 1981

APPROVED: July 1, 1995

342.5

TITLE I PARENT INVOLVEMENT

The River Ridge School District Title I program values the participation, input, and options of the parent of students in the Title I program. Parents are encouraged to be involved with the Title I program as much as possible.

Parents will be informed by letter that their child has qualified for Title I services according to the Iowa Tests of Basic Skills or CAT-California Achievement Test and teacher assessment from the regular classroom. Progress reports will be presented to parents at the end of each quarter for elementary students. Planned parent-teacher conferences will be held at the end of the first quarter and as needed for the other three quarters. Also, informal notes will be sent home to show positive improvement in an individual student or to address a specific problem. The Title I staff is always accessible to parent by telephone, appointment, or by visit to the classroom.

Parents will be involved in the annual meeting and the spring planning meeting. The annual meeting will be held early in the school year to introduce policies and procedures and to answer any questions parents may have regarding the Title I program. The spring planning meeting will be held toward the end of the school year. Results from the Iowa Test of Basic Skills or CAT and teacher recommendations will be used to prioritize groups according to their need for Title I help for the following school year. Parents' input is very important in making these decisions.

Information in the form of a newsletter will be sent home at various times throughout the school year. It will include announcements of meetings, open house, parent workshops, parent lunch days, and any other educational activities.

Legislative information will be circulated to parents to keep them informed of new state laws or district regulations.

The Title I department will provide an interpreter or resource person to any parent requiring language or literacy assistance.

APPROVED: March 13, 1996

342.7

SERVICES/PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

The School Board recognizes that within the District there are students whose primary language is not English. The Board shall provide appropriate educational and support services for these students to help them acquire English language skills that will enable them to function successfully in an all English classroom and help them meet established academic standards.

The District shall assess the English proficiency and academic progress of English language learners (ELL) in accordance with legal requirements and established District procedures. The degree of curricular and instructional modification, type of support services and their duration shall be determined individually based on student need.

Decisions regarding the administration of state-required tests or alternative assessment approved by the Department of Public Instruction shall be made on a case-by-case basis. If the student has special education needs under the IDEA, the decision will be made by the Individualized Education Program (IEP).

The results of both state-required tests and alternative assessments shall be used consistent with District policies in making instructional, promotion and graduation decisions. Test results may not be used as the sole criterion in re-classifying an ELL student for English proficiency, or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities.

Exemption of an ELL student from taking a state-required test may also not be used as the sole criterion for making such determinations.

Parents and guardians of ELL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements and in such manner as to ensure that the student's parent or guardian understands them.

Students shall be exited from ELL programs or services when they have met the District guidelines and state criteria for English proficiency. Once students have been exited, they shall no longer be tested on their English proficiency or receive state testing accommodations for ELL students. Former ELL students shall be monitored for two years after exiting the program. If during that time, it is determined that the student was exited from the ELL program prematurely, he/she shall be placed back in the program.

Legal References:

Wisconsin Statutes

Section 115.96	[determining count of limited-English proficient students; establishing bilingual-bicultural programs]
Section 115.97	[bilingual-bicultural programs required]
Section 118.13	[student nondiscrimination]
Section 118.30(2)(b)2	[state assessments; accommodations for limited-English proficient students]
Section 121.02(1)(r)	[school district standard; standardized 3 rd grade reading test]
Section 121.02(1)(s)	[school district standard; state assessments]

Wisconsin Administrative Code

PI 8.01(2)(r)	[standardized 3 rd grade reading test; procedures required for testing LEP students]
PI 13	[school board requirements related to limited-English proficient students, including policy requirements]

Federal Laws

Elementary and Secondary Education Act [Part A - Subpart 1]	[academic standards, assessments and accountability for student achievement, including limited-English proficient students]
Title III of the Elementary and Secondary Education Act	[language instruction for limited English proficient and immigrant students]

Federal Regulations

34 C.F.R. §200.6(b)	[federal regulations regarding mandated testing and assessment of ELLs]
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Adopted: January 13, 2016

SECTION 504 PLANS AND SERVICES FOR STUDENTS WITH DISABILITIES

Pursuant to Section 504 of the Rehabilitation Act, the District shall provide a free appropriate public education (FAPE) to each eligible student who has a physical or mental impairment which substantially limits a major life activity. The District's duty to provide FAPE applies to each such student, regardless of the specific nature or severity of the student's disability. Further, the District shall not discriminate against any student based upon (1) any prior record of physical or mental impairment, or (2) a student being regarded as having a physical or mental impairment (e.g., based upon an assumption or perception of a disability). In connection with these obligations, the District shall take reasonable steps intended to protect a student with a disability from being harassed or retaliated against on the basis of the student's disability.

To meet its obligations under Section 504, the District shall:

1. Engage in appropriate notification and "child-find" activities that are designed to identify and locate children residing in the District who may have a disability and who may be in need of special education and related services;
2. Make and accept referrals for evaluations as required by law;
3. Conduct evaluations and make eligibility and placement determinations in a manner that reflects the standards and requirements established under both Section 504 and the Individuals with Disabilities Education Act (IDEA), such as the following: (a) parent consent is required for initial evaluations; and (b) all eligibility and placement determinations must be made on an individualized basis with a focus on the student's identified educational needs;
4. Employ appropriate procedural safeguards, including providing parents and guardians with required notices and appropriate opportunities to review their child's records;
5. Develop, implement, and appropriately review a written Section 504 plan for each qualifying student with a disability (NOTE: An individualized education program (IEP) generally serves as the 504 plan for students who are also IDEA-eligible.);
6. Reevaluate students before any significant change in placement and in order to periodically redetermine eligibility; and
7. Adhere to appropriate procedures and standards in connection with the suspension and/or potential expulsion of any student with a disability.

The IEP Coordinator is the District's designated Section 504 Coordinator. The Coordinator shall have primary responsibility for the administrative procedures used within the District to implement the requirements of Section 504 and this policy. The Coordinator shall also be responsible for ensuring appropriate staff training and professional development in connection with the District's obligations under Section 504, and for monitoring and evaluating the District's overall implementation of Section 504.

The District encourages informal resolution of complaints and concerns regarding the implementation of Section 504 procedures. Accordingly, the Section 504 Coordinator shall make efforts to address a parent's or guardian's complaints or other concerns by appropriate means that may include scheduling additional meetings of relevant members of the applicable 504 team or attempting to mediate a resolution. Any informal resolution of a complaint or concern that requires a modification to a student's 504 plan shall be incorporated into the plan using appropriate procedures.

Any person who believes that a student with a disability has been discriminated against, retaliated against, or harassed on the basis of the student's disability, or who believes that the District has otherwise violated Section 504 or its implementing regulations, may file a complaint through the internal complaint procedure established under the District's student nondiscrimination policy. A person who wishes to file such a complaint, or who requires more information about the complaint procedure, should contact the District Administrator, who serves as the District's nondiscrimination/Title IX compliance officer.

A parent or guardian (or adult student) who disagrees with the identification, evaluation, educational placement, or the provision of a free appropriate public education of a student with a disability under Section 504, and who has been unable to reach a satisfactory resolution of the issue(s) with the District, has the right to request an impartial hearing. The complaining party shall have the right to participate in such a hearing, to present evidence, and to be represented by a person of their choice, including an attorney. A request for an impartial hearing must be made in writing and mailed or delivered to IEP Coordinator. Upon receipt of a request for a hearing, the necessary arrangements will be made by the District, including the selection of a hearing officer. Any party aggrieved by the decision of the hearing officer may seek judicial review of the decision to the extent permitted by applicable law.

Relationship between Section 504 and the IDEA. Section 504 and the IDEA are related but distinct laws. For example, a student with a disability who is not eligible for special education or related services under the IDEA may have rights to receive certain aids, services, modifications, or academic adjustments under Section 504. Further, even in the case where a student with a disability does not need any special education or related services, or any modifications to the District's policies, procedures, or practices, the student remains protected by the general nondiscrimination provisions found within Section 504, Title II of the Americans with Disabilities Act, state law, and District policy.

Relationship between Section 504 and pre-referral intervention strategies. The Board encourages the identification and use of individualized interventions that address the unique needs of a student. A regular education intervention plan can be appropriate for any student who does not have a disability, and who is not suspected of having a disability, but who is facing challenges in school. However, such pre-referral assistance and interventions must not be intended to impede or to serve as a substitute for necessary referrals, evaluations, and eligibility determinations under the IDEA and/or Section 504.

LEGAL REFERENCES: Section 118.13 Wisconsin Statutes

PI 9 Wisconsin Administrative Code

Section 504 of the Rehabilitation Act of 1973 Federal Laws

Individuals with Disabilities Education Act Federal Laws

Title II of the Americans with Disabilities Act Federal Laws

Cross References:

APPROVED: October 8, 2014

343.1

CLASS SIZE (High School)

The suggested class size for elective courses is seven. This includes all courses in the agriculture, art, business education, home economics, vocational and music departments.

The minimum class size for required courses is one. This includes all courses in the English, health, mathematics, physical education, science and social studies classes which a student needs to graduate.

The administration has the final authority to determine which classes will be scheduled.

APPROVED: July 1, 1995

343.2

CORRESPONDENCE COURSES

High school credit courses are available through the University Extension Division, University of Wisconsin Correspondence Study Program and Southwest Tech Exploratory Courses.

The principal and guidance counselor shall determine whether the course(s) satisfies graduation requirements and what, if any, high school credits are to be awarded to the student. Such determination shall be made in accordance with state law and established procedures. {NOTE: I modified this paragraph to correspond more closely with state law and regulations regarding postsecondary enrollment options.}

LEGAL REF.: Sections 118.33 Wisconsin Statutes

118.37

120.12(17)

120.21

PI 40, Wisconsin Administrative Code

CROSS REF.: 345.6, Graduation Requirements

APPROVED: July 1, 1995

PART-TIME OPEN ENROLLMENT

Under the part-time open enrollment program, a student enrolled in a public school in the high school grades may be permitted to attend a public school in a nonresident school district to take up to two courses at any one time.

Provisions Applicable to All Part-Time Open Enrollment Applicants and Participants

If a student wishes to participate in the part-time open enrollment program, the student and his/her parent or guardian are solely responsible for (1) following all application procedures, (2) providing express notice to the applicable school districts that confirms the student's intent to attend a course into which the student has been accepted, and (3) meeting relevant deadlines, as such requirements are further defined in state law, any applicable state regulations, or the policies and procedures of the applicable school districts. Failure to submit a timely and complete application or a failure to follow other mandatory procedures is grounds for loss of the opportunity to participate in the course(s).

The High School Guidance Counselor and High School Principal an administrative-level designee shall be responsible for (1) ensuring that the District appropriately processes all resident and nonresident student applications for the part-time open enrollment program; and (2) determining whether the District will approve or deny individual applications based on the criteria established in state law, any applicable state regulations, and applicable District policies and procedures.

Transportation to and from any course(s) taken under this policy shall be the sole responsibility of the student's parent or guardian, unless state or federal law otherwise requires a school district to provide transportation.

Resident High School Students Attending Individual Courses in Other Public School Districts

District high school students who are residents of the District may apply to take a course(s) in another public school district in Wisconsin under the part-time open enrollment program in accordance with state law.

The District shall deny a resident student's otherwise timely and complete application to attend a course in another public school district under the part-time public school open enrollment program if:

1. The course conflicts with the student's individualized education program (IEP); or
2. The cost of the course would impose an undue financial burden on the District.

The District shall determine whether each course identified on a resident student's application satisfies any of the District's high school graduation requirements. The District shall notify the applicant, in writing, if a course will not satisfy a graduation requirement.

The District shall pay for the cost of a resident student's approved course(s) to the extent required by state law and by the Wisconsin Department of Public Instruction.

Nonresident High School Students Applying to Attend Courses in the District

Nonresident public high school students residing within the State of Wisconsin may apply to take courses in the District under the part-time-open enrollment program in accordance with state law and established procedures.

Nonresident students seeking to enroll in specific District courses under the part-time open enrollment program shall be subject to same criteria that are used for making course-related eligibility and acceptance decisions for students who are District residents. Such criteria include space availability considerations and meeting applicable course prerequisites, academic requirements, proficiency standards, and conduct-related requirements. However, up to the point at which the District issues formal notice of acceptance or denial to a nonresident applicant (which will occur no sooner than six weeks before and no later than one week before the course is scheduled to begin), the District will give preference (i.e., ahead of part-time open enrollment applicants) in making acceptance and placement decisions for individual courses to the following:

1. Otherwise-eligible students whose primary enrollment and school of attendance is (or at the time of the applicable course will be) within the public schools of the District (including students who are not District residents who are regularly attending a school in the District under the full-time open enrollment program); and
2. Residents of the District who are otherwise entitled to apply to take the course under state law or under any other Board policy (e.g., certain residents who are enrolled in a private school, tribal school, or home-based private educational program).

If, after applying the applicable preferences, the District has space available in a course for part-time open enrollment students and any other students who may be eligible to apply to take the course, but the District has received more qualifying applications from such interested persons than there are spaces available, the District will use a random procedure to determine which additional students to accept into the course.

A student shall not be permitted to take a District course under this policy during the term of his/her expulsion from the District or from another school to the same extent that the District would deny the student's request, if he/she were a resident of the District, to enroll and take courses as a full-time student during the term of an expulsion. Other conduct-related criteria that the District would apply to determine the course eligibility of a regular, resident student shall also be applied to part-time open enrollment students/applicants.

To the extent required by law, nonresident students attending courses in the District under the part-time open enrollment program will have the rights and privileges of similarly-situated resident students and will be subject to the same policies and rules as similarly-situated resident students.

The District shall provide equal opportunities for students with disabilities to attend courses in the District under the part-time open enrollment program. However, if a question arises as to possible services or course accommodations or modifications for a student with a disability, the District shall contact the student's parent or guardian and involve representatives of the school(s)

responsible for the student's current IEP or other services plan to the extent necessary and appropriate.

Application of Policy in Special Situations

To the extent required by law, the terms "resident student," "nonresident student," "resident school district," and "nonresident school district," within this policy shall be construed to appropriately accommodate atypical situations where the public school that a student normally attends on a full-time basis is not located in the same school district in which the student's legal residence is located.

Legal References:

Wisconsin Statutes

Section 115.385(4)	[required parent notification of educational options, including part-time open enrollment]
Section 118.13	[student nondiscrimination]
Section 118.145(4)	[resident students enrolled in private schools/tribal schools taking courses in the public high school]
Section 118.15(1)(d)	[discretionary program and curriculum modifications]
Section 118.33	[high school graduation requirements]
Section 118.52	[part-time open enrollment]
Section 118.53	[home-schooled students taking courses in the public schools]
Section 118.57	[required public notification of educational options, including part-time open enrollment]

Adopted: August 8, 2018

343.45

TECHNICAL COLLEGE COURSE PROGRAM ("START COLLEGE NOW" PROGRAM)

High school students in the 11th grade or 12th grade who meet the eligibility requirements defined in applicable statutes, regulations, and District policies may be permitted to enroll in one or more courses at a technical college through the technical college course program. In addition to other applicable eligibility requirements, a student who wishes to enroll in a course through a technical college under this policy must:

1. have the written approval of a parent or guardian, if a minor;
2. notify the District of his/her intent to attend a technical college by March 1 if the student intends to enroll at the technical college in the fall semester, and by October 1 if the student intends to enroll in the spring semester;

3. have completed 10th grade (all requirements met, including a minimum of 13 high school credits completed toward graduation by the end of the high school semester in which the student gives notice of his/her intent to take a technical college course);
4. not be a child at risk of not graduating from high school, as defined by state law; and
5. be in good academic standing within the District.

A student who is interested in attending individual courses under the technical college course program must also submit an application directly to the applicable technical college, pursuant to any procedures and deadlines established by the technical college. A technical college district board may deny a high school student admission to the technical college, or registration in a specific course, for any reason that is consistent with state law, including the technical college's determination, following any appropriate verification with the District, that the student has an unacceptable record of disciplinary problems.

Program Administration

The High School Guidance Counselor and High School Principal, or an administrative-level designee shall be responsible for (1) ensuring that the District appropriately processes requests/applications related to the technical college course program; and (2) except for refusal of permission to take a course that is based on an undue financial burden, determining whether the District will approve individual applications and pay for specific courses based on the criteria established in state law, any applicable state regulations, and applicable District policies and procedures.

The authority of the program administrator(s) includes, but is not limited to, the authority to make or approve the following determinations on behalf of the District:

1. Whether a student meets the minimum eligibility criteria for participation in the program;
2. Whether a proposed course is comparable to a course already offered in the District;
3. Whether the student will be eligible to receive high school credit for the successful completion of a proposed course; and
4. Whether the proposed course and any resulting credit meets any of the District's high school graduation requirements.

While the District may refuse to allow a student with a disability to attend a technical college through the technical college course program if the costs related to any special services required for the student would impose an undue financial burden on the District, the determination of an undue financial burden shall be made by the School Board.

Responsibility for Costs; Limitations on District Payments

To the extent required by state law, the District shall pay for certain costs associated with students' enrollment in a technical college under this policy if the course is taken for high school credit and the course is not comparable to a course offered in the District. Limitations on the District's responsibility for payment include the following:

1. The District shall pay only such tuition, fees, and course materials costs as are required by law. If the District is required to pay the technical college for the cost of a book or similar resource that is not a one-time use item, the student may be required to return the resource(s) to the District upon completion of the course.
2. The District shall pay for no more than the equivalent of a combined total of 18 post-secondary semester credits per student for any courses that are taken through the technical college course program or the Early College Credit Program. Any courses that the District paid for under the former Youth Options Program count toward this credit limit.
3. The District shall require a student who receives a failing grade in or who fails to complete a technical college course to reimburse the District for all amounts paid for the course on the student's behalf. For a student who is a minor, the student's parent or guardian is responsible for such reimbursement. If reimbursement is not made upon request, the student is ineligible for any further participation in the technical college course program and the Early College Credit Program.
4. Unless otherwise required by law, the District is not responsible for providing transportation to technical college courses taken under this policy or paying for transportation-related costs.

Determinations of Course Comparability, Eligibility for High School Credit, and Satisfaction of High School Graduation Requirements

The determination of whether a course satisfies a high school graduation requirement shall be made with reference to the District's policy that sets forth such requirements and by applying the standards and guidelines that the District applies to its own course offerings and to courses that are submitted for a similar assessment by students who are transferring into the District.

Pending the development of any formal state regulations applicable to the technical college course program that address the granting of high school credit for a course taken at a technical college under this policy, or the adoption of other specific local standards for such credit determinations, the District shall apply the mandatory and discretionary standards found in PI 40.07(1) of the Wisconsin Administrative Code, as such standards were in effect as of December 31, 2017. In addition, in order for a student to receive high school credit for a course taken at a technical college under this policy, the student must complete the course and receive a passing grade, as determined by the technical college.

For purposes of determining whether a course that a student wishes to take through the technical college course program is comparable to a course offered by the District, and pending the development of any formal state regulations applicable to the technical college course program or the adoption of other specific local standards for determining course comparability, the District shall apply the standards found in PI 40.07(1m) of the Wisconsin Administrative Code, as such standards were in effect as of December 31, 2017.

At least 30 days before the beginning of the technical college semester in which the student will be enrolled, the District shall notify the student, in writing, if a course in which the student intends to enroll (1) does not meet the high school graduation requirements, and (2) whether the course is comparable to a course offered in the District.

If an applicant for the program disagrees with a District decision regarding course comparability or the satisfaction of high school graduation requirements, state law provides that the applicant may appeal the District's decision to the State Superintendent of Public Instruction within 30 days after the District's decision.

Legal References:

Wisconsin Statutes

Section 38.12(14)	[attendance at technical college under the technical college course program, also known as the "Start College Now" Program]
Section 115.385(4)	[parent notification of educational options]
Section 118.15(1)(b)	[attendance at a technical college in lieu of high school or on a part-time basis by a child 16 years of age or over and a child at risk]
Section 118.15(1)(d)	[discretionary program and curriculum modifications]
Section 118.153(1)(a)	[definition of a child at risk of not graduating from high school]
Section 118.33	[high school graduation requirements]
Section 118.55	[early college credit program]
Section 118.57	[public notification of educational options]

Wisconsin Administrative Code

Chapter PI 40	[regulations governing technical college attendance under the Youth Options Program, which were based on statutory provisions that were essentially identical to section 38.12(14)]
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Adopted: August 8, 2018

343.46

EARLY COLLEGE CREDIT PROGRAM

High school students who meet the eligibility requirements defined in applicable statutes, regulations, and District policies, and who submit timely and complete applications and notices, may be permitted to enroll in one or more courses at an institution of higher education through the Early College Credit Program.

The High School Guidance Counselor and High School Principal, or an administrative-level designee shall be responsible for (1) ensuring that the District appropriately processes requests/applications related to the Early College Credit Program; and (2) determining whether the District will approve individual applications and pay for specific courses based on the criteria established in state law, any applicable state regulations, and applicable District policies and procedures.

The authority of the program administrator(s) includes, but is not limited to, the authority to make or approve the following determinations on behalf of the District:

1. Whether a student meets the minimum eligibility criteria established in state law;

2. Whether a proposed course is comparable to a course already offered in the District;
3. Whether the proposed course and any resulting credit meets any of the District's high school graduation requirements; and
4. Whether the student will be eligible to receive high school credit for the successful completion of a proposed course, and, if so, the amount of high school credit.

Initial Applications and Notices Students Are Required to Submit

Students interested in enrolling in an institution of higher education (IHE) for the purpose of taking one or more nonsectarian courses under the Early College Credit Program must do all of the following to start the application process:

1. Submit a timely and complete application directly to the applicable IHE in the semester prior to the semester or session in which the course is scheduled to begin. The student must adhere to all application deadlines and other related requirements established by the IHE; and
2. Submit a timely and complete written notice to the District that identifies the student's intent to take one or more courses under the Early College Credit Program. A separate notification form must be completed and processed for each IHE semester/session in which a student intends to take a course.
 - a. The initial notification form must be submitted to the District by March 1 if the student intends to enroll at the IHE in the subsequent fall semester, by October 1 if the student intends to enroll in the subsequent spring semester.
 - b. In addition to any other information required on the form, the initial notice must identify the name of the IHE the student plans to attend, the titles of the course(s) in which the student intends to enroll, the number of postsecondary credits of each course, and whether the student will be taking the course(s) for high school credit, postsecondary credit, or both.

Responsibility for Costs; Limitations on District Payments

To the extent required by state law and as applicable to each course that a student takes under the Early College Credit Program, the District shall pay the appropriate tuition amount to the IHE and such other costs (if any) as may be specified by law. The student or the student's parent or guardian shall pay the amounts (if any) specified as the student's responsibility for each course under state law and District's policy. The following also apply:

1. If a student takes a course at an IHE that is comparable to a course offered in the District, the District will make no payment for the course. Instead, the student taking the comparable course is responsible for paying the tuition and fees for the course.
2. If a student takes a course at an IHE for postsecondary credit only, and the course is not comparable to a course offered in the District, the student or the student's parent or guardian shall pay to the District 25% of the tuition amount that the District is required to pay to the IHE, unless such 25% payment is determined to pose an undue financial burden on the student's family under standards and procedures set by the Department of Public Instruction.

If applicable to a course and not waived pursuant to state law, the following provisions further govern the timing and method for making such 25% payments to the District:

- a. The student or his/her parent or guardian may make payment for such courses via a personal check or a bank (cashiers) check, made payable to the River Ridge School District. Payments attempted in other forms, including in U.S. currency, are not acceptable and will be refused or returned to the payor. If a check is returned as non-payable due to insufficient funds, a stop-payment order, or any other reason, any related fee(s) charged to the District by a financial institution will be added to the amount due.
 - b. “Unless the District’s Business Office has agreed in writing to a different plan of scheduled payments, payment is due in full within 30 days of the date on which the District provides the student (or student’s parent or guardian) with an invoice of the specific amount due. If a family wishes to arrange a payment plan, the family shall submit a request to the District’s Business Office before the start date of the course(s). The District’s Business Office may agree to a payment plan provided that (1) the student has no other outstanding obligations to the District that are in arrears, and (2) payments under the plan are spread out over no more than four (4) installments, with an initial payment due at the time the payment plan is arranged and with the final payment to be made no later than the earlier of 30 days after the course is complete or at least 10 days prior to the student’s high school graduation. Initial installments under such a payment plan may be based on an estimated amount owed if a definite figure cannot be provided by the IHE at that time.”]
 - c. If the District receives any payment from the student or the student’s parent or guardian as a share of tuition, and it is later determined that the District is not responsible for paying tuition for the course, or if the amount received as payment exceeds the amount of the student’s actual payment obligation, the District will refund the appropriate amount to the student or his/her parent or guardian.
 - d. Any past-due payments for a share of course tuition that are owed by a student may result in the denial of certain school-related privileges in the same manner that applies to other past-due school fees and charges.
3. The District shall pay for no more than the equivalent of a combined total of 18 postsecondary semester credits per student for any courses that are taken through the technical college course program (section 38.12(14) of the state statutes) or the Early College Credit Program. Courses that the District paid for under the former Youth Options Program count toward this credit limit.
 4. The District shall only pay for courses that are successfully completed. If a student receives a failing grade in a course or fails to complete the course, the student’s parent or guardian or the student, if an adult, is responsible for reimbursing the District for the costs paid by the District. If this reimbursement is not made upon request, the student is ineligible for any further participation in the technical college course program and the Early College Credit Program.

5. In order for a student to avoid a payment obligation (where applicable) for a course taken through the Early College Credit Program, it is the sole responsibility of the student and his/her parent or guardian to ensure that the student withdraws from the course prior to the applicable IHE's deadline for doing so such that the IHE will not charge the District any tuition for the course.
6. Unless otherwise required by law, the District is not responsible for providing transportation to IHE courses taken under this policy or paying for transportation-related costs.

Satisfaction of Graduation Requirements; Awarding High School Credit for College Courses; and Course Comparability Determinations

Pending the development of any new state regulations applicable to the Early College Credit Program that address the granting of high school credit for a course taken at an IHE under this policy, the satisfaction of high school graduation requirements, and/or the determination of whether a course offered by an IHE is comparable to a course offered in the District, or the adoption of other specific local standards for making such determinations within the Early College Credit Program, the District shall apply the mandatory and discretionary standards found in PI 40.07 of the Wisconsin Administrative Code, as such standards were in effect as of December 31, 2017.

If a student who intends to take a course through the Early College Credit Program disagrees with a District decision regarding comparability of courses, satisfaction of high school graduation requirements, or the number of high school credits to be awarded for a course (if any), the student may appeal the District's decision to the State Superintendent of Public Instruction within 30 days after the decision.

Legal References:

Wisconsin Statutes

Section 38.12(14)	[attendance at technical college under the technical college course program, also known as "Start College Now" Program]
Section 115.385(4)	[required parent notification of educational options, including Early College Credit Program]
Section 118.15(1)(d)	[discretionary program and curriculum modifications]
Section 118.33	[high school graduation requirements]
Section 118.55	[the Early College Credit Program]
Section 118.57	[required public notification of educational options, including Early College Credit Program]
Section 120.12(17)	[non-Early College Credit Program courses taken for high school credit at a UW System Institution]

Wisconsin Administrative Code

Chapter PI 40	[regulations governing attendance at postsecondary institutions under the Youth Options Program, which were based on statutory provisions that predated the effective date of the Early College Credit Program]
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Adopted: August 8, 2018

EXPANDING OPPORTUNITIES FOR LEARNING ONLINE COURSES

Access to the technology utilized by River Ridge approved online courses imposes certain responsibilities and obligations. Appropriate use is ethical and honest, and demonstrates respect for physical and intellectual property, system security protocols, and individual rights to privacy and to freedom from intimidation, harassment, and unwarranted annoyance.

1. On-line courses must be approved by the River Ridge Administration. All district policies related to academic honesty participation and attendance will apply to online courses.
2. Students may enroll in an online course that meets the case by case participation and extenuating circumstances determined by the River Ridge Administration. The River Ridge School District will fund the first pre-approved course enrolled by a student. If the student does not complete the course successfully and chooses to enroll in another online course, they must provide the tuition fee prior to enrollment and will be reimbursed by the school district upon successful completion.

Guidelines for participation include:

- Credit deficient students needing specific courses in order to graduate
- Students with scheduling conflicts
- Home bound students (ie: chronic illness, injury, etc.)
- A student who is identified At-Risk and needs credits for graduation
- Identified in student IEP

Any student who wishes to take an online course outside of these guidelines may do so, however the course must be approved by River Ridge Administration, course fees will be paid for by the student and coursework will be done outside of the school day.

3. The principal and school counselor shall determine whether the course(s) satisfies graduation requirements and what, if any, high school credits are to be awarded to the student. Such determination shall be made in accordance with state law and established procedures.
4. Students will not download or duplicate licensed software. Students may download public domain programs but will assume all risks in regard to programs that are public domain, shareware or licensed.
5. Exercise responsible, ethical behavior. The Internet is a global network of information. Information available ranges from being useful to being incorrect, possibly plagiarized, and offensive.

6. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, plagiarism, fabrication of information, submitting work of another person or work previously used without informing the instructor and securing written approval, or tampering with the computer files and/or academic work of other students.
7. Respect individuals' freedom from harassment. Students will protect the privacy of their classmates. Students will not publish any names, passwords, email addresses or other information pertaining to other students. Students understand that online courses require use of email and newsgroups as a means of communication and learning; and will therefore, respect the technology as a means of instruction. Students will not use their email account as a means to harass people.
8. Utilize the technology format in a respectful manner. Students will not use the online network for financial gain or any commercial or illegal activity. Students will follow rules, written and unwritten, pertaining to Internet etiquette. Students will not attempt to bypass security protocols on servers or workstations.
9. Actions that constitute inappropriate use include, but are not limited to:
 - Use a login or password other than my own without permission
 - Use files or data other than my own without permission
 - Attempt to break into system operations of the network servers
 - Attempt to decode or circumvent security protocols
 - Make illegal copies of software
 - Use the school email, newsgroups for political purposes, harassment, or commercial venture.
 - Engage in any activity that does not comply with the Acceptable Use Policy of the River Ridge School District
 - Engage in any activity that does not comply with the River Ridge non-discriminatory policy.
10. Students who violate any part of this policy or engage in any other activity which school authorities consider inappropriate, will be subject to disciplinary action consistent with the River Ridge Student Handbook and School Board Adopted Policies. Discipline could include, but would not be limited to immediate suspension or termination of Internet access for any future online courses, loss of grade points and/or failure to receive credit for the course.

Any attempt to break into or tamper with the system operations, including records or grades, will result in cancellation of privileges.

11. Grading: Online grades and percentages will be submitted from the online teacher and will be recorded and calculated into our grading system. Online companies who just provide a percentage and ask the school to apply the grade, River Ridge will use the common scale that is in our School Board Policy.

	A = 95-100	A- = 93-94
B+ = 91-92	B = 87-90	B- = 85-86
C+ = 83-84	C = 79-82	C- = 77-78
D+ = 75-76	D = 75-76	D- = 70-71
	F = 69-0	

12. Each student has 5 months to complete their online course. If the course is not completed in that timeline, the coordinating teacher will send the district a final grade percentage giving 0's for the incomplete assignments. The district has a right to fail that student for not completing the course regardless of the percentage sent from the teacher. Final grade is in local school control.

By enrolling in this course students accept the terms of this policy and acknowledge and hold harmless the River Ridge School District for any injury or offense that may be suffered by accessing information on the internet.

APPROVED: March 12, 2014

345.1

GRADING SYSTEMS

It shall be the policy of the River Ridge School District to evaluate student achievement in pre-kindergarten through grade12. The issuance of grades on a regular basis serves to:

- promote a process of continuous evaluation of student learning;
- inform the student and his/her parent(s) or guardian of the student's progress; and progress toward District educational goals and academic standards;
- provide a basis for bringing about change in student performance if such change is deemed necessary.

Specific grading procedures shall be developed for various grade levels by the building principal in consultation with the teaching staff. Grading criteria will be focused on the attainment of established academic standards and objectives, the academic progress of the student, and his/her own ability and achievement. Class participation, daily assignments, quizzes, special projects

and tests, along with the ability of the student to demonstrate the use of attained knowledge, should be included in the grading criteria for all grade levels and subjects.

Teachers are to share with students on the first day of school their grading policy/procedures. At the secondary level, these policies/procedures should be included in the teacher's course syllabus that students receive. Building principals shall ensure that students and their parents or guardians are informed of the grading criteria for each grade level or subject so they will know what the expectations are as they relate to student progress.

The responsibility for assigning grades in a course or subject rests with the classroom teacher. The teacher's judgment will be final unless, upon administrative review, substantial error is discovered in the procedure used in delivering the grade.

It is the policy of the River Ridge School District that no person may be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or learning disability or handicap as required by s. 118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and section 504 of the Rehabilitation Act of 1973. This does not, however, prohibit the use of special testing materials or techniques to meet the individualized needs of students. The district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the policy in the River Ridge School District. Any questions concerning this policy should be directed to: Dr. Jeff Athey, District Administrator, River Ridge School District, 11165 County Highway P, Patch Grove, WI 53817 (608) 994-2715.

LEGAL REF.: Section 118.13 Wisconsin Statutes
PI 9.03(1), Wisconsin Administrative Code

CROSS REF.: 345.1-Rule, Grading Procedures
411-Rule, Discrimination Complaint Procedures
461, Academic Awards

APPROVED: November 11, 2015

GRADING PROCEDURES

1. Grade Values

It is the responsibility of classroom teachers to share his/her grading policy procedures with students on the first day of school/first day of the course.

2. Final Exams

Administration expects teachers at the high school level to administer a final exam or provide some type of culminating activity on the final days of the course.

The only acceptable excuses for missing a final exam are illness or a death in the immediate family. No other excuses will be honored, including medical appointments. Exams missed due to acceptable excuses are to be made up within five school days, unless extenuating circumstances warrant an extension. All other absences will result in a "zero" grade for the final exam.

3. Semester/Final Grades

The sum total of the two quarters (terms) will be added and divided by two to determine the final grade. It is up to the individual teacher to determine what weight the final exam will carry in determining final student grades.

For a full year course, the final semester grades will be averaged to obtain the final grade for the year.

4. Teacher Responsibilities

Teachers should have a sufficient number of grades in their gradebook to support and justify the grade they have given each student. If requested, the teacher shall explain the justification of a grade given to a student.

Grading is the sole professional responsibility of the teacher. Under no circumstances will a teacher be told how to grade his/her students, how many grades of "F" he/she may give etc. The administration may not change a student's grade without the authorization of the teacher.

5. Incompletes

No incompletes can be given without prior approval by the building principal and for no longer than a five school day period. After 5 school days, the incomplete will be changed to a letter grade.

6. Auditing Classes

Auditing a class means "taking a class for no credit and no grade". This may occur when a student moves into the district during the school year. It may be possible to blend grades from the transferring school with the grades earned at the River Ridge School District. If not, the

student who has transferred to the River Ridge School District will still be expected to attend the class regularly and to do all of the coursework and tests in the course. The student's name will be on the class roster for attendance purposes only.

APPROVED: November 11, 2015

STUDENT PROGRESS REPORTS TO PARENTS

Student report cards shall be issued after each nine week grading period.

Middle school progress reports will be sent out to all students mid-way through each quarter. Efficiency reports will be sent out for students doing exemplary work. Deficiency reports shall be sent out for students who are doing unsatisfactory or failing work.

High school efficiency/deficiency reports will be sent out on an as needed basis mid-way through each quarter.

Parent-teacher contacts are encouraged for both deficient and exemplary work.

Parent-teacher conferences shall also be held to help students develop to their full potential and involve parents in their student's education.

APPROVED: July 1, 1995

345.3

PROMOTION AND RETENTION

Students in the River Ridge School District shall be promoted annually from one grade level to the next upon completion of satisfactory work.

A student may be retained for another year in the same grade level when his/her standards of achievement or social, emotional, mental or physical development would not allow satisfactory progress in the next higher grade.

The decision to retain a student shall be made in accordance with established procedures.

LEGAL REF.: Section 118.14 Wisconsin Statutes

APPROVED: July 1, 1995

345.6

HIGH SCHOOL GRADUATION REQUIREMENTS

The School Board awards diplomas to recognize those students who have met District-established requirements for high school graduation as set forth in this policy. The District Administrator and High School Principal(s) shall be responsible for the general supervision and management of the graduation of students under this policy. The District's general student nondiscrimination policy applies in all respects to the methods, practices, and materials used for determining the graduation status of students.

A. Attendance/Participation Requirements

1. One requirement of high school graduation is that the high school student, throughout his/her enrollment in the District, must have been enrolled in a class or participated in an activity approved by the Board during each class period of each school day, or enrolled in an alternative education program approved by the District. The only exceptions to this enrollment and participation requirement are those authorized under state law and approved by the District for the individual student.
2. Four years of high school attendance is generally required for high school graduation. Early graduation may be permitted, but only if the student has attended a high school (or an equivalent educational program) for a total period of at least seven semesters from the date the student first attends a high school program on a full-time basis and met all other applicable graduation requirements. **See RRSD Early Graduation Policy/Procedure 345.61.**
3. A student who has attended a high school program (or an equivalent educational program) for the equivalent of four regular school terms (i.e., the equivalent of completing grades 9 through 12) and who has satisfied all other requirements to receive a regular high school diploma does not have the option to unilaterally choose to defer his/her high school graduation date and continue to attend high school.
4. The District also requires a meaningful period of enrollment in the District and attendance in a District school or program in order to earn a District high school diploma. The minimum period of attendance shall generally include the full semester immediately preceding the student's graduation, during which period the student earned high school credit. An exception to this minimum period may be granted by the District Administrator in extraordinary circumstances where the District Administrator determines that (1) the reason the student did not meet the requirement was reasonably beyond the control of the student and, if under the age of 18, the student's parent or guardian; and (2) instructional staff are able to make a sufficient assessment of the student's academic performance.

B. Course Credit Requirements

1. The District has established standard credit requirements for high school graduation. All required credits must be earned by completing the course with a minimum passing grade while the student is enrolled in the high school grades 9-12 except that (1) the District offers a health education curriculum to students prior to 9th grade that, if completed, satisfies the .5 credit requirement in health education; and (2) the District offers qualifying students who are in 8th grade additional opportunities to take certain courses for credit toward high school graduation.
2. A minimum of 24 academic credits is required for a high school diploma from River Ridge High School. Each student must carry at least 6.5 credits a year. (Students involved in school-to-work, identified CWD, and/or enrolled in SRTNC course(s) may be

allowed to carry only six credits if approved by the administration.) Standard Credit Requirements for Students Granted a Diploma Beginning in the 2016-17 School Year:

Requirement	Credits
English/Writing Composition	4.0
Social Studies	3.5
Math	3.0
Science	3.0
Physical Education	1.5
Health Education	0.5
Electives	8.5

3. Credit for a course of study that a student successfully completes outside of the District may be granted credit toward high school graduation as a transfer credit. The administration shall apply established procedures to the granting of all transfer credits that a student seeks to apply toward his/her high school graduation requirements.
4. Certain courses may satisfy one of the state-mandated credit requirements under an equivalency standard. Where the District approves and offers a course under a credit equivalency standard, a student may be eligible to take the course to satisfy a state-mandated credit requirement. It is the responsibility of the student to verify that he/she will be eligible to receive the specified equivalency credit toward a state-mandated credit requirement.

C. Civics Test Requirement

Beginning in the 2016-17 school year, in order to be eligible for a District high school diploma, a student must have taken and successfully completed the state-required civics test while enrolled in the high school grades in the District or, as determined by the administration, in another qualifying school or program. Under Wisconsin Act 212, a special needs student's IEP will govern the civics exam requirements. The RRSD IEP team must determine the appropriateness of administering the state civics exam, as well as whether it is appropriate to require that the student pass the civics exam in order to graduate. If the IEP team decides that the student must complete the civics test graduation requirement, the student must complete the test but does not have to reach the 65/100 correct in order to meet the requirement.

D. Alternative Education Programs, Students At-Risk, Students with Disabilities, and Qualified Veterans

Any high school student who has satisfied each of the graduation requirements defined above shall be awarded a diploma signifying his/her graduation from high school. In addition, the District provides other routes to high school graduation, including the following:

1. A student with a disability who has not otherwise satisfied the District's high school graduation requirements shall earn his/her high school diploma if the student meets the

requirements established through the student's IEP, including goals and objectives that the IEP team has determined represent a demonstration of academic proficiency that is at least equivalent to the proficiency the student would have attained if the student had satisfied the applicable minimum credit accumulation requirements defined in state law.

2. The District provides one or more Board-approved alternative education programs for high school students that provide an opportunity for the student to become eligible for high school graduation. In order to receive a District-issued high school diploma through an alternative education program, the designated program administrator must determine whether the student has successfully completed the program and demonstrated a level of proficiency in the subjects for which credit is required under the River Ridge School District's minimum graduation requirements.
3. In the event that a qualified veteran, as determined under state law, requests the Board to award a high school diploma, the request shall be filed with the District Administrator and brought to the Board for review and approval.

Legal References:

Wisconsin Statutes

Section 115.28(7)(e)1	[alternative education program definition]
Section 115.915	[accommodations for school-age parents]
Section 118.13	[student nondiscrimination]
Section 118.15	[compulsory attendance; programs for at-risk students and program/curricular modifications]
Section 118.35	[gifted and talented students]
Section 118.52	[course options]
Section 118.55	[youth options program]
Section 118.153	[children at risk of not graduating from high school]
Section 118.33(1)	[high school graduation standards, including requirements and local options]
Section 118.33(1)(f)1	[required periodic review and revision of graduation requirement policy]
Section 118.33(1m)(a)	[high school graduation; civics test requirement]
Section 120.12(17)	[school board duty; payment of tuition for University of Wisconsin system courses taken by students for high school credit under certain conditions]
Section 120.13(37)	[awarding high school diplomas to veterans]
Section 121.02(1)(p)	[school district standards; graduation standards]
Chapter 115, Subchapter V	[children with disabilities]

Wisconsin Administrative Code

PI 18	[high school graduation standards]
PI 25	[children at risk plans and programs]

[PI 40](#) [youth options program; includes requirements for awarding high school credit for courses taken under the program]

Cross References:

345.6 Rule - Additional Parameters for High School Graduation Requirements and Procedures

345.61 RRSD Early Graduation Policy

Adoption Date: February 10, 2016, May 10, 2017, December 13, 2017

ADDITIONAL PARAMETERS FOR HIGH SCHOOL GRADUATION REQUIREMENTS AND PROCEDURES

This rule provides additional information and procedures regarding the implementation of the River Ridge School District's high school graduation requirements.

A. Attendance/Participation Requirements

When authorized and approved by the District, the following are examples of activities that satisfy the District's high school attendance and participation requirements:

- classroom instruction or other class-based instructional activities that are planned and directed by the District's instructional staff;
- independent study activities (e.g., a scheduled study hall);
- cooperative education programs;
- work-based learning that involves District oversight (for example, work study programs, youth apprenticeships, etc.);
- while at school, working on or participating in an online course or other technology-facilitated instructional activity;
- participation in the scheduled activities of a District-sponsored co-curricular program, a District-sponsored club, or a student-initiated club/organization;
- District-sponsored field trips;
- Youth Options Program courses;
- Course Options program courses;
- program or curriculum modifications for individual students (e.g., enrollment in an alternative school or alternative education program, homebound instruction, online classes taken from a non-school location, etc.);
- participation in an educational program reflecting a student's individual needs (e.g., a program for students with disabilities, for students who are English language learners, for school-age parents, etc.); and
- participation in an approved foreign exchange program involving school attendance.

B. Course Credit Requirements

1. In order to be eligible for each 1.0 or 0.5 unit of credit toward high school graduation, a course offered by the District must be (a) scheduled to meet for a normal class period on each school day throughout a full school term, as reasonably permitted by the school's calendar and daily schedule or (b) be a District-approved online course for which a properly licensed teacher is reasonably available to provide direct student instruction and to respond to the student's course-related inquiries, and for which there is at least one

designated staff member who holds an instructional license who is reasonably available to meet with the student, at school and in person, on an as-directed or as-needed basis.

2. The administration shall apply established policy and procedures to the granting of all transfer credits that a student seeks to apply toward his/her high school graduation requirements, including the following:
 - a. A high school student who intends to take any course outside of the District while he/she is enrolled in the District is expected to obtain advance verification from the High School Principal, or the principal's designee, that any credit earned through the out-of-district course will be eligible as a transfer credit that counts towards the student's high school graduation.
 - b. Credit shall be awarded for an out-of-district course that a student has completed and passed at another high school (or equivalent educational program) prior to enrolling in the District where (1) the content of the course does not repeat substantial content for which credit has already been awarded; and (2) the course is reasonably equivalent in terms of rigor and academic standards to a District course in that same subject for which credit is (or would be) awarded.
 - c. Credit toward graduation may be granted for a student's out-of-district work even if any grade the student may have received for the work is not counted in the District's calculation of a District grade-point average.
3. The Board permits students in the 8th grade to take courses and earn credits that satisfy high school graduation requirements only in the following circumstances:
 - a. The District offers a health education curriculum to students in prior to 9th grade that, if completed with a minimum passing grade, satisfies the requirement that the student must earn a 0.5 credit in health education in order to receive a high school diploma.
 - b. Subject to course scheduling and space availability factors, where the District determines that a student is academically prepared for the course and that the 8th grade curricular options in the subject area would not be appropriate for the student without making substantial modifications the District may allow the student to take a course for credit toward high school graduation requirements either directly through the high school or, if the teacher and course qualify under state law, through the student's current school. The following apply to such students and courses:
 - (1) The District will consider approving such a course for a student who has not yet started his/her 9th grade school term only in the subject areas that are part of the 8th grade curriculum.
 - (2) The maximum number of credits that a student can earn prior to entering 9th grade that the District will count toward high school graduation requirements is 1.5 (Algebra I and Health).
 - (3) Credit earned by the student in such a course may be applied toward any applicable graduation credit requirement that the course satisfies.

- (4) The extent to which a grade received in a course for which the student receives high school credit is included in the student's high school grade point average is specified in the applicable high school grading policies.

C. Other District-Established Graduation Requirements

See High School Graduation Requirements 345.6 and Early Graduation Policy 345.61

D. Alternative Education Programs and other Accommodations for Students with Exceptional Educational Interests, Needs or Requirements

1. To the extent required under state law or DPI rule, any education program for high school graduation that is offered in the District to a student with exceptional interests, needs or requirements shall be approved by the DPI and address the mandatory minimum high school graduation credit requirements established under state law and under the related DPI regulations.
2. The District's alternative education programs and other established programs for students with exceptional educational interests, needs or requirements include:
 - The District's special education program for students with disabilities.
 - HSED Alternative Education Program
3. A student's high school transcript (but not his/her diploma) will designate whether the student's academic eligibility for graduation was established via earning all required course credits or via an approved alternate demonstration of proficiency.
4. Neither the District's high school transcripts nor diplomas shall improperly identify any student as a student with a disability.
5. In the event a student with a disability who is eligible for special education will not be receiving a regular high school diploma based on his/her satisfaction of applicable high school graduation requirements, the District may, at an appropriate time, award the student a certificate of attendance or completion and grant the student permission to participate in graduation exercises in a manner in which the District does not improperly disclose the student's status as a student with a disability.

E. General Administrative Responsibilities

1. The District Administrator shall be responsible for the general supervision and management of the graduation of students under Board policy and this rule. The District Administrator, High School Principal, or qualified designee shall determine whether a student has satisfied the District's high school graduation requirements. If a student has satisfied the policy criteria and the requirements of any other District policy applicable to high school graduation, the student may be graduated and awarded a diploma.
2. The District Administrator and the High School Principal shall ensure that the District maintains an up-to-date list of the credit-eligible high school courses offered by the District. The course list shall include a brief course description and identify the amount and type of credit (non-elective and/or elective, by subject) that can be earned in the course. The list shall also identify any agriculture, computer science, career and technical

education, or other course offered by the District that is also eligible to be taken, in whole or in part, for non-elective credit toward the high school graduation requirements (rather than solely as an elective credit) under an equivalency standard.

3. The High School Principal shall ensure that the District provides multiple methods of informing students and their parents and guardians of the high school graduation requirements, including **publishing the requirements annually in the student handbook**. School administrators and staff shall help students prepare a plan to satisfy the District's high school graduation requirements and to review their individual progress toward graduation via counseling, course scheduling, etc.

F. Nondiscrimination in Connection with High School Graduation

The District's student nondiscrimination policy applies in all respects to the methods, practices, and materials used for determining the graduation status of students. That is, the District shall not unlawfully 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. Discrimination complaints shall be processed in accordance with established procedures.

Adoption Date: February 10, 2016

Early Graduation

River Ridge offers many courses that are essential in building a strong high school education background. The senior year, especially the 8th semester, is one in which the student is able to explore new areas of the curriculum. The final year of high school is a very important part of a student's education career.

Only in special situations should a student forego the opportunities offered in the eighth semester. Early graduation may be permitted according to established procedures for the student who has definite goals in mind and feels that early graduation is part of these goals.

Early graduation, one semester early, may be permitted with the approval of the River Ridge Principal and the Pupil Services Committee. Appeals may be directed to the District Administrator.

Early graduation requests shall only be considered if the following conditions are met:

1. Complete a minimum of seven semesters of high school work. Exceptions to this requirement may be made in unusual circumstances as approved by the Principal and the Pupil Services Committee.
2. Students must arrange to meet with the school counselor, principal and their parents/guardians to develop a plan to complete high school.
3. Students must submit a written request to the Pupil Services Committee no later than the fifth day of the quarter in which they intend to graduate. The written request should describe their post high school plans and rationale for early graduation.
4. The applicant has a legitimate reason for early graduation (IE: teen parent, military enlistment, injury or illness). It is helpful to provide evidence of admission to some post-high school training program or an employer stating the student has been hired for a position following his/her January graduation.
5. All graduation credit requirements will be successfully completed prior to early graduation. **(See RRSD Policy 345.6 Graduation Requirements)**
6. Students who graduate early are eligible for academic awards such as honors, high honors, scholarships, salutatorian or valedictorian in the next regularly scheduled spring commencement ceremony following the completion of the graduation requirements. Fees will not be pro-rated or refunded in the early graduation year because the cost of materials actually used by students is only minimally covered by the yearly material fees.
7. Class rank for students approved for early graduation will be finalized upon calculation of the class rank for the entire graduating class utilizing the early graduate's grades at the time he/she leaves.
8. Because students graduating early are no longer in regular attendance, their student status has ended. Early graduates shall not be permitted to take part in any organized school activity (such as athletics, clubs, school dances, field trips, etc.), with the exception of

spring commencement activities. They shall however, be permitted to attend school functions open to the public, just as any other member of the adult community.

Cross References:

345.6 High School Graduation Requirements

345.6 Rule – Additional Parameters for High School Graduation Requirements and Procedures

Adoption Date: February 10, 2016

345.62

GRADUATION/PROMOTION EXERCISES

Students who have earned the necessary credits for graduation are expected to participate in the graduation exercises for their class.

The Board President will annually present diplomas to graduating seniors. The Board President may defer presentation to a Board member with a child who is graduating.

As an honor for high academic achievement, the class valedictorian will be designated and provided the opportunity to present a farewell speech to the graduating class.

CROSS REF.: 460, Academic Honors

APPROVED: July 1, 1995 AMMENDED: February 14, 2001

STUDENT ASSESSMENT

Assessment in the River Ridge School District shall be designed to yield information on student achievement and study ability. Professional staffs are expected to use assessment results as part of an evaluation of individual students and instructional programs.

Assessment shall include achievement and proficiency tests, and other tests required by state and federal laws and regulations. Assessment reports shall be made to the Department of Public Instruction (DPI) and to the public in accordance with state law.

The River Ridge School District shall not discriminate in the methods, practices and materials used for assessing, evaluating and counseling students. The River Ridge School District Board of Education Complies with all Federal laws and regulations prohibiting discrimination and with all requirements of the U.S. Department of Education. It is the policy of the River Ridge School District Board of Education that no person on the basis of citizenship, race, color, creed, political affiliation, religion or religious affiliation, national origin or ancestry, age, sex or sexual orientation, marital or parental status, pregnancy, physical, mental, emotional, or learning disability, arrest or conviction record, use or non-use of lawful products off the employer's premises during non-working hours, membership in the National Guard, State defense force or any other United States or Wisconsin reserve component of the military forces or any other reason prohibited by state or federal law shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in employment or in any educational program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education. Complaints are to be addressed to the District Administrator, River Ridge School District, 11165 County Highway P, Patch Grove, WI 53817.

LEGAL REF.: Sections 118.13 Wisconsin Statutes
 118.30
 120.12 (2)
 121.02 (1) (o), (r) and (s)
 PI 9.03 (1), Wisconsin Administrative Code

CROSS REF.: 411-Rule, Discrimination Complaint Procedures

APPROVED: July 1, 1995 AMENDED: January 10, 2001, January 13, 2016

STUDENT RECORDS

Student records shall be maintained in the interest of the student to assist the school in providing appropriate educational programs

- A. Content of Student Records - Student records include all records relating to an individual student other than notes or records maintained for personal use by teachers or other certified

personnel which are not available to others, and records necessary for and available only to persons involved in psychological treatment of a student.

1. Progress Records - Progress records maintained by the school include a statement of courses taken by the student, the student's grades, the student's immunization records, the student's extracurricular activities and the student's attendance records.
 2. Behavioral Records - Behavioral records maintained by the school include student records other than progress records and directory data. Examples include standardized achievement tests, ability tests, psychological tests, physical health care records other than the student's immunization records, teacher evaluations other than grades, statements relating to individual student behavior, police alcohol and other drug records, etc.
 3. Student Physical Health Care Records - Student physical health care records include basic health information about a student, including the student's immunization records, an emergency medical card, a log of first-aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, the results of any routine screening test such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information as determined by the State Superintendent of Public Instruction.
 4. Police Alcohol and Other Drug (AOD) Records - Police AOD records include those records obtained from a law enforcement agency relating to the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the district. Such records may only be obtained from the law enforcement agency upon the request of the Superintendent. Upon receipt of the records, the Superintendent shall inform the student named in the records and the parents/guardian of a minor student named in the records of the information.
 5. Directory Data - Directory data means those student records which include the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently previously attended by the student.
- B. Confidentiality of Student Records - The principal shall have primary responsibility for maintaining the confidentiality of all student records kept at the school. Police AOD records shall be maintained separate from the student's other student records. All requests for inspection or for transfer shall be directed to the principal or qualified designee, who will then determine whether inspection or transfer is permitted under state law and this policy.
- Individuals collecting or using personally identifiable information in the district will receive training or instruction regarding the state and federal confidentiality requirements.
- Upon transfer of student records to the central administrative office these duties shall be assumed by the district administrator or designee.
1. All student records shall be confidential, with the following exceptions:

- a. A student or the parent/guardian of a minor student shall, upon request, be shown and provided with a copy of the student's progress records.
- b. An adult student or the parent/guardian of a minor student shall, upon request, be shown, in the presence of the principal or other designee who is qualified to explain and interpret the records, the student's behavioral records. Such student or parent/guardian shall, upon request, be provided with a copy of the behavioral records.
- c. The judge of any court of this state or of the United States shall, upon request, be provided by the Board Clerk with a copy of all progress records of a student who is the subject of any proceeding in such court.
- d. Student records may be made available to persons employed by the District who are required by the Department of Public Instruction to hold a license and to other district officials who have been determined by the Board to have legitimate educational interests. Police AOD records may be made available under this exception only for the purpose of providing alcohol and other drug abuse (AODA) programs for students enrolled in the district and only to those designated personnel involved in AODA programs.
- e. Upon the written permission of an adult student, or the parent/guardian of a minor student, the school shall make available to the person named in the permission form, the student's progress records or such portions of his/her behavioral records as determined by the person authorizing the release. Police AOD records may not be made available under this exception unless specifically identified by the adult student or by the parent or guardian of a minor student in the written permission form.
- f. Student records shall be provided to a court in response to subpoena by parties to an action for in camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action or their attorneys if said records would be relevant and material to a witness's credibility or competency.
- g. The Board may provide the Department of Public Instruction (DPI) or any public officer with any information required under chapters 115 to 121 of the statutes. The Board shall provide the DPI with any student record information that relates to an audit or evaluation of a federal or state-supported program or that is required to determine compliance with state law provisions. Information reported shall be confidential by the DPI. Notwithstanding their confidentiality, student records may be used in suspension and expulsion proceedings and by the multidisciplinary team.
- h. On request, the District may disclose student records that are pertinent to addressing a student's educational needs to a caseworker or other representative of the Department of Children and Families, a county department under sections 46.215, 46.22 or 46.23 of the state statutes, or a

tribal organization, as defined in 25 USC 450b(L), that is legally responsible for the care and protection of the student, if the caseworker or other representative is authorized by the department, county department, or tribal organization to access the student's case plan.

- i. Information from a student's immunization records shall be made available to state and local health officers to carry out immunization requirements.
 - j. The district board of the Vocational Technical Adult Education District in which the district is located, department of health and social services or a county department under section 46.215, 46.22 or 46.23 for verification of eligibility for public assistance shall, upon request, be provided by the Board Clerk with the names of students who withdraw from school prior to graduation.
 - k. The Board may disclose personally identifiable information from an adult student's records to the student's parent or guardian, without the adult student's written consent, if the adult student is a dependent of his/her parent or guardian under the Internal Revenue Code. An exception shall be when an adult student has informed the school, in writing, that the information may not be disclosed.
 - l. The Board shall disclose a student's records in compliance with a court-ordered educational plan after making a reasonable effort to notify the student's parent/guardian.
 - m. The Board shall, on or before August 15 of each year, report to the appropriate county departments under sections 51.42 and 51.437 the names of students who reside in the District, are at least 16 years of age, are not expected to be enrolled in an educational program two years from the date of the report and who may require services under sections 51.42 or 51.437 (community mental health, development disabilities, alcoholism and drug abuse).
2. Release of Directory Data - Directory data shall be considered public information and may be released to persons and media, unless parents/guardians or adult students refuse the release, in writing, of their own initiation. A notice shall be published in the official district newspaper annually.

After public notice has been given that a student's name and address has been designated as directory data, and a reasonable time thereafter has been allowed for the parent, legal guardian or guardian ad litem of the student to inform the school that the student's name and address may not be released without the prior consent of the parent, legal guardian or guardian ad litem and the parent, legal guardian or guardian ad litem has not so informed the school, the Board Clerk, upon request, shall provide a VTAE district board with the name and address of each such student who is expected to graduate from high school in the current school year.

3. Release of Patient Health Care Records - Any record that concerns the results of a test for the presence of HIV or antibody to HIV (the virus which causes acquired immune deficiency syndrome - AIDS) shall be confidential and may be disclosed

only with the informed written consent of the test subject. All other student records relating to a student's physical health which are not included in the definition of student physical health care records as outlined above shall be treated as patient health care records in accordance with state law.

4. A parent, regardless of whether the parent has legal custody of the student, shall have access to student's confidential records unless the parent has been denied access to such records as outlined in state law (e.g., denied periods of physical placement with the child, ordered by the court).

C. Maintenance and Destruction of Students' Records

1. While students are attending school, their records will be maintained in the school of attendance. Upon transfer of the student to another school operated by the district, the records shall be transferred to that school. When a student ceases to be enrolled in a school operated by the District, his/her records will be transferred to the central administrative office. Records which are transferred to the central administrative office when the student ceases to be enrolled shall be maintained as follows:
 - a. All behavioral records shall be destroyed one year after the date the student graduated from or last attended the school, unless the student and the parent or guardian or minor student gives permission that the records be maintained for a longer period of time. Where such written permission is received, behavioral records shall be kept indefinitely.
 - b. All progress records shall be kept indefinitely.

D. Transfer of Records - Student records relating to a specific student shall be transferred within five working days to another school or school district upon receipt of a written notice from an adult student or the parent/guardian of a minor student that the student intends to enroll in the other school or school district; from the other school district that the student has enrolled; or, from a court that legal custody of the student has been transferred to the department of health and social services for placement in a juvenile correctional facility.

E. Amendments to Student Records

1. A parent who believes that the educational information/records collected, maintained or used are inaccurate, misleading or violate the privacy or other rights of the child may request the school district to amend the records. The school district will decide whether to amend the information within a reasonable period of time after receipt of the request.
2. If the school district decides to refuse to amend the information, it informs the parents of the refusal and advises the parents of the right to a hearing. On request, the school district provides an opportunity for a hearing to challenge information in educational records to ensure that it is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child.
3. If, as a result of the hearing, the school district decides that information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it will amend the information accordingly and so inform the parents in writing.
4. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child,

it will inform the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the school district.

5. The school district requires that any explanation placed in the records of a child be maintained by the school district as part of the records as long as the record or contested portion is maintained by the school district. If the records of the child or the contested portion are disclosed by the school district to any party, the explanation will also be disclosed to that party.

F. Annual Notification of Student Records Policy - Parents, guardians and students will be notified annually of the following: (a) their rights to inspect, review and obtain copies of student records; (b) the existence of the student records policy and where copies can be obtained. (c) their right to file a complaint with the Family Policy and Regulations Office of the U.S. Department of Education; and (d) the categories of student record information which have been designated as directory data and their right to deny the release of such information.

LEGAL REF.: Sections 19.65 Wisconsin Statutes

19.73

48.396 (1a) Wisconsin Statutes

115. 85(4)

118.125

108

118.126

118.127

146.025

146.81 - 146.83

767.24(7)

Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 g, 45

C.F.R. Sec. 99)

APPROVED: July 1, 1995, Approved September 13, 2016

351.1

SCHOOL DISTRICT VOLUNTEERS

The River Ridge School District recognizes and values the contributions that community volunteers make to the education of our students. While the District encourages community volunteers to participate in public education the District must also take reasonable steps to insure the safety of our students and staff.

Definition

A volunteer is defined as an individual performing service for the River Ridge School District who does not receive compensation for those services, other than reimbursement for reasonable expenses actually incurred. Individuals who volunteer to perform services for River Ridge School District are not employees for purposes of compliance with minimum wages laws, overtime provisions of the Fair Labor Standards Act, Worker's Compensation Act, or unemployment compensation coverage.

A volunteer who is injured or who causes injury to others while performing approved services may be considered to be an agent of the school district. An agent of the school district may be subject to district liability interests.

Purpose

The purpose of the volunteer program will be as follows:

1. Supplement the work of classroom teachers under their supervision and with the approval of the administration.
2. To allow qualified community members to participate in the education of our students under teacher direction.
3. To add to community understanding of their schools.
4. To improve school - community relations.

Approval Process

1. Individuals who are interested in volunteering must complete a volunteer application. (Available in the front office).
2. The completed application will be forwarded to the building principal for approval.
3. Background checks will be completed on all volunteers.
4. A list of approved volunteers will be maintained in the front office of each school.

Guidelines

1. Volunteers are directly responsible to the staff member in charge of the scheduled activity.
2. Volunteers assume only those responsibilities designated by the staff member in charge.
3. Volunteers will abstain from the use of alcohol, tobacco, or controlled substances during the time they are responsible for supervision of students.
4. In the case of an emergency, volunteers will follow procedures outlined by the staff member in charge.
5. Volunteers will not transfer their role as a volunteer to another person during the time that they are responsible for supervision of students.
6. The school volunteer shall abide by all school rules and regulations when performing their assigned responsibilities.
7. Volunteers will not be routinely assigned to classrooms in which their own children are in attendance.
8. Volunteers will be restricted from access to confidential information on students and employees files.
9. Volunteers will maintain confidentiality regarding information pertaining to their responsibilities. (This cannot be expressed strongly enough. All of your work is CONFIDENTIAL. Names of students, teachers and staff, and their actions and abilities are never appropriate topics for discussion outside of the school).
10. Volunteers must be at least 18 years of age.
11. Volunteers cannot:
 - a. Administer discipline.
 - b. Interrogate students.
 - c. Administer medication.

d. Clean up bodily fluids.

Supervision of Volunteers

1. School volunteers shall be expected to abide by all applicable laws, school policies, and administrative procedures when performing their assigned responsibilities.
2. The building principal or their designee shall define and assign responsibilities and tasks to be performed.
3. The building principal or their designee shall supervise and direct the activities of the volunteer.
4. Volunteers may be dismissed at the discretion of the building principal, district administrator, or school board.

LEGAL REF: Federal Volunteer Protection Act of 1997, 42 U.S.C. 14051

Section 118.29(2), Wisconsin Statutes

Section 118.295, Wisconsin Statutes

Section 121.54(7)(a)(4), Wisconsin Statutes

Section 121.555, Wisconsin Statutes

CROSS REF: 351.1 – Exhibit, Volunteer Application Form

APPROVED: July 1, 1995

AMENDED: March 13, 2002

RIVER RIDGE SCHOOL DISTRICT VOLUNTEER APPLICATION FORM

NAME: _____ DATE: _____

ADDRESS: _____

HOME PHONE: _____ WORK PHONE: _____

CURRENT EMPLOYER, ADDRESS AND PHONE NUMBER: _____

OCCUPATION: _____

FORMER EMPLOYER, ADDRESS AND PHONE NUMBER (IF NOT CURRENTLY
EMPLOYED):

FORMER OCCUPATION (IF NOT CURRENTLY EMPLOYED): _____

SKILLS: _____

SPECIAL INTERESTS AS THEY RELATE TO EDUCATION: _____

PLEASE INDICATE THE DAYS AND TIMES YOU WOULD BE AVAILABLE TO
VOLUNTEER:

PLEASE LIST THE NAMES, ADDRESSES AND PHONE NUMBERS OF THREE
REFERENCES:

FOR THE SAFETY OF STUDENTS AND STAFF WE MUST RUN BACKGROUND CHECKS ON ALL VOLUNTEERS. WE WILL NEED THE FOLLOWING INFORMATION TO REQUEST THAT REPORT.

Birth date: ____/____/____ Social Security #_____

I, _____, give the River Ridge School District my permission to conduct a background check.

(signature)

(date)

THANK YOU FOR YOUR INTEREST IN THE EDUCATION OF OUR CHILDREN.

-----**For Office Use Only:**

_____Background check complete.

_____Date of background check.

AMENDED: March 13, 2002

FIELD TRIPS

The purpose of educational field trips is to broaden and enrich classroom activities, and to provide background experiences which students may not have had. The cost of field trips may be wholly or partially borne by the Board in order to keep student costs reasonable. Field trip approval shall be requested in advance to allow for adequate budgetary provisions.

- The district administrator shall be responsible for approving elementary school field trips. The principal may approve secondary school field trips.
- Overnight trips will not be allowed at the elementary level and will only be allowed at the secondary level by special permission of the district administrator.
- Student and teacher participation in field trips scheduled for Saturdays, evenings and during vacations is voluntary. Teachers will not receive extra pay for such participation.
- Standards of conduct on field trips shall be the responsibility of the employee supervising the trip.
- School buses or district-owned vehicles will be utilized for all field trips.
- Written parent approval shall be secured for all school field trips.

LEGAL REF.: Sections 121.54(7) Wisconsin Statutes
121.555

CROSS REF.: 352-Rule, Field Trip Guidelines
751.3, Extracurricular Transportation

APPROVED: July 1, 1995

FIELD TRIP GUIDELINES

1. Requests for field trip approval should be submitted to the appropriate administrator in March for the following school year to facilitate budgeting and the development of a long-range field trip schedule.

2. In preparing a request, teachers should keep the following considerations in mind:

a. Availability of school district transportation. At certain hours each day school district buses are used to their fullest extent. A minimum of one chaperone per bus shall be provided.

b. Cost to the district. If possible, two groups should plan to go together.

c. Each teacher should use good judgment in the number of field trips he/she requests.

d. Trips should be well planned and be suitable for the level of the students.

e. No field trips will be approved for April or May that can be taken at another time.

f. Trips over 60 miles require administrative approval.

3. Prior to granting approval for field trips, the appropriate administrator shall consider the following:

a. Will the students have an adequate background of knowledge, ideas or concepts to profit from the field trip?

b. Will the field trip provide an opportunity for students to gain insight into the relationship between what is being studied in the classroom and the outside world of reality?

c. What skills such as observing, recording, questioning, critical thinking and interviewing can be developed through the field trip?

d. Can valuable follow-up activities be developed later in the classroom?

e. Is there a real purpose for the trip? Could the purpose be served as well by trips with parents or by classroom work?

f. How does the trip fit into the long-range educational program of the school?

APPROVED: July 1, 1995

SUMMER SCHOOL

The Board may authorize and approve a summer school program. The district administrator, or his/her designee, shall review a summer school program annually and submit recommendations to the Board.

The summer school program shall be designated to:

- A. Provide enriched educational experiences for those students who desire them;
- B. Provide remedial help for those students encountering difficulty in certain subjects,
- C. Provide courses for high school credit, and
- D. Provide opportunities to current academic deficiencies to become eligible for promotion at any grade-level.

Students shall enroll in summer school classes on a voluntary basis. Nominal fees may be charged in accordance with state law requirements.

Teachers throughout the River Ridge School District will be given opportunities to design classes for the summer school program. District staff will be given priority over non-district staff in the hiring of teachers to operate the summer school program.

Administrative procedures will be established to address student attendance requirements and the awarding of credit for courses completed.

LEGAL REFERENCES: 118.04, 118.33, 121.14, 121.54(4)

APPROVED: June 16, 2009

SUMMER SCHOOL ATTENDANCE PROCEDURES

1. Except for emergencies or permission from building administrator, students are expected to attend all their summer school classes on a regular basis.
2. Regular attendance is required for middle school and high school students who are attending for credit completion and/or promotion.
3. Students are required to make up work missed in credit completion and promotion courses.
4. Students may be dropped from the summer school program course by the Superintendent or his designee for continual absences or tardiness.

APPROVED: June 16, 2009

STUDENT PARTICIPATION IN CLINICS

Opportunities for clinics and/or workshops are often offered by sources outside the school system and not directly connected with school programs and are for the student's personal benefit.

Student participation in such clinics and/or workshops (i.e., cheerleading and athletic clinics) is the responsibility of the participant and not the school district.

APPROVED: July 1, 1995

SELECTION OF INSTRUCTIONAL MATERIALS

The Board is legally responsible for all matters relating to the operation of the River Ridge School District. The responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed by the district. Selection of materials involves administrators, teachers, students and media specialists. The responsibility for coordinating the selecting of library materials and making the recommendation for purchase rests with professionally trained media personnel.

It is the Board's policy to provide educational materials and equipment that support and enrich the curriculum and further the achievement of the district's instructional goals. The selection of textbooks, supplementary books and reference books is carried on continuously in order to keep up with the great expansion of knowledge and the rapid changes going on in our world today.

The following criteria for selection have been established by the district administrator: overall purpose; timeliness; importance of the subject matter; quality of the writing/ production; readability and popular appeal; authoritativeness; reputation of the publisher/producer; reputation and significance of the author/artist/compose/producer, etc.

The primary objective of the school's educational media center is to implement, enrich and support the educational program of the school. It is the responsibility of the center to provide a wide range of media materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view. The responsibility of the library media center is:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served.
- To provide materials which stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- To provide a background of information which will enable students to make intelligent judgments in their daily lives.
- To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of media.

- To provide materials representative of many religious, ethnic and cultural groups and their contributions to our American heritage.
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for users of the library.

The River Ridge School District shall not discriminate in the selection and evaluation of instructional and library materials on the basis of citizenship, race, color, creed, political affiliation, religion or religious affiliation, national origin or ancestry, age, sex or sexual orientation, marital or parental status, pregnancy, physical, mental, emotional, or learning disability, arrest or conviction record, use or non-use of lawful products off the employer's premises during non-working hours, membership in the National Guard, State defense force or any other United States or Wisconsin reserve component of the military forces or any other reason prohibited by state or federal law shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in employment or in any educational program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education. Complaints are to be addressed to the District Administrator, River Ridge School District, 11165 County Highway P, Patch Grove, WI 53817.

LEGAL REF.: Sections 118.03(2) Wisconsin Statutes

118.13

121.02(1)(h)

PI 8.02(15(h), Wisconsin Administrative Code

CROSS REF.: 411-Rule, Discrimination Complaint Procedures

871, Public Complaints about Instructional Materials

APPROVED: July 1, 1995

362

SCHOOL LIBRARY

The purpose of education is to investigate ideas and prepare individuals for productive lives. Therefore, the school library and audio-visual facilities in the River Ridge School District shall promote the intellectual, cultural, social and ethical development of the student body.

The school library and audio-visual facilities will provide comprehensive collections of materials which represent a wide diversity of views. These collections shall include books, periodicals and audio-visual materials which extend and deepen the students' experiences encompassed in the curriculum.

LEGAL REF.: Section 121.02(1)(h) Wisconsin Statutes

APPROVED: July 1, 1995

LIBRARY SELECTION PROCESS

Statement of Policy

The River Ridge School District shall not discriminate in the selection and evaluation of instructional and library materials. The River Ridge School District Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements of the U.S. Department of Education. It is the policy of the River Ridge School District Board of Education that no person on the basis of citizenship, race, color, creed, political affiliation, religion or religious affiliation, national origin or ancestry, age, sex or sexual orientation, marital or parental status, pregnancy, physical, mental, emotional, or learning disability, arrest or conviction record, use or non-use of lawful products off the employer's premises during non-working hours, membership in the National Guard, State defense force or any other United States or Wisconsin reserve component of the military forces or any other reason prohibited by state or federal law shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in employment or in any educational program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education. Complaints are to be addressed to the District Administrator, River Ridge School District, 11165 County Highway P, Patch Grove, WI 53817.

Responsibility for Selection of Materials

The River Ridge School District Board of Education is legally responsible for all matters relating to the operation of the River Ridge School District. The responsibility for the selection of instructional materials is delegated to the professionally trained personnel employed by the school system. Selection of materials involves many people: administrators, teachers, students and media specialists.

The responsibility for coordinating the selection of library materials and making the recommendation for purchase rests with professionally trained media personnel.

Instructional Materials

It is the policy of the board of education to provide educational materials and equipment that support and enrich the curriculum and further the achievement of the district's instructional goals.

The selection of textbooks, supplementary books, and reference books is a continuous process which attempts to keep up with the great expansion of knowledge and the rapid changes going on in our world today. Procedures for Selection of Library Materials

In selecting materials for purchase, the media specialist evaluates the existing collection and consults with reputable, unbiased, professionally prepared selection aids. The media specialist will consult with administrators and specialists from all departments and all grade levels.

Whenever possible, the media specialist will examine actual materials through previews employing the opinions of the faculty who join in the preview process.

In order to always provide a current highly usable collection of materials, the media specialist shall provide for constant and continuing renewal of the collection; not only by the addition of up-to-date materials, but by the judicious elimination of materials which no longer meet needs or find use.

Gift materials are judged by basic selection standards and are accepted or rejected by these standards.

Challenged Materials

Censorship of books shall be challenged in order to maintain the school's responsibility to provide information and enlightenment. Accordingly, the board adopts the following policy when dealing with censorship of books or other materials:

1. The principal and superintendent must be informed immediately.
2. Material being questioned should remain in normal use until a final decision has been made based on the approved reconsideration policy.
3. Resources such as the Cooperative Children's Book Center should be contacted immediately so that reviews and information pertinent to the questioned material can be compiled.
4. A formal written complaint shall be filed (forms are in the Media Center and in the office).
5. The Media Committee will:
 - a. Read and examine the materials in question.
 - b. Check general acceptance of the materials by reading reviews.
 - c. Weigh values and faults against each other and form opinions based on the material as a whole and not on passages pulled out of context.
 - d. Meet to discuss the material and to prepare a report on it.
 - e. File a copy of the report in the administrative offices.

CROSS REF: 362.1 Exhibit, Challenged Materials

APPROVED: July 1, 1995

AMENDED: January 10, 2001

CHALLENGED MATERIALS
RIVER RIDGE SCHOOL DISTRICT

Name_____

Telephone_____

Address_____

Date_____

Challenged Material_____

Have you read the entire piece? _____

If not, what parts have you read? _____

Reasons for challenge_____

Challenger

Date

Administrator

Date

APPROVED: July 1, 1995

INTERLIBRARY LOAN OF MATERIALS

The District Administrator shall be responsible for the establishment of library media centers that meet the needs of the River Ridge School District's students. The library media program shall reflect the River Ridge School District's mission and vision.

The purpose of the library media program is to ensure that students and staff are effective users of ideas and information. This is accomplished by providing a current diverse collection of print and non-print materials, computer software, on-line resources and electronic databases through collaboration of the library media specialist with the classroom teacher.

The collection shall support and expand the curriculum, reflect and support diverse individual interests and needs in an accurate and unbiased way, increase literacy for all and promote life-long learning.

The District recognizes three beliefs about library media center resources sharing and encourages the use of library resource sharing to provide for the instructional needs of our students.

1. No single school media center provides for the informational needs of all its patrons.
2. School media centers provide materials and information of value to other libraries.
3. Interlibrary borrowing does not relieve any library of the responsibility for developing its own collection.

Therefore, the River Ridge School District may participate in mutual resource sharing in the area and the state. It may further be the policy of the Board of Education that interlibrary loans may be provided to all media center patrons regardless of age.

Approved: November 8, 2006

INTERLIBRARY LOAN – RULES AND REGULATIONS

Resource sharing is defined as lending for a specified period of time school library media center material or a copy of the material to another library or patron of another library. The purpose of resource sharing is to obtain library media material not available in one's local library media center.

At this time, resource sharing is available through a courier service provided by the CESA, school district/or public regional library system. Individuals borrowing through the public library system must possess a valid library card from that library system. Holdings may be accessed via each school's online catalog, BCLIC and WISCAT.

Any type of material may be requested on loan from the school district library media centers. The lending school library has the privilege of deciding in each case whether a particular item is available for loan.

School library media centers ordinarily will not loan the following:

- Library resources in current and recurring demand which have extensive holds and waiting lists at the requested library media center.
- Reference materials, equipment, and licensed computer software.
- Materials on reserve for group or class use.

Borrowers:

- Borrowing school library media centers and patrons of those centers should make every effort to exhaust their own resources before requesting from another library.
- Borrowing school library media centers and patrons will make every effort to return materials promptly.
- All materials borrowed from school district library media centers must be returned by the specified due date.

Lending libraries:

- The decision to loan material is at the discretion of the lending library media center. Each library media center will be as generous as possible with due consideration to the interests of its primary clientele. Lending libraries are not expected to process subject and keyword requests.
- Lending libraries will process requests promptly.
- The lending library is responsible for compliance with all copyright law and its accompanying guidelines.

Approved: November 8, 2006

SAFE AND RESPONSIBLE USE OF THE INTERNET & OTHER TECHNOLOGY RESOURCES

This policy addresses the basic requirements for the internet safety policy that is mandated by various federal laws and regulations, generally as a condition to the receipt of "e-rate" funding.

Consistent with applicable federal laws, the School Board believes that the best approach to student safety as it relates to use of the Internet and other electronic resources involves a combination of technology protection measures, monitoring and instruction. The District's comprehensive approach to student Internet/technology safety shall take into account the differing ages and instructional levels of the students in the District.

It shall be the responsibility of the Superintendent to:

1. Ensure that the District's systems and equipment that provide access to the Internet make active use of technology protection measures designed to block or filter Internet access to visual depictions that are:
 - a. obscene;
 - b. pornographic; or
 - c. as to computers and other devices that may be accessed by students or other minors, otherwise harmful to minors.

Filtering, blocking or other protective technologies will also be used to decrease the likelihood that student users of the District systems and equipment might access other materials or communications, other than visual depictions, that are inappropriate for students. Recognizing that there will always be room for possible improvement in connection with the District's efforts at prevention, all employees, parents and guardians, and students are encouraged to report to the building principal any complaints or concerns regarding student access or exposure to any content, activities or communications that may be harmful, deceptive, or otherwise inappropriate or objectionable.

2. Develop and implement procedures that provide for the monitoring of students' and other authorized users' activities when using District-provided equipment or District-provided network access or Internet access. Such monitoring may sometimes take the form of direct supervision of students' and minors' online activity by school personnel, but the Board recognizes that constant, direct supervision is not a practical expectation.
3. Develop and implement an instructional program that is designed to educate students about acceptable and responsible use of technology and safe and appropriate online behavior, including (a) safety and security issues that arise in connection with various forms of electronic communication (such as e-mail, instant messaging, and similar technologies); (b) interacting with other individuals on social networking sites and in chat rooms; and (c) cyberbullying awareness and response. Such educational activities shall include (but shall not

consist exclusively of) reinforcement of the provisions of the District's rules regarding students' acceptable and responsible use of technology while at school.

4. Maintain, revise and enforce rules and procedures concerning the acceptable, safe, and responsible use of the District's Internet access infrastructure and other technology-related District resources by any person who is authorized to use the District's systems and equipment, including any student, District employee, District official, or other authorized user. These rules and procedures shall complement structural and systemic supports that are implemented to further encourage and facilitate the acceptable, safe, and responsible use of the District's technology-related resources. To the extent appropriate to various groups of users, and with all such additions as the administration deems necessary or appropriate, those rules and procedures shall:
 - a. Address and prohibit the unauthorized collection, disclosure, use and dissemination of personal and personally-identifiable information regarding students and minors, as particularly applicable to technology-based resources;
 - b. Address employees' obligations regarding the proper retention of District records, maintaining the confidentiality of student records, and avoiding inappropriate disclosures of District records;
 - c. Prohibit unauthorized user access to systems, networks and data;
 - d. Prohibit the use of District resources to access and/or transmit inappropriate material via the Internet, electronic mail, or other forms of electronic communications;
 - e. Provide notice to users that there is no District-created expectation of privacy in their use of District technology resources. Accordingly, except where prohibited by state or federal law: (1) the District reserves the ability to track, monitor, and access all data, files, communications, or other material that users create, store, send, delete, receive, or display on or over the District's Internet connection, network resources, file servers, computers or other equipment; and (2) all aspects of any individual's use of the District's technology-related equipment and resources, including any online activities that make use of District-provided Internet access, may be monitored and tracked by District officials; and

Provide notice to users regarding possible consequences for violations of the policies, rules and procedures that govern the acceptable, safe, and responsible use of the District's technology-related resources. Possible consequences for improper use of technology include the following:

- Suspension, restriction, or revocation of the privilege of use of District technology resources;
- The imposition of academic consequences for academic-related violations;
- Suspension and/or expulsion from school; and/or
- Referral to law enforcement.

Building principals and their designees shall have responsibility, within their respective schools, for overseeing the day-to-day implementation of the District's policies, rules and guidelines

regarding the acceptable, safe, and responsible use of technology resources. *A building principal or his/her designee*, in consultation with *the District's technology director* as needed, may approve modified levels of Internet filtering/blocking for an individual user account provided that there is a legitimate educational purpose and any changes in access will not compromise the overall adequacy of protections that are in place for student users.

Legal References:

Wisconsin Statutes

<u>Section 120.12(1)</u>	[school board duty; care, control and management of school property and affairs of district]
<u>Section 120.13(1)</u>	[school board power to adopt conduct rules and discipline students]
<u>Section 120.18(1)(i)</u>	[report on technology used in the District]
<u>Section 943.70</u>	[computer crimes]
<u>Section 947.0125</u>	[unlawful use of computerized communication systems]
<u>Section 995.55</u>	[access to personal Internet accounts]

Wisconsin Administrative Code

<u>PI 8.01(2)(k)</u>	[integration of technology literacy and skills in curriculum]
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Federal Laws and Regulations

<u>Children's Internet Protection Act (CIPA)</u>	and Neighborhood Children's Internet Protection Act (NCIPA) [policy and other requirements related to Internet safety]
<u>Protecting Children in the 21st Century Act</u>	[Internet safety policy requirement; education of students regarding appropriate online behavior]
<u>Children's Online Privacy Protection Act (COPPA)</u>	[parent control over personal information collected by websites from their children]
<u>E-rate funding requirements</u>	[technology plan and other requirements]

Cross References:

- 363.1 Rule Internet Safe and Responsible Use Regulations
- 363.2 Students with Special Needs: Technology Instruction
- 363.21 River Ridge Student Computer Use Policy

Adoption Date:

December 14, 2016

Student Technology Responsible Use Policy

Purpose

The River Ridge School District recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills. To that end, we provide the privilege of access to technologies for student and staff use. Access to technology is a privilege, not a right, and as such, students must seriously consider the responsibilities associated with signing this user agreement.

- Technology provided for educational purposes that Support the mission, vision, core beliefs and goals of River Ridge School District (RRSD)
- Enhance the development of 21st Century Skills included in Common Core Standards
- Encourage innovation, communication, creativity, collaboration and problem-solving skills by providing access to current and relevant information
- Prepare students for college or career

Definition of Technology

- Internet, shared network resources and external file storage devices
- Desktop, mobile computers, tablets and handheld devices
- Videoconferencing, televisions, projection systems and telephones
- Online collaboration, message boards, and email
- Copiers, printers and peripheral equipment
- Additional technologies as developed

CIPA

RRSD is in compliance with the Children's Internet Protection Act (CIPA) and has installed technology protection measures for all computers in the school corporation. A technology protection measure is in place that blocks or filters Internet access. This filter protects against access by adults and minors to visual depictions that are obscene, child pornography, or — with respect to use of computers with Internet access by minors — harmful to minors. The content filter does monitor the online activities of minors and may be reviewed when deemed necessary.

The Responsible Use Policy (RUP) applies to:

- School-owned technology on the RRSD Internet/network, on non-school networks and offline
- Privately owned technology that is connected to the RRSD internet/network and on privately owned networks while on school property

Responsible Use

Users must abide by all school rules as outlined in the Student Handbook and this Responsible Use Policy. This policy outlines the guidelines and behaviors that all users are expected to follow when using technology. It is the responsibility of both RRSD and parents to help prepare students to be members of a digital society or digital citizens. A digital citizenship is defined as the norms of behavior with regard to technology use.

A digital citizen is one who:

1. Understands human, cultural, and societal issues related to technology and practices legal and ethical behavior.
2. Advocates and practices safe, legal, and responsible use of information and technology.
3. Exhibits a positive attitude toward using technology that supports collaboration, learning, and productivity.
4. Demonstrates personal responsibility for lifelong learning.
5. Exhibits leadership for digital citizenship.

Prohibited Use

Unacceptable uses of school electronic resources include, but are not limited to:

1. **Accessing or Communicating Inappropriate Materials**—Users may not access, submit, post, publish, forward, download, scan or display defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying and/or illegal materials or messages.
2. **Illegal Activities**—Users may not use the school district's computers, electronic devices, networks, or Internet services for any illegal activity or in violation of any Board policy/procedure or school rules. RRSD and its employees and agents assume no responsibility for illegal activities of students while using school computers or school-issued electronic resources.
3. **Violating Copyrights or Software Licenses**—Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is prohibited, except when the use falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.
4. **Plagiarism**—Users may not represent as their own work any materials obtained on the Internet (such as term papers, articles, music, etc). When using other sources, credit must be given to the copyright holder. Users should not take credit for things they didn't create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.
5. **Cyberbullying** – Cyberbullying will not be tolerated. Harassing, denigrating, impersonating, and cyberstalking are all examples of cyberbullying. Do not send emails or post comments with the intent of scaring, hurting, or intimidating others. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and

retained.

6. **Misuse of Passwords/Unauthorized Access** –Users may not share passwords; use any user account/password that is not assigned to them; or attempt to circumvent network security systems.
7. **Malicious Use/Vandalism**—Users may not engage in any malicious use, disruption or harm to the school district’s computers, electronic devices, network and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.
8. **Avoiding School Filters**—Users may not attempt to use any software, utilities or other means to access Internet sites or content blocked by the school filters.
9. **Unauthorized Access to Blogs/Social Networking Sites, Etc.** – Users may not access blogs, social networking sites, etc. prohibited by school administration or the RRSD Technology Department. Teachers and students using authorized social networking sites for educational projects or activities shall follow the age requirements and legal requirements that govern the use of social networking sites in addition to the guidelines established in this policy.
10. **Degrade System Resources** - Users shall not use the network in such a way that would degrade the performance system resources or disrupt the use of the network by others. This includes but is not limited to excessive printing, file storage, online games, and video/audio streaming not directly related to educational projects, as determined by the supervising instructor or school administrator.
11. **Unauthorized Equipment** - Users may not attach unauthorized equipment, including personal laptops, tablets, and handheld devices, to the district network without permission from the school administration or RRSD Technology Department.

Privacy

All computers, telephone systems, voice mail systems, electronic mail, and electronic communication systems are the district’s property. The district retains the right to access and review all electronic and voice mail, computer files, databases, and any other electronic transmissions contained in or used in conjunction with district’s computer, telephone, electronic mail, and voice mail. Students and staff should have no expectation that any information contained on such systems is confidential or private.

Safety/Security

1. All users are given accounts upon entry into RRSD. Any user account given is intended for the sole use of that user only. Each user is responsible for the security of the system. Passwords should not be shared. If a user shared a password with another, that user will be held accountable.
2. Users may not reveal personal information, including a home address and phone number, about themselves or another individual on any unsecured electronic medium, such as web sites, blogs, podcasts, videos, wikis, or social networking sites. If users encounter dangerous or inappropriate information or messages, they shall notify the school administration immediately.

3. Staff may post student pictures on district/ school/classroom “public” websites as long as the student’s name or other identifying information is not included. Students’ grades, test results, or identifying pictures may be stored only on district-approved secure sites that require a username and password for authorized individuals to access.
4. Many devices have the capability to record audio and video. It is best practice and common courtesy to ask permission before recording an individual or groups. The use of cameras in any type of electronic device is strictly prohibited in locker rooms and restrooms.
5. RRSD staff must maintain the confidentiality of student data in accordance with the Family Education Rights and Privacy Act (FERPA).
6. Students may be issued a school email address to improve student communication and collaboration on school projects. Email shall be used only for educational purposes that directly relates to a school project or assignment.

Damage/Liability

Users may be responsible for compensating the school district for any losses, costs or damages incurred for violations of Board policies/procedures and school rules, including the cost of investigating such violations. The school district assumes no responsibility for any unauthorized charges or costs incurred by users while using school district computers, devices, or the school network.

Terms of Use

RRSD reserves the right to deny, revoke or suspend specific user privileges and/or take other disciplinary action, including suspensions or expulsion from school, for violations of this policy. Additionally, all handbook regulations apply to the use of the RRSD network, Internet, and electronic resources. Students may also be subject to legal action and prosecution by law enforcement authorities.

Disclaimer

RRSD, its employees and agents, make no warranties of any kind, neither expressed nor implied, concerning the network, Internet access, and electronic resources it is providing. Furthermore, RRSD is not responsible for:

1. The accuracy, nature, quality, or privacy of information stored on local servers or devices or information gathered through Internet access.
2. Any damages suffered by a user (whether the cause is accidental or not) including but not limited to, loss of data, delays or interruptions in service, and the infection of viruses or other malware on personal computers or other devices.
3. Unauthorized financial obligations resulting from the use of RRSD electronic resources.

Adopted: July 13, 2016, Revised December 14, 2016, Revised May 10, 2017

Related Policy: 363.2 Safe and Responsible Use of the Internet & Other Technology Resources

ACCEPTANCE AND COMPLIANCE OF RESPONSIBLE USE POLICY

Examples of Responsible Use

I will:

1. Use school technologies for school-related activities.
2. Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline. Be courteous and respectful.
3. Not post any information that I would not want students, parents, teachers, or future colleges or employers to see (once something is online, it is available to the world).
4. Treat school resources carefully, and alert staff if there is any problem with their operation.
5. Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
6. Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages, posts) online.
7. Use school technologies at appropriate times and in approved places, for educational pursuits.
8. Cite sources when using online sites and resources for research.
9. Recognize that use of school technologies is a privilege and treat it as such.
10. Be cautious to protect the safety of others and myself.
11. Help to protect the security of school resources.

Examples of Unacceptable Use

I will **not**:

1. Use school technologies in a way that could be personally or physically harmful.
2. Attempt to find inappropriate images or content; intent to seek inappropriate images or content is a violation of this Responsible Use Policy.
3. Create a personal mobile “hot-spot” or utilize a “proxy site” for the purpose of circumventing network safety measures and filtering tools.
4. Create, distribute or deploy multi-user servers or gaming software on or within the RRSD network.
5. Engage in cyberbullying, harassment, or disrespectful conduct toward others.
6. Try to find ways to circumvent the school’s safety measures and filtering tools; intent to circumvent safety measures and filtering tools is a violation of this Acceptable Use Policy.
7. Use school technologies to send spam or chain mail.
8. Plagiarize content I find online.
9. Post or otherwise disclose personally identifying information, about others or myself.
10. Agree to meet someone I meet online in real life.
11. Use language online that would be unacceptable in the classroom.
12. Use school technologies for illegal activities or to pursue information on such activities.
13. Attempt to hack or access sites, servers, or content that isn’t intended for my use.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

By signing below, we agree to the expectations and procedures as detailed on the previous pages.

Student Signature

Date

Parent Signature

Date

STUDENTS WITH SPECIAL NEEDS: TECHNOLOGY INSTRUCTION

Students with special needs include but are not limited to: gifted and talented, at-risk, life limiting disabilities (Americans with Disabilities Act), and those meeting criteria established through the Individuals with Disabilities Education Act (IDEA). Applying curriculum in a manner adapted with technology shall be determined on a case-by-case basis. An Individual Education Plan determined by a student assistance team or formal IEP team determines that a particular technology adaptation or assistive technology item is required for the student to be provided favorable benefit from his/her educational program, the technology must be provided to implement the educational plan.

Technology may be provided as special education, supportive services, accommodations, or supplemental aids and services for students as they are educated in regular classes, advanced placement classes, pull-out situations, or in homebound environment.

The unique needs of each student will determine the manner in which the application of technology will be most beneficial. In each case the child's educational achievement will be foremost in motivating instruction with a technology application as well as the legal requirements.

Those students having special needs but not requiring a formal IEP according to law, which may include but are not limited to migrant students, homeless students, students living in poverty, and English Language Learners, will also be considered for assistive technology devices and/or services.

For the purpose of this policy and its implementation, an "assistive technology device" means any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve functional capabilities of students determined to likely benefit with instruction enhanced with technology. "Assistive technology service" means any service that directly assists a student with a disability in the selection, acquisition or use of an assistive technology device.

1. Evaluation of needs of a student include a functional evaluation of the student's customary environment;
2. Purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by students with specific needs likely to be addressed with the technology;
3. Coordinating and using other therapies, interventions or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
4. Training or technical assistance for a student with a need or if appropriate, that student's family; and
5. Training or technical assistance for professionals, employers or others who provide services to employ or are otherwise substantially involved in the major life functions of students with disabilities.

Approved: November 8, 2006

River Ridge School District
CHROMEBOOK PROTECTION PLAN AGREEMENT

Each Student that is issued a Chromebook is responsible for his/her own device at all times.

Protection Plan Premium: \$35 per student **OR** \$100 Family Max

Replacement Coverage:

- The District's protection plan coverage is voluntary.
- The District's protection plan provides protection for accidental damage and theft, **NOT LOST DEVICES. A police report must accompany a stolen device.**
- The District has sole authority to determine any and all replacement costs and fees due to damage, theft and lost devices.
- If damager/theft does occur, the District reserves the right to require students to check in/out the device daily. Families are responsible to pay for any replacement/repair costs before a student is permitted to bring the device home.
- Damaged devices must be returned to this District before replacement can be determined.
- The District will charge a fee for time and material for any reports for those who opt out of this plan.

Limits:

- Coverage shall be limited up to replacement costs of the device. Once the total amount is reached, a new fee will be required to receive plan coverage for the remainder of the school year.

SELECT ONE OF THE FOLLOWING:

_____ I do hereby agree to pay the Chromebook protection plan fee to the District

_____ I do hereby agree to opt out of Chromebook Protection Plan and agree to pay the full amount of all repairs/replacement costs incurred by the District.

*** If you want to opt into the Chromebook Protection Plan at a later date, the Chromebook needs to be inspected by Tech Staff, along with the full Chromebook Protection Plan payment. Any damages found will be the responsibility of the family.

Name of Student (Print Full Name): _____

Parent/Guardian (Print Full Name): _____

Parent/Guardian Signature: _____

SCHOOL COUNSELING PROGRAM

A comprehensive and sequential program of developmentally-based school counseling services shall be maintained in grades kindergarten through 12 in the District. The broad program components shall include a school counseling curriculum, individual student planning services, responsive services, and system support services (e.g., planned opportunities for professional development, consultation, and collaboration).

School counseling services shall be planned and provided by District school counselors in conjunction with supervising administrators and other licensed staff. Staff members involved in planning these services shall involve and seek the input of students, parents and guardians, and other community members or entities, as appropriate, whose perspectives and insights will help to improve the District's programs and services.

The school counseling program and services shall be integrated with the District's Academic and Career Planning services at all appropriate grade levels. School counselors shall have an integral role in delivering Academic and Career Planning services and be represented on District-level and building level Academic and Career Planning leadership teams.

The general goals and functions of the District's school counseling program, which shall be reflected in a Board-approved plan for such services, shall be:

1. Personal and social development, including the following:
 - a. Assist students in developing a better understanding and acceptance of themselves, including knowledge of their strengths and weaknesses, aptitudes, needs, interests and worth as unique individuals.
 - b. Assist students in developing skills needed to initiate and maintain positive interpersonal relationships.
 - c. Assist students in developing problem-solving and decision-making skills.
 - d. Assist students and their parents and guardians with individual concerns, problems, or situations that, even if not directly related to the curriculum and a student's academic progress, affect the student's readiness to learn and his/her ability to be successful in school.
 - e. Assist students in incorporating personal and social self-knowledge into exploration and establishment of personal academic and career goals.
2. Academic development and planning, including the following:
 - a. Assist students in understanding educational requirements and options.

- b. Assist students in understanding and resolving educational difficulties.
 - c. Assist students in accepting increased responsibility for their educational and life-planning goals.
 - d. Assist students in understanding the connections between the exploration and establishment of personal academic goals and various career options.
3. Career development and planning, including the following:
- a. Assist students by helping them develop positive work traits.
 - b. Assist students in exploring various career options.
 - c. Assist students in identifying and developing career interests.
 - d. Assist students in learning career decision-making and goal-setting skills.
 - e. Assist students in understanding the connections among the exploration and establishment of personal career goals, academic planning and personal/social skills.

Staff members who provide school counseling services and other staff who work collaboratively with school counselors are expected to appropriately maintain the confidentiality of information they receive from students and from student record information in accordance with applicable legal requirements and the District's student records policy and procedures. However, such staff are also expected to avoid making express commitments to students regarding the degree and extent to which ongoing and complete confidentiality can be assured if applicable laws, regulations, District policies, or professional responsibilities could reasonably prevent the staff member from meeting the commitment.

The District shall not unlawfully discriminate in the methods, practices and materials used for guidance and counseling services for students 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. This does not, however, prohibit the use of special counseling materials or techniques to meet the individualized needs of students. Discrimination complaints shall be processed in accordance with established procedures.

Legal References:

Wisconsin Statutes

<u>Section 115.28(59)</u>	[academic and career planning]
<u>Section 118.01(2)(d)</u>	[educational program goals related to personal development]
<u>Section 118.125</u>	[maintenance and confidentiality of student records]
<u>Section 118.126</u>	[privileged communication about student alcohol and other drug problems]
<u>Section 118.295</u>	[liability exemption for suicide intervention]

Section 121.02(1)(e) [school district standard; guidance and counseling services]

Wisconsin Administrative Code

PI 8.01(2)(e) [school district standard; guidance and counseling program requirements]

PI 9.03(1)(f) [requirement to address nondiscrimination in policy on guidance and counseling program]

PI 26 [education for employment regulations, including academic and career planning requirements]

Federal Laws and Regulations

Family Educational Rights and Privacy Act [federal student records law]

34 C.F.R. part 99 [U.S. Department of Education FERPA Regulations]

34 C.F.R. part 300[U.S. Department of Education IDEA regulations; confidentiality and maintenance of records]

CROSS REF.: 364-Rule(1), Guidance Program Guidelines
364-Rule (2), Guidance Program Evaluation Procedures
346, Testing Program
347, Student Records
411-Rule, Discrimination Complaint Procedures

APPROVED: July 1, 1995, January 10, 2018

GUIDANCE PROGRAM GUIDELINES

The overall guidance and counseling program is a sequential developmental process from grades K through 12. The ultimate goal is assisting each individual student in realizing his/her maximum potential in relation to his/her own needs and environment.

The two major points of emphasis shall be affective learning and career awareness and development.

The cumulative objectives of the entire program shall be that each student:

1. attain the highest achievement at the child's level in his/her established learning program.
2. arrive at a realistic concept of self and others in their interpersonal relationships.
3. is able to make occupational choices, through career development, that will coincide with his/her needs and abilities within his/her chosen life style.
4. be capable of making appropriate decisions regarding post high school training.
5. choose a vocation based upon his/her self-recognized hierarchy of needs.
6. develop his/her own means of acceptable personal and social adaptation to society and culture.

The guidance program is composed of three phases which reflect the grade arrangement and physical layout of the school district:

Phase I K - 6	Awareness
Phase II 7 - 8	Transitional
Phase III 9 - 12	Developmental and Goal Setting

I. Student Contacts

A. Phase I - Certified guidance and counseling staff will spend a minimum of two hours per week in the elementary schools.

1. Counselor initiated
 - a. groups having common concerns
 - b. individuals not fitting into group situations
2. Student initiated - This seldom occurs at this point, however it is the ultimate goal of the program
3. Referral
 - a. Teacher
 - b. Parent
 - c. Other

B. Phase II

1. Counselor initiated

- a. group with interest, problems
- b. individuals not seeking contact or being referred
- c. students identified by counselor through tests and/or class observations

2. Student initiated - This should be more prevalent as an outgrowth of Phase I as the students become aware of the counselors' functions. These will be mostly personal problems.

3. Referral

- a. Teacher - on the basis of low performance, or lack of social adjustment and discipline
- b. parent
- c. other - doctor or other professional

C. Phase III

1. Counselor initiated

- a. each ninth grader has an individual conference as an outgrowth of the guidance and orientation class required of all freshmen.
- b. Freshmen have group meetings within the class throughout the year.
- c. Each senior is interviewed at the start of the school year pertaining especially to future plans. Some personal problems emerge at this time and are followed up.
- d. Anyone from Phase III may be contacted as a result of record follow up, observation or co-student involvement in a counseling situation.

2. Student initiated

- a. personal problems
- b. school conflicts
- c. employment
- d. information
- e. assistance with forms and applications
- f. scholarships and grants

3. Referral

- a. Teacher - Difficulty with the subject or teacher-student conflict
- b. Administrator - usually in conjunction with a disciplinary situation
- c. Multi-disciplinary team
- d. Public agencies

II. Student Appraisal

While there exists the danger of labeling, stereotyping and generalization, some implements are vital in identifying needs and differences.

A. Phase I

1. Cumulative records

2. Standardized test - Iowa Test of Basic Skills (ITBS) is used with careful scrutiny
3. Individualized tests are administered to those suspected of having an exceptional educational need (EEN)
4. Anecdotal reports when of a constructive nature and substantiated are encouraged
5. Teacher conferences - these conferences and exchanges often enlighten both parties as to the needs of an individual student.
6. Parent contacts
 - a. home visits
 - b. phone calls
 - c. parent visits at school

B. Phase II - in addition to items in Phase I, the following are introduced as necessary:

1. Preliminary Scholastic Aptitude Test 11 (PSAT 11) is given to the 11th grade.
2. Kuder, Strong interest aptitude inventory and/or the Armed Services Vocational Aptitude Battery (ASVAB) are given to seniors, if interest warrants.
3. The Wisconsin Career Information System (WCIS) is used in grades 9 - 12 in a variety of ways, both with classes and individuals.

C. Phase III

1. Ninth grade given various aptitude and interest tests
2. Seniors are given Kuder, Strong or OVIS test if interest warrants

III. School-Community Liaisons

Because of limited opportunity for the students to contact various agencies and resources it is of great importance that the counselor bring the two together by:

- A. Utilizing community resources and personnel
- B. Setting up student appointments
 1. College and vocational admissions Personnel
 2. Military recruiters
 3. County agencies
 4. Summer youth programs
- C. Working for effective youth representation and participation in appropriate community activities and organizations

D. Displaying of material of general interest such as college and vocational brochures, military poster, scholarships available, employment opportunities.

APPROVED: July 1, 1995

GUIDANCE PROGRAM EVALUATION PROCEDURES

The annual review of the guidance and counseling services will be filed in the district administrator's office. The evaluation will assess compliance with state law and Board policy and the degree to which student guidance and counseling needs have been met, using the following established criteria:

1. Objectives related to the improvement of learning
 - a. Changes in scores on standardized tests for students at different levels of ability
 - b. Changes in grade point averages in specified subject matter areas
 - c. Reduction of the incidence of underachievement. Underachievement means a discrepancy between actual achievement and predicted achievement.
 - d. Increase in variability among measures of emotional interference will allow individual differences in ability to be maximized.
 - e. Reduction in academic failure
 - f. Increase in satisfactory teacher-student relationships in the learning situation.
2. Objectives related to improvement in self-understanding or realism in self-concept
 - a. Reduction in discrepancy between self-concept and ideal self
 - b. Choices of courses as well as decisions which more nearly parallel measured ability.
 - c. Reduction in discrepancy between self-concept and ratings by others
 - d. Increase in ability to appraise others accurately
3. Objectives related to student progress in developing occupation choices
 - a. Congruence in occupational choice in terms of expectancy of success and aptitudes
 - b. Increased certainty of choice with increased education
 - c. Increased satisfaction with occupational choice
 - d. Knowledge of occupational opportunity and increased knowledge following a specific occupational choice

e. Reduction in discrepancy between self-concept characteristics and chosen occupational characteristics.

4. Objectives related to vocational success

- a. Job earnings
- b. Promotion records
- c. Job tenure
- d. Job satisfaction
- e. Recognition
- f. Service to community
- g. Self-actualization

5. Objectives related to personal and social adjustment

- a. Social acceptance
- b. Observations by teachers
- c. Changes in scores in inventories of adjustment
- d. Reduction on the number of overt symptoms of emotional tension
- e. Case study materials and cumulative records

APPROVED: July 1, 1995

EXTRACURRICULAR ACTIVITIES AND PROGRAMS

Extracurricular activities and programs shall be available for students in the district. Participation in such activities and programs shall be in accordance with established school and activity rules. Established school and activity rules and a listing of the activities and programs offered by the district shall be included annually in the student handbook.

The administration shall assign advisors and/or chaperones for supervision of all extracurricular activities.

Students who violate school and/or activity rules shall be subject to disciplinary action.

The Board shall provide access to and encourage the full participation of elementary and middle school students in extracurricular and recreational progress and activities.

The River Ridge School District shall not discriminate in admission to any program or activity, standards and rules of behavior, disciplinary actions or facilities usage. The River Ridge School District Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements of the U.S. Department of Education. It is the policy of the River Ridge School District Board of Education that no person on the basis of citizenship, race, color, creed, political affiliation, religion or religious affiliation, national origin or ancestry, age, sex or sexual orientation, marital or parental status, pregnancy, physical, mental, emotional, or learning disability, arrest or conviction record, use or non-use of lawful products off the employer's premises during non-working hours, membership in the National Guard, State defense force or any other United States or Wisconsin reserve component of the military forces or any other reason prohibited by state or federal law shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in employment or in any educational program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education. Complaints are to be addressed to the District Administrator, River Ridge School District, 11165 County Highway P, Patch Grove, WI 53817.

LEGAL REF.: Sections 118.13 Wisconsin Statutes
120.13(1)

PI 9.03(1), Wisconsin Administrative Code

CROSS REF.: 353, Honor Programs

375, Interscholastic Athletics

411-Rule, Discrimination Complaint Procedures

APPROVED: July 1, 1995

AMENDED: January 10, 2001

EXTRACURRICULAR ORGANIZATIONS

The River Ridge School District sponsors the following organizations, which are governed by the provisions of the extracurricular activities code and the qualifications of the specific organization:

1. Forensics and Dramatics

Qualifications: Any high school student in good standing

Purpose: To stimulate interest in forensics and dramatics

2. Annual Staff

Qualifications: The annual staff is open to all students doing satisfactory work in their subjects. Persons joining the staff should be willing to work on the job to which they are assigned.

Purpose: To give students experience in the make-up and publication of the high school yearbook. It provides practical training in art, photography, journalism, and editing.

3. Future Farmers of America (FFA)

Qualifications: Open to boys and girls taking agriculture

Purpose: To develop competent leaders, create interest in agriculture, develop character, and improve scholarship

4. Cheerleaders

Qualifications: Students in good standing academically are selected on the basis of tryouts.

Purpose: To achieve skill in directing spectators in cheers and songs. Cheerleaders encourage school and community support of the high school athletic program

5. Pom Poms

Qualifications: Students in good standing academically are selected on the basis of tryouts

Purpose: To enhance the various events at which they perform. To encourage school and community support of the school programs

6. Twirlers

Qualifications: Students in good standing academically and have twirling ability are selected on the basis of tryouts

Purpose: To enhance the high school band in parades and other events

APPROVED IN PART: July 1, 1995

EXTRACURRICULAR ACTIVITIES CODE

Participation in extracurricular activities is a privilege. As a participant, you are representing your school and your parents. The River Ridge School District believes that the program of extracurricular activities is a valuable addition to a child's development, both emotionally and physically. We expect the students who participate in extracurriculars to abide by the rules and expectations specified within this code of conduct.

Definitions: Extracurricular activities are defined as any activity(s) that is not a direct part of the student's grade. (Examples would include but are not limited to pep band, FFA, honors choir, student council, forensics, athletics, etc.)

Qualifications:

Open to all students grades 5-12, who are defined as academically and behaviorally eligible to participate by the guidelines within this code. Students cannot practice or participate in any extracurricular activity without the signed parental consent form being on file in the office. This form must be signed every year.

Athletes must also have the physical card or the alternate year card completed and on file in the office before they can participate.

Extracurricular Council:

Students engaged in extracurricular activities have the right of due process and appeal described in this paragraph. The initial decision as to whether or not a violation of this code has occurred will be made by the principal, the athletic director and the head coach/advisor. Students have the right of due process and appeal. Students will remain suspended from participating during the appeal process. The appeal process is outlined herein: The student or the parent must make a request for appeal in writing within five (5) days of the notification of violation. This request should be delivered to the appropriate principal (high school/middle school). Within five (5) days of receiving an appeal request, a council will be formed and an informal hearing held. The council will consist of the principal, two out-of-season coaches/advisors (the names of which will be drawn at random), and the athletic director if it is an athletic code violation. If the athletic director is directly involved, an alternate will be named. The principal will chair the hearing. The party(s) involved will present information on his or her behalf of the school district. The athletic director will not be allowed to vote. The athlete or the parents, after a determination is made by the council, can then appeal the council's determination to the school board. This appeal must also be made in writing within five (5) days of notification of the council's decision. The appeal will then be considered by the school board. For athletic matters, an appeal may be made to the WIAA following the WIAA guidelines and rules.

Participant Guidelines:

Varsity athletes may attend the WIAA State Tournament as spectators if the tournament is for the sport in which they have been a participant. Any costs will be the responsibility of the athlete. The absence from school should be handled as a preplanned absence. The district will assume no liability en route to, from, or while in attendance at the event(s). All students attending are required to sign a waiver and to have it on file in the office. Students that do not follow the preplanned absence procedure will be given unexcused absences and no make up work will be allowed.

The district will provide lodging, meals and transportation of any athletes, coaches and cheerleaders who are participating in the state tournament.

If the district has a team or individual(s) that qualifies for the state tournament, the administration has the authority to allow absences for students to attend the event. A spectator bus can also be arranged if there is sufficient interest. The school board will determine if a make up day is necessary.

Academic Ineligibility:

The River Ridge School District puts academics before extracurriculars. If a student cannot maintain satisfactory academic progress, he/she will become ineligible under the following guidelines:

A student who has a grade point average of 1.50 or less or receives an "F" grade for the quarter is declared academically ineligible and will not be able to participate in extracurricular activities for 1/4 of the season in the case of athletics or will not be able to participate in any performances, trips, etc., for fifteen school days in the case of extracurricular activities. The student should participate in all practices and attend all events unless excused by the coach to have more time to devote to academics. At the end of the suspension period the student's teachers will sign a note stating the student has regained eligibility. The athletic director will be the person to monitor the student's status after the suspension period through academic progress sheets.

Each nine-week quarter will be used to determine eligibility. Special education students will be exempt from these guidelines. They are expected to meet the criteria set in their IEP. If they are not meeting the criteria, they may become academically ineligible. A student who is determined to be academically ineligible twice in a school year will be declared ineligible for the remainder of the school year. If a student is ineligible after the fourth quarter, he/she will need to serve the suspension for 1/4 of the season the following fall. They will then become eligible at that time.

Conduct Expectations:

1. Students are to abstain from the use of alcohol, tobacco products, and/or illegal substances. This includes the possession of, purchasing of, or selling of these substances. This is in effect twelve months a year.

2. Any student who readily admits or is proven through reliable, signed, written reports (at least two) or other substantial evidence to have violated any state or federal law (other than traffic violations or municipal ordinances) will be ineligible for a minimum of 1/2 of the season for athletics or two months if an extracurricular other than athletics.

3. Students must be in attendance at least 1/2 day on the day of and the entire day after an athletic event. The administration may clear a student of this rule if prior arrangements are made by the student. Violation of this rule more than once per athletic season will result in one event suspension.

4. Any student who conducts him/herself in a fashion that violates school rules according to the student handbook will serve a penalty deemed appropriate by the athletic director, administration and head coach or advisor. (Examples of such behaviors could include but are not limited to truancy, abuse or destruction of property, disrespect, insubordination fighting, etc.)

5. Students cannot participate in an athletic or extracurricular practice if not in attendance at least 1/2 of the school day unless the day after an event: in which case rule #3 above applies.

Penalties for Violations:

First Offense:

The student is restricted from participating for a period of calendar month if an extracurricular or 1/3 of the season if an athletic suspension. Students should still practice and attend any scheduled events during the suspension. Students will also be required to serve five (5) school days of school service work during the activity period. (Examples could include, but are not limited to cleaning desks, chalkboards, drinking fountains, lockers, picking up litter, etc.)

If a student is found to be in violation and during the initial investigation readily admits to the violation and agrees to go through an assessment and to abide by its recommendations, the affected student will serve a suspension of one-half of a calendar month if an extracurricular or 1/6 of a season, whichever is applicable. Students will also be required to serve five (5) school days of school service work during the activity period. (Examples could include but are not limited to cleaning desks, chalkboards, drinking fountains, lockers, picking up litter, etc.)

If a student goes twelve (12) calendar months without a violation, he/she will have a clean record and any violation will be considered a first violation.

Second Offense:

The second offense will result in a suspension of 12 calendar months from the date of suspension. If the student agrees to an assessment and to abide by its recommendations, the suspension period will be six (6) months. They will also be required to serve ten (10) days of school service work. If the student has already within one (1) calendar year used the assessment option, he/she will not be allowed to use it again.

If a student self-refers him/herself, there will be no penalty. Once a student has been observed to be in violation or the student has been apprehended by police, the student is not considered to have self-referred. Students cannot self-refer themselves after the second offense.

Third Offense:

The third offense will result in suspension for the remainder of their high school eligibility. Students cannot self-refer themselves at the third offense.

Length of Suspensions for Athletics:

The length of suspension will be determined by dividing the number of regularly scheduled events, not counting tournament games, by the fraction of the season that they are suspended and will be rounded to the nearest whole number (example: softball $\frac{1}{3} \times 16 = 5.33333$ rounded to five, football $\frac{1}{3} \times 9 = 3$, $\frac{1}{6} \times 9 = 1.5$ rounded to 2).

This activity code includes boys and girls grades 5-12 and will apply to all extracurricular activities and athletics. Students found to be in violation will serve the penalty for both athletics and extracurriculars. One will not take precedence over the other.

APPROVED: July 1, 1995

STUDENT ORGANIZATIONS

Student organizations have an important place in the educational program of the River Ridge School District because, when properly organized and operated, they:

- a. extend and reinforce the instructional program;
- b. give students practice in democratic self-government;
- c. build student morale and spirit for positive support for the school;
- d. honor outstanding student achievement; and
- e. provide wholesome social and recreational activities.

Student clubs or societies shall be recognized as school organizations if they are approved by the Board, supervised by school personnel, composed completely of current student body members, hold the majority of meetings at school and establish aims that are educational and of school or community interest.

LEGAL REF.: Sections 118.13 Wisconsin Statutes
120.12(2)

APPROVED: July 1, 1995

STUDENT PUBLICATIONS

Student publications shall serve as educational tools, as media for reporting school events, as means of expression for students, as forums of discourse of issues, and as a source of entertainment and enlightenment in the River Ridge School District.

The Board upholds and encourages freedom of the press as guaranteed by the Constitution of the United States. Freedom of expression in the district shall be interpreted as including, but not limited to:

1. Development of student responsibility in distinguishing between freedom and license.
2. Consideration by the faculty of the maturity levels of students and of appropriate standards of journalistic taste.
3. Care for the development of skills of written expression among students.

The regulation of student publications shall be vested with the administrative staff.

The School Annual

A school annual will be published in the district under the direction of a faculty advisor to provide practical training in art, photography, journalism and editing.

Due to the potential for incurring substantial expenses inherent in production and publication of an annual, guidelines for producing a cost-effective publication while maintaining quality, will be established.

LEGAL REF.: Wisconsin Constitution, Article I - Section 3

CROSS REF.: 372-Rule, Guidelines for Maintaining Quality and Cost-Effectiveness of The School Annual

APPROVED: July 1, 1995

GUIDELINES FOR MAINTAINING QUALITY AND COST-EFFECTIVENESS OF THE
RIVER RIDGE SCHOOL ANNUAL

The following guidelines have been established for publication of the school annual:

1. The School Annual is to be financed to the extent possible by paid advertising, annual sales and student fundraising for the annual. Therefore,

a. Members of the annual staff are encouraged to sell as much advertising space as possible.

b. The price of the annual shall be determined so that sales of the annual to students cover as much of the remaining expense as is feasible.

c. Fundraising may be permitted in accordance with established procedures.

2. Publication costs shall be minimized through the following measures:

a. The expense of publication shall be researched annually in order to ensure comparable quality at the lowest available cost.

b. The publication contract shall be reviewed by an individual with specific knowledge of printing terms prior to signing, in order to avoid unforeseen costs.

c. The highest number of pages allowable in the lowest price category shall determine the length of the annual. Pages are to be utilized to the fullest extent.

d. Inclusion of any special features that incur additional costs to the school district shall not be permitted.

4. Advisor Duties

The faculty advisor shall:

a. Seek annual Board approval for any budget deficit to ensure the availability of district funds.

b. Train the annual staff, including photographers;

c. Actively seek materials and photographs from the student body or other resources; and

d. In conjunction with the school annual editor,

(1) Become familiar with the basic steps of building an annual, and the requirements of the company used; and

(2) Proof the contents and photographs. Only quality photographs are to be used.

APPROVED: July 1, 1995

STUDENT SOCIAL EVENTS

School organizations and classes may use school facilities to hold social events for their membership.

All dances and other social events sponsored by the school must have prior approval of the principal. All parties, dances, and other social events that are to be held off of school grounds must have the prior approval of the River Ridge School Board. Proper chaperoning shall be provided under the direction of the principal.

Rules and regulations relating to school social events shall be established by the administration.

LEGAL REF.: Section 120.13(1) Wisconsin Statutes

APPROVED: July 1, 1995

AMENDED: April 10, 2002

STUDENT FUNDRAISING ACTIVITIES

The Board believes that there are benefits to be derived by students through participation in approved fundraising activities. The goal of raising funds is to promote the educational welfare of and enhance the educational and/or extracurricular opportunities of River Ridge students.

Student fundraising activities shall be approved in accordance with established procedures. Caution should be exercised so that students do not become involved in too many fundraisers. Further, fundraisers should be planned so that parents and residents are not subject to a number of them at a time. The Board and administration reserve the right to cancel, change and/or reschedule any fundraising activity when it is deemed necessary to do so. (For purposes of this policy, concession sales at school activities and other small in-school sales are not considered as fundraisers.)

Any citizen's organization wishing to hold a fundraiser that involves the use of students must have prior permission from the district administrator, or designee, and shall abide by the guidelines as determined by the district administrator.

Fundraising information from non-profit organizations will be made available in the office for interested students to obtain.

Fundraising information from commercial or profit groups will not be made available to students through the school.

LEGAL REF.: Sections 103.23 Wisconsin Statutes

103.64

118.12

CROSS REF.: 374-Rule, Guidelines for Student Fundraising Activities

665, Student Activity Funds Management

850, Sales and Solicitations in the Schools

APPROVED: July 1, 1995

REVISED: September 11, 2019

INTERSCHOLASTIC ATHLETICS

The interscholastic athletic program in the River Ridge School District is recognized as an important part of the total educational program. The Board feels an athletic program, properly operated, provides experiences which cannot be found in any other educational contact.

Interscholastic athletics should be designed to give many students an opportunity to develop their interests, attitudes and skills for future years without damaging their academic development. Sports competition should provide a healthful, enjoyable experience whereby the emotional, mental, social and physical development of young men and women can be fully achieved. Sportsmanship should always be of prime importance.

The Board may enter into cooperative agreements with other school districts, in accordance with regulations of the Wisconsin Interscholastic Athletic Association (WIAA), in order to provide interscholastic athletic opportunities to district students that would otherwise not be available.

Student athletes must comply with all rules and regulations established by the WIAA and the Board.

The River Ridge School District shall not discriminate in opportunities for student participation in athletic programs or activities, standards and rules of behavior, disciplinary actions or facilities usage on the basis of citizenship, race, color, creed, political affiliation, religion or religious affiliation, national origin or ancestry, age, sex or sexual orientation, marital or parental status, pregnancy, physical, mental, emotional, or learning disability, arrest or conviction record, use or non-use of lawful products off the employer's premises during non-working hours, membership in the National Guard, State defense force or any other United States or Wisconsin reserve component of the military forces or any other reason prohibited by state or federal law shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in employment or in any educational program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education. Complaints are to be addressed to the District Administrator, River Ridge School District, 11165 County Highway P, Patch Grove, WI 53817. This policy will prevail in all matters concerning staff, students, the public, educational programs and services and individuals with whom the Board does business.

LEGAL REF.: Sections 118.13 Wisconsin Statutes
120.13(1)

PI 9.03(1), Wisconsin Administrative Code

CROSS REF.: 370-Rule (2), Extracurricular Activities Code

375.1, State Tournament Attendance

376, High School Rodeo Team

411-Rule, Discrimination Complaint Procedures

453.1, Student Physical Exams

APPROVED: July 1, 1995

STATE TOURNAMENT ATTENDANCE

All athletes and students attending a Wisconsin Athletic Association Tournament (WIAA) tournament are expected to behave in accordance with the River Ridge School District Code of Student Rights and Responsibilities Handbook.

The River Ridge School District assumes no liability for students en route to or from the tournament or at the tournament, except when they are transported to the tournament in district-provided transportation.

When an individual or a varsity squad from the River Ridge School District is participating in a WIAA tournament, tournament attendance shall be as follows:

1. The River Ridge School District shall be responsible for the transportation, lodging, and meals of participating athletes, managers, cheerleaders and their coaches.
2. The administration has the authority to allow excused absences for all or part of the school day for nonparticipating students to attend as spectators. The Board will determine if a make-up day will be required.

When there are no students from the River Ridge School District participating in a WIAA tournament, tournament attendance shall be as follows:

1. Varsity athletes may attend if the tournament is for a sport in which they have been a participant. Tickets, transportation, lodging and meals will be the responsibility of the athlete. Athletes must use the pre-planned absence form.
2. Any other students attending will receive an unexcused absence.

APPROVED: July 1, 1995

INTRAMURAL PROGRAM GUIDELINES

Intramural activities will be offered to students after school, during lunch hour or during the last class period, under the supervision of the advisor coach.

Students are expected to follow all general rules of conduct for the school and the activity.

Intramural activities involve, but are not limited to track, football and basketball.

APPROVED: July 1, 1995

PLEDGE OF ALLEGIANCE

The pledge of allegiance shall be offered each day in every grade, from preschool through grade 12.

No student shall be compelled, against his/her objections or those of his/her parents or guardian, to recite the pledge.

LEGAL REF.: Section 118.06 Wisconsin Statutes

APPROVED: July 1, 1995

383.1

SERVICE ANIMALS ON DISTRICT PREMISES

Service animals are permitted on District premises, including school buses, to the extent required by the Americans with Disabilities Act (ADA) and/or by other federal or state requirements, or as otherwise specifically approved by the School Board or by the District Administrator or his/her administrative-level designee. More specifically:

1. The District will make reasonable accommodations to the extent consistent with applicable law to allow an individual with a disability to be accompanied by his/her service animal.
2. The District will make reasonable modifications in policies, practices, or procedures when necessary to avoid discrimination on the basis of disability with respect to accommodating the presence of service animals.
3. The District may deny modifications or accommodations and disallow or limit an individual from using his/her service animal if such use would fundamentally alter the nature of applicable District services, programs, or activities, or where such use would pose a direct threat (i.e., significant risk) to health and safety and no reasonable modification or accommodation has been identified that would sufficiently mitigate the threat.
4. Except where disallowed or limited in a manner that is consistent with applicable law and this policy, an individual with a disability will be permitted to be accompanied by his/her service animal in all areas of District premises where members of the public, participants in services, programs, or activities, or invitees, as relevant, are normally allowed to go. This provision applies at all times and to all qualified individuals with disabilities, including students and District employees.
5. If it is not readily apparent, school officials may verify that an animal qualifies as a service animal by asking (a) whether the animal is required because of a disability, and (b) what

work or tasks the animal has been trained to perform. Except as otherwise permitted by law, District officials will not inquire about the nature or extent of the individual's disability; require that the individual present any medical, training or other documentation; require presentation of a special identification card; or require the service animal to demonstrate its ability to perform the work or tasks for the individual with a disability.

6. The District retains discretion to remove or exclude a service animal from District premises if the animal is out of control and the animal's handler does not take effective action to control it, or if the animal is not housebroken, or for any other lawful reason.
 - a. If a service animal is removed or excluded, the individual with a disability shall still be provided access to school facilities, programs and/or services in a manner and to the extent consistent with applicable law.
 - b. Removal or exclusion decisions and other similar limitations on the presence of a service animal on District premises will normally be made by the applicable building principal or by a District-level administrator, consulting with *insert appropriate position title – e.g., the District's Equity Coordinator or ADA Coordinator or the Director of Student Services* as needed. When an immediate decision is deemed necessary and an administrative-level employee is not readily available, an appropriate activity or site supervisor may make such decisions.
7. Under the ADA, the District is not responsible for the care or supervision of a service animal. Further, under the ADA, a service animal shall be under the control of its handler. A handler can be any person who can appropriately control the service animal and who is eligible to be present on school premises at the appropriate time(s) and location(s). Accordingly, a handler may be the specific individual with a disability or another designated person who is accompanying the service animal. Under this policy, the District is making no express or implied commitment to care for or supervise a service animal, or to provide a District staff member or other person to act as the handler of a service animal beyond any such obligations that may be imposed by state or federal law. Accordingly, the non-District owner(s), client, and handler(s) of a service animal should normally expect to be responsible for the care, supervision, handling, and control of the animal.
 - a. In particular circumstances, the administration will evaluate the extent to which District staff may be required by law or otherwise directed to provide limited assistance or limited support that ultimately relates to the care, supervision, and handling and control of a service animal.
 - b. When laws other than the ADA are relevant to a particular situation, the administration will evaluate the District's obligations and options that may relate to the care, supervision, and handling and control of a service animal in light of the specific circumstances and the applicable laws.
8. Under the ADA, service animals must have a harness, leash, or other tether unless the handler is unable, because of a disability, to use a tether or unless the use of a tether would interfere with the service animal's safe, effective performance of its work or tasks. Service

animals that are not leashed or tethered must be under the control of the handler through some other means, such as voice commands or hand signals. The District will apply these ADA requirements unless prohibited from doing so by a separate law.

9. It is solely the responsibility of the owner, client with a disability, and/or handler of a service animal (or authorized service animal in training) to ensure that the animal is in compliance with all requirements surrounding licensing and vaccinations and that the animal is used and handled in compliance with the animal's training and any applicable certification.
10. The District will allow service animal trainers to be accompanied by a service animal they are training at school events, functions, and activities that are open to the general public (school plays and musical performances, school sporting events, etc.). A service animal in training will normally be required to be tethered and to wear an identifying cape or vest. The District does not permit District employees or District students who are service animal trainers to be accompanied by the service animals they are training on school premises during their work hours or during the regular school day, as applicable. The District reserves the right to request that any non-disabled service animal trainer provide evidence of credentials that have been issued by an agency or organization for training service animals that are sufficient to indicate that the animal in question is being trained to be a service animal.

Inquiries regarding the presence of service animals on District premises should be made to [identify the appropriate position title(s) – e.g., the District Administrator, the Director of Student Services, the appropriate building principal, or, in the case of a District employee, an immediate supervisor]. When it is anticipated that a service animal may be present on District premises on a regular basis with an employee, student, volunteer, service animal trainer, or other frequent visitor to the school, the individual using the service animal (or a parent, guardian, or advocate, as applicable) is strongly encouraged to notify [identify the appropriate position title(s) – e.g., the District Administrator, the Director of Student Services, the appropriate building principal, or, in the case of a District employee, an immediate supervisor] in advance in order to better address possible modifications, accommodations, and other concerns.

Under the ADA, “service animals” include animals (primarily dogs) that are individually trained to perform actual work or tasks for the benefit of an individual with a disability. Examples of such work or tasks include, but are not limited to: assisting navigation for individuals with sight problems, alerting the deaf or hard of hearing about the presence of people or sounds, assisting an individual during a seizure, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and preventing or interrupting impulsive or destructive behaviors. However, neither the crime deterrent effect of an animal's presence nor the provision of emotional support, comfort, or companionship constitute work or tasks for the purposes of the ADA.

Legal References:

Wisconsin Statutes

<u>Section 106.52</u>	[access to public places of accommodation or amusement by individuals with disabilities with service animals and service animal trainers]
<u>Section 118.07(4)</u>	[school safety plans]

Section 121.02(1)(i) [school district standard; requirement to maintain safe and healthful facilities]

Section 252.21 [communicable disease control]

Section 254.56 [safe, healthful and clean facilities for students and staff]

Federal Laws and Regulations

Title II of the Americans with Disabilities Act [nondiscrimination on the basis of disability; includes service animal requirements]

Title II Regulations [nondiscrimination on the basis of disability; includes services animals provisions]

Section 504 of the Rehabilitation Act [nondiscrimination on the basis of handicap]

Individuals with Disabilities Education Act (IDEA) [educational programs and services for students with disabilities]

Adopted: December 12, 2018