

SERIES 300 – INSTRUCTION

- 310 Instructional Goals
- \*320 Organization for instruction
  - 321 School Calendar
  - 322 School Day
    - 322-Rule School Day Hours
  - 323 Special Observance Days
- 330 Curriculum Development
  - 331 Parent Rights and the Curriculum
  - 332 Curriculum Guides
  - 333 Evaluation of the Instructional Program
- \*340 Instructional Programs
  - 341 Basic Instructional Program
    - 341.1 Reading Instruction
    - 341.2 Physical Education
      - 341.2 Rule Physical Education Credit Substitution
      - 341.2 Exhibit Phy Ed Credit Substitution Form
  - 342 Special Education Programs and Accommodations
    - 342.1 Special Education Programs
    - 342.2 Gifted and Talented Program
    - 342.3 Programs for Children At Risk
      - 342.3 Admin Rule Programs for Children at Risk
    - 342.4 Programs for Disadvantaged Children (Chapter 1)
  - 343 Instructional Arrangements
  - \*344 Student Progress
    - 344.1 Grading Systems
    - 344.2 Student Progress Reports to Parents
    - 344.3 Promotion and Retention of Students
      - 344.3-Admin Rule- Promotion and Retention Guidelines
    - 344.4 Honor Roll
    - 344.5 Graduation Requirements
      - 344.5 Exhibit 1 FCHS Community Service Requirements
      - 344.5 Exhibit 2 FCHS Community Service Contract
      - 344.51 Graduation Exercises
        - 344.51-Rule Graduation Exercises Procedures
      - 344.52 Early High School Graduation
      - 344.53 Rule Selection of the WI Academic Scholarship
  - 345 Testing Programs
    - 345 Rule- Guidelines for testing of students with exceptional needs or limited English Proficiency
  - 346 Student Records

- \*350 Extended Instructional Programs
  - 351 Summer School Program
  - 352 Field Trips
    - 352 Rule Field Trip Procedures
    - 352 Exhibit B- Field Trip/Special Trip Permission Form
  - 353 Volunteers and Unpaid Assistants in School
    - 353-Rule, 353-Exhibit
  - 354 Youth Options Program
    - 354 Exhibit 1 Guidelines for Awarding Credit for Youth Options
    - 354 Rule Guidelines for Participation in Youth Options
    - 354 Rule Distance Learning Policy
    - 354 Rule DL Application
- 360 Instructional Materials and Resources
  - 361 Selection of Instructional Materials
    - 361 Rule- selection of Instructional Materials
      - 361.1 Acceptable Use of Computer Network and Internet Systems
        - 361.1-Rule Selection of Instructional Materials
        - 361.1 Exhibit Acceptable Use Agreement
        - 361.1-Admin Rule Staff/Student Internet Acceptable Use Rules
      - 361.2 Administrative Review of Computer Files and Internet Access
      - 361.3 Creation and Maintenance of Internet Web pages
        - 361.3-Rule World Wide Web
      - 361.4 Internet Safety Plan
      - 361.5 Technology Concerns for Students with Special Needs
      - 361.6 FCSD Copyright Policy Instructional Materials
  - 362 School Libraries/Media Centers
    - 362.1 Resource Sharing through the Interlibrary Loan Policy
  - 363 Guidance and Counseling Program
  - 364 Use of Video Materials in Classrooms
    - 364.1 Rule Use of Video Materials in Classrooms
- 370 Extracurricular Activities
  - 371 Student Organizations
  - 372 School Social Events
  - 373 Student Fundraising Activities
  - 375 Interscholastic Athletics
    - Exhibit, Pledge Agreement of Athlete and Parents
      - 375-Rule Athletic Code
        - 375.1-Rule Guidelines for Extra Curricular Non-Athletic Groups
- 383 Animals in the School
  - 383.1 Animals on School Grounds

The School district of Fall Creek 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. Positive work attitudes and habits.
9. An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship.
10. 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.
11. The skills to participate in political life.
12. An understanding of the function of organizations in society.
13. Knowledge of the role and importance of biological and physical resources.

14. Knowledge of the role and importance of state, national and world history.
15. An appreciation and understanding of different value systems and cultures.
16. The skills needed to cope with social change.
17. Knowledge of the human body and the means to maintain lifelong health.
18. An appreciation of artistic and creative expression and the capacity expression and the capacity for self-expression.
19. The ability to construct personal ethics and goals.
20. 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.
21. 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.
22. 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 the available community youth suicide prevention and intervention services.
23. 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.

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

APPROVED:           February 4, 1991

REVISED:            October 15, 2007

REVIEWED:          July 25, 2012

The school calendar for the School District of Fall Creek shall be created by the Board.

The calendar shall specify the opening and closing dates of school and provide for a minimum term of 176 student contact days.

LEGAL REF.:           Sections 115.01 (10) Wisconsin Statutes  
                                  120.10  
                                  120.13  
                                  121.02 (1) (f)

APPROVED:           February 4, 1991

REVISED:            September 17, 2012

REVISED:            May 15, 2017

The Board shall establish rules which schedule the hours of the normal school day. In establishing such rules, the Board shall consider state law requirements and comments from administrators, staff members and parents.

School day hours shall be posted and distributed prior to the beginning of each school year.

The district administrator shall closely monitor compliance with the schedule of hours for the normal school day.

LEGAL REF.:           Sections 120.12 (15)   Wisconsin Statutes  
                                  121.02 (1) (f) 2

CROSS REF.:           322-Rule, School Day hours

APPROVED:            February 4, 1991

REVISED:             September 17, 2012

SCHOOL DAY HOURS 322-RULE

School Day hours in the Fall Creek Schools are as follows:

Elementary School 7: 55 a.m. –3:05 p.m.

Middle School 7:55 a.m. – 3:11 p.m.

High School 7:55 a.m. – 3:11 p.m.

The Administration has the authority to change the above hours within the school year in order to meet the Wisconsin Statutes 121.02(1)(f) minimum hours of instruction due to inclement weather day(s) (including late starts or early release days) or emergency school closing day(s) (including late starts or early release days).

APPROVED: February 4, 1991

REVISED: June 29, 1998

REVISED: October 18, 2007

REVISED: October 24, 2011

REVISED: September 17, 2012

REVISED: September 3, 2013

REVISED: February 18, 2019

REVISED: August 21, 2023

The following days shall be appropriately observed in the School District of Fall Creek:

January 15	Dr. Martin Luther King, Jr. Day
February 12	Lincoln's Birthday
February 15	Susan B. Anthony's Birthday
February 22	George Washington's Birthday
April 13	American Creed Day
May 30	Memorial Day
September 16	Mildred Fish Harnack Day
October 9	Leif Erikson Day
October 12	Columbus Day
November 11	Veteran's Day

The last Friday in April shall be observed as Arbor Day, unless the governor designates another day. If any observance day falls on a weekend, the observance shall be on a school day immediately preceding or following such day.

The administration, along with the teaching staff, shall be responsible for providing appropriate activities for the observance of the above specified days.

LEGAL REF.:           Section 118.02           Wisconsin Statutes  
  118.025

APPROVED:           February 4, 1991

REVIEWED:           July 25, 2012



The Board has a responsibility for maintaining a minimum program of instruction guaranteed by the state statutes, and for initiating improvements beyond that minimum.

Professional staff members, under the direction and supervision of the district administrator, shall be delegated the responsibility for proposing and developing curriculum changes and additions in the school district.

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

LEGAL REF.:           Sections 118.01       Wisconsin Statutes  
                                  118.015  
                                  120.12  
                                  120.13  
                                  121.02 (1) (k)

CROSS REF.:           310, Instructional Goals  
                                  331, Parent Rights and the Curriculum  
                                  332, Evaluation of the instructional Program

APPROVED:           February 4, 1991

REVIEWED:           July 25, 2012

The School District of Fall Creek recognizes the right of parents to inspect instructional materials and to deny their child's participation in certain curricular activities in accordance with state and federal laws and regulations.

Complaints resulting from the denial of parent requests regarding the inspection of instructional materials and/or a child's exclusion from participation in certain curricular activities shall be made in writing to the district administrator. All complaints shall be judged individually, based upon state and federal guidelines. The district administrator may contact the school district's attorney when making decisions regarding such complaints.

LEGAL REF.: 20 U.S. C., Section 1232h  
Sections 115.35 Wisconsin Statutes  
118.01 (2) (d) 2c  
118.15 (1) (d)

APPROVED: February 4, 1991

REVIEWED: July 25, 2012

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

The district administrator, or his/her designee, shall have general coordinating authority and supervision over the formation of all courses or study and instructional objectives.

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

APPROVED:            February 4, 1991

REVIEWED:            July 25, 2012

## EVALUATION OF THE INSTRUCTIONAL PROGRAM 333

The Fall Creek Board of Education believes that evaluation is the only means of learning whether the educational objectives adopted by the Board are being achieved. Evaluation of the instructional program shall be a continuous activity in which the members of the professional staff and the Board may participate. Special sessions may be included as part of the regular Board meetings to assess and evaluate the curriculum.

The Board shall delegate to the professional staff the specific evaluation of the instructional processes. The Board, however, shall make final evaluation decisions.

The purposes for curriculum evaluation are as follows:

- (a) To indicate curriculum strengths and weaknesses;
- (b) To provide information needed for advanced planning;
- (c) To show the relationship between achievement and the system's stated goals;
- (d) To assist in the understanding of administrative regulations and the needs of the system; and
- (e) To check on the suitability of the program in terms of community requirements.

Educational achievement of students shall be evaluated through standardized instruments and professional staff appraisal. Such evaluation shall be in terms of individual, local and national norms, and past achievement levels of the school system.

Appropriate research studies shall be periodically reviewed to determine recent trends and developments in curriculum and instruction.

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

APPROVED: February 4, 1991

REVIEWED: July 25, 2012

REVISED: May 15, 2017

BASIC INSTRUCTIONAL PROGRAM 341

The Board has the authority and responsibility to determine the instructional program for all grades, K-12. The instructional program in the School District of Fall Creek shall meet at least the minimum standards as prescribed by state law.

The district administrator, or his/her designee, shall be responsible for implementing the courses of instruction required by this policy 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  
                                  121.01 (1)

APPROVED:           March 5, 1991

REVIEWED:           July 25, 2012

## READING INSTRUCTION 341.1

The Board supports the following reading goals for the School District of Fall Creek:

- (1) A K-12 testing program will be developed to measure student reading achievement at all levels by means of interest inventories, teacher observations, informal testing, standardized tests, basal reading tests, criterion-referenced tests, and attitude surveys of students and staff. These results will be used for program evaluation.
- (2) Reading must be maintained at a priority level in which the ultimate goal is reading achievement that approaches limit of each person's capacity. The focus will be on the person, not upon groups or grade level performance. A learning environment will be provided that respects and recognizes individual differences and provides a climate, which considers individual needs, capabilities and interests of the learner.
- (3) Each teacher must recognize the role of reading in his/her grade or content level. The teacher is responsible for continuous diagnosis, direct reading instruction and motivation in his/her classroom or content area.
- (4) The developmental reading program will involve systematic instruction at all grade levels and in all content areas. It will provide a continuum of skills, which will provide specific objectives of the reading program listed from the easiest to the most complex.
- (5) Corrective, accelerated, adapted and remedial instruction will be carefully coordinated with the development instruction. This includes Title I, learning disabilities and special education.
- (6) The instructional program should aid each student in applying the skills of reading in practical situations related directly to his/her needs.
- (7) The instructional program should help students build lifetime reading interests and develop taste and appreciation for books and other printed materials.
- (8) A variety of materials should be used in instruction. Textbooks and other instructional material should be appropriate for student abilities. Factors or readability should be used in material selection. These factors include ease of physical perception, ease of understanding author, vocabulary, sentence length and/or complexity of sentences.
- (9) A continuous reading in-service program and follow-up for all administrators, principals, teachers and specialized personnel in grades K-12 will be provided through a needs assessment.

- (10) Efforts will be made to gain parental and community involvement in a district-wide concern for quality and quantity reading.

LEGAL REF.: Sections 118.015 Wisconsin Statutes  
121.02 (1) (c)

APPROVED: March 5, 1991

REVISED: September 17, 2012

## PHYSICAL EDUCATION

A developmental, sequential and comprehensive physical education program shall be established in the School District of Fall Creek in accordance with state laws and regulations. The physical education program shall be designed to serve all of the district's students. Physical education shall be taught by certified professional staff members.

Guidelines may be developed for student participation in physical education program activities.

1.5 Credits of Physical Education shall be required for graduation from the School District of Fall Creek unless otherwise specified in an Individual Education Plan (IEP) or Section 504 Plan.

The School District of Fall Creek shall not discriminate in student participation in athletic programs or activities on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

LEGAL REF.:	Sections 118.01 (3) 118.13 121.02 (1) (j) PI 8.02 (1) (j) of the Wisconsin Administrative Code	Wisconsin Statutes
CROSS REF.:	341.2-Rule, Physical Education Program Guidelines (High School) 411-Rule, Complaint Procedures (Nondiscrimination)	
APPROVED:	March 5, 1991	
REVISED:	April 21, 2008	
REVIEWED:	July 25, 2012	



### Physical Education Credit Substitution

Students may complete an additional one-half credit in English, Social Studies, Mathematics or Science in Lieu of one-half credit in physical education when they participate in a WIAA-sanctioned sport as part of the district's athletic program.

Courses eligible for substitution include any non-required course in English, Social Studies, Mathematics or Science. The one-half credit substitution must be beyond the minimum graduation requirements in these subject areas.

1. The student must participate in a school-sponsored WIAA-sanctioned sport, beginning and ending in the season in good standing.
2. The Student must not be out for more than two weeks for injury or illness during the sport season, unless the injury or illness is validated by a medical professional.
3. The student must not have an athletic code violation resulting in suspension of one or more competitions for the sport season.
4. The student must be an athlete eligible to compete throughout the duration of the season.
5. The athlete must complete the WIAA sanctioned sport before the second semester of their senior year.

The Physical Education Credit Substitution Approval Form (341.2 Exhibit 1) must be submitted and approved prior to the one-half credit being issued.

LEGAL REF.: Wisconsin Statutes: 118.33 (Physical education credit substitution)

Adopted: December 19, 2016

# Physical Education Credit Substitution Form

341.2 Exhibit 1

Student Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

WIAA Sport utilizing PE credit substitution: \_\_\_\_\_

Course taken in substitution of PE Credit: \_\_\_\_\_

(Course must be an elective course in English, Social Studies, Math or Science beyond the minimum graduation requirements in these subject areas)

## STEP 1: SCHOOL COUNSELOR

**I approve this student's request for PE credit substitution:**

(To be approved by School Counselor prior to the start of the semester that the PE Credit will be substituted)

\_\_\_\_\_  
**School Counselor's Signature**

\_\_\_\_\_  
**Date**

## STEP 2: Head Coach & Athletic Director

**We confirm that this student athlete has:**

1. Participated in a high school level sport, beginning and ending the season in good standing.
2. Not been out for more than two weeks due to injury or illness during the sport season, unless the injury or illness is validated by a medical professional.
3. Not had any athletic code violations resulting in a suspension of one or more competitions for this sport.
4. Was eligible to compete throughout the duration of the season.

\_\_\_\_\_  
**Head Coach's Signature**

To be signed after the season has completed

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Athletic Director's Signature**

\_\_\_\_\_  
**Date**

## STEP 3: High School Principal

1. Principal will confirm that the paperwork is in order.
2. A copy will be provided to the guidance counselor to update the student transcript.
3. The original form will be placed in the students cum file.

\_\_\_\_\_  
**Principal's Signature**

\_\_\_\_\_  
**Date**

## SPECIAL EDUCATION PROGRAMS

The Board recognizes its very important role in providing the necessary education and training for students warranted to receive special education instruction because of exceptional educational needs (EEN). An individual education program team shall be responsible for any child's referral, evaluation, identification, placement and instruction. Children with disabilities shall be provided a free appropriate public education in the least restrictive environment. The child's Individual Education Plan (IEP) shall be instructed in the least restrictive environment. The IEP identifying the individual program of the child shall be made available to and will be followed by relevant district staff.

Child with a disability means a child who by reason of any of the following, needs special education and related services:

- a. Learning Disability
- b. Emotional/Behavioral Disturbance
- c. Speech or Language Impairment
- d. Cognitive Disability
- e. Visual impairment
- f. Hearing Impairment
- g. Orthopedic Impairment
- h. Traumatic Brain Injury
- i. Autism
- j. Other Health Impairment
- k. Significant Developmental Delay

The Board shall periodically consider the special education needs of the district and determine the feasibility of providing these services through joint efforts of area schools, through the Cooperative Educational Service Agency (CESA) or any other possible combination of agencies or schools.

Due process safeguards for parental rights and appeal with the parameters of state and federal laws governing the operation of programs for students with EEN shall be adhered to by the School District of Fall Creek.

LEGAL REF.: Chapter 115, Subchapter V Wisconsin Statutes  
Sections 118.13  
121.78 (3)

CROSS REF.: Special Education Handbook

APPROVED: March 5, 1991

REVISED: October 15, 2007

REVIEWED: July 25, 2012



## PROGRAMS FOR CHILDREN AT RISK

The Board shall establish programs to serve children in the district who are identified at risk. "Children at risk" include those students who are one or more years behind their age group in the number of credits attained or in the basic skill levels and who are potential dropouts, truants, school-age parents, or students who have been adjudicated delinquent.

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

- a. Improve and expand educational opportunities for these children on an individual basis, through a variety of means (e.g. remedial instruction);
- b. Provide alternative courses or program modifications, which satisfactorily meet a minimum of the State of Wisconsin high school graduation requirements as outlined in Wisconsin Statutes 118.33;
- 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. An annual report concerning children at risk shall be made to the Department of Public Instruction.

LEGAL REF.:           Sections 118.153     Wisconsin Statutes  
                                  118.33  
                                  P.I. 25 of the Wisconsin Administrative Code

CROSS REF.:           344.5, Graduation Requirements

APPROVED:            March 5, 1991

REVISED:             June 20, 2011

REVIEWED:            July 25, 2012

**GRADES 5 – 12  
AT-RISK IDENTIFICATION**

STUDENT NAME \_\_\_\_\_ DATE FORM COMPLETED \_\_\_\_\_

THE REASON THIS STUDENT IS AT RISK:

_____ DROPPED OUT
-------------------

OR

<u>TWO OR MORE OF THE FOLLOWING:</u>
_____ ONE OR MORE YEARS BEHIND IN NUMBER OF CREDITS ATTAINED (10 <sup>TH</sup> TO 12 <sup>TH</sup> GRADE ONLY)
_____ TWO OR MORE YEARS BEHIND AGE GROUP IN BASIC SKILL LEVELS (READING AND MATH) DETERMINED BY TEACHER(S)
_____ HABITUAL TRUANT
_____ PARENT
_____ ADJUDICATED DELINQUENT
_____ 8 <sup>TH</sup> GRADER WHOSE SCORE IN EACH SUBJECT AREA OF THE WSAT WAS BELOW BASIC LEVEL
_____ 8 <sup>TH</sup> GRADER NOT PROMOTED TO 9 <sup>TH</sup> GRADE

**Definitions:**

*Dropout* – a student who:

- was enrolled in school some time during the previous school year;
  - was not enrolled at the beginning of the current school year (third Friday in September);
  - has not graduated from high school or completed a state or district approved educational program;
- and

*Habitual Truant* – a student who:

- is absent from school without an acceptable excuse (118.16 (4) and 118.15, Wis. Stats.) for part or all of five or more days on which school is held during a semester (see 118.16, Wis. Stats.)

*Adjudicated Delinquent* – a student who has:

- gone to court and been found delinquent or has been convicted in adult court

## PROGRAMS FOR CHILDREN AT RISK

A student who is deemed at risk is identified as a student who has dropped out of school or is two or more of the following: One or more years behind their age group in the number of credits attained (10<sup>TH</sup> to 12<sup>TH</sup> grade only), Two or more years behind age group in basic skill levels (reading and math) as determined by teachers, is a habitual truant, is a school age parent, is adjudicated delinquent, is an 8<sup>th</sup> grader whose score in each subject of the WSAT was below basic level or is an 8<sup>th</sup> grader who was not promoted to the 9<sup>th</sup> grade(Wisconsin Statute 118.153).

A parent of an "at risk" student needs to be notified that their student meets the criteria. Upon application from the parent of the "at risk" student, a review committee comprised of an administrator, guidance counselor and high school teacher will consider an alternative course of study. The committee will take into consideration the student's past behavioral record, amount of credits attained and the time available and likelihood of the student attaining enough credits to fulfill the State of Wisconsin requirements for graduation (Wisconsin Statute 118.33). The alternative course of study may include HSED (High School Equivalency Diploma) programming at a different location or a revised course offering with a minimum of seven classes daily that culminates in a minimum of the State of Wisconsin requirements for high school graduation.

Note: Students receiving an HSED are not eligible to participate in Fall Creek Commencement Exercises

APPROVED: July 18, 2011

REVIWED: July 25, 2012

PROGRAMS FOR DISADVANTAGED STUDENTS 342.4

In order to meet its goals of providing appropriate educational opportunities for all students of the School District of Fall Creek, the Board shall participate in the federal Title I program.

The Board recognizes the importance of parent and family engagement in the Title I program and, therefore, will provide appropriate opportunities for parents to become involved in the design and implementation of the district's Title I project.

Specific activities for parent and family engagement in the district's Title I project shall be developed by the administration. These activities shall be reported to the Board on an annual basis.

LEGAL REF.: Title I of the ESEA Consolidation and Improvement Act of 1999

APPROVED: March 5, 1991

REVISED: April 21, 2008

REVIEWED: July 25, 2012

REVISED: July 15, 2019



The Board encourages the district administrator and the instructional staff to make such arrangements for use of facilities, materials, personnel, time and other resources as will, in the district administrator's and staff's professional judgment, provide the most favorable learning environment for students.

The Board will welcome recommendations as to ways by which it may assist in improving instructional arrangements, examples of which may include the following:

1. Providing for adequate classroom and other instructional space;
2. Setting class size ranges and limits;
3. Providing funds and facilities for necessary and desired learning activities; and
4. Showing adaptability in permitting innovations reflecting current trends, research and experimentation.

APPROVED: March 5, 1991

**REVIEWED: July 18, 2012**

It shall be the policy of the School District of Fall Creek to evaluate student achievement in grades Kindergarten through 12. The issuance of grades on a regular basis serves to:

- a. Promote a process of continuous evaluation of student performance;
- b. Inform the student and his/her parent(s) or guardian of the student's progress; and
- c. Provide a basis for bringing about change in student performance if such change is deemed necessary.

Specific grading systems shall be developed for various grade levels, by the administrative team.

The weighting of classes began with the class of 2017 as follows:

#### Weighted GPA

The Fall Creek School District values academic rigor because it increases student achievement, encourages students to stretch to their potential, and contributes to effective transitioning to post-secondary institutions. The District also recognizes that a policy of adding a minor weight to a grade can appropriately motivate more students to pursue academic rigor, which is aimed at their long-term success.

A weight will be added to the grade point for each completed half-credit within the high school resulting in a total of additional weight per one-credit course. The courses eligible for weighting are the Advanced Placement courses and courses that may result in college credit in a four-year (Bachelor Degree) college program.

#### Weighted GPA Procedure

Grade point averages will be calculated using a 4.0 scale.

.05 points per credit will be added to the grade point for each weighted semester course successfully completed. Successfully completed is defined by a grade of "C" or higher.

The School District of Fall Creek shall not discriminate in the methods, practices and materials used for evaluating students on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

LEGAL REF.:	Section 118.13	Wisconsin Statutes
CROSS REF.:	411 – Rule, Complaint Procedures (Nondiscrimination)	
APPROVED:	March 5, 1991	
REVIEWED:	July 25, 2012	
REVISED:	February 17, 2014	
REVISED:	March 20, 2017	

## STUDENT PROGRESS REPORTS TO PARENTS 344.2

The Board believes that parents/guardians should be made aware of student progress in the instructional program.

Regular report cards shall be issued for each student in the district at the end of each grading period. In addition to report cards, progress reports may be sent out mid-way through each grading period to give parents an indication of how their children are progressing.

### Parent Conferences

Parent-teacher conferences shall be held at least once each school year to:

1. Supplement the report card and to serve as another means of reporting to parents/guardians.
2. Promote good relations between the home and the school through an interpretation of the school's program.
3. Share information about a student's successes and accomplishments, problems and vital information.

Additional parent-teacher conferences may be held upon request of the student's parent/guardian or the student's teacher.

APPROVED: March 5, 1991

REVISED: April 21, 2008

REVIEWED: July 25, 2012

## GRADE ADVANCEMENT AND PROMOTION OF K-8 STUDENTS

Children of normal physical, intellectual and social development should progress through the grades at the rate of one grade per year.

The School Board can develop and adopt its own fourth and eighth grade exams.

In addition, in making decisions about grade advancement and promotion of all K-8 students the School District of Fall Creek will take into consideration the student's performance in their academic work, and in the case of students in grades 4 and 8, their **State Required testing results**, as well as teacher recommendations and other academic criteria.

There is very little evidence that suggests grade retention is an effective strategy for improving student performance. Given that, we believe effective instructions, including effective remediations are the key ingredients in preventing retention. In addition, we believe that early identification of areas of weakness as well as the design and implementation of individualized instructional programs employing a variety of strategies for intervention and support encourages success and therefore promotion. We also believe the child's parent(s) or guardian(s) should be involved in a meaningful way throughout this educational process.

Guidelines shall be developed by the administration for the advancement and promotion of K-8 students.

LEGAL REFERENCES: 1999 Wisconsin Act 9  
118.33 Wisconsin Statutes  
118.30(1)(a) Wisconsin Statutes

CROSS REFERENCES: 344.3-Rule Guidelines for Grade Advancement and Promotion of  
K-8 Students

APPROVED: March 5, 1991

REVISED: May 22, 2001

REVIEWED: July 25, 2012

REVISED: June 13, 2016

GUIDELINES FOR GRADE ADVANCEMENT AND PROMOTION OF  
K-8 STUDENTS

I. LOCAL REQUIREMENTS IN RESPONSE TO WISCONSIN SECTION 118.33:

The School Board can develop and adopt its own fourth and eighth grade exams.

In addition to meeting any local requirements outlined above, in order to advance a student shall demonstrate proficiency by earning at least eight points from these categories:

- A. State Required Testing
- B. Academic Performance, and
- C. Other Academic Criteria

These are not to be construed as sequential in nature, but carrying equal weight.

A. State Required Testing

A student may earn one point for each tested area in which his/her performance is at or above basic.

B. ACADEMIC PERFORMANCE

A student may earn one point for a passing grade in each of the following subjects: mathematics, science, social studies, and English/language arts.

C. OTHER ACADEMIC CRITERIA

1. A student may receive one point by documented demonstration of proficiency (through a district-approved project, portfolio, or other performance) in any area of the The Board Approved Academic Standards. Documentation will include the teacher's signature indicating the student has provided evidence of proficiency in meeting the Standards.
2. A student may earn 1 to 4 points by the satisfactory completion of a district-approved Standards-based intervention program.
3. A student may earn 1 to 4 points by the satisfactory completion of a district-approved Standards-based IEP.

D. REVIEW PROCESS

For a student who does not demonstrate proficient performance through earning at least 6 points as outlined above, decisions concerning grade advancement will be

made through committee review. A committee consisting of, at minimum, teachers, including a teacher currently working closely with the student; a principal; and a parent or guardian will make a recommendation based on, but not limited to, the following considerations:

- overall academic performance
- performance on other tests
- any previous retentions
- performance in subject areas beyond mathematics, science, social studies, and English/language arts.
- reports from outside agencies
- other developmental criteria,

Considering the committee's recommendation, the principal will make a decision on advancement. This decision shall be final.

## II LOCAL REQUIREMENTS FOR GRADE ADVANCEMENT:

### A. ACADEMIC PERFORMANCE

A student may earn one point for a passing grade (D or above) or attaining the basic level based on benchmarks set at the local level in each of the following subjects: mathematics, science, social studies, English/language arts.

### B. OTHER ACADEMIC CRITERIA

1. A student may receive one point by documented demonstration of proficiency (through a district-approved project, portfolio, or other performance) in any area of the the Board Approved Academic Standards. Documentation will include the teacher's signature indicating the student has provided evidence of proficiency in meeting the Standards.
2. A student may earn 1 to 4 points by the satisfactory completion of a district-approved Standards-based intervention program.
3. A student may earn 1 to 4 points by the satisfactory completion of a district-approved Standards-based IEP/504 accommodation plan.

### C. REVIEW PROCESS

For a student who does not demonstrate proficient performance through earning at least 6 points as outlined above, decisions concerning grade advancement will be made through committee review. A committee consisting of, at minimum, teachers, including a teacher currently working closely with the student; a principal; and a parent or guardian will make a recommendation based on, but not limited to, the following considerations:

- overall academic performance
- performance on other tests
- any previous retentions
- performance in subject areas beyond mathematics, science, social studies, and English/language arts.
- reports from outside agencies
- other developmental criteria,

Considering the committee's recommendation, the principal will make a decision on advancement. This decision shall be final.

### III. PROCEDURES

Accommodations to these requirements may be made for students with exceptional educational interests, needs or requirements consistent with state law and established district policies and procedures.

The district administrator (or his/her designee) shall be responsible for the general supervision and management of the advancement of students under this policy.

The District Administrator (or his/her designee) shall develop, review and recommend policies so that the schools of the District can help prepare students to satisfy the criteria in this policy and to otherwise implement this policy.

The District Administrator (or his/her designee) shall develop practices and procedures to inform students and parents/guardians of the policy requirements and to inform students and parents/guardians of the academic progress of students.

Exhibits:

- A 4<sup>th</sup> Grade Advancement Model
- B K-3 and 5<sup>th</sup> Grade Advancement Model
- C 8<sup>th</sup> Grade Advancement Model
- D 6<sup>th</sup> and 7<sup>th</sup> Grade Advancement Model

Legal Reference:

Cross Reference: Curriculum Guides

4<sup>TH</sup> GRADE ADVANCEMENT MODEL EXHIBIT A

To be eligible for grade advancement in fourth grade, a student must meet local requirements. In addition to meeting those requirements, the student must demonstrate proficiency by earning at least six points with a minimum of one point in the areas of mathematics, science, social studies, English, from any of these categories.

State Required Test		Academic Performance		Other Academic Criteria	
	<u>Points Available</u>		<u>Points Available</u>		<u>Points Available</u>
Performance at or above basic on a subtest		Passing grades (D or above) in:		Documented demonstration of proficient performance (through a district approved project, portfolio, or other activity) in any area of the Board Approved Academic Standards	1-4 (limited to 1 per Standards area.)
Reading/ Language Arts	(1)	Reading/ Language Arts	(1)		
Math	(1)	Math	(1)		
Science	(1)	Science	(1)		
Social Studies	(1)	Social Studies	(1)		
	1 point per tested area (4 points maximum)		1 point per subject area (4 points maximum)	Satisfactory completion of a Standards-based intervention program (Alternative School)	1-4
				Satisfactory completion of a district approved Standards-based IEP	1-8
<b>Points Earned</b>		<b>Points Earned</b>		<b>Points Earned</b>	
Total of 6 required for advancement with a minimum of 1 point from any of the three categories in the areas of math, science, language arts, and social studies.					

Local Requirements: Passing grades in Physical Education, Art and Music as described within the curriculum.



K-3 AND 5<sup>TH</sup> GRADE ADVANCEMENT MODEL EXHIBIT B

To be eligible for grade advancement in grade Kindergarten through fifth grade, a student must meet local requirements. In addition to meeting those requirements, the student must demonstrate proficiency by earning at least four points with a minimum of one point in the areas of mathematics, science, social studies, and one point from either reading/literature or language arts from either of these categories.

<b>Academic Performance</b>		<b>Other Academic Criteria</b>	
Passing grades (D or above) in:	<b><u>Points Available</u></b>		<b><u>Points Available</u></b>
Reading/Literature	(1)	Documented demonstration of proficient performance (through a district approved project, portfolio, or other activity) in any area of the Board Approved Academic Standards	1-4 (limited to 1 per Standards area)
Language Arts	(1)		
Math	(1)		
Science	(1)		
Social Studies	(1)		
	1 point per subject area (5 points maximum)	Satisfactory completion of a Standards-based intervention program (Alternative School)	1-4
		Satisfactory completion of a district approved Standards-based IEP	1-4
<b>Points Earned</b>		<b>Points Earned</b>	
Total of 4 required for advancement with a minimum of 1 point from either category in the areas of math, science, language arts or reading/literature, social studies			

Local Requirements: Passing grades in Physical Education, Art and Music as described within the curriculum.

8<sup>TH</sup> GRADE ADVANCEMENT MODEL EXHIBIT C

To be eligible for grade advancement, in eighth grade, a student must meet local requirements. In addition to meeting those requirements, the student must demonstrate proficiency by earning at least six points with a minimum of one point in the areas of mathematics, science, social studies, English, from any of these categories.

State Required Test		Academic Performance		Other Academic Criteria	
	<u>Points Available</u>		<u>Points Available</u>		<u>Points Available</u>
Performance at or above basic on a subtest		Passing grades (D or above) in:		Documented demonstration of proficient performance (through a district approved project, portfolio, or other activity) in any area of the Board Approved Academic Standards	1-4 (limited to 1 per Standards area.)
Reading/ Language Arts	(1)	Reading/ Language Arts	(1)	Satisfactory completion of a Standards-based intervention program (Alternative School)	1-4
Math	(1)	Math	(1)		
Science	(1)	Science	(1)		
Social Studies	(1)	Social Studies	(1)		
	1 point per tested area (4 points maximum)		1 point per subject area (4 points maximum)	Satisfactory completion of a district approved Standards-based IEP	1-8
<b>Points Earned</b>		<b>Points Earned</b>		<b>Points Earned</b>	
Total of 6 required for advancement with a minimum of 1 point from any of the three categories in the areas of math, science, language arts, and social studies.					

6<sup>TH</sup> AND 7<sup>TH</sup> GRADE ADVANCEMENT MODEL EXHIBIT D

To be eligible for grade advancement in grade six and seven, a student must meet local requirements. In addition to meeting those requirements, the student must demonstrate proficiency by earning at least four points with a minimum of one point in the areas of mathematics, science, social studies, and one point from either reading/literature or language arts from either of these categories.

<b>Academic Performance</b>		<b>Other Academic Criteria</b>	
Passing grades (D or above) in:	<b><u>Points Available</u></b>		<b><u>Points Available</u></b>
Reading/Literature	(1)	Documented demonstration of proficient performance (through a district approved project, portfolio, or other activity) in any area of the Board Approved Academic Standards	1-4 (limited to 1 per Standards area)
Language Arts	(1)		
Math	(1)		
Science	(1)	Satisfactory completion of a Standards-based intervention program (Alternative School)	1-4
Social Studies	(1)		
	1 point per subject area (5 points maximum)	Satisfactory completion of a district approved Standards-based IEP	1-4
<b>Points Earned</b>		<b>Points Earned</b>	
Total of 4 required for advancement with a minimum of 1 point from either category in the areas of math, science, language arts or reading/literature, social studies			

- APPROVED: April, 1978
- REVISED: January 15, 1979
- REVISED: March 5, 1991
- REVISED: May 22, 2001
- REVIEWED: July 25, 2012
- REVISED: June 13, 2016

GUIDELINES FOR GRADE ADVANCEMENT AND PROMOTION OF K-8 STUDENTS

I LOCAL REQUIREMENTS IN RESPONSE TO WISCONSIN SECTION 118.33:

Effective September 2002, in order to advance from Grade 4 to 5 or from Grade 8 to 9 students in Fall Creek School District shall meet the requirements included in section 118.33 of the state statutes, as revised by 1999 Wisconsin Act 9.

In addition to meeting any local requirements outlined above, in order to advance a student shall demonstrate proficiency by earning at least eight points from these categories:

- A. Wisconsin Knowledge and Concepts Examination
- B. Academic Performance, and
- C. Other Academic Criteria

These are not to be construed as sequential in nature, but carrying equal weight.

A. WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION

A student may earn one point for each tested area in which his/her performance is at or above basic.

B. ACADEMIC PERFORMANCE

A student may earn one point for a passing grade in each of the following subjects: mathematics, science, social studies, and English/language arts.

C. OTHER ACADEMIC CRITERIA

1. A student may receive one point by documented demonstration of proficiency (through a district-approved project, portfolio, or other performance) in any area of the Wisconsin Model Academic Standards. Documentation will include the teacher's signature indicating the student has provided evidence of proficiency in meeting the Standards.
2. A student may earn 1 to 4 points by the satisfactory completion of a district-approved Standards-based intervention program.
3. A student may earn 1 to 4 points by the satisfactory completion of a district-approved Standards-based IEP.

## D. REVIEW PROCESS

For a student who does not demonstrate proficient performance through earning at least 6 points as outlined above, decisions concerning grade advancement will be made through committee review. A committee consisting of, at minimum, teachers, including a teacher currently working closely with the student; a principal; and a parent or guardian will make a recommendation based on, but not limited to, the following considerations:

- overall academic performance
- performance on other tests
- any previous retentions
- performance in subject areas beyond mathematics, science, social studies, and English/language arts.
- reports from outside agencies
- other developmental criteria, such as those in Light's Retention Scale

Considering the committee's recommendation, the principal will make a decision on advancement. This decision shall be final.

## II LOCAL REQUIREMENTS FOR GRADE ADVANCEMENT:

### A. ACADEMIC PERFORMANCE

A student may earn one point for a passing grade (D or above) or attaining the basic level based on benchmarks set at the local level in each of the following subjects: mathematics, science, social studies, English/language arts.

### B. OTHER ACADEMIC CRITERIA

1. A student may receive one point by documented demonstration of proficiency (through a district-approved project, portfolio, or other performance) in any area of the Wisconsin Model Academic Standards. Documentation will include the teacher's signature indicating the student has provided evidence of proficiency in meeting the Standards.
2. A student may earn 1 to 4 points by the satisfactory completion of a district-approved Standards-based intervention program.
3. A student may earn 1 to 4 points by the satisfactory completion of a district-approved Standards-based IEP/504 accommodation plan.

### C. REVIEW PROCESS

For a student who does not demonstrate proficient performance through earning at least 6 points as outlined above, decisions concerning grade advancement will be made through committee review. A committee consisting of, at minimum, teachers, including a teacher currently working closely with the student; a principal; and a parent or guardian will make a recommendation based on, but not limited to, the following considerations:

- overall academic performance
- performance on other tests
- any previous retentions
- performance in subject areas beyond mathematics, science, social studies, and English/language arts.
- reports from outside agencies
- other developmental criteria, such as those in Light's Retention Scale

Considering the committee's recommendation, the principal will make a decision on advancement. This decision shall be final.

### III. PROCEDURES

Accommodations to these requirements may be made for students with exceptional educational interests, needs or requirements consistent with state law and established district policies and procedures.

The district administrator (or his/her designee) shall be responsible for the general supervision and management of the advancement of students under this policy.

The District Administrator (or his/her designee) shall develop, review and recommend policies so that the schools of the District can help prepare students to satisfy the criteria in this policy and to otherwise implement this policy.

The District Administrator (or his/her designee) shall develop practices and procedures to inform students and parents/guardians of the policy requirements and to inform students and parents/guardians of the academic progress of students.

Exhibits:

- A 4<sup>th</sup> Grade Advancement Model
- B K-3 and 5<sup>th</sup> Grade Advancement Model
- C 8<sup>th</sup> Grade Advancement Model
- D 6<sup>th</sup> and 7<sup>th</sup> Grade Advancement Model

Legal Reference: Section 118.33 Wisconsin Statutes  
1999 Wisconsin Act 9

Cross Reference: Curriculum Guides

4<sup>TH</sup> GRADE ADVANCEMENT MODEL      EXHIBIT A

To be eligible for grade advancement in fourth grade, a student must meet local requirements. In addition to meeting those requirements, the student must demonstrate proficiency by earning at least six points with a minimum of one point in the areas of mathematics, science, social studies, English, from any of these categories.

<b>Wisconsin Knowledge and Concepts Examination</b>		<b>Academic Performance</b>		<b>Other Academic Criteria</b>	
	<b><u>Points Available</u></b>		<b><u>Points Available</u></b>		<b><u>Points Available</u></b>
Performance at or above basic on a subtest		Passing grades (D or above) in:		Documented demonstration of proficient performance (through a district approved project, portfolio, or other activity) in any area of the Wisconsin Model Academic Standards.	1-4 (limited to 1 per Standards area.)
Reading/ Language Arts	(1)	Reading/ Language Arts	(1)		
Math	(1)	Math	(1)		
Science	(1)	Science	(1)		
Social Studies	(1)	Social Studies	(1)		
	1 point per tested area (4 points maximum)		1 point per subject area (4 points maximum)	Satisfactory completion of a Standards-based intervention program (Alternative School)	1-4
				Satisfactory completion of a district approved Standards-based IEP	1-8
<b>Points Earned</b>		<b>Points Earned</b>		<b>Points Earned</b>	
Total of 6 required for advancement with a minimum of 1 point from any of the three categories in the areas of math, science, language arts, and social studies.					

Local Requirements: Passing grades in Physical Education, Art and Music as described within the curriculum.

K-3 AND 5<sup>TH</sup> GRADE ADVANCEMENT MODEL      EXHIBIT B

To be eligible for grade advancement in grade Kindergarten through fifth grade, a student must meet local requirements. In addition to meeting those requirements, the student must demonstrate proficiency by earning at least four points with a minimum of one point in the areas of mathematics, science, social studies, and one point from either reading/literature or language arts from either of these categories.

<b>Academic Performance</b>		<b>Other Academic Criteria</b>	
Passing grades (D or above) in:  Reading/Literature  Language Arts  Math  Science  Social Studies	<b><u>Points Available</u></b>  (1)  (1)  (1)  (1)  (1)  1 point per subject area (5 points maximum)	Documented demonstration of proficient performance (through a district approved project, portfolio, or other activity) in any area of the Wisconsin Model Academic Standards  Satisfactory completion of a Standards-based intervention program (Alternative School)  Satisfactory completion of a district approved Standards-based IEP	<b><u>Points Available</u></b>  1-4 (limited to 1 per Standards area)     1-4    1-4
<b>Points Earned</b>		<b>Points Earned</b>	
Total of 4 required for advancement with a minimum of 1 point from either category in the areas of math, science, language arts or reading/literature, social studies			

Local Requirements: Passing grades in Physical Education, Art and Music as described within the curriculum.



8<sup>TH</sup> GRADE ADVANCEMENT MODEL EXHIBIT C

To be eligible for grade advancement, in eighth grade, a student must meet local requirements. In addition to meeting those requirements, the student must demonstrate proficiency by earning at least six points with a minimum of one point in the areas of mathematics, science, social studies, English, from any of these categories.

<b>Wisconsin Knowledge and Concepts Examination</b>		<b>Academic Performance</b>		<b>Other Academic Criteria</b>	
	<b><u>Points Available</u></b>		<b><u>Points Available</u></b>		<b><u>Points Available</u></b>
Performance at or above basic on a subtest		Passing grades (D or above) in:		Documented demonstration of proficient performance (through a district approved project, portfolio, or other activity) in any area of the Wisconsin Model Academic Standards.	1-4 (limited to 1 per Standards area.)
Reading/ Language Arts	(1)	Reading/ Language Arts	(1)		
Math	(1)	Math	(1)		
Science	(1)	Science	(1)		
Social Studies	(1)	Social Studies	(1)		
	1 point per tested area (4 points maximum)		1 point per subject area (4 points maximum)	Satisfactory completion of a Standards-based intervention program (Alternative School)	1-4
				Satisfactory completion of a district approved Standards-based IEP	1-8
<b>Points Earned</b>		<b>Points Earned</b>		<b>Points Earned</b>	
Total of 6 required for advancement with a minimum of 1 point from any of the three categories in the areas of math, science, language arts, and social studies.					

6<sup>TH</sup> AND 7<sup>TH</sup> GRADE ADVANCEMENT MODEL EXHIBIT D

To be eligible for grade advancement in grade six and seven, a student must meet local requirements. In addition to meeting those requirements, the student must demonstrate proficiency by earning at least four points with a minimum of one point in the areas of mathematics, science, social studies, and one point from either reading/literature or language arts from either of these categories.

<b>Academic Performance</b>		<b>Other Academic Criteria</b>	
Passing grades (D or above) in:	<b><u>Points Available</u></b>		<b><u>Points Available</u></b>
Reading/Literature	(1)	Documented demonstration of proficient performance (through a district approved project, portfolio, or other activity) in any area of the Wisconsin Model Academic Standards	1-4 (limited to 1 per Standards area)
Language Arts	(1)		
Math	(1)		
Science	(1)		
Social Studies	(1)		
	1 point per subject area (5 points maximum)	Satisfactory completion of a Standards-based intervention program (Alternative School)	1-4
		Satisfactory completion of a district approved Standards-based IEP	1-4
<b>Points Earned</b>		<b>Points Earned</b>	
Total of 4 required for advancement with a minimum of 1 point from either category in the areas of math, science, language arts or reading/literature, social studies			

APPROVED: April, 1978

REVISED: January 15, 1979

REVISED: March 5, 1991

REVISED: May 22, 2001

REVIEWED: July 25, 2012

344.4

### HONOR ROLL

Honor rolls shall be published in the School District of Fall Creek each nine weeks. Students in grades 6 through 12 who maintain the following grade point averages shall be eligible for district honor rolls:

GPA - Any student with a GPA of 3.67 (A-) or better during a particular grading period is recognized on the A Honor Roll.

Any student with a GPA of 2.67 (B-) or better during a particular grading period is recognized on the B Honor Roll.

At high school graduation the top 10% of the class is recognized as honor students.

APPROVED: May 6, 1991

REVISED: September 17, 2001

REVIEWED: July 25, 2012

## HIGH SCHOOL GRADUATION REQUIREMENTS

In order to graduate and receive a diploma from Fall Creek High School pupils must meet the requirements of Section I unless modified under the criteria of Section II of this policy. Pupils must be enrolled in a class, participate in a board approved activity, or participate in an approved alternative program during class period of each school day in grades 9-12.

### **Section I Credits**

Prior to the class of 2021, pupils must earn a minimum of 24.5 credits. Beginning with the class of 2021, pupils must earn a minimum of 25 credits including:

- 4 English credits (English 9, 10, 11, and 12)
  - 3 Social Studies credits (1-American History, 1-World History, .5-American Government, ., .5 Geography)
  - 3 Math credits (Have to be taken at the high school level)
  - 3 Science credits (1-Biology, 1-Physical Science)
  - 1.5 Physical Education credits
  - .5 Information Processing
  - .5 Personal Finance
  - .5 Health
  - .5 Capstone Project (Beginning with Class of 2019)
- Remaining are Elective credits

Wisconsin Required Civics Test – Students must successfully pass (60 %) a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services. (Wis. Stat. sec. 118.33(1m)(a)1, Section 3266R)

Community Service Credit – Students must complete a total of 30 hours of community service cumulative in grades 9-12.

\*Classes graduating prior to 2017 only needed 2 Math credits and 2 science credits.

### **Section II Alternative Proficiencies**

Exceptional Educational Needs (EEN) Students graduation requirements may be modified developed through the Individual Education Plan (IEP) committee. These requirements may supplant or replace the requirements listed in Section I.

- REVISED: March 9, 2009
- REVISED: February 1, 2010
- REVISED: February 20, 2012
- REVIEWED: July 25, 2012
- REVISED: January 20, 2014
- REVISED: March 20, 2017
- REVISED: May 15, 2017

## Fall Creek High School Community Service Contract

Name of Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Person or agency for which the service is being performed: \_\_\_\_\_

Address of person or agency: \_\_\_\_\_

\_\_\_\_\_

Phone number of person or agency: \_\_\_\_\_

Service performed: \_\_\_\_\_

Address where service was performed: \_\_\_\_\_

Number of hours of satisfactory completed service: \_\_\_\_\_

Signature of person or agency: \_\_\_\_\_

By signing this document the person or agency has confirmed that the above student has completed the service above for the hours established and that the service was not performed for a family member or paid for monetarily or in trade. The Fall Creek staff may check with person or agency to establish that the service was completed to expectation.

Signature of Student: \_\_\_\_\_

By signing this document the student has confirmed that they did complete the service outlined above.

Signature of Homeroom Advisor: \_\_\_\_\_

By signing this document the homeroom advisor attests that the student completed the necessary paperwork and to their knowledge, completed the service.

Signature of Administration: \_\_\_\_\_

Document stored as part of students graduation record.

APPROVED: August 17, 2009



## Fall Creek High School Community Service Requirement

In hope of building community service orientated adults that will give back to their community, The Fall Creek School Board has established a graduation requirement of thirty hours (total) of community service for graduating classes beginning 2012 to be recorded over the student's high school career. These are documented hours of service to their school, community, church etc... It is the responsibility of the student to arrange the experiences and obtain proof that they have accomplished the service. Paid experiences or service donated to a family member are not considered for community service hours.

### STUDENT GUIDELINES:

- You must perform your service hours on your own time.
- You may **NOT** receive any kind of compensation (money, gifts or benefits).
- Your service hours may be performed at any of the following institutions:
  - ✓ A non-profit organization
  - ✓ A school
  - ✓ A hospital
  - ✓ A retirement community

### TIME FRAME:

- You are urged to distribute your service hours throughout your four years of high school, making a practice of ongoing service to others.
- You may perform your service hours from the summer prior to grade 9 to May 1<sup>st</sup> of grade 12.
- Your **30 service hours** must be completed no later than May 1<sup>st</sup> of senior year, or you **WILL NOT** receive your high school diploma.

**PROCEDURE:** To document community service hours, students need to obtain a community service contract in the high school office, fill out the service contract with the person or agency for who the service will be performed. Upon completion of the service, the person or agency will need to sign off that the service was completed to their satisfaction. The student needs to submit the completed service contract to their homeroom teacher. The homeroom teacher will present the completed service contract to the principal for final approval.

### HOW YOU CAN BUILD YOUR SERVICE HOURS:

#### School related:

- ✓ Tutoring Peers
- ✓ Assisting with Summer Camp
- ✓ Helping with Sporting Events
- ✓ Assisting with Theater Productions, etc. (Please see what not to do for specific details.)

**A school official must sign your Community Service sheets for these hours.**

**Community related:**

- ✓ Donating Blood
- ✓ Assisting with community events  
e.g. Ice cream social, community parades, community celebrations.

**COMMUNITY SERVICE THAT DOES NOT COUNT!**

- Service performed for your family  
e.g.: Providing lawn services at your uncle's house.
- Service performed for a profit-making organization, except for institutions like schools, hospitals or retirement communities  
e.g.: Clerical services rendered at a privately owned law firm.
- Rehearsal and practice time  
e.g.: Singing in a church choir.  
e.g.: Performing in a school play.
- Participation in performances, festivals or competitions unless:
  - ✓ your participation is voluntary and
  - ✓ the service is not part of a class requirement and
  - ✓ the performance meets an identified community service need and
  - ✓ there is no admission fee collected and
  - ✓ neither your organization nor the sponsoring organization receives any form of payment
- Fund raising, except for specific, pre-approved, non-profit charities
- Service rendered as a prerequisite for employment
- Attendance at self-improvement workshops or conferences
- Service performed as a result of disciplinary action issued by the school or courts

APPROVED: August 17, 2009



**GRADUATION EXERCISES**

Fall Creek School District believes that completion of the requirements for a diploma from the public schools is an achievement that improves the community as well as the individual. Therefore, the board wishes to recognize that achievement in publicly held graduation exercises.

No regular education student is to participate in the graduation exercises who has not successfully completed the graduation requirements of the district. Following their fourth year of high school, children with disabilities (C.W.D.), who due to their disability are not expected to amass the credits for graduation, will be allowed to go through graduation ceremonies, with the consent of their I.E.P. team regardless of their future educational plans. Excluded from this rule are foreign exchange students. These students may participate in the ceremony.

The high school administration will be responsible for graduation exercises. Students participating in graduation exercises must wear the cap and gown selected for the year. Students are required to pay a fee for the cap and gown. Commencement is a school-sponsored activity and all school rules of behavior will remain in effect.

Only school board members or their designee will be chosen to present diplomas.

Fall Creek High School Graduation will be determined at the same Board Meeting as the approval of the School Calendar for the following year.

LEGAL REF.:	Sections 118.33 Wisconsin Statutes
CROSS REF.:	344.5 Graduation Requirements
APPROVED:	March 5, 1991
REVISED:	April 20, 1998
REVISED:	December 21, 1998
REVISED:	January 24, 2005
REVISED:	August 17, 2009
REVIEWED:	July 25, 2012
REVISED:	March 17, 2014

GRADUATION EXERCISES PROCEDURES

1. Students who are to graduate should have all bills paid prior to graduation.
2. No student shall be permitted to take part in the graduation exercises who is under the influence of drugs or alcohol.
3. Students who do not desire to participate in the graduation program must have parental/guardian approval, in writing, prior to the second week in May.
4. The high school administration, district administrator and board shall be involved in all phases of the actual awarding of the diplomas.
5. All graduates of the high school shall appear in cap and gown during the graduation exercises.
6. Personal gifts or flowers shall not be presented in public at the graduation exercises. The principal shall, if necessary, set aside a room for this purpose.
7. The principal shall employ additional staff and security personnel as is necessary to maintain order at the graduation exercises.
8. Speeches shall be submitted to the high school principal at least one week in advance of the graduation exercises and shall be signed by the student making the speech. If the student deviates from the submitted text, he/she will be requested to stop.
9. A photographer may be present to take a picture of each student as he/she receives his/her diploma, at no cost to the district. The student or parent/guardian may purchase these photographs.
10. Students on suspension from school activities on the date of commencement exercises will not be allowed to participate in the commencement ceremony.
11. The Senior Class Graduating Committee, under the supervision of the high school administration, will be responsible for planning the following:
  - a. Speaker(s) for the commencement exercises
  - b. Class memorial
  - c. Flowers
  - d. Location of commencement exercises
  - e. Other activities as deemed necessary

CROSS REF: Graduation Requirements  
SOURCE: School District of Fall Creek  
ESTABLISHED: March 16, 1998  
REVIEWED: July 25, 2012

Philosophy

The Fall Creek Board of Education believes that many benefits can be realized by a student who completes a four-year high school education program. In particular the entire high school career can be viewed as an important period during which a student should be able to enjoy many experiences providing academic growth and enrichment, exploration of new educational visions, and social growth and maturity.

The Fall Creek Board of Education also believes there are occasions that early graduation from high school should be made available for students. It is with this belief that early graduation procedure has been developed to accommodate the student requests.

Requirements

A student must complete all of the credit requirements of a four-year high school graduate.

Qualify by virtue of extenuating circumstances, or formulated educational plan.

Graduation Requirements

1. The Fall Creek High School requires a minimum of twenty-four (24) credits for graduation purposes.

2. The following requirements must be fulfilled before a diploma will be issued:

English	4	Credits (English 9, 10, 11, and 12)
Social Studies	3	Credits (1-American History, 1-World History, .5-American Government, .5-Economics)
Mathematics	2	Credits (have to be taken at high school level)
Science	2	Credits (one credit each in biological and physical science)
Physical Education	1.5	Credits
Consumer Education	.5	Credits
Communications	.5	Credits
Electives	10.5	Credits (.5 credits of Health taken between 7 <sup>th</sup> and 12 <sup>th</sup> grade)

3. Any courses taken for credit outside of Fall Creek High School Curriculum need prior approval of the Credit Review Committee (CRC) if applicable toward high school graduation.

## Procedures

An applicant for early graduation must adhere to the following procedures:

1. A letter from student applicant requesting early graduation must be submitted to the high school principal one (1) calendar year prior to graduation.
2. A conference shall be held involving the student, his/her parent/legal guardians, his/her counselor, and the high school principal.
3. If early graduation is approved by the high school principal and the student leaves school after completion of graduation requirements, the student will not be eligible to participate in curricular or extra co-curricular activities. This would be effective upon officially leaving school and having met graduation requirements.
4. The student is able to participate in graduation exercises.
5. Students who opted choose not to participate in graduation exercises would be issued a diploma after graduation.
6. A decision concerning procedures, requirements could be appealed to the Fall Creek School District Board of Education.
7. The Wisconsin Academic Excellence Higher Education Scholarship is based on a GPA determined after seven (7) semesters of high school.

LEGAL REF.: WI Stat. 118.33  
WI Stat. 115.77  
WI Admin. Code PI 18

CROSS REF.: High School Graduation Requirements 344.5

APPROVED: April 20, 1994

REVISED: May 20, 2003

REVIEWED: July 25, 2012

## RULES FOR SELECTION OF THE WISCONSIN ACADEMIC SCHOLARSHIP

The graduating senior with the highest grade point average would be designated the winner of the scholarship provided the following criteria were met:

- A. GPA based on seven (7) semesters with an eleven (11.0) equal to an A.
- B. To qualify for the High Education Scholarship a student must attend the Fall Creek High School for the last three (3) semesters of his/her high school career. Any transfer student to the Fall Creek School will have his/her GPA adjusted to the 11.0 (a) system.
- C. Students with the same GPA tied for this scholarship who decides to attend a post-secondary school outside the state of Wisconsin. Any student making this decision after the awarding of this scholarship to another student will not be reconsidered by the Board at a later date.

In the case of a tie between two or more students with the same GPA, the following tiebreakers could be considered:

- A. Total number of credits earned over (7) semesters.
- B. The use of National College/VTAE tests taken by the student candidate. The following tests would be considered:
  - 1<sup>st</sup> ACT
  - 2<sup>nd</sup> SAT
  - 3<sup>rd</sup> PSAT
- C. The use of a selection committee consisting of all high school faculty members.

The Academic Scholarship is only available for those students attending Wisconsin accredited schools, pursuing an Associate or Bachelor's degree. This includes all public or private colleges and universities as well as VTAE institutions. A student must be enrolled and admitted on a full-time basis within a year after graduation from high school.

APPROVED: May 6, 1991

### **Testing all enrolled pupils for academic achievement under Wis .Stat 118.30**

Annually assessing pupils for academic achievement is required under both federal and state law. The Elementary and Secondary Education Act requires that state academic assessments be administered to all public elementary and secondary school students in certain grades and subjects. Similarly, Wis. Stat. § 118.30 (1m) provides that a school board must assess “all pupils enrolled in the school district” in prescribed grades. The Wisconsin Student Assessment System, consisting of the Forward Exam, Act Aspire, the ACT with writing, and the DLM, is designed to meet all federal and state academic assessment requirements.

The statutory requirement to test all enrolled pupils has an intuitive and clear meaning with respect to most students, who are continuously enrolled in a school in their district of residence. However, the term “enrolled” is not defined and may be used in different ways by educators in different districts and different roles in the school system, sometimes causing uncertainty about the assessment requirements applicability to students in certain unusual circumstances.

To put this in terms of the student data that districts submit to DPI — a student whose WISEdata enrollment status is active during any portion of the assessment window (i.e., their most recent WISEdata Enrollment Date was not followed by an Exit Date predating the opening of the assessment window) must be assessed by or under the direction of the district of accountability. For non-IEP students, that is the district responsible for submitting the student’s data. For IEP students, it is the FAPE-Responsible District, even if a different district is submitting the student’s data. If a student who is required to be assessed is not tested, the student counts as a test non-participant for accountability purposes. With one narrow exception 2 , a district has no legal obligation to — and in practice must not — assess private school students, including Choice students, or home schooled students, since it is not accountable for them.

Parents and community members can also review the district’s testing data through the Wisedash Public Portal through DPI. . The portal contains data for subject and overall state test scores. The data for each exam is displayed in trend, comparison and summary dashboards. Educators should send parents to WISEdash for public data reports. Data is redacted to protect student privacy. Educators and school staff should use the WISEdash for Districts, a secure version that requires a username and password, for student-level analysis.

The testing program will lend itself to: the School and District Report Cards - State Accountability.

At the foundation of Wisconsin's state accountability system are the school and district report cards, which annually report on the performance of all public schools and districts, including charter schools, and private schools participating in a parental choice program.

Beginning in 2011-12, a comprehensive accountability index replaced the Adequate Yearly Progress (AYP) system. The index approach uses multiple measures and classifies schools along a rating continuum. The ratings determine the level of support a school receives, ranging from rewards and recognition for high performing schools to state intervention for the lowest performing schools in the state. Accountability scores, ratings, and a 5 star rating system (as of the 2015-16 report cards) are reported annually in the report cards.

School and district report cards include outcomes in four priority areas:

1. **Achievement** measures the level of knowledge and skills among students in the school, compared to state and national standards. It includes a composite of reading and mathematics performance by the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the school.
2. **Growth** describes how much student knowledge of reading and mathematics in the school changes from year to year. It uses a point system that gives positive credit for students progressing toward higher performance levels, and negative credit for students declining below proficiency. This area focuses not on attainment, but the pace of improvement in student performance, no matter where students begin. All improvement is treated as a positive. Schools with high performance and little room to grow are not penalized.
3. **Target Group Outcomes** demonstrates outcomes for students with the lowest test scores in their school - the Target Group. Outcomes are displayed for achievement, growth, chronic absenteeism, and attendance or graduation rate.
4. **On-Track to Graduation** indicates the success of students in the school in achieving educational milestones that predict postsecondary success. It includes chronic-absenteeism and the graduation rate for schools that graduate students, or the attendance rate for other schools. It also includes measures of third-grade reading and eighth-grade mathematics achievement, as applicable to the school.

The resulting overall accountability score from the priority areas will determine the accountability rating a school receives:



Accountability Rating Category	Accountability Score Range	
	Minimum	Maximum
Significantly Exceeds Expectations - ★★★★★	83	100
Exceeds Expectations - ★★★★☆	70	82.9
Meets Expectations - ★★★☆☆	58	69.9
Meets Few Expectations - ★★☆☆☆	48	57.9
Fails to Meet Expectations - ★☆☆☆☆	0	47.9

Wisconsin state report cards also contain data that are not factored into report card scoring, but are reported for context or additional information about schools and districts. This includes the following data:

- Test participation - supplemental information about student participation in the most recent state assessments. Shows a school/district's recent ELA and mathematics participation alongside statewide participation, allowing for comparisons to state averages.
- Student group level reporting - performance data broken down by student group, including race/ethnicity and service provision (economically disadvantaged, English learners, and/or students with disabilities), contained in supplementary pages of the report cards. This disaggregation allows educators to assess the impact of student outcomes on overall performance and identify groups of students who are in need of support or are demonstrating progress.
- Course and Program data on Postsecondary Preparation and Arts - State statute ([Wis. Stat. 115.385](#)) requires DPI to include course participation and outcomes in certain areas:
  - Postsecondary preparation: advanced placement course participation, dual enrollment, industry recognized credentials, and youth apprenticeship.
    - *These data are available for grades 9-12 only.*
  - Arts courses: participation in dance, drama, music, and visual arts courses.
    - *These data are available for grades 9-12 only.*

***Opting Students out of State Testing:***

*When a parent or guardian requests that the student be excused from participating in the WSAS, this request must be honored at grades 4, 8, 9-11, per Wis. Stats. 118.30(2)(b)3..*

*This request may come at any time during the testing window. All students excused by parent opt-out are marked as “not tested” students in school and district reporting determinations. A parent must submit a written request for student opt-out to the principal or the school board. Per Wis. Stats. 118.30(2)(b)3., if the student is in grades 4, 8, and 9-11 the request must be granted. However, if the student is not in the above mentioned grade levels, the decision to grant the request is at the discretion of the school board.*

**Wis. Stat. 118.13 Pupil discrimination prohibited**

(1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental,

emotional or learning disability.

=

LEGAL REF.: Sections 118.13 Pupil discrimination prohibited  
118.30

120.12 (2) This is Gifted and Talented...not sure how it ties into this??? Although I am not a lawyer...

121.02 (1) (O) (R) & (S)

CROSS REF.: 411 – Rule, Complain Procedures (Nondiscrimination)  
DPI- School and District Report Cards -State Accountability

APPROVED: March 5, 1991

REVISED: December 20, 1993

REVIEWED: July 25, 2012

Revised: March 13, 2023

## GUIDELINES FOR TESTING OF STUDENTS WITH DISABILITIES OR LIMITED ENGLISH PROFICIENCY

### Students with Disabilities and Statewide Assessment

Federal and state special education legislation requires that all students with disabilities participate in state and district assessments. Specifically, the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) states, "All children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section IIII of the Elementary and Secondary Education Act of 1965, with appropriate accommodation and alternate assessments, where necessary and as indicated in their respective individualized education programs." The reauthorized IDEA specifies that an alternate assessment is to be provided for the small number of students with disabilities for whom the standardized assessment is inappropriate even with accommodations.

#### **General Assessment**

Students with disabilities in grades 3 through 11 who are instructed in curriculum aligned with the Wisconsin Academic Standards for [English Language Arts](#), [Mathematics](#), [Science](#), and [social studies](#) are expected to participate in the Forward at grades 3-8 and the high school ACT assessments administered in their grade level.

#### **Alternate Assessment**

Students with the most significant cognitive disabilities in grades 3 through 11 who are instructed aligned to the [Wisconsin Alternate Achievement Standards](#) in English Language Arts, Mathematics, Science, and Social Studies are expected to participate in statewide alternate assessments.

### Testing of Students with English Language Learners

Based on PI 13 and departmental guidelines, limited - English proficient students must participate in the Wisconsin Student Assessment System (WSAS) with accommodations, as needed, at the intermediate and advanced English language proficiency levels (levels 3-5). Limited-English proficient students who are at levels 1-2 of English proficiency may participate in WSAS, with accommodation as appropriate, but *must* participate in WSAS Alternate Assessment for Students with ELL in all content areas tested on WSAS.

State and federal laws require that state assessments must allow for the inclusion of all students, including students with disabilities and English learners (ELs).

Accommodations and supports are practices and procedures that provide equitable access to grade-level content. They are intended to reduce or eliminate the effects of a student's disability or level of language acquisition; they do not reduce learning expectations. The accommodations or supports provided to a student must be consistent with classroom instruction, classroom assessments, and district and state assessments. It is important to note that while some accommodations or supports may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment because of what the test is intending to measure.

Additionally, Federal and state laws require that students identified as English Learners (ELs) be assessed annually to determine their level of English language proficiency (ELP) and ensure that they are progressing in achieving full English proficiency. This includes students who receive special education services.

In addition to meeting these statutory accountability requirements, the annual ELP assessment can be effectively used for planning and instructional purposes. It serves as the single most psychometrically valid and reliable measure of a student's ELP. Most ELs will take the ACCESS for ELLs assessment annually. ACCESS for ELLs is designed to measure English Language proficiency. It is the large-scale assessment that is based on the WIDA Consortium's ELD Standards

LEGAL REF.: EL Policy Handbook, January 2020 DPI Under Title VI of the Civil Rights Act of 1964 and the Elementary and Secondary Education Act (ESEA) of 1965 and subsequent federal and state mandates, all Wisconsin school districts are required to identify and provide language education services to English Learners (ELs).

Wisconsin Forward Exam Accessibility Guide Spring 2023, WI DPI

The State of Wisconsin defines a student with limited-English proficiency as a pupil "who has difficulty with reading, writing, speaking or comprehending in English within the academic classroom setting." PI 13.03

Chapter 115, Wisconsin Statutes:

APPROVED:	March 4, 1991
REVIEWED:	July 25, 2012
REVISED:	March 13, 2023

Student records shall be maintained for the instructional needs and guidance of each individual student. Confidentiality and maintenance of student records will conform with state and federal statutes.

### TYPES OF RECORDS

Student records include all records relating to an individual student other than notes or records maintained for personal use by teachers or other certificated personnel which are not available to others, and records necessary for and available only to persons involved in psychological treatment of a student.

(a) Progress Records

These records include a student's grades, a statement of courses taken, attendance records, and a listing of extra-curricular activities.

(b) Behavioral Records

These records include psychological tests, personality evaluations, records of conversations, any written statement relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, physical health records, and any other student records which are not progress records or directory data.

(c) 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. (The Board, under section 118.125 of the statutes, has the right to designate all or any part of the above information as "directory data". Once the student information has been designated as "directory data", it becomes a public record and may be released to anyone upon request. If such information is not designated as "directory data", the district may not release any student record information (e.g. honor rolls, athletic rosters) without having written parental permission.)

## CONFIDENTIALITY

All student records maintained in the School District of Fall Creek shall be confidential, except as provided in the following:

- (a) A student, or the parent or guardian of a minor student shall, upon request, be shown and provided with a copy of the student's progress records.
- (b) The parent or guardian of a student shall, upon request, be shown the student's behavioral records in the presence of a person qualified to explain and interpret the records. Such parent or 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 in the school which the student attends who are required by the Department of Public Instruction to hold a certificate, license or permit and other school district officials who have been determined by the Board to have legitimate educational interests.
- (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.
- (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 or any public officers with any information required under chapters 115 to 121 of the statutes. Notwithstanding their confidentiality, student records may be used in suspension and expulsion proceedings and by the multidisciplinary team.
- (h) Information from school health records shall be made available to state and local health officers to carry out immunization requirements.
- (i) The district board of the VTAE district in which the school district is located shall, upon request, be provided by the school district clerk with the names of students who have withdrawn from the public school prior to graduation.

(j) Except as provided in item 1 below, directory data may be disclosed to any person, if the school has given public notice of the categories of information which it has designate as directory data with respect to each student and has allowed a reasonable time thereafter for the parent, legal guardian or guardian ad litem of any student to inform the school that all or any part of the directory data may not be released without the prior consent of the parent, legal guardian or guardian ad litem. (If your district designates “directory data”, this paragraph should be included in your policy.)

1. If a school has given public notice that a student’s name and address has been designated as directory data, has allowed a reasonable time thereafter for 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 response or has not informed the school, the school district 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.

#### MAINTENANCE OF RECORDS

The building principal, or his/her designee, shall be responsible for the maintenance of all student records.

Progress records will be maintained in the central office for (e.g. 35 years) after the student has last attended or graduated from the school district.

Behavioral records will be maintained for not more than one year after the date upon which the student graduated from or last attended the school, unless the parent or guardian of the student specifies in writing that individual behavioral records may be maintained for longer than one year.

#### TRANSFER OF RECORDS

Within five working days, the school district shall transfer to another school or school district all student records relating to a specific student if the transferring school district has received written notice from the student if he/she is an adult or his/her parent or guardian if the student is a minor that the student intends to enroll in the other school or school district; written notice from the other school or school district that the student has enrolled; or, written notice form a court that legal custody of the student has been transferred to the Department of Health and Social Services for placement in juvenile correctional facility.

## AMENDMENT OF STUDENT RECORDS

A parent, or adult student, who believes that information contained in the student records maintained by the district is inaccurate, misleading, or in violation of the privacy or other rights of the student, may request the district to amend the information. The district should inform the parent or adult student within a reasonable period of time whether it will amend the contested records. If the district decides to refuse to amend the information, it should inform the parent or adult student of the refusal and advise them of their right to a hearing.

The purpose of the hearing would be to provide the parent or adult student with an opportunity to challenge information contained in the student records to insure that it is not inaccurate, misleading, or otherwise violation the privacy or other rights of the student. This hearing should be held within a reasonable period of time and the district should inform the parent or adult student of the date, place and time of the hearing. The hearing may be conducted by any party, including an official of the district who does not have a direct interest in the outcome of the hearing. During the hearing, the parent or adult student should be provided with an opportunity to present evidence as to why he/she feels the information in the student records inaccurate, misleading or in violation of the privacy or other rights of the student. The parent or adult student has the right to have an individual of his/her choice represent or assist him/her at the hearing; however, this would be at his/her own expense. Once the hearing is completed, the district shall inform the parent or adult student, in writing, of its decision regarding the amendment of the contested records. The district's decision should be based solely upon the evidence presented at the hearing and should include a summary of the evidence presented and the reason for the decision.

If, as a result of the hearing, the district finds that the records contained information which was inaccurate, misleading, or in violation of the student's privacy or other rights, then the contested records shall be amended. If the district decides that the records are not inaccurate, misleading, or in violation of the student's privacy or other rights of the student, then the district shall inform the parent or adult student of his/her right to place a statement in the student records indicating the reasons for his/her disagreement. This statement should be maintained in the student records as long as the contested information is maintained and should be released along with the contested information.

LEGAL REF.:           Section 118.125           Wisconsin Statutes

APPROVED:           March 5, 1991

REVIEWED:           July 25, 2012



The School District of Fall Creek may offer students an opportunity to participate in summer school programs when there is enough student interest and available district funds. All summer school programs must have the approval of the Board.

If summer school programs are offered, enrollment shall be strictly voluntary.

LEGAL REF.:	Sections 66.30	Wisconsin Statutes
	118.04	
	120.13	(24)
	120.54	(4)

APPROVED: March 5, 1991

**REVIEWED: July 18, 2012**

The Fall Creek Board of Education feels that out-of-school resources offer a wealth of concrete learning experiences for children. Therefore, the Board shall allow field trips to nearby points of interest and community resources.

All field trips shall be of an educational nature and serve as an extension of classroom education or an extension of extracurricular participation. The Board recognizes the need for celebration and/or reward field trips and will allow one per grade level or department annually. All field trips shall be approved by the building principal and the district administrator.

Guidelines shall be developed by the administration for planning and arranging for field trips as educational experiences.

#### SCHOOL-SPONSORED EXTENDED TRIPS

Extended trips are those trips which are out-of-state, involving overnight arrangements and considered to be part of the school's program. The district shall not permit the use of facilities, time or staff involvement in advertising or promotion of unauthorized trips or tours.

All proposals for school-sponsored extended trips must be presented to the administration prior to any preliminary discussion with students or any public announcements. No fund raising activities for an extended trip may occur before trip approval is granted.

Participation in school-sponsored extended trips shall be voluntary. No student will be subjected to real or implied retribution if he/she chooses not to participate in any extended trip.

LEGAL REF.:           Section 121.54 (7)    Wisconsin Statutes

CROSS REF.:           Field Trips 352 – Rule and Exhibits

REVISED:             March 17, 2003

REVISED:             October 15, 2007

REVISED:             January 21, 2008

REVISED:             September 17, 2012

SCHOOL DISTRICT OF FALL CREEK  
FIELD TRIP PROCEDURES

1. During the development of the next year's budget each teacher or advisor should plan for any field trips their class or organization wants to take. Teachers or advisors should complete the "Field Trip Requisition" at the same time they submit to their building principals all of their other budget requests. (See 352-Exhibit A).
2. A teacher shall request a field trip by completing the "Field Trip Request Application" form and submitting it to the building principal. The form should be completed well in advance of the actual trip. All field trips will be approved or disapproved, in writing, by the building principal. (See 352-Exhibit A)
  - A. All overnight field trips must be approved by the Board of Education. The proposal must be submitted to the Board in writing and should include:
    - a. Field trip objectives
    - b. The itinerary
    - c. Cost and financing
    - d. Who will supervise/chaperone
    - e. The time the trip will be away from school

In addition, the supervisor of this kind of trip will be required to complete the "Field Trip Request Application" form.
  - B. The district designee will ensure that there are adequate chaperones for the field trip or overnight trip.
  - C. The district designee will determine the adequacy of any written contracts, insurance coverage, and/or safety and security of students and staff on overnight trips outside the state or country.
3. Students may be assessed a fee to cover all or a reasonable portion of the field trip costs.
4. Parental approval must be obtained before a student is allowed to participate in a field trip. (See 352-Exhibit B). Parent permission forms shall be returned to the school advisor prior to the trip.
5. The principal or designee shall make transportation arrangements.

6. Adequate adult supervision must be provided for each field trip. The number of chaperones and the chaperone's duties will vary depending upon the nature of the field trip and the grade level of students. The duties will be determined by the teacher, in cooperation with the principal, prior to the principal's final approval of the trip. All adult chaperones are expected to abide by related district policies. They will receive instruction regarding these policies and procedures prior to their departure.
7. Standards for vehicle safety, conduct and courtesy shall be discussed with all students prior to each field trip.
8. A list of students participating in a field trip will be provided to the school office. A list of students remaining at school and their alternate assignments shall also be provided to the school office.
9. The teacher should evaluate each field trip experience. The evaluation, "Post Field Trip Evaluation" form should be returned to the principal as soon as possible after the trip. (See 352-Exhibit D)

#### Additional Teacher Responsibilities Relating to Field Trips

The teacher shall:

1. Be responsible for knowing the field trip site in relationship to any unusual hazards, safety conditions and/or special facilities.
2. Develop some means of identifying students and seeing that field trip rules are followed (e.g. buddy system, group leaders, and badges).
3. Inform students, in advance, that they should meet in a designated place if anyone is separated from the group.
4. Know and enforce all rules and regulations related to the place or site to be visited, as well as the school rules.
5. Caution students to respect other people's property and rights.
6. Make it clearly understood that no discourtesy, disobedience or defiant behavior would be tolerated at any time.
7. Be prepared for students with special problems (e.g. orthopedic, allergies).
8. Provide a statement of expectations and responsibilities for chaperones, along with a list of students participating in the trip.

9. Know what to do in the event of an accident, illness or injury. He/she should:
  - A. Be prepared to take immediate action in case of accident, illness, or injury.
  - B. Render necessary first aid and/or call local police.
  - C. Notify parents/guardians and the building administrator.
  - D. Arrange for transportation to a hospital if conditions warrant such action.
  - E. Take notes regarding the accident situation and complete necessary accident report forms. (Accident report forms should be obtained from the principal upon return from the trip.)
  
10. Establish procedures for disciplining students who misbehave and should no longer be a part of the field trip.

CROSS REF.: 453-Rule Emergency Care Procedures

APPROVED: October 15, 2007

REVIEWED: July 25, 2012

FALL CREEK SCHOOLS

FIELD TRIP/SPECIAL TRIP PERMISSION FORM

Dear Parent/Guardian:

Your child has the opportunity to participate in the following field trip away from school:

Teacher_____	Trip Date_____
Grade Level_____	Trip Destination_____
Trip Purpose_____	Type of Transportation_____
_____	_____
Location of Departure_____	Basic Cost of Trip_____
Time of Departure_____	Money Due by_____
Approximate time of return_____	Additional Spending Money_____

\*\*\*\*\*

PARENT/GUARDIAN COMPLETE:

(Your child's name)\_\_\_\_\_ has my permission to participate in the described field trip.

The teacher will accompany your child on the trip and will use all reasonable precautions with regard to safety and general welfare. If for behavior/disciplinary reasons, your child must return from the trip early and separate from the participating group, you will be responsible for any additional incurred trip expenses.

Does your child need any medication?\_\_\_\_\_ Please identify\_\_\_\_\_

Please return this permission form no later than\_\_\_\_\_

Please sign below to indicate permission for your child to go on the trip.

\_\_\_\_\_

(Parent or Guardian Signature)

(Date)

## VOLUNTEERS AND UNPAID ASSISTANTS IN THE SCHOOL

The School District of Fall Creek feels that volunteers can be a very worthwhile resource for our schools to use in promoting community involvement in the schools and assisting school staff and students in school activities. Children benefit from the individualized attention volunteers can provide; teachers, advisors and coaches benefit by having more time for actual instruction and individualization; the school benefits by receiving services that might otherwise have to be paid for; and the volunteers themselves benefit by feeling a sense of accomplishment.

Specifically, volunteers can:

- Enrich the school program by sharing their experiences and talents with students.
- Stimulate community interest, concern and support for education.
- Provide an opportunity for interested community members to become directly involved with school programs.
- Enable teachers, advisors and coaches with more time to spend directly on instruction and individual student concerns.
- Provide students with reinforcement for skills and lessons.
- Strengthen school-community relations through direct and positive participation in the schools.
- Improve student self image and help make learning fun.
- Enhance all aspects of the education process.

LEGAL REF.: 118.29(2)&(5)  
120.12(2)  
121.555

CROSS REF.: 353-Rule, Volunteer Program Responsibilities  
353-Exhibit, Volunteer Agreement

APPROVED: March 27, 2000

## VOLUNTEERS AND UNPAID ASSISTANTS RESPONSIBILITIES

Administrative Rule

The school administration will yearly make known to the public that the schools in the School District of Fall Creek will welcome volunteers, As well, each volunteer will be asked by the appropriate administrator to sign the Volunteer agreement and the administrator will keep this record on file for the duration that the individual does volunteer work in the district. Each administrator will compile a list of all volunteers or names and submit it to the District Administrator prior to beginning their work as a volunteer.

In addition, the administrators will assist the teachers, advisors and coaches in the selection process of the volunteer and in an evaluation of the contribution to the educational process the volunteer is contributing.

Appropriate recognition for the volunteers should be done on a regular basis.

Volunteer Role

The school volunteers shall be expected to abide by all school rules and regulations when performing their assigned responsibilities.

Volunteers will be restricted from access to confidential information on students and employee files.

Volunteers will be responsible for maintaining confidentiality regarding information seen or heard while working as a volunteer.

Volunteers shall be:

- treated with respect as co-workers
- given a considerate assignment suited to his/her abilities and interests
- given guidance when needed or requested
- trained for duties expected of them
- given recognition for a job well done.

Background checks and/or personal references may be required of school volunteers.

The administrator who supervises a volunteer may and can require a citizen volunteer to terminate his/her services to the school.

LEGAL REF.: 118.29 (2) & (5)  
120.12 (2)  
121.555

APPROVED: March 27, 2000



VOLUNTEER AND UNPAID ASSISTANTS AGREEMENT

Name: \_\_\_\_\_ Address \_\_\_\_\_  
\_\_\_\_\_ Phone \_\_\_\_\_

1. Emergency Contact:

Name: \_\_\_\_\_ Address \_\_\_\_\_  
Phone \_\_\_\_\_

Do you have any medical concerns that you feel we should be aware of? \_\_\_\_\_ No \_\_\_ Yes  
If Yes, please explain below

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. References: (Give the names of three persons **NOT related** to you, whom you have known at least one year)

	<u>Name</u>	<u>Address</u>	<u>Phone</u>	<u>Yrs Known</u>
1.				
2.				
3.				

List any previous group or individual experience working with children (paid or volunteer).

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

As a volunteer working in the School District Fall Creek, I fully understand that this position is, as stated, on a volunteer basis which inherent in its meaning, entitles me to no pay or wage for my services. I further understand that I am expected to follow the rules of behavior that are expected of other staff which are hired by the district. I will be accountable to the building administrator, athletic director and the Fall Creek School Board. I do understand that this agreement can be terminated without notice at any time by either the school district or the volunteer.

To ensure the safety of both the volunteer and student, I authorize the district to make a confidential background check, and I will provide the necessary information to do so (see attached)

I have read and understand this agreement.

Signed \_\_\_\_\_ Date \_\_\_\_\_

	Office Use	
Program	Date Rec'd	Administrator

Background Check Completed on the _____ day of _____, 20____
Volunteer Approved _____ Volunteer Denied _____

## Criminal Background Check Information

If you are volunteering in our schools, a criminal background check will be required.

If you are being recommended for employment, a criminal background check, TB Test and physical entrance examination must be satisfactorily completed before you will be hired.

Have you ever been convicted of a crime? \_\_\_\_\_ No \_\_\_\_\_ Yes If Yes, please describe the specific conviction circumstances including dates and charges. \_\_\_\_\_

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In order to complete a criminal background check in the State of Wisconsin we need to know your date of birth and social security number.

Applicant Name \_\_\_\_\_  
Last Name First Name Middle Name

Date of birth \_\_\_\_\_ Social Security # \_\_\_\_\_

I certify that the answers given by me in this application are true and correct without omission of any kind. I agree that the district shall not be held liable in any respect if my employment is terminated because of false statements, answers or omissions made by me in the application. I authorize the school district to make any investigation of my personal or employment history and authorize any former employer, person, firm, corporation or governmental agency to disclose to the school district any information they may have regarding me. In consideration of the school district's review of this application, I hereby release the district as well as all providers of information from any liability and for any damage that may result from the furnishing and receiving of this information. A copy of this authorization and release is as valid as the original and should be recognized as such.

\_\_\_\_\_  
Signature of Applicant

\_\_\_\_\_  
Date

The Fall Creek School District will only accept employment applications when a vacancy exists or when the district requests applications for a future position(s). An unsolicited application, and any materials attached thereto shall be destroyed.

The Fall Creek School District is an equal opportunity employer. The School District of Fall Creek is committed to a policy of nondiscrimination in relation to race, religion, sex or sexual orientation, age, national origin, handicap, marital status, political affiliation, arrest or conviction record, or other factors provided for by state and federal laws.

### **Youth Options Program**

Any 11<sup>th</sup> or 12<sup>th</sup> grade student may apply to attend a technical college or institution of higher education under the Youth Options Program for the purpose of taking one or more nonsectarian courses in accordance with state law. Effective beginning with the 2004-2005 school year, a student may earn a maximum of 18 postsecondary credits through the Youth Options program during his/her junior and senior years. Students may only be admitted to a postsecondary course if there is space available in the course.

The district shall administer the Youth Options Program in accordance with state law and regulations. The High School Principal shall be responsible for administering the Youth Options Program.

Upon the student's request and with the written approval of the student's parent/guardian, any student who satisfies the following criteria may apply to attend a technical college or institution of higher education under the Youth Options Program for the purpose of taking one or more courses:

1. The student has completed the 10<sup>th</sup> grade;
2. The student is in good academic standing;
3. The student notifies the Board of his/her intent to attend the technical college or institution of higher education in accordance with the timelines established in state law and by the school board; and
4. The student is not a child at risk as defined in state law.

The Board shall determine whether the postsecondary course(s) is comparable to a course offered in the district, whether it satisfies any graduation requirements and what, if any, high school credits are to be awarded to the student. If a student is not satisfied with the Board's decisions, he/she may appeal to the State Superintendent of Public Instruction.

Courses taken at a technical college or institution of higher education as part of the Youth Options Program shall be paid for as follows:

1. If the course is taken for high school credit and the course is not comparable to a course offered in the district, the Board shall pay as required by law.
2. If the course is taken for high school credit and the course is comparable to a course offered in the district, the student shall pay as required by law.
3. If the course is taken for post-secondary credit only, the student shall pay as required by law.

4. If the student applies for participation in the Youth Options program at a technical college, and the student is a child with disabilities, the Board shall also pay the costs of any special services required for the student as determined jointly by the district and technical college. The district may refuse to permit a child with a disability to attend if it determines that the cost to the district would impose an undue financial burden on the district.
5. If a student receives a failing grade in a course or fails to complete a course at an institution of higher education or technical college for which the school board has made payment, the student's parent or guardian, or the student if he or she is an adult, shall reimburse the school board the amount paid on the student's behalf upon the school board's request. Students who fail to provide reimbursement for a dropped or failed course as described above are not eligible for the Youth Options program.

Students attending a technical college or institution of higher education under the Youth Options Program shall be responsible for their own transportation costs.

LEGAL REF.:           Wisconsin Act 131 2003  
                              Sections 118.33 Wisconsin Statutes  
  118.55  
                              PI 40, Wisconsin Administrative Code

CROSS REF.:           Youth Options Program 354- Rule

APPROVED:            May 18, 2004

**School District of Fall Creek**

**354-Exhibit-1**

**Guidelines for Awarding High School Credit for  
Youth Options Program Courses**

1. The high school principal will recommend to the Board the amount of high school credit to be given for a Youth Options Program course prior to the student's enrollment in the course. The high school principal shall use the same criteria for evaluating Youth Options Program courses taken for high school credit as the District does in approving courses offered in the District for credit towards graduation.
2. High school credit will be awarded for courses taken through the Youth Options Program, if they meet any of the District's graduation requirements and any of the following conditions apply:
  - a) Credit will be awarded for those courses taken that are complementary to, consistent with or expand on a course of study or sequence of courses offered at the high school.
  - b) Credit will be awarded for those courses that expand the opportunity for a student to move to another level of academic or vocational course of study.
  - c) Credit will be awarded for those courses that meet or exceed the same standards for rigor and content as other courses approved by but not offered by the District for credit toward graduation.
  - d) Credit will be awarded for those courses that support rather than prevent a student from completing high school graduation requirements.
3. If a Youth Options Program course is approved for high school credit, one-fourth high school credit shall be granted per one semester credit offered by the course.
4. High school credit may be denied for a Youth Options Program course that repeats the post-secondary course content for which the student has already taken and failed.
5. Except as otherwise provided, high school credit may be denied for a Youth Options Program course if the District offers a comparable course. High school credit will be given for comparable post-secondary courses taken at a technical college or institution of higher education that the District is required to pay for under law.
6. High school credit will be denied for a course if it repeats the course content for which a student has already received a passing grade and high school credit.
7. In order to receive high school credit for a course taken under the Youth Options Program, a student must successfully complete the course and receive a passing grade.



**354.1 Rule**

## **Youth Options Program**

### **Fall Creek High School, Early College Credit, Start College Now or CVTC Academy Contract**

College Coursework Admission Criteria:

1. A minimum cumulative grade point average of 2.5
2. Attendance rate of 95% or greater over the last year.
3. Student must display acceptable behavior/character as determined by the high school principal.
4. Parents must provide transportation or allow students to transport themselves.
5. Students will have classes according to their enrolled college class schedule, even if Fall Creek doesn't have school, you do.
6. Students must pay for the full price of any class(es) they drop out from, earn less than a "D", and/or are removed from.
  - a. Fall Creek High School will recognize letter grade provided by the college instructor regardless of grading scale when assigning grade to FCHS transcript.
  - b. Any fees accrued as a result from Item six above must be paid in full prior to Fall Creek High School graduation ceremony. If the fee is not paid in full the prior to the graduation ceremony the student forfeits the opportunity to participate in the graduation ceremony.
7. Students participating in college coursework must provide their own classroom materials including laptop/device for whatever is needed for class(es).
8. Students participating in college coursework are required to complete mandatory Wisconsin DPI exams like the ACT plus Writing, ACT Aspire, etc. These exams will be facilitated based on a state and/or district calendar. Students will need to make arrangements to complete these exams on these specific dates.
9. Students and parent/guardians are responsible for monitoring their academic progress as Fall Creek High School does not have access to college grade books. FCHS will attempt to get grade updates at the end of each quarter when available
10. All Fall Creek High School Activities Code policies still apply to students participating in college coursework.
- 11.

**Attending (circle all that apply):**                      **Summer**                      **Fall**                      **Spring**  
**Student Name:** \_\_\_\_\_ **Student Signature** \_\_\_\_\_

**Parent Name:** \_\_\_\_\_ **Parent Signature** \_\_\_\_\_

**Date:** \_\_\_\_\_

GUIDELINES AND CRITERIA FOR STUDENT PARTICIPATION  
IN YOUTH OPTIONS COURSES

In addition to the state rules accompanying this program, the following guidelines have been developed for the Fall Creek School District.

**\*\*All courses taken for high school credit must be approved PRIOR to enrolling in the course and must be part of a Technical College or University diploma or degree program. This applies to any course/program, not only Youth Options.**

Definition of an enrolled student:

A student is considered enrolled in the Fall Creek School District unless he/she is formally transferred to another education/institution, completes official paperwork indicating home school, or has graduated. Students may be enrolled in the district and still be taking a full class load at a post-secondary institution. State rules 3.0 Cumulative GPA for college course entrance or 2.0 Cumulative GPA for Technical school entrance address the payment and awarding of credit for this kind of situation, as well as resident and non-resident rules.

Academic Criteria:

State statutes refer to a “student in good academic standing”. The Fall Creek School District’s criteria for good academic standing includes the following:

1. . (student must complete the Youth Options course with a grade of “C” or better in order to be considered for future Youth Options courses)
2. No failing grades in the previous term of high school.
3. No pending disciplinary problems, or history of suspensions or expulsions
4. Satisfactory attendance rate in high school courses

Alternative options for courses:

1. Virtual learning courses taken through UW Institutions and Technical Colleges are treated as Youth Options courses as long as the state criteria for Youth Options are met.
2. Correspondence, Internet, and Video-based courses – The district will not pay for a student to enroll in and take these types of courses, as the district agrees with the state’s recommendation that a course should have a live, interactive component. The district will grant credit where applicable for these courses upon successful completion if prior approval is obtained and all applicable deadlines are met.
3. Non-credit courses – are not eligible for Youth Options. District is not responsible for payment and does not award credit toward high school graduation.

### Credit and Payment:

If a qualified instructor is teaching the course and face to face instruction/interaction occurs regularly, then the district will grant credit and pay for the course if prior approval is obtained and all applicable deadlines are met. The district will not award credit for non-completion or failure of a course, however, by state law, the district is still obligated to pay for the course. The incomplete or failing grade will still be entered on the student's official transcript.

### Comparability and Articulation (Transcripted Credit):

In Youth Options, a comparable course is one where 80% of the content in the post-secondary course is covered in a course offered by the Fall Creek High School.

1. If articulated, then the district will grant High School credit for graduation but will not pay for the course the student is enrolled in as part of the Youth Options program.
2. Comparability refers only to awarding of Fall Creek High School credit toward graduation. There is no comparability link to awarding of post-secondary credit.
3. If a course is considered comparable by the 80% standards, or if the course taught at FCHS is articulated with a post-secondary institution, then high school credit is awarded but the district is not responsible for payment.
4. Comparability is determined by district instructors who are teaching the course in question, in consultation with the Director of Instruction and the Department Head.

### Deadlines and Procedures for application:

The deadline for a student to apply for a course offered during the spring semester through Youth Options will be October 1<sup>st</sup> of the current year. Completed applications with identified course numbers/names must be turned into the HS Guidance Office by this date. The Board of Education or its designee will act on the completed applications.

The deadline for a student to apply for a course offered during the fall semester through Youth Options will be May 1 of the current year. Completed applications with identified course numbers/names must be turned into the HS Guidance Office by this date. The Board of Education or its designee will act on the completed applications at the May Board meeting.

1. Student completes the application, turns it into the HS Guidance Office by either October 1<sup>st</sup> or March 1<sup>st</sup>.
2. Board of Education or its designee approves or denies the applications.
3. District sends approved applications with appropriate signatures to the technical college or university within one week of Board approval.
4. District sends confirmation letter and a copy of the approval form to students/parents.
5. Students will receive registration confirmation from the college or university prior to the start of classes.
6. Student obtains textbook(s) from High School Guidance Office. If none are available, one can be picked up at the college or university and the cost will be billed to the district.
7. Upon completion of the course, all textbooks must be returned to the High School Guidance Office. If a student wishes to keep the textbook, they must reimburse the district the purchase price of the book.



LEGAL REF.: Wisconsin Act 131 2003  
s. 118.55 Youth Options Program

CROSS REF.: Youth Options Program Policy 354

APPROVED: May 18, 2004

REVISED: April 21, 2008

REVISED: May 17, 2021

## SELECTION OF INSTRUCTIONAL MATERIALS

The legal responsibility for instructional materials used in the School District of Fall Creek rests ultimately with the Board. Responsibility for the selection of instructional materials may, however, be delegated to the professionally trained staff employed by the school system.

Selection of instructional materials shall involve many people: administrators, teachers, librarians and media personnel.

When selecting instructional materials for use in the schools, consideration shall be given to the following objectives:

- 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 that 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 judgements in their daily lives.
- To provide materials representative of many religious, ethnic and cultural groups and their contributions to our American heritage.
- To provide materials of the highest quality in order to assure a comprehensive collection appropriate for users of the library.

Specific instructional material selection guidelines shall be developed by the administration.

The School District of Fall Creek shall not discriminate in the selection and evaluation of instructional and library materials on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

LEGAL REF.: Sections 118.03 (2) Wisconsin Statutes

118.13

120.13 (15)

121.02 (1)(h)

PI 8.02 (1)(h) of the Wisconsin Administrative Code

CROSS REF.: 411-Rule, Complaint Procedures (Nondiscrimination)

APPROVED: April 22, 1991

REVISED: December 18, 2000

## SELECTION OF INSTRUCTIONAL MATERIALS

### Policy for Selection of Instructional Materials

The Fall Creek School Board hereby declares it is the policy of the Fall Creek School District to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow the review of allegedly inappropriate instructional materials through established procedures. The Fall Creek School Board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association, the School Library Bill of Rights for School Library Media Program of the American Association of School Librarians and the Students= Right to Read of the National Council of Teachers of English.

### Objectives of Selection

In order to assure that the school media program is an integral part of the educational program of the school, the following selection objectives are adopted:

- to provide materials that will enrich and support the curriculum and personal needs of the users, taking into consideration their varied interests, abilities, and learning styles;
- to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
- to provide a background of information which will enable pupils to make intelligent judgments in their daily lives;
- to provide materials on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis;
- to provide materials which realistically represent our pluralistic society and reflect the contributions made by these groups and individuals 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 media collection appropriate for the users.

### Responsibility for Selection

The responsibility for all instructional materials is legally vested in the Fall Creek Board of

Education which delegates to the professional education staff the responsibility of selection.

While selection of materials involves many people, including library/media specialists, teachers, students, supervisors, administrators, and community persons, the responsibility for coordinating and recommending the selection and purchase of instructional materials rests with the certified library/media personnel. Responsibility for coordinating the selection and purchase of textbooks may rest with appropriate department chairpersons or with textbook evaluation committees.

### Criteria for Selection

Educational goals of the Fall Creek School District, individual student learning modes, teaching styles, curricula needs, faculty and student needs, existing materials and networking arrangements (inter-library loan, CESA #10) are considered in developing the media collection. Guidelines for the evaluation and selection of curricula resources are listed:

- Boverall purposes
- Btimeliness or permanence
- Bimportance of the subject matter
- Bquality of the writing/production
- Btotal value, impact, and intent of the author/artist/producer
- Breadability and popular appeal
- Bauthoritativeness
- Breputation of the publisher/producer
- Bformat and price

### Procedure for Selection

In selecting materials for school media programs, the certified library/media personnel in consultation with the selection committee will: evaluate the existing collection; assess curricular needs; examine materials and consult reputable, professionally prepared selection aids. Recommendations for acquisition will be solicited from faculty and students.

Gift material should be judged by the criteria listed in the preceding section and should be accepted or rejected on the basis of those criteria.

It should be understood that selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

APPROVED: December 18, 2000

### LIBRARY BILL OF RIGHTS

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries.

1. As a responsibility of library service, books and other library materials selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should library materials be excluded because of the race or nationality or the social, political, or religious view of the authors.
2. Libraries should provide books and other materials presenting all points of view concerning the problems and issues of our times; no library materials should be proscribed or removed from libraries because of partisan or doctrinal disapproval.
3. Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgement of all free expression and free access to ideas.
5. The rights of an individual to the use of a library should not be denied or abridged because of his age, race, religion, national origins or social or political views.
6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members, provided that the meetings be open to the public.

Adopted June 18, 1948  
Amended February 2, 1961 and June 27, 1967  
by the ALA Council

SCHOOL LIBRARY BILL OF RIGHTS FOR SCHOOL LIBRARY MEDIA PROGRAMS

The American Association of School Librarians reaffirms its belief in the library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedom through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is;

To provide a comprehensive collection of instructional materials selected in compliance with basic, written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking in consideration the individual=s needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literacy, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

An open letter to the citizens of our country from the National Council of Teachers of English (excerpts).

### RIGHT TO READ

The right to read, like all rights guaranteed or implied within our constitutional tradition, can be used wisely or foolishly. In many ways, education is an effort to improve the quality of choices open to man. But to deny the freedom of choice in fear that it may be unwisely used is to destroy the freedom itself. For this reason, we respect the right of individuals to be selective in their own reading. But for the same reason, we oppose efforts of individuals or groups to limit the freedom of choice of others or to impose their own standards or tastes upon the community at large.

The right of any individual not just to read but to read whatever he wants to read is basic to a democratic society. This right is based on an assumption that the educated and reading man possesses judgment and understanding and can be trusted with the determination of his own actions. In effect, the reading man is freed from the bonds of discovering all things and all truths and all facts through his own direct experiences, for his reading allows him to meet people, debate philosophies, and experience events far beyond the narrow confines of his own existence.

In selecting books for reading by young people, English teachers consider the contribution which each work may make to the education of the reader, its aesthetic value, its honesty, its readability for a particular group of students, and its appeal to adolescents. English teachers, however, may use different works for different purposes. The criteria for choosing a work to be read by an entire class are somewhat different from the criteria for choosing works to be read by small groups. . .

But the teacher selects books; he does not censor them. Selection implies that a teacher is free to choose this or that work depending upon the purpose to be achieved. . . Censorship implies that certain works are not open to selection.

Many works contain isolated elements to which some individuals or groups may object. (The literary artist seeks truth, as he is able to see and feel it. As a seeker of truth, he must necessarily challenge at times the common beliefs or values and the frequent discrepancy between what they purport to live by and what they live by). Moreover, the value and impact of any literary work must be examined as a whole and not in part - the impact of the entire work being more important than the words, phrases, or incidents out of which it is made.

. . . But youth is the age of revolt, and the times today show much of the world in revolt. To pretend otherwise is to ignore a reality made clear to young people and adults like on television and radio, in newspapers and magazines. English teachers must be free to employ books, classic

or contemporary, which do not lie to the young about the perilous but wondrous times we live in

...



## SELECTION OF INSTRUCTIONAL MATERIALS      RULE 361

### Policy for Selection of Instructional Materials

The Fall Creek School Board hereby declares it is the policy of the Fall Creek School District to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow the review of allegedly inappropriate instruction materials through established procedures. The Fall Creek School Board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association, the School Library Bill of Rights for School Library Media Program or the American Association of School Librarians and the Students' Right to Read of the National Council of Teachers of English.

### Objectives of Selection

In order to assure that the school media program is an integral part of the educational program of the school, the following selection objectives are adopted:

- To provide materials that will enrich and support the curriculum and personal needs of the users, taking into consideration their varied interests, abilities, and learning styles;
- To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
- To provide a background of information which will enable pupils to make intelligent judgments in their daily lives;
- To provide materials on opposing sides of controversial issues so that users may develop under guidance the practice of critical analysis;
- To provide materials that realistically represent our pluralistic society and reflect the contributions made by these groups and individuals 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 media collection appropriate for the users.

### Responsibility for Selection

The responsibility for all instructional materials is legally vested in the Fall Creek Board of Education which delegates to the professional education staff the responsibility of selection.

While selection of materials involves many people, including library/media specialists, teachers, students, supervisors, administrators, and community persons, the responsibility for coordinating and recommending the selection and purchase of instructional materials rests with the certified library/media personnel. Responsibility for coordinating the selection and purchase of textbooks may rest with appropriate department chairpersons or with textbook evaluation committees.

### Criteria for Selection

Educational goals of the Fall Creek School District, individual student learning modes, teaching styles, curricula needs, faculty and student needs, existing materials and networking arrangements (inter-library loan, CESA #10) are considered in developing the media collection. Guidelines for the evaluation and selection of curricula resources are listed:

- Overall purposes
- Timelines or permanence
- Importance of the subject matter
- Quality of the writing/production
- Total value, impact, and intent of the author/artist/producer
- Readability and popular appeal
- Authoritativeness
- Reputation of the publisher/producer
- Format and price

### Procedure for Selection

In selecting materials for school media programs, the certified library/media personnel in consultation with the selection committee will: evaluate the existing collection; assess curricular needs; examine materials and consult reputable, professionally prepared selection aids. Recommendations for acquisition will be solicited from faculty and students.

Gift material should be judged by the criteria listed in the preceding section and should be accepted or rejected on the basis of those criteria.

It should be understood that selection is an ongoing process which should include the removal of materials no longer appropriate and the replacement of lost or worn materials still of educational value.

APPROVED:            December 18, 2000

## LIBRARY BILL OF RIGHTS

The Council of the American Library Association reaffirms its belief in the following basic policies that should govern the services of all libraries.

1. As a responsibility of library service, books and other library materials selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should library materials be excluded because of the race or nationality or the social, political, or religious view of the authors.
2. Libraries should provide books and other materials presenting all points of view concerning the problems and issues of our times; no library materials should be proscribed or removed from libraries because of partisan or doctrinal disapproval.
3. Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgement of all free expression and free access to ideas.
5. The rights of an individual to the use of a library should not be denied or abridged because of his age, race, religion, national origins or social or political views.
6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members, provided that the meetings are open to the public.

Adopted June 18, 1948

Amended February 2, 1961 and June 27, 1967 by the ALA Council

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PROGRAMS

The American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedom through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic, written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking in consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literacy, cultural and aesthetic appreciation, and ethical standards.

To provide materials that reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local Boards of Education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

An open letter to the citizens of our country from the National Council of Teachers of English (excerpts).

### RIGHT TO READ

The right to read, like all rights guaranteed or implied within our constitutional tradition, can be used wisely or foolishly. In many ways, education is an effort to improve the quality of choices open to man. But to deny the freedom of choice in fear that it may be unwisely used is to destroy the freedom itself. For this reason, we respect the right of individuals to be selective in their own reading. But for the same reason, we oppose efforts of individuals or groups to limit the freedom of choice of others or to impose their own standards or tastes upon the community at large.

The right of any individual not just to read but to read whatever he wants to read is basic to a democratic society. This right is based on an assumption that the educated and reading man possesses judgment and understanding and can be trusted with the determination of his own actions. In effect, the reading man is freed from the bonds of discovering all things and all truths and all facts through his own direct experiences, for his reading allows him to meet people, debate philosophies, and experience events far beyond the narrow confines of his own existence.

In selecting books for reading by young people, English teachers consider the contribution which each work may make to the education of the reader, its aesthetic value, its honesty, its readability for a particular group of students, and its appeal to adolescents. English teachers, however, may use different works for different purposes. The criteria for choosing a work to be read by an entire class are somewhat different from the criteria for choosing works to be read by small groups...

But the teacher selects books; he does not censor them. Selection implies that a teacher is free to choose this or that work depending upon the purpose to be achieved...Censorship implies that certain works are not open to selection.

Many works contain isolated elements to which some individuals or groups may object. (The literary artist seeks truth, as he is able to see and feel it. As a seeker of truth, he must necessarily challenge at times the common beliefs or values and the frequent discrepancy between what they purport to live by and what they live by.) Moreover, the value and impact of any literary work must be examined as a whole and not in part – the impact of the entire work being more important than the words, phrases, or incidents out of which it is made.

...But youth is the age of revolt, and the times today show much of the world in revolt. To pretend otherwise is to ignore a reality made clear to young people and adults like on television and radio, in newspapers and magazines. English teachers must be free to employ books, classic or contemporary, which do not lie to the young about the perilous but wondrous times we live in ...



## 361.1

### ACCEPTABLE USE OF COMPUTER NETWORK AND INTERNET SYSTEMS

The Internet, a global electronic information infrastructure, is a network of computer networks used by educators, businesses, the government, the military, other organizations as well as individuals. In schools and libraries, the Internet can be used to educate, to inform, and to entertain. As a learning resource, the Internet is similar to books, magazines, video, and other information sources.

Students use the Internet to participate in distance learning activities, to ask questions of and consult with experts, to communicate with other students and individuals, and to locate material to meet their educational and information needs. School library media specialists and teachers have a professional responsibility to work together to help students develop the intellectual skills needs to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals.

The Internet is a fluid environment. The information available to students via the Internet is constantly changing; therefore, it is impossible to predict with certainty what information students might locate. Just as the purchase, availability, and use of media materials does not indicate endorsement of their content by school officials, neither does making electronic information available to students imply endorsement of that content.

The networking environment requires that school officials develop and define guidelines for student exploration and use of electronic information resources. Such guidelines should address issues of privacy, ethical use of information with respect to intellectual property, use of the networks for illegal activities, or intentionally spreading embedded messages or other computer programs that have the potential of damaging or destroying programs of data. These guidelines should have as their underlying value the preservation of student rights to examine and use a variety of information formats.

LEGAL REF.:

CROSS REF.:

APPROVED: March 18, 1996

REVISED: May 15, 2017

**STUDENT INTERNET ACCEPTABLE USE RULES**

All School District of Fall Creek computers are to be used in a responsible, efficient, ethical and legal manner. Internet access will be provided to the students of the School District of Fall Creek for the purpose of conducting research and communication. Students are expected to conduct themselves ethically, with honesty and integrity, and be mindful of all applicable laws and regulations.

**Use of Computer Resources is a Privilege:**

Use of the computer resources at the Fall Creek School District is a privilege, not a right. As with all privileges, abuses will not be tolerated. The privilege of using the District's computer resources may be suspended without notice.

Students also need to be aware that parents may reserve the right to request that their minor child will not be given access to the Internet. In cases such as these, the teacher will have to provide an alternative assignment.

**Computer Resource Usage:**

District computer resources may only be used for school purposes, including curricular and extracurricular school activities. District computer resources may not be used in a manner which disrupts the educational process or in a manner which is contrary to the educational purposes of the District. Examples of inappropriate usage include, but are not limited to, the activities in the following list:

- Using lewd, lascivious, profane, or obscene language
- Harassing, insulting or attacking others
- Installing or copying any software onto any District computers or storage devices
- Damaging computers, computer systems or computer networks
- Knowingly running or installing on any computer system or network, or giving to another user, any program intended to damage or to place an excessive load on a computer system or network
- Violating terms of applicable software licensing agreements or copyright laws
- Using any computer account that you are not authorized to use
- Allowing use of your computer account by another individual
- Attempting to read, copy, change or delete another users' electronic information without the explicit agreement of such person.
- Trespassing into, copying, or using others' files or work
- Using computer resources for non-educational, commercial or profitable purposes, or to access pornographic or other inappropriate materials, or to gain unauthorized access to any computer system or network
- Portraying themselves on personal Internet home pages as representative of the School District of Fall Creek or an individual school



- Changing any computer or network configurations
- Attempting to circumvent data protection schemes and internet filtering or uncover security loopholes on any computer resource within or connected to the District
- Using electronic mail, messaging services or any other storage medium to send, retain, access, display or store pornographic, obscene, offensive, discriminatory, harassing, illegal or fraudulent images, messages or programs
- Printing non-educational materials or personal items without permission
- Wasting District resources or using District resources for personal use
- For their own safety, users should not reveal any personal information, such as names, addresses, phone numbers, etc.

### **No Expectation of Privacy for Users:**

Users should have no expectation of privacy when using the District's computer resources. The District reserves the right to monitor, access and disclose any message or document created, archived, stored, received, deleted, looked at or sent with the District's computer resources, without prior notice to users. In addition, the computer resource administrators, as well as other officials, employees or agents of the District, may manipulate, without prior notice, user data or files that exist on any computer resource. The District also reserves the right to remove any files from District computer resources without prior notification to users. However, the District shall have no affirmative obligation to monitor and/or review any or all of the messages and information existing on or transmitted via the District's computer resources.

No computer security system, no matter how elaborate, can prevent determined persons from accessing stored information that they are not authorized to access. Therefore, if there is any information that you wish to remain confidential, be advised that the District cannot guarantee that computer resources will be secure at all times.

### **Vandalism:**

Due to the complexity and cost of technology within the Fall Creek School District, a user shall be personally responsible for the cost of repairing damage to computer resources, including but not limited to the replacement of equipment, when such damage is the result of a user's deliberate or negligent misuse of computer resources. In the case of pupils under the age of 18, the pupil's parent or guardian shall be financially responsible for any such damage.

**Software Installation:**

Only individuals authorized by the Fall Creek School District may install software (whether received as an e-mail attachment or otherwise) onto any computer resource within the District.

**Computer Usage Policy Enforcement:**

As noted above, an individual's privilege to use computer resources may be suspended without notice. In addition, the District reserves the right to undertake disciplinary measures in response to a violation of this policy which may include, but are not limited to, suspension and expulsion. If warranted, the District will refer a case to an appropriate local, state or federal authority for further disposition.

Demonstrated intent to violate this policy may be considered the same as an actual policy violation. Demonstrated intent means evidence of actions, that if successful or if carried out as intended, would result in a policy violation.

Costs of repairing devices, networks, computers and like hardware as well as labor involved in the repair of hardware and disabling network accounts, audit time and like services that otherwise would have not been needed will be billed accordingly to the pupil. In the case of pupils under the age of 18, the pupil's parent or guardian shall be financially responsible for any such damage.

**Copyright:**

All users must comply with federal, state and local laws governing intellectual property, software licenses and copyrights. Copyrighted material, including text, pictures, video, sound, and other attachments, should not be copied or distributed using the District computer resources without appropriate credit and, where necessary, permission from the author, composer and/or owner.

**District Web Site Creation and Maintenance:**

Due to intellectual property rights laws, no student under 18 shall create, modify or in any way work on the official District web pages or any other District hosted web pages without parent and school district permission. Students will be able to work on classroom and extracurricular web projects as directed by their instructors and in conjunction with the computer resource administrator.

All use of the “Internet” must be consistent with the philosophy of the Fall Creek School District.

The following guidelines apply:

1. School officials will develop a written permission slip. This signed form must be on file prior to allowing students direct access to the “Internet”.
2. School officials must apply the same criterion of educational suitability used for other educational resources when providing access to “Internet” information sources. The district will not allow school access for online games, or any other areas determined to be non-education related without permission.
3. Students are encouraged to examine a broad range of opinions and ideas in the educational process, including location, use and exchange information and ideas via all information formats including interactive electronic media and the “Internet”.
4. Students are responsible for the ethical and educational use of their own “Internet” accounts. These accounts are to be used only by the authorized owner of the account for the authorized purpose. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users on the network. No use of the network shall serve to disrupt the use of the network by others; hardware and/or software shall not be destroyed, modified, or abused in any way.
5. Students have a responsibility to respect the privacy of other “Internet” users. The illegal installation of copyrighted software for use on district computers is prohibited.
6. Diligent efforts must be made to delete mail regularly from the personal mail directory to avoid overuse of file server hard disk space.
7. Students will be expected to display proper “netiquette” (network etiquette) at all times.

School computers are the property of the Fall Creek School District. At no time does the school district relinquish its exclusive control of computers provided for the convenience of the students. Computers shall not be used to disseminate, actively pursue or peruse sexually explicit, vulgar, indecent, offensive or lewd communications to others. Violators will be subject to Federal and State charges and possible suspension/expulsion from school.

LEGAL REF.:

CROSS REF.:

APPROVED: March 18, 1996

REVISED: August 17, 2009

REVISED: April 21, 2014

TECHNOLOGY ACCEPTABLE USE CODE OF CONDUCT-STUDENTS  
FALL CREEK SCHOOL DISTRICT

**Overview**

The Fall Creek School District (the “District”) supports student use of technology resources for the sole purpose of achieving District educational goals, standards, and curricular objectives. Technology resources are defined as hardware, software, data, and networks. This includes local databases, externally accessed databases such as the Internet, storage media, communication technologies (including email and video) and new technologies as they become available.

Access to these district owned educational resources provides unique educational opportunities for students. Student access is a privilege, not a right. Students are responsible for demonstrating appropriate behavior while using technology resources just as they are in a classroom or school building.

Network storage areas and individual storage medium are treated like District operational property. General professional rules for behavior and communication apply. In addition, each student is required to sign the Technology Acceptable Use Code of Conduct before utilizing computers and peripherals, central storage, and before accessing the Internet for information or for communication.

Violations of established policies and procedures may result in the loss of access to technology resources. Additional disciplinary action may be taken according to existing practices and policies. When applicable, law enforcement agencies may be involved. Individual users are ultimately responsible for their activity on the technology resources and will not allow anyone to use their account or share passwords with any other user.

The District may review files, network account activity, and communications to maintain system integrity and ensure that users are demonstrating acceptable use of systems, which includes shutting down systems when they are not being used to allow for appropriate backups and control of access. The District will not be held liable for any information that may become lost, damaged, or unavailable due to technical or other difficulties. The District is not liable for losses, claims, or demands against the District or any user by any other party based on the user’s unethical or illegal use of technology resources.

Unacceptable use may include use for personal business, commercial or financial gain, use of unethical or disruptive activities, playing or downloading non-curricular related music files, printing non-curricular related documents or pictures, any type of unsupervised gaming, sending junk mail or chain letters, and becoming a member of non-educational list servers, or any other activity that the Fall Creek School District Administration finds inappropriate.

Neither e-mail nor the Internet should be used to send jokes or other comments that may be discriminatory, harassing or offensive to others, or material that defames an individual, company or business, or discloses personal information without authorization. Wis. Stat. 947.0125

Notification, consistent with the Fall Creek School District policy on sexual harassment, that students are not to access pornographic sites or display images of a sexual nature on their monitors. 18 U.S.C. 2252 and Wis. Stat. 948.11, 948.12

Adopted: March 2002

Revised: August 17, 2009

**TECHNOLOGY ACCEPTABLE USE CODE OF CONDUCT – STUDENT**  
**Return to your building principal by \_\_\_\_\_**

The Fall Creek School District (the “District”) is fortunate to use technology resources to enhance student learning of District curriculum. Students will learn from a variety of computer applications and utilize software to learn curricular objectives. To allow this to occur, students will use these resources for educational purposes only.

We believe that the benefits to students from access to central storage and to the Internet can greatly enhance their learning if used appropriately. District personnel will instruct students on acceptable use and relevant information sources that support the District curriculum. They will also monitor student behavior and communications. Students will receive instruction on ways that they can accomplish these items.

The District has the right to remove computer and networking privileges, take any disciplinary action and/or take legal action, for any activity characterized as unethical and/or unacceptable in the use of any of the Fall Creek School District’s technology resources. Students’ files are not private.

Students are responsible for their behaviors and are expected to comply with the following Technology Acceptable Use Code of Conduct:

1. Permission is required when students are in labs or using technology resources.
2. No eating or drinking near computers.
3. The Internet is to be used for educational objectives only, not for personal use such as advertisements, printing of personal items, music, videos, activities for personal financial gain, non-educational related searches or downloads, or any form of unsupervised gaming without permission.
4. Technology resources will be handled with care. There will be no physical damage or network interruptions such as introduction of viruses or deletion of files. Students will not install software on any district owned computer or make any computer or network configuration changes.
5. Communication will follow ethical standards. Offensive messages or pictures will not be sent, displayed, or downloaded. District harassment policies apply.
6. Users of technology resources will respect the rights and privacy of others. Each student will only use his/her assigned password/ID and will not trespass into the files, folders, or work of other users. Teachers do have the right to access the work of students in their classes as it pertains to the class. Students will not allow other students to access the computers or networks using his/her password/ID.
7. Copyright laws will be respected. All quotations, references, graphics, video clips, digital music, and other information will be cited to give credit to the originator.
8. District technology and supplies are not to be used for personal use, only for educational purposes.

As a student member at Fall Creek School District, I agree to comply with this Technology Acceptable Use Code of Conduct.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

REVISED: August 17, 2009

361.2

ADMINISTRATIVE REVIEW OF COMPUTER FILES  
AND INTERNET ACCESS

School computers are the property of the Fall Creek school district. At no time does the School District of Fall Creek relinquish its exclusive control of computers provided for the convenience of students and staff. Any use of district computers which interferes with the work of the school, or which impinges upon the rights of others, may be proscribed.

Computers shall not be used to disseminate sexually explicit, vulgar, indecent, offensive or lewd communications to other students. Users should have no expectation of privacy when using the District's computer resources. The District reserves the right to monitor, access and disclose any message, document, or log created, archived, stored, received, deleted, looked at or sent with the District's computer resources, without notice, without consent and without a search warrant. In addition, the computer resource administrators, as well as other officials, employees or agents of the District, may manipulate, without notice, user data or files that exist on any computer resource. The District also reserves the right to remove any files from the District computer resources without prior notification to users. However, the District shall have no affirmative obligation to monitor and/or review any or all of the messages and information existing on or transmitted via the District's computer resources.

Network users will be informed of this policy, yearly.

LEGAL REF.

CROSS REF.:

APPROVED: March 18, 1996

REVISED: August 17, 2009

**REVIEWED: July 18, 2012**



ADMINISTRATIVE REGULATIONS REGARDING HOME PAGES ON THE  
WORLD WIDE WEB

Purpose of Fall Creek School District Web Site and Staff Web Pages

The availability of Internet access in the Fall Creek School District (FCSD) provides an opportunity for students and staff to contribute to the School District's presence on the World Wide Web (WWW). The District's websites provide instructional resources, information about curriculum, instruction and school authorized activities, and general information relating to our schools and our District's mission.

Web Site Regulations

The guidelines that follow apply to web pages placed on the Fall Creek School District's Web Site or any other District Web server space which represents schools, departments, programs, sanctioned organizations, students, or any member of the District community, including agents and subcontractors, acting in her or his District capacity. Failure to follow these guidelines may result in the loss of authoring privileges or more stringent disciplinary measures as determined by the Superintendent or authorized staff.

Web page creators must comply with all relevant Federal and State laws and must adhere to the policies of the Fall Creek School District. These policies include but are not limited to Acceptable Technology Use Policy [361.1], Authorized Use of School-Owned Equipment and Furniture Policy [742], Printing and Duplicating Services (Copyright Law) [771], Maintenance and Confidentiality of Student Records [346], Student Fund-raising Activities Policy [373], Selection and Adoption of Instructional Materials and Textbooks [361], Student Conduct [443], Employee Harassment [511.1].

Websites will not be used for commercial purposes. A Web page may not be used to provide financial gain for any individual. *Paid commercial advertising may not be placed on the District Web site without written permission from the Superintendent, Principal or authorized staff prior to posting.*

District, school, teacher, staff and school-authorized activities Websites must be located on a Fall Creek School District Web Server space. Written permission must be obtained from the Superintendent, Principal or authorized staff for any deviation from this guideline.

Ownership and Retention

All web pages on the District's server(s) are property of the District. Web pages will be deleted when a student graduates or moves unless prior arrangements have been made.

Content Guidelines

All subject matter on District Web pages and their links should relate to curriculum and instruction, school authorized activities or general information about the Fall Creek School



District or its mission. Staff or student work may be published only as it relates to a class project, course or other school-related activity. Personal Web pages or links to personal Web pages are prohibited on Fall Creek School District Web sites. There shall also be no links to School District Community Partners or Businesses which provide financial gain to any party.

Web page links to interactive commercial Web sites may only be used after the page creator reviews its appropriateness for use by students. The District shall enforce the use of filtering or blocking technology to protect minors from visual depictions that are obscene, pornographic, or harmful to them, and protect, generally, against access to such visual depictions during any use of the District computers.

All Fall Creek School District Websites and Web pages should reflect positively on the District, school or department.

Each FCSD Web page creator is responsible for posting information that is accurate and current. Web page content, including links to external sites, shall be kept up-to-date and maintained regularly. Failure to regularly maintain and monitor the Web page content and external links may result in revoking the Web page creator's authorization to maintain a Web page on the Fall Creek School District Web Site. All FCSD Web pages are expected to use accurate standardized information on enrollment, attendance and other pertinent school or District information. Any questionable information or statistics should be verified prior to posting.

Any email links on Web pages must be "@fallcreek.k12.wi.us" addresses. The use of any other email address must receive permission from the Superintendent, Principal or authorized staff prior to posting.

Guest books are not allowed. The Superintendent, Principal or authorized staff must approve in writing the use of any other type of input or interactive form prior to its posting.

Any links to external Websites should contain appropriate educational materials and information and should be reviewed periodically. Broken links should be modified or removed.

### Copyright

Copyright and Trademark laws apply to electronic publishing (Web pages) in addition to print publishing. Web page creators must have written permission to publish information, graphics or photographs on their pages when they are not the copyright owners. Web page creators are to refer to the District Copyright Policy for guidelines.

### Student and Staff Safeguards

Any student information communicated via the District Web pages will comply with FCSD policies on Maintenance and Confidentiality of Student Records [346], Family Education Rights Privacy Act [FERPA], and state confidentiality laws governing student records.

Web pages shall not include any student's phone number, street address or email address; the names of any student's family members or friends; or any information that indicates the

physical location of a student at a given time, other than attendance at a particular school or participation in school activities.

School maps may only identify venues used by the public, such as the main office, cafeteria, gym, athletic fields and parking lots.

Fall Creek School District Web sites, including links to other Web pages, will comply with the Protection of Pupil Rights Amendment (PPRA) by first obtaining parental consent when students are required to submit a survey, analysis, or evaluation funded by the U.S. Department of Education, where the primary purpose of the activity is to reveal personal information related to them and/or their parents, including information about political and religious beliefs, sex behavior, psychological problems, legally privileged communications, and income. Parents have the right to inspect any such survey or evaluation upon request.

### Student Artwork and Writings

Parent permission must be obtained in writing before posting student work. Written permission from students over age 18 will suffice. Permission may be granted for the length of one entire class semester and cover all student work for that class. Permission may be revoked if done in writing, or may be removed at the discretion of the District administration or Web page creator.

Copyright notice should be published with the student's original work.

### Photo Usage/Identification

Decisions on publishing student pictures (still or video) and audio clips are based on the supervising teacher's judgment and written permission of the student's parent or guardian. These permission slips will be handed out at the beginning of the school year and will remain in effect for one school year. Completed permission slips will be kept in the appropriate office, depending on the grade level of the student. Permission may be revoked if done in writing.

Photographs published on Web pages may not identify individual students by full name.

### Posting Student Grades on Your Website

All student grade reports must be posted on FCSD Web server space. No servers outside of the fallcreek.k12.wi.us domain may be utilized for this purpose.

Access to online grade reports must be password protected. Users such as parents or students must input a password in order to access them. Passwords must not be generated using any personally identifiable information such as the student's name, ID number, phone number, etc. Each password must be unique.

## Staff Safeguards

Photos of identifiable staff, names of staff members and staff email addresses may be placed on the District Web sites. If a staff member does not wish to have their photo on the District Web site, the staff member will contact their principal to obtain removal.

## Staff Web Server Account Regulations

Users of the FCSD Servers and FCSD Web server space must maintain a high degree of password security. Passwords must be kept confidential by each user and be shared with no one. Because server accounts give access to multiple District services (such as email, Web space, server disk space, network access), student use of staff passwords or resources (such as grading program or disk space) is prohibited. Passwords must also employ characteristics that make them difficult for others to guess. Violations may result in the administration's revocation of the user's access to FCSD resources.

Each staff member must review all content contained on his/her Website before it is posted. Only officially trained or authorized staff may upload the files to FCSD Web server space.

## Web Page Design Procedures

Create your Web pages and publish them using the authorized software to do so. Staff is expected to follow Web Page design colors and schemes to maintain an overall look of the Web Site.

Staff is also expected to understand web optimization of photos and media, to reduce the size of these file types, and to keep each page they create to a small size. In addition, staff should ensure that all data types are located in the appropriate area designated for them, e.g. web links on the links database, multiple photos in the photo gallery database, etc.

Staff will verify that all of the required permission slips have been obtained and signed, all links are active and that there is a credits page (if needed), all files are current, and finally that there is *no advertising, business or community partners links*.

## Website Support

Due to the complex nature of Web pages and the diverse design and skill levels of each user, technical support for your Website may be limited. For assistance, contact tech support.

## Social Networking

The following guidelines are meant to provide Fall Creek School District instructors with standards by which to conduct proper electronic communication involving staff and students. Various forms of electronic communication, such as social networking and text messaging, can provide a unique means of communication and education of 21<sup>st</sup> century skills, but it must not be allowed to create unintended and improper communication between teacher and students. It is the Fall Creek School District's intention to actively

communicate with our community through social media/networking to build relationships with families.

There are three major types of communication governed by this document: text or instant messaging, private social networking, and school sponsored social networking.

Text or Instant Messaging- Defined as any technology by which direct, one to one, text or picture messaging can be achieved over a phone network, private network (Bluetooth, wifi, etc.), or the internet. This form may or may not be bundled with other forms of social networking, but if bundled, both functions are to be handled as one even if the teacher does not intend to use the messaging function.

Private Social Networking- Defined as any technology by which large numbers of individuals create personal profiles and contact lists of other individuals, companies, and organizations based on personal interests, family relationships, random contact, or commercial gain (ex. MySpace, Facebook, Google services, Yahoo services, YouTube, etc.). Such accounts belong to the individual teacher or student and exist outside a school context.

School Sponsored Social Networking- Defined as social networking used in the context of the school district's educational mission. Such networking is expressly disclosed to the building principal and the technology coordinator, clearly defined in its scope of activities to be conducted, and with all account detail on file with the building for audit. The intent is that the network will be open only to staff involved in the educational function, but may include outside persons (parents, volunteers, outside experts) if their participation is a benefit to the project.

Staff wishing to establish a School Sponsored Social Network Site must complete the Social Networking Proposal Request Form and submit it to their building principal and technology coordinator. The site must hold a direct educational value to the sponsoring Fall Creek School District grade level, department or activity. The teacher/coach/advisor will become the site coordinator and must be able to provide account details to the building principal or technology coordinator upon request. The site coordinator will be solely responsible for adding participants to the social network site and will be responsible for educating the student participants on appropriate use of the site. The site coordinator must obtain signed notification from the parent, confirming the parents' acknowledgement of the communication.

Online forums, including social networking websites (such as MySpace, Facebook, Twitter LinkedIn, etc.), personal websites, online discussion/chat rooms, and web logs, have become popular tools for communication among students, staff and parents. While the use of these online forums has many advantages, such use can also create potential liability for the District. As a result, the District has developed certain rules regarding employee use of online forums; as such use pertains to the school community, in order to protect the interests of the students, the parents, the District, and its personnel.

- Communication between teachers and students must only take place with full disclosure to protect the student, the teacher and the district. Full disclosure is defined as all details and intentions of the social networking site made available.
  - Exceptions of the full disclosure to school officials include the following:
    - Family relationships – there is a direct family relationship (ex. Teacher is the parent, step parent, aunt/uncle, grandparent).
    - Outside organization – the teacher has involvement thru some non-school or volunteer organization (ex. Church youth group, youth sports association, outside employment, etc.)

In these cases, the Fall Creek School District staff member does not need to inform the building principal or the technology coordinator of the electronic communication, but does encourage staff to take into account public perception and their role as a public employee.

- The use of online social networking sites such as chat rooms; wikis, blogs, forums and other Web 2.0 tools will be allowed only in controlled, staff-supervised settings, and for valid school-related purposes.
- Users must comply with the district’s Internet Safety and Acceptable Use policy and rules as well as any other relevant policies and rules during such use.
- Teachers may find educational ways to integrate the use of Web tools such as online collaboration tools, blogs, wikis, podcasts, videocasts and social networking sites like Facebook.
- If any staff member fails to use social media/networking appropriately their right to utilize the tools will be removed and the administration of the media site will be delegated to another staff member or the site will be eliminated.

LEGAL REF.:

CROSS REF.: Public Records Policy, Student Records Policy, Copyright Policy, Internet Acceptable Use Policy

APPROVED: October 20, 1997

REVISED: August 17, 2009

REVISED: August 15, 2011



# SCHOOL DISTRICT *of* FALL CREEK

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## Parent Notification of Social Networking Site

(Date)

Dear (parent),

(Requester's Name) will be using a (type of Social Networking Site) to provide (Student's Name) with (provide Intent/purpose of the site) for (Name of School Organization/Class/Team).

This site will follow all rules and regulations set forth in Administrative Rule 361.3 Administrative Regulations Regarding Home Pages on the World Wide Web and all other Fall Creek School District Policies and Rules.

Please sign and return this form as acknowledgement of this communication.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date



# SCHOOL DISTRICT *of* FALL CREEK

---

## Parent Notification of Social Networking Site

(Date)

Dear (parent),

(Requester's Name) will be using a (type of Social Networking Site) to provide (Student's Name) with (provide Intent/purpose of the site) for (Name of School Organization/Class/Team).

This site will follow all rules and regulations set forth in Administrative Rule 361.3 Administrative Regulations Regarding Home Pages on the World Wide Web and all other Fall Creek School District Policies and Rules.

Please sign and return this form as acknowledgement of this communication.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

## INTERNET SAFETY PLAN

### **Internet Safety Plan for the Fall Creek School District**

#### **Introduction**

It is the policy of the Fall Creek School District to:

- (a) prevent user access over its computer network to, or transmission of, inappropriate materials via Internet, electronic mail, or other forms of direct electronic communications
- (b) prevent unauthorized access and other unlawful online activity
- (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors
- (d) comply with the Children=s Internet Protection Act  
(Pub. L. No. 106-554 and 47 USC 254(h))

#### **Definitions**

Key terms are as defined in the Children=s Internet Protection Act.

#### **Access to Inappropriate Material**

To the extent practical, technology protection measures (or AInternet filters@) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children=s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

#### **Inappropriate Network Usage**

To the extent practical, steps shall be taken to promote the safety and security of users of the Fall Creek School District online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.



Specifically, as required by the Children=s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called Ahacking@, and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

## **Supervision and Monitoring**

It shall be the responsibility of all members of the Fall Creek School District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children=s Internet Protection Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the District Technology Coordinator for the Fall Creek School District or designated representatives.

## **Adoption**

The School Board of the Fall Creek School District adopted this Internet Safety Policy at a public meeting, following normal public notice, on February 18, 2002.

### **1. CIPA definitions of terms:**

**Technology Protection Measure.** The term Atechnology protection measure@ means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **OBSCENE**, as that term is defined in section 1460 of title 18, United States Code;
2. **CHILD PORNOGRAPHY**, as that term is defined in section 2256 of title 18, United States Code; or
3. Harmful to minors.

**HARMFUL TO MINORS**, The term Aharmful to minors@ means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
  2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
  3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- Sexual Act; Sexual Contact.** The terms Asexual act@ and Asexual contact@ have the meanings given such terms in section 2246 of title 18, United States Code.

LEGAL REF.: Pub L. No. 106-554 and 47 USC 254(h)

CROSS REF.:

APPROVED: February 18, 2002



## **TECHNOLOGY CONCERNS FOR STUDENTS WITH SPECIAL NEEDS**

### **POLICY STATEMENT**

- A. The School District of Fall Creek shall provide special education and related services designed to meet the unique needs of each student with a disability, based on his/her individualized education program (IEP), as required by law.
- B. The term “related services” means transportation and such developmental, corrective and other supportive services as required for the student with a disability to benefit from special education. “Assistive technology devices and services” would clearly be a functional part of the services defined. 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 with disabilities. “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. The term includes:
1. Evaluation of needs of a student with a disability, including a functional evaluation of the child’s customary environment;
  2. Purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by students with disabilities;
  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 child with a disability or, if appropriate, that child’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.
- C. 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 with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services.

### **POLICY PROCEDURE**

- A. A student’s need for assistive technology shall be determined on a case-by-case basis. If the IEP team determines that a particular assistive technology item is required for the student to be provided a favorable benefit from his/her education program, the technology must be provided to implement the IEP.
- B. Assistive technology may be provided as special education, related services, or supplemental aids and services for students with disabilities who are educated in regular classes.

C. The District is responsible for evaluation in areas in which assistive technology may be a factor. Determination of need for assistive technology will be determined by the following criteria:

1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty. This includes a review of existing information and data. During this review the IEP Team decides other information necessary to make an informed decision about the need for assistive technology.
2. Team members gather baseline data if existing data does not provide all needed information.
3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
4. During a specified time frame, the trials are completed and data is collected.
5. The team analyzes new data and makes decisions about the longer-term use or permanent acquisition of one or more assistive technology tools.
6. If specific assistive technology is identified as being needed, it is written in the student's IEP, a request is made of the district technology coordinator for consideration and procurement.

D. 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 with poverty, and English Language Learners, will also be considered for assistive technology devices and/or services on a case by case basis to be determined by the following criteria:

1. Identification of difficulty the student is experiencing and discussion of possible causes for the difficulty by individuals or a team comprised of classroom or special education teacher, parent, school psychologist, guidance counselor, librarian, district technology coordinator, and/or building principal. This includes a review of existing information and data. During this review a team decides other information necessary to make an informed decision about the necessity for assistive technology.
2. Team members gather baseline data if existing data does not provide all needed information.
3. The team reviews the problem that is now clearly identified, generates possible solutions, and develops a trial plan of the solutions.
4. During a specified time frame, the trials are completed and data is collected.
5. The team analyzes new data and makes decisions about the longer term use or permanent acquisition of one or assistive technology tools.
6. If specific assistive technology is identified as being needed, a request is made of the district technology coordinator for consideration and procurement.

LEGAL REF.: Chapter 115, subchapter V Wisconsin Statutes  
Individuals with Disabilities Education Act Amendments of 1997

CROSS-REFERENCE:

ADOPTED: February 21, 2005

## **FALL CREEK SCHOOL DISTRICT'S COPYRIGHT POLICY INSTRUCTIONAL MATERIALS**

It is the policy of the Fall Creek School District to direct its staff to comply with the 1976 federal copyright law (Public Law 94-553), Title 17 and Public Law 96-517 Section 7 (b) which amends Section 117 of Title 17) and the guidelines that have been drawn up to help educators and librarians interpret the law.

### **GENERAL REQUIREMENTS**

Appropriate notices and written signs shall be placed on all copying equipment.

The duplication of copyrighted materials without permission from the copyright holder, except under the provisions of "Fair Use" shall be prohibited.

Reproducing copyrighted material as a substitute for the purchase of that material shall be prohibited.

The distribution and/or transmission of a reading or performance of copyrighted works without permission from the copyright holder, except under the provisions of "Fair Use", shall be prohibited.

No employee shall direct the violation of the copyright law. School employees who violate the copyright law are liable for their own actions.

### **LIMITATIONS ON EXCLUSIVE RIGHTS: FAIR USE**

Many provisions of the law affect the educational uses of copyrighted materials but the most generally applicable is Section 107 – Fair Use. "Fair Use" applies four basic standards which must be considered when judging whether or not there has been a copyright infringement:

1. The purpose and character of the use (Is the copying being done for commercial or educational purposes?)
  2. The nature of the copyrighted work (Was the original work intended to be consumable, for example?)
  3. The amount and substantiality of the portion used (How much is being copied? How important is the copied part to the entire work? How many copies are being made?)
  4. The effect on the potential market for or value of the work (Will the copyright owner suffer financial loss?)
- EPS Code: EGAAA

## **PRINT**

According to the concept of “Fair Use” in (Section 107) a single copy of any of the following may be made by or at the request of a staff member for research or use in teaching:

1. A chapter from a book
2. An article from a periodical or newspaper
3. A short story, short essay, or short poem whether or not from a collective work
4. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper

Multiple copies (not to exceed more than one copy per pupil) may be made by or at the request of a staff member for classroom use, provided that:

1. Copying meets the tests of “brevity and spontaneity”
2. Time does not allow for purchasing the material
3. The material is used only once
4. The copyright notice is printed on each copy of the material

Notwithstanding any of the above, the following shall be prohibited:

1. Copying of or from works intended to be “consumable”
  - a. Workbooks
  - b. Exercises
  - c. Standardized Tests
  - d. Answer Sheets
  - e. Other Consumable Materials
2. Copying to create or replace anthologies
3. Copying to substitute for the purchase of material
4. Copying directed by a higher authority if not within “Fair Use” guidelines
5. Repeated copying of the same item by the same staff member from term to term
6. More than nine instances of such multiple copying for one course during the class term

## **AUDIOVISUAL MATERIALS**

The “Fair Use” criteria in Section 107 should be applied to each intended use before copying any audiovisual works (slides, filmstrips, audiotapes, records, copy photography, etc.) for classroom use.

EPS Code: EGAAA

## **VIDEO RECORDINGS**

Copies of any of the following video recordings may be made by or at the request of staff members for classroom use.

1. “In house” productions
2. Uncopyrighted works or works in the public domain
3. Copies made under “permission to copy” arrangements

The following programs may be copied off-air by or at the request of a staff member for classroom use:

1. Instructional television programs (subject to the specific rights limitations of each commercial station as stated in related program guides). (Refer to Fall Creek School District Policy Handbook EPS Code: EGAA).
2. Commercially broadcast programs, provided they are used within ten school days of the original broadcast
3. Programs with specified "permission to copy" arrangements

Notwithstanding any of the above, the following shall be prohibited:

1. Copying from premium channels (HBO, The Disney Channel, Showtime, Cinemax, etc.) or cable-access only channels (ESPN, MTV, Nickelodeon, Arts and Entertainment, etc.)
2. Duplicating copyrighted video recordings, particularly those borrowed from CESA
3. Copying from one format to another (16 mm to videotape, Beta to VHS, disc to videotape, etc.)
4. Copying off-air programs for the purpose of entertainment or reward  
Rented or purchased "Home Use Only" video recordings may be used in the classroom as part of face-to-face instruction only. They may not be used for the purpose of entertainment or reward.

The viewing of video recordings with "Public Performance Rights" is not restricted.

## **COMPUTER SOFTWARE**

Section 7 (b) of Public Law 96-517 grants to the purchaser the right to copy a program if and only if:

1. Such a copy is an essential step in the utilization of the program in conjunction with a machine
2. The copy is for archival purposes  
EPS Code: EGAAA

Notwithstanding the above, the following shall be prohibited:

1. Reproducing copyrighted programs on district equipment
2. Using illegal copies of a copyrighted program on district equipment
3. Purchasing programs designed primarily as "break and entry" tools with district, state, or federal funds
4. Booting single copies of copyrighted programs into more than one machine without authorization from the copyright holder
5. Using "archival" copies of software as additional copies

## **MUSIC**

The “Fair Use” criteria in Section 107 and the guidelines under “Fair Use” for music should be applied to each intended use before reproducing any copyrighted music or musical works.

Permissible uses include:

1. Emergency copying to replace purchased copies which are unavailable for an imminent performance
2. Making copies of excerpts of works for academic purposes
3. Editing or simplifying purchased works provided that the fundamental character of the work is not changed
4. Making a single copy recording of a student performance
5. Making a single copy of a copyrighted sound recording for the purpose of an aural exercise or examination

Notwithstanding the above, the following shall be prohibited:

1. Copying to create or replace anthologies
2. Copying of or from works intended to be consumable
3. Copying for the purpose of performance
4. Copying to substitute for the purchase of material
5. Copying without the inclusion of the copyright notice



## **LIBRARIES**

According to the proviso of Section 108 of the copyright law (Public Law 94-553, Title 17), a library or any of its employees acting within the scope of their employment may reproduce copies of print works and phonorecords under specific circumstances:

EPS Code: EGAAA

1. Purposes of preservation
2. Purposes of private study, scholarship, or research
3. Purposes of interlibrary loan

Notwithstanding any of the above, the following shall be prohibited:

1. Copying for direct or indirect commercial advantage
2. The systematic reproduction or distribution of single or multiple copies
3. Copying to substitute for a subscription to a work or the purchase of a work

The proviso under section 108 does not apply to musical, pictorial, graphic, sculptural, motion picture, or audiovisual works.

Copies made under the proviso of Section 108 for interlibrary loan must include the notice of copyright.

A library that requests reproductions of print or phonorecords via interlibrary loan must make certain that its requests conform to the CONTU Guidelines (National Commission of New Technological Uses of Copyrighted Works) and must maintain records of its requests for the required number of years.

Librarians must display prominently, at the place where orders for reproductions are accepted, a warning that copying will be done in accordance with the copyright law.

EPS Code: EGAAA

**ADOPTED: Febraury 21, 2005**

**PUBLIC SCHOOLS COPYRIGHT CLEARANCE REQUEST  
(Complete in Triplicate)**

Address: \_\_\_\_\_

Attention: Permissions Dept. Date: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dear Sir:

I would like permission to use:

Title:

Author/Editor:

Edition/Format:

Description of Material to be Copied:

Number of Copies:

Use to be Made of Material:

Types of Reproduction:

Will material be sold? Yes No

Please sign one of the enclosed request forms, and return it in the stamped self-addressed Envelope.

Permission GRANTED DENIED

Signature Position

Conditions (if any):

Date:

Thank you for your prompt attention to this request.

Sincerely,

Position  
Telephone Number

The school libraries/media centers in the School District of Fall Creek shall exist to promote the intellectual, cultural, social and ethical development of the student body and to provide books, periodicals, and audio-visual materials which extend and deepen the students' experiences encompassed in the core curriculum.

The school librarian shall recognize that the purpose of education is to investigate ideas and prepare individuals for productive lives. Access to ideas is essential. Therefore, the school libraries/media centers will provide comprehensive collections of materials representing a wide diversity of views.

LEGAL REF.:           Sections 121.02 (1) (h)       Wisconsin Statutes  
                          PI 8.02 (1) (h) of the Wisconsin Administrative Code

CROSS REF.:           361, Selection of Instructional Materials

APPROVED:            April 22, 1991

## **RESOURCE SHARING THROUGH THE INTERLIBRARY LOAN POLICY**

The Fall Creek Board of Education recognizes three facts in the area of resource sharing:

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

Therefore, The Fall Creek Public Schools shall participate in mutual resource sharing through the Indianhead Federated Library System. It shall further be the policy that interlibrary loan shall be provided to all patrons regardless of age.

### **ADOPTED:**

Related Documents:

ALA Library Bill of Rights

ALA Access to Resources and Services in the School Library Media  
Program: An Interpretation of the Library Bill of Rights

345.3- Guidelines

## **LIBRARY MEDIA PROGRAM GUIDELINES FOR RESOURCE SHARING**

The responsibilities of the Fall Creek School District shall be:

1. To enter and maintain records for the Fall Creek School District media centers' materials on WISCAT, the Wisconsin database.
2. To loan print materials listed on WISCAT as requested by libraries in the Indianhead Federated Library System and across the state. First consideration will be given to Fall Creek Public Schools media center patrons before loaning any materials.

Through resource sharing with Indianhead Federated Library System, the following rights and responsibilities will accrue to the Fall Creek School District media center patrons:

1. Interlibrary loan services shall be provided to all students and staff members through the Indianhead Federated Library System.
2. Delivery charges to receive and return materials shall be borne by the Fall Creek School District.
3. Any materials borrowed for students in grades K-4 must be used in the school media center or under the supervision of the classroom teacher.
4. Students in grades 5-12 may use all borrowed materials within the school or at home.
5. All students and staff members are personally responsible for all materials borrowed for them and must reimburse the loaning library for any lost or damaged items.

Approval: February 21, 2005

The comprehensive school counseling program shall be available to every student in the School District of Fall Creek. The purpose of the comprehensive school counseling program, within the total educational program, is to ensure that all students meet the Wisconsin model academic standards and benchmarks for school counseling across the academic, personal/social, and career domains.

A comprehensive school counseling program supports students by involving families, schools, and the entire community to assure academic success for ALL students. All students within the school district are a part of the comprehensive school counseling program. The school counselor serves the program as the leader, facilitator, and deliverer of direct services.

The school counselor shall specifically:

- a. Develop and manage,  
 The foundation of the Fall Creek Comprehensive School Counseling Program will be aligned with the American School Counseling Association Model (2005) and the Wisconsin Comprehensive School Counseling Program Model (2007).
- b. Deliver,  
 The delivery of the Fall Creek Comprehensive School Counseling Program will include the school counseling curriculum, individual student planning, responsive services, and system support.
- c. And be accountable for the comprehensive school counseling program.  
 The quality of the Fall Creek Comprehensive School Counseling Program will be based upon a 100% program which meets the Wisconsin model academic standards and benchmarks for school counseling.

This program will be provided to all students and their parents. School counseling services will be provided in accordance with state laws and regulations and follow school board policy and the American School Counselor Association ethical standards.

The School District of Fall Creek shall not discriminate in the delivery of the school counseling curriculum, responsive services, and individual student planning components of the program on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

LEGAL REF.:           Sections 118.126       Wisconsin Statutes  
                                   118.13  
                                   121.02 (1) (e)  
                                   PI 8.02 (1) (e) of the Wisconsin Administrative Code

CROSS REF.:           411-Rule, Complaint Procedures (Nondiscrimination)  
 APPROVED:           April 22, 1991  
 REVISED:             April 21, 2008

### USE OF VIDEO MATERIALS IN CLASSROOMS

The use of video materials in a variety of formats (VHS,DVD's ,etc.) is intended to enhance the educational experience and not to replace the educational experience of classroom teaching. Video material presented should serve an education purpose and fit into the overall curriculum when shown during classroom time designated for education.

Video materials should be relevant to the other materials presented in the subject matter area and should be appropriately rated to the grade level that they are being presented.

APPROVED: October 27, 2008

Use of Video Materials in Classrooms

Video materials that are rated above the grade level in which they will be shown must be approved by the building level principal or designee prior to their presentation in class. Likewise, movies shown as rewards or other student incentives on non-designated days or times should be also approved by the building level principal or designee.

Examples of designated days and times would include such items as movie days for the entire high school, movies shown during snack time at the elementary, or when students are kept inside during recess during inclement weather.

Complaint procedures for video materials shall follow the same form and format as public complaints concerning all other instructional materials.

“G” Rating	These films may be shown at any grade level with the principal’s approval.
“PG”	These films may be shown at grades 5-12 with parent/guardian and principal approval necessary in grade 5.
“PG 13”	These films may be shown at grades 7-12 with parent/guardian and principal approval.
“R” Rating	These films may be shown at grades 11-12 after review and approval of the Superintendent. Parent/guardian approval will also be necessary. The film’s content and message must be integral to the subject taught and no other material would provide students with the information, knowledge or understanding that the film provides.
“Unrated”	These films may be shown if approval by the principal after preview of the film. Parent/guardian permission will be necessary.
”NC17” & “X” Rating	Under no circumstances will “NC 17” or “X” Rated films be shown in the school setting.

APPROVED:           October 27, 2008  
 REVISED:           November 21, 2016



## EXTRACURRICULAR ACTIVITIES 370

Extracurricular activities are considered to be a vital part of the total instructional program for the youth of the School District of Fall Creek. Therefore, a wide variety of special interest organizations and activities shall be made available to students who desire to take advantage of these opportunities.

Students are encouraged to participate in as many varied school activities as their time and interests permit.

Extracurricular activities shall be under the control of the building level administration. Students shall be expected to obey all rules and regulations established for participation in or attendance at such activities.

The School District of Fall Creek shall not discriminate in the admission to any program or activity, standards and rules of behavior, disciplinary actions, or facilities usage on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

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

CROSS REF.:           411, Equal Educational Opportunities  
  411-Rule, Complaint Procedures (Nondiscrimination)

APPROVED:            April 22, 1991

REVISED:             August 17, 2009

STUDENT ORGANIZATIONS 371

Student organizations have an important place in the educational program of the School District of Fall Creek 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 of 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 authorized by the school administration, 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  
                                  120.13 (1)  
                                  Public Law 98-377 (Equal Access Act)

CROSS REF.:           411, Equal Educational Opportunities

APPROVED:            April 22, 1991

STUDENT SOCIAL EVENTS 372

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

All parties, dances and other social events sponsored by the school must have prior approval of the building principal. Proper chaperoning shall be provided under the direction of the principal.

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

LEGAL REF.: Section 120.13 (1) Wisconsin Statutes

APPROVED: April 22, 1991

Students shall be permitted to conduct limited fundraising activities in accordance with established procedures and with the approval of the administration.

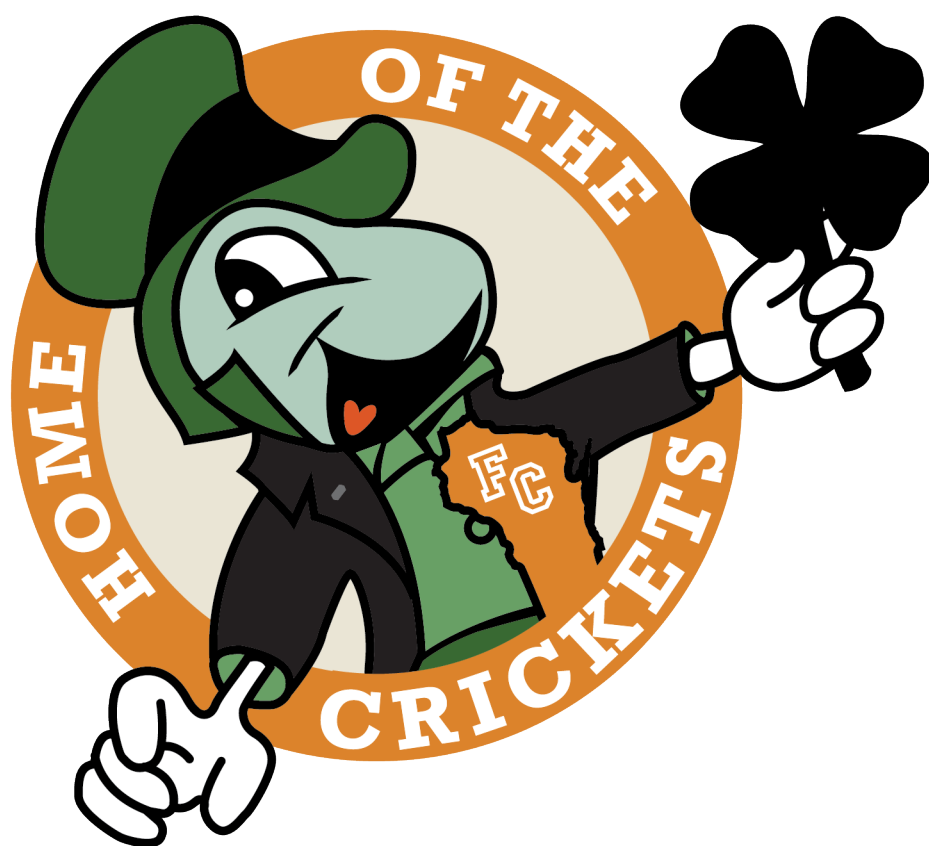
Children under the age of 12 may participate in fundraising activities only with the written approval of their parent or guardian. In addition, children under the age of nine shall be physically accompanied by a parent or person 16 years of age or older when participating in fundraising activities.

LEGAL REF.:           Sections 103.23       Wisconsin Statutes  
  103.64

CROSS REF.:           664, Student Activity Funds Management

APPROVED:            April 22, 1991

# FALL CREEK CRICKETS



**EXTRA CURRICULAR CODE HANDBOOK**

**GRADES 6-12**

FallCreek PublicSchools  
336 East Hoover Avenue  
FallCreek, WI 54742

## Athletic Code

375 Rule

### Philosophy/ Preface

The Fall Creek School District recognizes the importance of athletic activities as an integral part of the total educational process of our student/athletes. We believe participation in school-sponsored activities provides a forum for developing traits necessary for teamwork including sportsmanship, accountability, commitment, trust, goal setting, perseverance, dedication to team needs and decisions and achieving common objectives shared by teammates and coaches.

Participation in athletics is entirely voluntary, depending upon adherence to both the Fall Creek Athletic Code and WIAA eligibility requirement. In order to receive the aforementioned benefits, each student/athlete must meet certain expectations for the privilege of participating in athletics sponsored by the Fall Creek School District. This athletic code, along with other rules set forth by the WIAA, the school and/or the coaches, establishes the expectations for student/athlete conduct while representing the Fall Creek School District.

The code shall apply to the following interscholastic athletics for grades 6-12 sponsored by the Fall Creek School District:

- Fall—dance team, cross country (boys and girls), football, volleyball
- Winter—basketball (girls and boys), dance team, hockey, wrestling
- Spring—baseball, golf, softball, tennis, track and field (boys and girls)
- Additional WIAA sponsored sports added after last revision

Every student/athlete and a parent/guardian must sign a pledge card each year agreeing to the terms of this code and return the signed pledge card to the athletic office prior to any participation in athletics. There will be a mandatory code meeting for all participants. This includes fall, winter and spring sports. Every student/athlete and a parent/guardian must attend. If unable to attend said meeting the student/athlete and a parent/guardian must view a webcast of said meeting and sign a pledge card prior to any participation.

Student participation in athletics is a privilege, not a right, and the continued participation of any student/athlete in school-sponsored athletic programs is ultimately reserved to the discretion of the school administration.

### Responsibilities

- Student: participation in athletics is a privilege at Fall Creek. In order to keep this privilege, students must accept certain responsibilities. The greatest responsibility each student has is to be a credit to herself/himself, his/her parents, the school and community. Students are the most visible representatives of our school, so they are expected to be examples of the high quality of Fall Creek School District students. They are expected to display the highest standards of social behavior and respect for those in authority. This includes teachers, coaches, administrators, officials and other school personnel, as well as fellow participants and competitors.
- Coach: these are some of the most influential people in the Fall Creek School District. Their methods and results are a matter of public record and discussion each time their team performs. In most cases, the attire, desire and spirit possessed by the group is a reflection of these same qualities in the coach. Coaching demands that the proper attitude and perspective be maintained.
- Parent/Guardian: are the greatest role models for a young person. The Fall Creek School District seeks parental assistance to help develop outstanding young men and women who possess the self-discipline and motivation to make a difference in the world. The administration, faculty, staff and coaches ask that parents/guardians be supportive of the programs and personnel at the Fall Creek Schools and demonstrate

that support by respecting the decisions and efforts of the coaches who work with our young people. Parental assistance is also required in enforcing this athletic code so that a fair and healthy environment will exist for all students.

While spectators, at any athletic event, whether at Fall Creek or any other site, parents/guardians are expected to display good sportsmanship. An individual or group who willfully interferes with or interrupts the proper order or management of a school-sponsored athletic event by any act of violence, boisterous conduct, inappropriate gestures, threatening language, or unsportsmanlike conduct toward coaches, player or officials, or disobeys school board policies or administrative rules may be removed from the event and may be prohibited from further attendance.

### **Scholastic Eligibility**

1. Every student/athlete will be enrolled in a full time, school board approved, program. A full time student is defined as having 2.5 credits or 5 classes each day, or the equivalent as approved by the building principal.
2. Any student/athlete enrolled in a school board approved program, which receives no usual grading, will be eligible if she/he is making satisfactory progress as decided by the instructor in charge of said program.
3. If, at the end of any nine-week grading period or Trimester at the middle school, a student/athlete is failing one course, said student/athlete shall be ineligible for at least 10% of the current season's regularly scheduled contests. The student/athlete may regain eligibility following the ineligibility period by presenting written documentation from instructors that he/she is passing all courses. This sheet must be filled out on a weekly basis until mid-quarter grades are made available. The necessary form is obtained in the principal's office. This form must be presented to the coach prior to regaining eligibility. The student will then be allowed to participate on a probationary status until mid-quarter grades are made available. Once the mid-quarter grades are available, if the student/athlete is passing all of his/her classes, he/she will be removed from probationary status, but if the student is found to still be failing any course, he/she will be ineligible until the end of the quarter.
4. If, at the posted quarter progress (midqtr) report, a student/athlete is failing one or more courses, he/she is ineligible until he/she is again doing passing work in all their classes.
5. If, at the end of any nine-week grading period, a student/athlete is failing two or more courses, she/he is ineligible until the following progress (midqtr) report. The ineligibility period for student/athletes participating in fall sports will be the lesser of (1) 21 consecutive calendar days beginning with the date of the earliest allowed competition in a sport or (2) one-third of the maximum number of games/meets allow in a sport (rounded up if one-third results in a fraction).
6. Incompletes will be treated as failures. The student/athlete will be ineligible until such time as he/she can document that the incomplete has been changed to a passing grade.
7. The above rules apply to each of the four, nine-week, grading periods. Any student/athlete who fails one fourth quarter course shall be ineligible for 10% of the current season's regularly scheduled contests, or the next season in which he/she is participating, including the WIAA tournament series, if applicable.
8. Academic Integrity (cheating). If a student/athlete has been found to be cheating in any class, they will serve an additional 10% of the current season's regularly scheduled contests, or the next season in which he/she is participating, including the WIAA tournament series, if applicable.

### Attendance

1. Students must be in school and participate in class the entire day to be eligible for the day's performance/competition/practice/meeting.
2. A student who is ill or absent for part or all of the day will be ineligible for the day's performance/competition/practice/meeting. Students are not allowed to miss any classes because they arrived home late in the evening from an activity the night before.
3. Students with medical appointments or family emergencies may participate in the day's activities if their absence is excused by the principal or the athletic director. Written verification from a physician or dentist may be required.
4. If a student/athlete is suspended the suspension will include any contest, practice or meeting that occurs for the duration of said suspension.
5. Student/athletes with office-assigned detention(s) must serve said detention(s) prior to participating in any practice, meeting, or contest.
6. Attendance at practice is mandatory unless the school or coach has excused the student/athlete prior to practice. The consequence for missing practice is left to the discretion of the coach.

### Athletic Injuries

Any student/athlete who is injured during an athletic practice or contest must report the injury to the coach at once.

1. If the injury is serious enough to require medical assistance, the coach must report the accident to the athletic director's office as soon as the student/athlete is able to return to school and before returning to practice.
2. Should an injury be discovered after the student/athlete has returned home, the coach should be notified at once.
3. The coach or team trainer, under the supervision of the coach, will handle minor first-aid treatments.
4. In the event of a serious injury, the nearest emergency medical service will be obtained.

### Code Violations

1. Any student/athlete involved in the use, possession or distribution of alcohol, tobacco, vaping equipment, anabolic steroids and other performance enhancing substances or other controlled substances, (including look-alikes) in any quantity, shall be suspended from athletic competition. Attendance at any gathering where alcohol or other illegal substances are present, regardless of use, without leaving said premises within a reasonable time, is a violation of this code.
2. Any student athlete who is convicted of a criminal act or non-criminal civil ordinance violation (including any actions with weapons), other than minor traffic offenses, shall be suspended from athletic competition.
3. Please also see the miscellaneous section for further expectations.



## Substance Violations

### Consequences:

Note: Discipline action steps may be skipped or repeated depending on the severity of the offense.

1. 1<sup>st</sup> violation: the student athlete will be suspended from competition for 20% of the current season's regularly scheduled contests, or the next season in which he/she is participating, including the WIAA tournament series, if applicable. Fractions will be rounded to the next full contest. If the current season ends before the penalty, said penalty carries over into the next season with a pro-rated number of contests. If the violation is for drugs, alcohol, etc. the school recommends that the student/athlete undergo AODA assessment and fulfill any follow-up recommended by the assessor.
2. 2<sup>nd</sup> violation: the student/athlete will be suspended from competition for 50% of the current season's regularly scheduled contests, or the next season in which she/he is participating, including the WIAA tournament series, if applicable. Fractions will be rounded to the next full contest. If the next season ends before the penalty, said penalty carries over into the next season with a pro-rated number of contests. If the violation is for drugs, alcohol, etc. the student/athlete will undergo AODA assessment and counseling, at their expense and be subjected to random drug testing, at their expense, for the remainder of their athletic career at Fall Creek Schools.
3. 3<sup>rd</sup> violation: the student/athlete will be suspended from competition for one calendar year from the date of the violation. The above requirements detailed in violation #2 with regard to drugs, alcohol, etc. apply here as well.
4. 4<sup>th</sup> violation: the student/athlete is suspended from competition for the remainder of their time at Fall Creek Schools.
  - a. As regards the number of contests for suspension: the highest level of team competition (9<sup>th</sup> grade, JV or varsity) for which any student/athlete has competed during the current season will determine the "team" they play for and the number of contests they will be suspended from.

### Process

1. Step one: any allegation of a code violation will be brought to the athletic director and/or principal. The student/athlete and a parent/guardian will be notified of the allegation and investigation in writing. The athletic director and/or principal will investigate the allegation, affording the student/athlete due process and the opportunity to be heard and/or present any relevant evidence on their behalf. If there is adequate proof that a violation occurred the student/athlete and their parent/guardian will be notified, in writing, of the penalty. Step one will be completed within three school days.
2. Step two: if the student/athlete or parent/guardian is dissatisfied with the results of step one, they may appeal the decision, in writing, to the District Administrator within 14 calendar days. The District Administrator will provide a decision within five school days of said appeal.
3. Step three: if the student/athlete or parent/guardian is dissatisfied with the results of step two they may appeal the decision to the school board, in writing, to the board clerk within 14 calendar days. The school board will hear the appeal and provide a decision within 30 calendar days.

If during step one, the student/athlete is found in violation of this code she/he is ineligible during the appeal process.

## Conduct Violations

All student/athletes are expected to positively represent the school in all interactions within the community at all times. Any conduct by a student/athlete that brings negative attention to the individual, school or community may be deemed a violation of the athletic code.

1. All student/athletes are expected to follow all school and district policies and rules including those not specifically listed in this code. Chronic violations of rules and policies not specifically listed herein may be deemed a violation of the athletic code. The athletic director and/or principal will make determination of whether this code will be applied and consequences assigned.
  - A. Student/athletes will lose their eligibility to participate in practice and competition if they are suspended or expelled.
  - B. Any student/athlete with outstanding detentions will not be allowed to participate in practice or competition.
2. All student/athletes involved in school-sponsored activities are expected to exhibit conduct which reflects the ideals, principles and standards of the Fall Creek School District. Behavior deemed inappropriate by administration may be considered a violation of the athletic code. This includes, but is not limited to, displays of poor sportsmanship, abusive language during activities, violations of school policy as listed in the student handbook, and willful disobedience of rules established by the coaches. Failure to comply with the aforementioned expectations may be deemed a violation of the athletic code.
3. Student/athletes may lose their eligibility to participate in practice, competition or be removed from the team for conduct unbecoming of an athlete or conduct the coach deems inappropriate even if not deemed a code violation. This may include, but is not limited to, poor sportsmanship, use of abusive language during athletic activities, acts in violation of school policies, or the athlete's willful disobedience and/or disregard of rules established by the coach of a particular sport.
4. Hazing in any form will not be tolerated. *The National Federation of State High School Associations defines hazing as "any humiliating or dangerous activity expected of a student to belong to a group, regardless of their willingness to participate."* Individuals committing acts of hazing will be subjected to disciplinary action with the subsequent discipline based on the severity of the circumstances surrounding the hazing incident(s). It is not a defense of one's actions that the person against whom the hazing is directed has consented or acquiesced.
5. If convicted of criminal behavior as defined by state or federal statutes, or community ordinances such as but not limited to: theft, burglary, assault, battery, vandalism, possession or use of a weapon as defined in the student handbook, sex offenses, bomb threats, graffiti, use and/or possession of explosive devices including illegal fireworks or criminal disorderly conduct.

Consequences:

Note: Discipline action steps may be skipped or repeated depending on the severity of the offense.

First Offense: The student will be suspended for 10% or at least one competition of the season's contests that he/she was to have performed. Students will be required to participate in all practices during the suspension.

Second Offense: The student will be suspended for 20% of the season’s contests. Students will be required to participate in all practices during the suspension.

Third Offense: The student will be suspended for 50% of the season’s contests that he/she was to have performed. The student will also meet with the school counselor and his/her parents. Students will be required to participate in all practices during the suspension.

Fourth Offense: The student will be suspended for an entire calendar year and will meet with the guidance counselor and his/her parents.

Fifth Offense: The penalty will be left to the discretion of the principal and the activities director with the minimum penalty being, suspension for an entire calendar year and the maximum being, suspension for the remainder of the student’s career.

All suspensions in performance activities will carry over to the next season in which the student participates.

HIGH SCHOOL VIOLATIONS CONTESTS DISCIPLINE SCHEDULE			
Based on scheduled events at the start of the season, whether played or not.			
SPORT	10%	20%	50%
Baseball	3	5	11
Basketball	3	5	11
Cross Country	1	2	5
Dance	1	2	5
Football	1	2	4
Golf	2	3	7
Softball	3	5	11
Track	1	2	5
Volleyball	Based on number of matches		
All Other Sports	Number of contests no less than the percentage of those scheduled		

MIDDLE SCHOOL VIOLATIONS CONTESTS DISCIPLINE SCHEDULE			
Based on scheduled events at the start of the season, whether played or not.			
SPORT	10%	20%	50%
Basketball (14)	2	3	7
Cross Country (7)	1	2	4
Dance	1	2	5
Football (7)	1	2	4
Track (7)	1	2	4
Volleyball (14 games)	Based on number of matches		
All Other Sports	Number of contests no less than the percentage of those scheduled		

Electronic Transmissions

Student-Athletes are responsible for information contained in written or electronic transmission (e-mail, Text message, etc.) and any information posted on social media. Student athletes are not precluded from participation in such online social network sites, however, any student-athlete that is identified on a social networking site which depicts illegal or inappropriate behavior may be considered in violation of the athletic code.

Since there is no way to establish a timeframe for when, or location of where, the image was taken, it shall be a responsibility that the student-athlete must assume. It must be noted that there may be persons who would attempt to implicate a student-athlete by taking such images to place them in a situation where they might be in violation of this code standards. This is our rationale for requiring that our student-athletes not place themselves in such environments.

#### Miscellaneous

1. All student/athletes, with their parent/guardian signature, must have on file at the athletic director's office the following:
  - a signed Extra-Curricular Registration, Permission, Waiver and Code Agreement Form
  - a WIAA approved physical card or alternate year physical card, signed by the student/athlete's physician and a parent/guardian
  - a school emergency card
  - HIPPA Authorization Form
  - Parent & Athlete Concussion Agreement
2. Any student who misses a game in the WIAA tournament series due to a code violation is ineligible for the entire tournament series thereafter.
3. Any student/athlete who transfers to the Fall Creek School District with an athletic suspension pending or in progress at their former school is required to fulfill that suspension at Fall Creek prior to any competition.
4. Student/athletes must assume full responsibility for all equipment/apparel issued to him/her. The student/athlete will be held financially responsible for any and all equipment and apparel that he/she loses, misplaces damages purposely, or misuses. Replacement costs will be used to determine the amount owed. Student/athletes will not be allowed to begin another athletic activity until all equipment/apparel is returned or paid for following the previously completed season.
5. Any student/athlete who is suspended from competition due to a code violation must complete the season including all practices. Failure to do so will result in the penalty being carried over to the next athletic season in which the student/athlete participates.
6. All student/athletes are required to travel to and from contests with the school provided transportation. The only exception permits a student/athlete to ride home from a competition with a parent/guardian. The student/athlete's parent/guardian must provide written permission to the coach for this to happen.
7. Locker rooms may only be used by those individuals participating in after school events or practices. All other individuals must obtain permission from a coach prior to entering the locker room. Everyone is entitled to a reasonable amount of privacy therefore no recording devices, including cell phones, may be used in the locker room unless directed to by the coaching staff. Unauthorized use of a recording device to capture, record, or transfer a representation of a nude or partially nude person is a violation of Wisconsin Act 118 which carries criminal penalties.
8. There is no clean slate in this code when a student/athlete moves from one grade to the next 6-12. All penalties carry forward.
9. There is a redemption clause in this code. If a student/athlete has no violations for a two calendar year period, from the end of the last suspension, he/she will be moved to the next lowest level of violation.

10. The Fall Creek Athletic Code is a twelve-month code. There is no differentiation between the school year and summer as relates to the expectation contained herein.

REVISED: July 23, 2007

REVISED: August 20, 2012

REVISED: April 17, 2017

### Guidelines for Extra Curricular Non-Athletic Groups

(Extra-curricular shall be defined as sponsored by the school through payment of a coach/advisor or through board policy, a student does not receive credit for, and that students join on a voluntary basis). Days shall refer to days school is in session.

- 1) Every student participating in extra-curriculars shall be enrolled in the School District of Fall Creek or meet the requirements of Board Policy 423 Accommodation of Private School and Home-based Educational Program Students.
- 2) Any student enrolled in a school board approved program which receives no usual grading, will be eligible if she/he is making satisfactory progress as decided by the instructor in charge of said program.
- 3) If at the end of any nine-week grading period, a student in extra-curriculars is failing one course, said student shall be ineligible to participate in extra-curricular activities for a period of 15 school days. This will include all meetings, trips, practices, or any other activity. The student may regain eligibility for the extra-curricular following this period by presenting written documentation from instructors that he/she is passing all courses. This sheet must be filled out on a weekly basis until mid-quarter grades are made available. The necessary form is obtained in the principal's office. This form must be presented to the extra-curricular advisor prior to regaining participation rights. The student will then be allowed to participate on a probationary status until mid-quarter grades are available. Once the mid-quarter grades are available, if the student is passing all of his/her classes, he/she will be removed from probationary status, but if the student is found to still be failing any course, he/she will be removed from the extra-curricular activity until the end of the quarter.
- 4) If, at the posted quarter progress (midqtr) report, a student is failing one or more courses, he/she is ineligible until he/she is again doing passing work in all their classes.
- 5) If, at the end of any nine-week grading period, a student is failing two or more courses, she/he is ineligible until the following progress (midqtr) report.
- 6) Incompletes will be treated as failures until documentation is provided from the instructor that the incomplete has been changed to a passing grade.
- 7) Students that are suspended from school will not be allowed to participate in any extra-curricular activity during the time of the suspension.
- 8) Students with office assigned detentions must serve said detention before participating in any extra-curricular activity.
- 9) Any organization or extra-curricular whose by-laws are more stringent than identified in items 1-7 will be under their bylaws. No bylaws will take precedent that identifies less stringent academic requirements.

#### Code Violations

Participants in extra-curriculars demonstrating behavior inside or outside of school that presents a negative image of that student's participation in the extra-curricular activity as determined by administration shall be subject to a 15 day suspension from all extra-curricular activities. The appeal process for this suspension shall follow the same steps and format as the athletic handbook.

ADOPTED: November 17, 2014

REVISED: June 19, 2017

## INTERSCHOLASTIC ATHLETICS

Athletics in the School District of Fall Creek is recognized as an integral part of the total education program of the district. The district feels that athletics transmit a vivid example of life itself.

The athletic program will be designed to give many students an opportunity to develop their interests, attitudes and skills for future years without damaging their academic development. It should insure acceptable standards in the athlete's growth as a citizen and a sportsman.

The School District of Fall Creek shall maintain membership in the High School Wisconsin Interscholastic Athletic Association (WIAA) and the Cloverbelt Athletic Conference.

Participation in athletics in the district is not a right, but a privilege, which carries certain responsibilities for the athlete him/herself, the team, the school and community. Student athletes must comply with all rules and regulations established by the WIAA and the Board.

The School District of Fall Creek shall not discriminate in student participation in athletic programs or activities, standards and rules of behavior, disciplinary actions or facilities usage on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

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

CROSS REF.: 375 – Rule, Athletic Code  
411 – Rule, Complaint Procedure (Nondiscrimination)  
WIAA Handbook

APPROVED: April 22, 1991

REVISED: August 23, 2004

REVIEWED: July 18, 2012

PLEDGE AGREEMENT OF ATHLETE AND PARENTS

Please read the Athletic Code and sign this statement as an agreement to abide by all Athletic Code rules and regulations. Your son or daughter must return this statement before participating in any athletic program offered in the School District of Fall Creek.

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Student Athlete

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Parent or Guardian

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Date

APPROVED:            April 22, 1991

REVIEWED:           July 18, 2012



Animals may be brought into the classroom for educational purposes, but only under conditions, which insure the safety of the children and the well being of the animal. All animals must be appropriately housed, humanely cared for and properly handled. Prior permission must be received from the supervising teacher and the principal before any animal shall be brought into the school. No animals may be transported on school buses.

Only the teacher or students designated by the teacher are to handle the animal. The teacher must assume primary responsibility for the humane treatment of the animal while in the room. If animals are to be kept in the classroom on days when classes are not in session, the teacher must make arrangements for their care and safety.

If an animal has bitten a staff member or student and the skin is pierced, the incident must be reported immediately to the school office by the supervising adult. The principal will notify the public health authorities, who will determine the appropriate action regarding the animal.

LEGAL REF.:

CROSS REF.:

APPROVED: August 17, 1998

ANIMALS ON SCHOOL GROUNDS 383.1

Animals or pets shall not be allowed on adjacent school grounds such as playgrounds, ball fields, track, parking lots, etc. for safety and health reasons. This includes leashed or tethered creatures.

The administration shall communicate this policy to the public in a reasonable fashion and signs shall be posted on or very near fence gates where traffic would pass through specifying "No Animal Beyond This Point

Seeing assistance animals for the visually impaired shall be allowed on school property when providing services to their owner or with permission from the district office

This policy shall not conflict with the planned for and appropriate use of animals for learning purposes as detailed in Policy 383-Animals in the School.

LEGAL REF.:

CROSS REF.:

APPROVED: August 17, 1998

REVISED: August 17, 2009