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# LANCASTER HIGH SCHOOL ATHLETIC HANDBOOK

- 310 -

Policy of the Lancaster Board of Education

Instruction

## **INSTRUCTIONAL PROGRAM PHILOSOPHY**

The Lancaster Community Schools are organized and operated to serve the needs of the children and youth of this school community. Our primary goals are:

1. To teach the fundamental skills and concepts in the broad areas of learning such as those in English, Mathematics, Science, Social Science, Business, The Fine Arts, Vocational and Physical Training, and to encourage all persons to develop these skills and concepts to the optimum.
2. To develop wholesome ideals and attitudes in accord with our American way of life in a democratic society.
3. To prepare our citizens to take a worthwhile place in the economic, social, civil and moral life of the community, state and nation.

A primary responsibility of the school is to provide opportunities for all students to acquire a general education. While vocational skills may be taught at the high school level, graduates are encouraged to seek additional training beyond high school to prepare them for employment in a chosen field.

Approved:

Policy of the Lancaster Board of Education

Instruction

**DISTRICT GOALS AND OBJECTIVES**

The professional staff plans, activates and evaluates curriculums which will nurture the mental and physical development of its students. A primary goal is to develop an understanding and inquisitive mind in a healthy body.

Curriculum objectives must be appropriate for the individual student and must relate to his/her capabilities, interests and needs. The professional staff seeks to identify and augment individual differences in motivation and potential and structure programs which promote progressive development of the individual.

The education philosophy and primary goals of the Lancaster Community Schools are implemented by the following specific objectives:

1. To teach every child to read and understand the printed word.
2. To instruct every child to add, subtract, multiply and divide numbers accurately and proficiently so that each child progresses in mathematics to the limits of his/her ability, interests and needs.
3. To develop in every child the ability to communicate orally and in writing. The child learns to speak clearly and correctly and writes in sentences and paragraphs that are grammatically correct, with all words spelled correctly.
4. To teach the basic concepts in science and the orderly process of investigation and inquiry.
5. To teach every child an awareness of his/her environment and its effect on him/her, his/her family and society in general.
6. To develop in every child an understanding of our democratic institutions through social studies and historic development.
7. To teach the fundamentals of music and provide opportunities for singing and playing musical instruments.

### 311 DISTRICT GOALS AND OBJECTIVES (cont.)

8. To teach fundamental concepts and skills in arts and provide opportunities for self-expression and an appreciation of our surroundings.
9. To promote the physical development of all school children.
10. To provide opportunities for participation in democratic processes.
11. To provide guidance in vocational choice through survey courses in the fields of business and industry.
12. To develop initiative and self-discipline, good study and work habits are encouraged.
13. To promote an awareness of one's self and physical differences between the genders, instruction is provided in physiology, health and family living.
14. To provide opportunities for development of physical skills, good sportsmanship and leisure time activities, a wide range of athletic programs complement the academic phase of instruction.
15. To provide opportunities for the development of skills in communication, music and dramatics, experiences are provided for participation in plays, contests and concerts.
16. To promote attitudes of play, tolerance and honesty, by the staff demonstrating these qualities at every opportunity through direction and example.
17. To provide 180 days of instruction each school year and to make full use of school facilities for the benefit of all citizens.

Approved:

Policy of the Lancaster Board of Education

Instruction

**SCHOOL DISTRICT ORGANIZATION PLAN**

The instructional

The instructional program of the Lancaster Community School District shall be divided into three levels, each level headed by a school principal. The Winskill Elementary School shall include grades ECE/Kindergarten through four. The Middle School shall include grades five, six, seven and eight. The Senior High School shall be composed of grades nine, ten, eleven and twelve.

Approved:                      Ninth grade changed January 29, 1986  
   Grades five and six changed March 18, 1986

Policy of the Lancaster Board of Education

Instruction

**SCHOOL DAY**

The daily schedule of classes in each school shall be established by the building principal within the hours set by the Board of Education. The schedule as established must be approved by the District Administrator. Time schedules must be coordinated because of school bus service.

Hours for the school day are as follows for students in the Lancaster Schools:

- ECE - 8:10 A.M. to 11:00 A.M.
- ECE - 12:25 P.M. to 3:15 P.M.
- Grades K-4 - 8:10 A.M. to 3:15 P.M.
- Grades 5-8 - 8:06 A.M. to 3:29 P.M.
- Grades 9-12 - 8:07 A.M. to 3:29 P.M.

School shall not be dismissed earlier than the stated hour for any reason other than emergency closing by the district administrator or his/her designee.

Legal Reference:	Section(s)	120.10 Wisconsin Statutes	
		120.12	
		120.13	121.02 (1) (f)

Approved:

Policy of the Lancaster Board of Education

Instruction

**CURRICULUM DEVELOPMENT**

The professional staff, under the guidance of the Director of Instruction, administrator and principals, is responsible for the maintenance and improvement of curriculum at each level of instruction. The director is aided in planning and implementation by the District Administrator and Principals. The staff is aided in planning and research by personnel and materials from the Department of Public Instruction, local, area, and regional workshops and in service programs.

Curriculum guides and course outlines are maintained and revised as new curriculum is adopted.

The basic program of curriculum design includes the full range of programs designed to meet the individual needs of the great majority of students beginning with kindergarten and extending through grade twelve. Basic skills instruction, citizenship education, conservation education, occupational education and standard academic areas of instruction are regarded here as component elements of the basic programs.

Health education begins in the primary department and is expanded and formalized as the student progresses through the Middle School and Senior High School.

Policy of the Lancaster Board of Education

Instruction

**KINDERGARTEN INSTRUCTION**

All children who are five years old on or before September 1 of the current school year may be enrolled in a kindergarten program which shall be operated by the District. The teacher for this program must be certified by the Department of Public Instruction. The program shall include opportunities for learning basic concepts and skills in language arts, fine arts, social studies, science, mathematics and physical education.

Legal Reference:      Section      121.02 (1) (d) Wisconsin Statutes

Approved: December 14, 1977

Policy of the Lancaster Board of Education

Instruction

**COOPERATIVE EDUCATION PROGRAM  
POLICY STATEMENT**

The Lancaster Community Schools cooperative education programs will accommodate the needs of students who want to learn first-hand the operations of an occupation or career. Specifically, these programs shall be designed to provide students with the opportunity to:

- a. Apply skills and knowledge acquired in school to a realistic job situation.
- b. Acquire additional skills and background not provided in a regular job setting.
- c. Develop the ability to communicate and work in harmony with people in a job situation.
- d. Gain a realistic understanding of the responsibilities of employment and of the standards of performance expected on the job.
- e. Gain additional skills and knowledge in the vocational areas.
- f. Acquire basic understanding of the functions of business and industry.
- g. Understand and use methods for career planning.

Students must meet established prerequisites in order to participate in vocational cooperative education programs, and comply with the rules and regulations of the programs.

The programs will be coordinated and implemented by a certified vocational cooperative education coordinator, and assisted by the guidance counselor(s), vocational teachers and Local Vocational Education Coordinator. Absolving conflicts of the rules and regulations of the program will be the responsibility of the High School Principal.

Approved: August 23, 1989





Policy of the Lancaster Board of Education

Instruction

**ART INSTRUCTION**

Art instruction shall be provided in accordance with a written comprehensive art curriculum which is based upon concepts developed through sensory awareness, aesthetic discrimination and skills development in the creation of art and the knowledge of human art heritage. Art instruction shall be provided for all students in grades K-6 and shall be performed by or under the supervision of a department certified art teacher. Art instruction shall be available to all students in grades 7-12 and shall be taught by a department certified art teacher.

Legal Reference:      Section      121.02 (1) (j)    Wisconsin Statutes

Approved:

Policy of the Lancaster Board of Education

Instruction

**MUSIC INSTRUCTION**

Music instruction shall be provided in accordance with a written comprehensive music curriculum including development experiences involving singing, playing instruments, listening, movement, creative expression and music reading. Music instruction shall be provided for all students in grades K-6 and shall be performed by and under the supervision of a department certified music teacher. Music instruction including general music, vocal music and instrumental music shall be available to all students in grades 7-12 and shall be taught by a department certified music teacher.

Legal Reference:      Section      121.02 (1) (j)    Wisconsin Statutes

Approved:



Policy of the Lancaster Board of Education

Instruction

**SPECIAL EDUCATION**

The school district of Lancaster acknowledges and approves the Special Education Policy and Procedural Handbook as a response to the mandates and rules of Subchapter IV of Chapter 115, Public Law 94-142, Section 504, and other activities mandated as set forth by the Department of Public Instruction, Division of Handicapped Children, in the Special Education Program Review Guide.

The Lancaster Public Schools shall operate or be part of a cooperative or otherwise make provisions for education programs for children with exceptional needs as stipulated in Chapter 115, Laws of 1973, Wisconsin Statutes, pursuant to the administrative rules developed by the Department of Public Instruction.

A professional staff member shall be assigned the responsibility as Director of Chapter 115 Activities.

The ~~District Administrator~~ Special Education Director shall be responsible to see that the program and activities are in conformance with Board policies and Department of Public Instruction Administrative Rules and Guidelines.

Legal Reference: Chapter 115, Sub. Chapter V      Wisconsin Statutes

Approved:      October 9, 1974  
Revised:        October 11, 1995

Policy of the Lancaster Board of Education

Instruction

**HOMEBOUND INSTRUCTION**

Homebound instruction is considered to be an alternative service to be provided only during specific periods of time when a student cannot attend school. It shall be provided within the limits as prescribed by state law.

With the District Administrator's permission, homebound instruction will be arranged by each building Principal through the Special Education Director as the need arises. Teachers will be paid the rate in the current employment agreement, or at the rate of \$11.00 per hour, or at the rate negotiated.

Approved:

Revised:      October 11, 1995

Policy of the Lancaster Board of Education

Instruction

**HOMEBOUND INSTRUCTION**

When a child is out of school and in the opinion of the principal will be out for a minimum of two weeks, he/she shall call the Special Education Director to report the need for homebound instruction. The family doctor will be contacted and permission secured in writing before homebound instruction can begin. The doctor may restrict the amount of instruction if he thinks it advisable. The homebound instructor shall make contacts with the family and shall arrange to begin instruction. This shall be followed by a visit of the homebound instructor to the school to secure information about the child and materials for instruction. The instructor shall send evaluations of the child's work to the office of the Principal and shall present suggested grades to the Principal at the end of each grade period. The Principal shall decide how much importance should be given to the homebound instruction period for the teacher's grade reports.

High school pupils may, in the judgment of the director of pupil personnel services, be offered homebound instruction on an hourly basis given by high school teachers. This may be authorized when the subjects being studied are beyond the training of the regular homebound teacher. In some cases where the subject is not within the training of the homebound teacher and the high teacher is not readily available for this service, correspondence courses may be secured through the University of Wisconsin Extension Division.

When, in the opinion of the Counselor and/or Principal, the homebound pupil is not observing the requirement of actually being restricted to the home, he may terminate homebound instruction and require the child to return to school.

Homebound services customarily require two hours per week in two one-hour periods. Adjustments may be recommended by the M-Team coordinator for special cases, and with the approval of the Counselor and of the Principal.

Legal Reference:       40.01 (9) (9a)   Wisconsin Statutes

Approved:

Policy of the Lancaster Board of Education

Instruction

**Gifted and Talented**

ACCELERATION - GRADE LEVEL

A student in the Lancaster Community School district who is capable and meets criteria in the established procedures may advance to a higher grade level.

The purpose of this policy is to allow students who demonstrate exemplary achievement in all subject areas to advance to a higher grade level. This can include advancing from one grade level to the next or skipping one grade level. Accelerated placement would rarely exceed two years from the student's age peers.

Students who are considered for grade level acceleration should have the potential to perform at a level two years or more beyond normal curriculum expectations at the elementary level or three or more years beyond at the middle school and high school level in all subject areas.

Approved: January 12, 1994

Policy of the Lancaster Board of Education

Instruction

**PROCEDURES FOR GRADE LEVEL ACCELERATION**

The following procedures will be used for accelerating a student to a higher grade level:

1. Parents or school personnel initiate the consideration of grade level acceleration by contacting the Gifted and Talented Coordinator.
2. The Gifted and Talented Coordinator will conduct an informational interview with the person who recommended the student for grade level acceleration.
3. In all cases, the student will take a pre-test of the core subject areas to determine placement recommendations.
4. Decisions regarding an accelerated curriculum should be based on a student's full range of abilities, interests, and needs (social, emotional, physical and mental maturity). Testing by the school psychologist is recommended for grade level acceleration. Parental permission must be given for this testing.
5. The gifted and talented coordinator and the school psychologist will complete a report based on the available information and generate a list of options for programming.
6. A conference will be held with the student's parents or guardian to consider the appropriate placement. Appropriate school personnel will be present at the conference.
7. If parents disagree with the school personnel's decision regarding grade level acceleration, they may deny the accelerated placement or appeal the decision.
8. An ongoing evaluation of the placement will be completed to ensure that the student is receiving appropriate programming.
9. The Gifted and Talented Coordinator will maintain a student record containing all testing materials and program modification.

Approved: January 12, 1994

Policy of the Lancaster Board of Education

Instruction

**OPTIONS FOR GRADE LEVEL ACCELERATION**

Students involved in subject level acceleration to a higher grade level have the following options:

1. Student advances to next grade level.
2. Student skips one grade level and advances two grade levels.
3. Student does not advance a grade level, but remains in the same grade level and participates in subject acceleration and enrichment activities.
4. Student remains in the assigned grade level and participates in curriculum compacting and enrichment activities.

Approved: January 12, 1994

Policy of the Lancaster Board of Education  
Instruction

**Gifted and Talented**  
**ACCELERATION - SUBJECT**

A student in the Lancaster Community School District who is capable and meets the standards in the established procedures may advance to the next grade level curriculum in 1 or more subject area.

The purpose of this policy is to allow students who demonstrate unusually rapid progress in 1 or more subject areas to advance to the next grade level curriculum for that subject(s) and participate in individualized enrichment projects related to that curriculum.

Student participation in subject level acceleration is based on the following assumptions:

1. Students who are considered for subject level acceleration should have the potential to perform at a level two or more years beyond the normal curriculum expectations at the elementary level and three or more years beyond at the middle school or high school level for that subject(s).
2. Teachers shall not require an accelerated student to do any of those portions of the regular curriculum in which he/she is accelerated. The accelerated curriculum should provide a learning experience that is "instead of", not "in addition to", the regular curriculum.
3. When the student is promoted to the next grade level, after acceleration, he/she should automatically proceed in the curriculum from where he/she left off the previous year.

Approved: January 12, 1994

Policy of the Lancaster Board of Education  
Instruction

**PROCEDURES FOR SUBJECT LEVEL ACCELERATION**

The following procedures will be followed for accelerating a student a full grade level in 1 or more subject area(s) of the curriculum:

1. Parents or school personnel initiate the consideration of  
by contacting the Gifted and Talented subject acceleration Coordinator.
2. The Gifted and Talented Coordinator will conduct an  
informational interview with the person who recommended  
the student for subject acceleration.
3. An informal test and observation will be completed using the                      current curriculum materials.
4. In all cases, the student will take a pre-test of the  
relevant subject(s) to determine placement recommendations.
5. Decisions regarding an accelerated curriculum should be  
based upon a consideration of a student's full range of  
abilities, interests, and needs (social, emotional,  
physical, and mental maturity). Further testing by the  
school psychologist may be required. (This testing would  
require parental permission).
6. The Gifted and Talented Coordinator will compile a report  
based on available information and generate a list of  
possible options for programming. If the school  
psychologist has completed testing, they will also compile a    report.
7. A conference will be held with the student's parents or  
guardians to consider appropriate placement and program  
options. Appropriate school personnel will be present at this conference.
8. If parents disagree with the school personnel's  
decision regarding subject level acceleration,  
they may deny the accelerated placement or appeal the decision.
9. An ongoing evaluation of placement will be conducted  
to ensure that students are receiving appropriate  
programming.
10. The Gifted and Talented Coordinator will maintain a file  
containing all testing materials and program modifications  
for the student.

Approved: January 12, 1994

Policy of the Lancaster Board of Education

Instruction

**OPTIONS FOR SUBJECT LEVEL ACCELERATION**

Students involved in subject level acceleration in one or more curriculum area have the following options:

1. Student attends the next grade level for accelerated subject(s) only.
2. Student remains in the classroom doing the accelerated curriculum for the subject(s). The classroom teacher meets individually with the student for regular instruction.
3. Student meets with the Gifted and Talented Coordinator on an as needed basis to discuss accelerated curriculum options and student progress.
4. Other appropriate options.

Approved: January 12, 1994

APPENDIX 342.321

Policy of the Lancaster Board of Education

Instruction

STUDENT ACCELERATION

RECOMMENDATION FORM - SUBJECT/GRADE LEVEL ACCELERATION

STUDENT NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

DATE: \_\_\_\_\_

PERSON(S) MAKING RECOMMENDATION: \_\_\_\_\_

\_\_\_\_\_

I. RATIONALE/REASONS FOR RECOMMENDATION:

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

II. TEST RESULTS/OTHER INFORMATION SUPPORTING  
GRADE LEVEL ACCELERATION:

III. OTHER EVIDENCE/SUPPORT FOR GRADE LEVEL ACCELERATION:

Approved: January 12, 1994

APPENDIX 342.322

Policy of the Lancaster Board of Education

Instruction

SUBJECT LEVEL ACCELERATION

NAME OF STUDENT: \_\_\_\_\_

1. SUBJECT LEVEL ACCELERATION RECOMMENDED AT THIS TIME:

(CIRCLE ONE):

YES NO

2. IF SUBJECT LEVEL ACCELERATION IS RECOMMENDED, NAME SUBJECT AREAS, PRESENT GRADE/SUBJECT, AND GRADE/SUBJECT AREA OF ACCELERATION:

SUBJECT AREA	PRESENT GRADE	ACCELERATED GRADE
_____	_____	_____
SUBJECT AREA	SUBJECT LEVEL	
_____	_____	
_____	_____	

3. IF SUBJECT LEVEL ACCELERATION NOT RECOMMENDED AT THIS TIME, GIVE A BRIEF EXPLANATION FOR DECISION:

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

4. LIST ALTERNATIVE STRATEGIES, IF ANY, THAT MAY BE USED TO MEET THIS STUDENTS NEEDS IF SUBJECT AREA ACCELERATION IS NOT

RECOMMENDED:

SUBJECT AREA(S): \_\_\_\_\_

STRATEGY RECOMMENDED:

\_\_\_\_ ENRICHMENT ACTIVITY

\_\_\_\_ CURRICULUM COMPACTING IN CLASSROOM

\_\_\_\_ INDIVIDUAL PROJECT/PRESENTATION

\_\_\_\_ MENTOR/TUTOR OPTION

\_\_\_\_ OTHER STRATEGIES \_\_\_\_\_

Approved: January 12, 1994

Policy of the Lancaster Board of Education

Instruction

**Gifted and Talented  
ENRICHMENT**

All students in the Lancaster Community School District should have the opportunity to participate in enrichment activities that provide academic challenge. Enrichment activities may be offered to students on a individual, small group or whole group basis. It is recognized that not all enrichment activities are appropriate for all students.

Enrichment opportunities should allow students to study parts of the curriculum more in-depth. Enrichment activities should be designed to build upon student's strengths and interests.

Considerations for enrichment opportunities for students are based on the following assumptions:

1. All students may participate in appropriate enrichment activities.
2. The Gifted and Talented Coordinator will assist classroom teachers in developing appropriate enrichment activities for students in the talent pool.
3. Enrichment activities will be designed to promote the in-depth study of the curriculum and offer an academic challenge to students.
4. Enrichment activities should be "instead of", not "in addition to", the regular curriculum.

APPROVED: January 12, 1994

Policy of the Lancaster Board of Education

Instruction

**PROCEDURES FOR ENRICHMENT**

Procedures for implementing enrichment options for students identified as part of the talent pool include:

1. The Gifted and Talented Coordinator will supply classroom teachers with resources for providing appropriate enrichment activities for students in the talent pool.
2. The Gifted and Talented Coordinator will assist classroom teachers in designing appropriate enrichment activities for students in the talent pool.
3. The Gifted and Talented Coordinator will act as a resource for the classroom teacher by assisting in the delivery of enrichment activities for students.
4. Decisions regarding enrichment activities will be based upon a consideration of a student's full range of abilities, interests, and needs (social, emotional, physical and mental maturity).
5. The student's task commitment, motivation, and ability to work independently will be considered when designing and providing enrichment activities.
6. An ongoing evaluation of enrichment activities will be conducted to ensure the student is receiving appropriate programming.
7. The Gifted and Talented Coordinator and classroom teacher will maintain a record of all program modifications for students identified as part of the gifted and talented pool.
8. The Gifted and Talented Coordinator will act as a resource for parents to provide ideas and information on enrichment opportunities.

APPROVED: January 12, 1994

Policy of the Lancaster Board of Education

Instruction

**OPTIONS FOR ENRICHMENT ACTIVITIES**

Options provided by the Enrichment Opportunities policy include the following:

1. Whole group enrichment activities delivered by classroom teacher or Gifted and Talented Coordinator.
2. Small group enrichment activities facilitated by classroom teacher or Gifted and Talented Coordinator.
3. Individual enrichment activities monitored by classroom teacher or Gifted and Talented Coordinator.
4. Enrichment activities that involve community members.
5. Enrichment activities that involve a mentor.
6. Enrichment activities that involve older students acting as facilitators or coaches.
7. Enrichment activities facilitated by parents.
8. Enrichment activities provided by non-school activities inside and outside of the community.

APPROVED: January 12, 1994

APPENDIX 342.331

Policy of the Lancaster Board of Education  
Instruction

**ENRICHMENT ACTIVITIES FOR STUDENTS  
IN THE LANCASTER COMMUNITY SCHOOL**

Students identified as possessing exceptional talent in general intellectual ability, specific academic ability, leadership skills, creativity, and artistic ability may benefit from participation in enrichment activities. These activities are designed to provide options for students to pursue a curriculum topic in depth. Enrichment activities may be completed by individual students, small groups of students with like interest and ability, or by whole classes of students.

Enrichment may expand upon areas of the regular curriculum or may use the curriculum as a starting point for stimulating new areas of interest and exploration. Enrichment activities should be viewed as an alternative, not an addition, to regular classroom activities. The ability of students to be motivated to be independent learners, to work well alone or with small groups, and to sustain interest in a topic is critical to the success of enrichment activities.

Student progress on enrichment activities will be evaluated on an ongoing basis. The support of teachers and parents is a key factor in enrichment program success. Once the enrichment activity has been established, it is important that all persons involved, including teachers, student and parents, know the expectation for project implementation. The forms attached to the following pages outline the student enrichment project. It is important that the components of the enrichment activity are clearly understood before beginning any program.

**ENRICHMENT PROJECT:**

GRADE LEVEL/SUBJECT: \_\_\_\_\_ DATE: \_\_\_\_\_

STUDENT(S) SIGNATURE: \_\_\_\_\_

\_\_\_\_\_

COOPERATING TEACHER: \_\_\_\_\_

PARENTS INFORMED OF ENRICHMENT ACTIVITY: \_\_\_\_\_

APPROVED: January 12, 1994

APPENDIX 342.332

**ENRICHMENT**

STUDENT(S) NAME: \_\_\_\_\_

\_\_\_\_\_

GRADE LEVEL: \_\_\_\_\_ TEACHER: \_\_\_\_\_ DATE: \_\_\_\_\_

I. AREA OF ENRICHMENT OPTION: \_\_\_\_\_ CREATIVITY  
ABILITY \_\_\_\_\_ ARTISTIC  
\_\_\_\_\_ GENERAL INTELLECTUAL  
\_\_\_\_\_ LEADERSHIP

SPECIFIC ACADEMIC ABILITY: (NAME SUBJECT AREA(S)):

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

II. TYPE OF ENRICHMENT ACTIVITY:

\_\_\_\_\_ INDIVIDUAL \_\_\_\_\_ SMALL GROUP \_\_\_\_\_ WHOLE CLASS

III. ESTIMATED LENGTH OF ENRICHMENT EXPERIENCE:

\_\_\_\_\_ ONE DAY \_\_\_\_\_ ONE WEEK \_\_\_\_\_ ONE QUARTER \_\_\_\_\_ FULL YEAR

IV. REASON FOR ENRICHMENT ACTIVITY:

\_\_\_ STUDENT INTEREST AND MOTIVATION IN TOPIC

\_\_\_ DEMONSTRATED MASTERY OF PORTION OF CURRENT CURRICULUM

\_\_\_ CHALLENGE TO PURSUE TOPIC AT GREATER DEPTH THAN  
PRESENTED IN REGULAR CURRICULUM

\_\_\_ OTHER \_\_\_\_\_

V. BRIEF DESCRIPTION OF ENRICHMENT ACTIVITY:

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

(CONTINUED ON OTHER SIDE)

VI. RESOURCES/MATERIALS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

VII. FINAL OUTCOME/PRODUCT OF ENRICHMENT ACTIVITY:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

VIII. HOW ENRICHMENT ACTIVITY WILL BE EVALUATED:

\_\_\_\_ POST-TEST \_\_\_\_ PRESENTATION \_\_\_\_ STUDENT PRODUCT  
\_\_\_\_ OTHER \_\_\_\_\_

IX. EVALUATION OF ENRICHMENT PARTICIPATION:

X-----X-----X-----X-----X  
EXCELLENT GOOD FAIR POOR NO EFFORT  
EFFORT EFFORT EFFORT EFFORT

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

X. RECOMMENDATIONS FOR FURTHER ENRICHMENT PARTICIPATION:

CIRCLE ONE: YES NO

IF YES, IDEAS FOR FURTHER ENRICHMENT ACTIVITIES

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

APPROVED: January 12, 1994

Policy of the Lancaster Board of Education

Instruction

**Gifted and Talented**

**CURRICULUM COMPACTING**

Students in the Lancaster Community School District who demonstrate an ability to master portions of the regular curriculum at a faster pace than the rest of their classmates may be offered an option to modify their educational program by compacting the curriculum.

Curriculum Compacting is an educational strategy which allows able students to move through the regular curriculum at a faster pace. Compacting allows students to "buy" time for more advanced or challenging activities. This is accomplished by allowing the student to demonstrate mastery of regular curriculum materials or by shortening the time it takes a student to complete a unit, topic, or mastery of a concept.

Considerations for curriculum compacting opportunities for students are based on the following assumptions:

1. Students learn at many different rates.
2. Some students learn quickly and with few repetitions, understand and can use concepts. Failure to recognize these realities can lead to boredom and frustration.
3. Compacting curriculum allows flexibility in the pacing and structure of students' learning experiences. Curriculum compacting allows students to demonstrate mastery of regular curriculum and pursue educational activities at a level that is more attuned to their ability level.
4. Curriculum compacting should be "instead of", not "in addition to", the regular curriculum.

APPROVED: January 12, 1994

Policy of the Lancaster Board of Education

Instruction

**PROCEDURES FOR CURRICULUM COMPACTING**

Procedures for implementing curriculum compacting options for students identified as part of the talent pool include:

1. Student is identified as being able to master a portion of the standard curriculum in advance of the rest of the class.
2. Mastery of regular curriculum is assessed through the use of pre-testing to determine child's understanding of concepts.
3. The Gifted and Talented Coordinator meets with classroom teachers to design appropriate curriculum compacting activities for the student.
4. A Curriculum Compacting Plan including: curriculum to be compacted, alternative learning strategies and materials, time lines for completion, and student products or outcomes is developed.
5. Student works individually or in small groups to complete Curriculum Compacting Plan. Contact with classroom teacher or Gifted Coordinator is provided on an as needed basis.
6. Student presents final product or is tested to determine mastery of compacted material.
7. Student's efforts are evaluated and the need for further compacting or a return to the regular curriculum is determined.

APPROVED: January 12, 1994

Policy of the Lancaster Board of Education  
Instruction

**OPTIONS FOR CURRICULUM COMPACTING**

Options provided by the Curriculum Compacting policy include the following:

1. Individual or small group compacted curriculum delivered by classroom teacher or Gifted and Talented Coordinator.
2. Compacted curriculum activities for unit, topic, or concept covered in the regular curriculum.
3. Compacted curriculum in a specific subject area mastered by student.
4. Option for student(s) to present results of compacted curriculum to the entire class.
5. Enrichment activities which support compacted curriculum plan.

APPROVED: January 12, 1994

Policy of the Lancaster Board of Education  
Instruction

**Gifted and Talented**  
**CURRICULUM MODIFICATION**

A student in the Lancaster Community School District who is capable and meets the criteria established in the procedures in this policy may choose to participate in a curriculum modification plan including curriculum compacting and enrichment activities.

This policy allows students who do not qualify for subject or grade level acceleration to participate in a modified form of acceleration within the classroom. These students demonstrate a mastery of a majority of the curriculum, but have not mastered the complete curriculum for a subject or grade level. Curriculum modification through compacting and enrichment allows the student to move through material at a faster rate than other students. Enrichment allows the student an opportunity to study parts of the curriculum more in depth than other students.

Student participation in curriculum modification programs through compacting and enrichment activities is based on the following assumptions:

1. The student considered for curriculum compacting should have the potential to perform at least 1/2 to 1 year above their classmates in a subject area.
2. Teachers shall not require a student participating in a compacted curriculum to do any of those portions of the curriculum in which the student has tested out.
3. Curriculum compacting will be supported by a variety of enrichment activities to promote study of the curriculum in depth and prevent students from "racing" through the curriculum.
4. The student involved in curriculum compacting will be given reduced amounts of introductory activities including drill and review of materials. The time saved through elimination of these activities will be used to allow the student to move more quickly through the curriculum and to complete in-depth enrichment activities.
5. The student's modified curriculum will be evaluated and reviewed periodically and at the end of each school year to assess the need for future compacting or enrichment activities.

APPROVED: January 12, 1994

Policy of the Lancaster Board of Education  
Instruction

**PROCEDURES FOR CURRICULUM MODIFICATION**

Student involvement in a curriculum modification plan are guided by the following procedures:

1. Parents or school personnel initiate the consideration of curriculum compacting by contacting the Gifted and Talented Coordinator.
2. The Gifted and Talented Coordinator will conduct an informational interview with the person who recommended the student for curriculum compacting.
3. An informal observation and testing of the student using materials from the current curriculum will be completed. This includes a pre-test of relevant curriculum materials to determine curriculum compacting recommendations.
4. Decisions regarding a compacted curriculum will be based upon a consideration of the student's full range of interests, needs and abilities (social, emotional, physical and mental maturity).
5. The student's task commitment, motivation, and ability to work independently will also be considered.
6. The Gifted and Talented Coordinator and cooperating teacher will complete a report based on available information and generate a list of options for curriculum modification.
7. A conference will be held with the student's parent or guardian to discuss the programming recommendations. Appropriate school personnel will be present at the conference.
8. The Gifted and Talented Coordinator will assist the classroom teacher by providing curriculum compacting and enrichment activities.
9. An ongoing evaluation of curriculum modification efforts will be conducted to ensure that the student is receiving appropriate programming.
10. The Gifted and Talented Coordinator will maintain a student record containing materials and programming recommendations related to curriculum modification.

APPROVED: January 12, 1994

Policy of the Lancaster Board of Education

Instruction

**OPTIONS FOR CURRICULUM MODIFICATION**

Students participating in curriculum modification activities may be involved in any of the following options:

1. Students may participate in a program of curriculum compacting and enrichment activities.
2. Students may participate in a program of enrichment activities that does not include a compacted curriculum.
3. Students may participate in other appropriate curriculum modification or enrichment activities as an individual or member of a group.
4. Students participating in a curriculum compacting and enrichment program may demonstrate mastery of grade level materials that indicate consideration for subject level acceleration.

APPROVED: January 12, 1994

Policy of the Lancaster Board of Education  
Instruction

**CURRICULUM MODIFICATION  
ENRICHMENT & COMPACTING**

**FORMS A & B**

The attached forms are provided to guide the process of Curriculum Modification outlined in the Lancaster Community Schools Curriculum Modification Policy. Information to support Curriculum Compacting and Enrichment Options for students in a logical and sequential manner are established through the use of these forms. The forms are a tool for establishing student needs for activities above and beyond the regular curriculum and for creating a curriculum modification program which meets these needs. The forms provide a documentation of rationale, content and description, and assessment of curriculum modification efforts to meet the needs of high potential students.

The purpose of Curriculum Modification is to allow highly able students, identified as possessing abilities which allow them to easily master and go beyond the regular curriculum, programming options for further advancing their talents. The Curriculum Modification Program helps assure that gifted and talented students in the Lancaster Community School District will be provided with educational challenges which meet the needs of their advanced capabilities. Curriculum Modification efforts are designed to include the students, school, and parents as active and informed participants in the educational process. Persons involved in the process should be aware of the implications that curriculum modification options have on a student's overall school program.

Verification of agreement with the attached plan:

GRADE/SUBJECT \_\_\_\_\_

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

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

Parents Notified of Plan: \_\_\_\_\_

APPROVED: January 12, 1994

Policy of the Lancaster Board of Education  
Instruction

**FORM A**  
**CURRICULUM MODIFICATION**  
**CURRICULUM COMPACTING/ENRICHMENT**

STUDENT NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

I. TALENT AREA: (CHECK APPROPRIATE AREA):

\_\_\_\_ GENERAL INTELLECTUAL    \_\_\_\_ LEADERSHIP

\_\_\_\_ CREATIVITY            \_\_\_\_ ARTISTIC ABILITY

\_\_\_\_ SPECIFIC ACADEMIC (AREA(S) LISTED BELOW)

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

II. REASON FOR REFERRAL:

THE STUDENTS NAMED ABOVE WILL HAVE CURRICULUM MODIFIED  
BECAUSE HE OR SHE: (CHECK APPROPRIATE REASONS):

\_\_\_\_ CONSISTENTLY FINISHES ASSIGNMENTS AT A FASTER PACE  
AND WITH A HIGH LEVEL OF QUALITY AND ACCURACY.

\_\_\_\_ CONSISTENTLY HIGH SCORES IN TESTS RELATED TO MODIFIED AREA.

\_\_\_\_ NEEDS TIME TO COMPLETE INDEPENDENT IN-DEPTH PROJECT.

\_\_\_\_ NEEDS TIME TO EXPLORE OTHER INTEREST AREAS.

\_\_\_\_ NEEDS MODIFIED CURRICULUM TO STIMULATE MOTIVATION.

\_\_\_\_ OTHER (DESCRIBE) \_\_\_\_\_

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

(CONTINUED NEXT PAGE)

III. METHOD OF REFERRAL/IDENTIFICATION (CHECK APPROPRIATE ITEMS)

\_\_\_\_\_TEST SCORES

\_\_\_\_\_TEACHER NOMINATION\_\_\_\_\_

NAME OF PERSON REFERRING

\_\_\_\_\_SELF-NOMINATION

\_\_\_\_\_PARENT REFERRAL\_\_\_\_\_

\_\_\_\_\_OTHER\_\_\_\_\_

APPROVED: January 12, 1994

APPENDIX 342.352

Policy of the Lancaster Board of Education

Instruction

**FORM B**

**CURRICULUM MODIFICATION PROGRAM DESCRIPTION**

I. COMPETENCY OF MASTERY OF BASIC CURRICULUM MEASURED BY:  
(CHECK APPROPRIATE ITEMS):

\_\_\_ STUDENT CLASSROOM PERFORMANCE/PRODUCTS

\_\_\_ INFORMAL PRE-TEST USING CURRICULUM MATERIALS

\_\_\_ OTHER \_\_\_\_\_

II. TYPE OF CURRICULUM MODIFICATION:

\_\_\_ COMPACTING \_\_\_ ENRICHMENT \_\_\_ INDIVIDUAL PROJECT

\_\_\_ SMALL GROUP PROJECT

\_\_\_ OTHER \_\_\_\_\_

III. STRATEGIES FOR CURRICULUM MODIFICATION:

A. REGULAR CURRICULUM MATERIALS MASTERED BY STUDENT:

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

B. ALTERNATE CLASS STRATEGIES/GOALS

STRATEGIES/GOALS	MATERIALS	PRODUCT/PROJECT
------------------	-----------	-----------------

_____	_____	_____
_____	_____	_____
_____	_____	_____

APPROVED: January 12, 1994

APPENDIX 342.353

Policy of the Lancaster Board of Education

Instruction

**CURRICULUM MODIFICATION  
MANAGEMENT/ASSESSMENT**

I. LENGTH OF THE CURRICULUM MODIFICATION PLAN:

\_\_\_ ONE YEAR \_\_\_ ONE WEEK \_\_\_ ONE DAY \_\_\_ UNIT/CHAPTER

\_\_\_ OTHER TIME PERIOD: \_\_\_\_\_

II. EVALUATION OF CURRICULUM MODIFICATION PROGRAM:

A. POST PROGRAM COMMENTS (INCLUDE TEST SCORES, BRIEF  
EVALUATION OF STUDENT PRODUCTS/PRESENTATIONS, ETC.)

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

B. STUDENT MOTIVATION/INDEPENDENT PARTICIPATION MEASURE:  
(CIRCLE APPROPRIATE LEVEL)

X-----X-----X-----X-----X  
Excellent Good Average Poor Little  
Effort Effort Effort Effort Effort

C. CURRICULUM MODIFICATION FOLLOW-UP: \_\_\_\_\_

DATE

\_\_\_ RETURN TO REGULAR CURRICULUM AT THIS TIME

OR

\_\_\_ CONTINUE TO PURSUE CURRICULUM MODIFICATION EFFORTS

D. RECOMMENDATIONS FOR FURTHER CURRICULUM MODIFICATION:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

APPROVED: January 12, 1994

Policy of the Lancaster Board of Education

Instruction

**TITLE I PARENT INVOLVEMENT**

The Lancaster Community School District recognizes the importance of parent involvement in the Title I program and, therefore, will provide appropriate opportunities for parents to become involved in the design and implementation of the LEA's Title I project which will include the following:

1. Title I staff will develop written policies for parent involvement. Parents will be involved in the planning, development, operation, and evaluation of Title I projects.
2. Title I regulations require an annual meeting for all parents of participating children to explain the program and activities provided. There will be a spring planning meeting to evaluate, share the needs assessment, and plan future programs.
3. The child's parents will be notified by letter that their child has been selected for the Title I program and the reason for this selection. A copy  
of the Title I parent involvement policy will be attached.
4. A report of the child's progress will be provided through Title I memos, conferences, and telephone calls at appropriate times. There will be a minimum of one scheduled parent/teacher conference each year with additional conferences as needed.
5. Title I personnel will provide materials and ideas for parents to use with the child at home. Staff will be readily accessible to parents by phone, conferences, and visits.
6. Parents will be invited to a parent informational meeting, participate in the all-school Open House, and parent visitation of Title I classes. Parents will be informed of staff schedules for any pupil concerns.
7. An interpreter will be provided to help parents understand information and activities regarding the Title I program when needed. All communications will be made understandable for parents.

8. Parents will be invited to attend appropriate CESA-  
sponsored regional and state Title I in service programs.

Approved: November 12, 1986

Revised: December 11, 1991

Revised: October 11, 1995

## **Title I Complaint Resolution**

Title I - AMENDMENT TO TITLE I OF THE ELEMENTARY AND SECONDARY ACT OF 1965 provides for the development and implementation of procedures for the resolution of complaints. A complaint procedure has been established by the Lancaster Community School District Parent Advisory Council. Parents, teachers, or other concerned organizations or individuals may submit a written complaint to the Title I Coordinator. A Compliance Violation Form may be obtained from the Title I Coordinator.

### **DISSEMINATION OF INFORMATION**

The procedures relative to this Complaint Resolution shall be in writing and shall be made available to concerned individuals or organizations. The parents shall be provided with copies of the procedures for complaint resolution and of the locations where copies of such procedures may be obtained. All information concerning the Complaint Resolution procedure shall be available at the School Administration office and at all buildings receiving Title I assistance.

#### **Section I**

The Parent, teacher, or other concerned organization, or individual shall have the right to present grievances in accordance with these procedures.

#### **Section II**

A "grievance" shall mean that there has been an alleged violation, misinterpretation or misapplication of any of the specific provisions of the Title I - AMENDMENT TO TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 and/or applicable provisions of the General Education Provisions Act.

#### **Section III**

The "Title I Coordinator" is the employee of the school district designated by the District Administrator to coordinate the district's efforts to comply with the statutory and regulatory requirements of Title I.

#### **Section IV**

A "party in interest" is the person making the complaint and any person who might be required to take action, or against whom action might be taken, in order to resolve the complaint.

## **Section V**

Every "party in interest" shall have the right to be represented and accompanied by any representative of their choosing at their own expense.

## **Section VI**

At all steps of this procedure every "party in interest" and/or the representative of the "party in interest" shall have the opportunity to present evidence and to question parties involved.

## **Section VII**

The failure of a complainant to act on any grievance within the prescribed time limits shall act as a bar to any further appeal, and Title I Coordinator's failure to give a decision within the time limits shall permit the complainant to proceed to the next step. The time limits may be extended by mutual agreement, however.

## **Section VIII**

First Step. (Administrator or Immediate Supervisor) An Attempt shall be made to resolve any complaint in an informal, oral discussion between the complainant and the building Administrator.

Second Step. (Title I Coordinator) If the grievance cannot be resolved informally, the complainant shall file the grievance in writing, and at a mutually agreeable time, discuss the matter with the Title I Coordinator. The written grievance shall state the nature of the grievance, shall note the specific clause or clauses of the grievance, and shall state the remedy requested. The filing of the formal, written grievance at the second step must be within seven (7) days from the date of occurrence of the event giving rise to the grievance.

The Title I Coordinator shall make a decision of the grievance and communicate it in writing to the complainant and the "parties in interest" within seven (7) school days after receipt of the grievance.

Third Step. (District Administrator of Schools) In the event a grievance has not been satisfactorily resolved at the second step, the aggrieved complainant shall file within seven (7) school days of the Title I Coordinator's written decision at the second step, a copy of the grievance with the District Administrator of Schools. Within seven (7) schools days after such written grievance is filed, the aggrieved and the District Administrator of Schools shall meet to resolve the grievance. The

District Administrator shall file an answer

within seven (7) school days to the "parties in interest."

Fourth Step. (Department of Public Instruction) In the event a grievance has not been satisfactorily resolved at the third step, the aggrieved complainant shall file, within thirty (30) school days of the District Administrator's grievance response with the Department of Public Instruction, State Title I Department, 125 S. Webster Street, Madison, WI 53707.

This procedure in no way denies the right of the "parties in interest" to file formal complaints with the Wisconsin Civil Rights Commission, other agencies available for mediation or rectification of affirmative action grievances, or to such private counsel for complaints alleging discrimination. However, if the complainant files any claim or complaint in any form other than under the complaint procedure of this Complaint Resolution, then the School District shall not be required to process the same claim or set of facts throughout the complaint procedure.

Approved: January 12, 1994

Revised: October 11, 1995

Policy of the Lancaster Board of Education  
Instruction

**Public Complaint Form**

Complaint concerning personnel or school.

Complaint initiated by \_\_\_\_\_

What is the nature of the complaint:

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

On what date, or over what period of time, did the alleged episode occur?

\_\_\_\_\_  
\_\_\_\_\_ Have you taken any previous action  
regarding this matter? If so, please explain: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What suggestions do you have to resolve the problem? If so, please explain:

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

Signature \_\_\_\_\_

Date: \_\_\_\_\_ 19\_\_

Date received:

Teacher \_\_\_\_\_

Principal \_\_\_\_\_

Superintendent \_\_\_\_\_

School Board \_\_\_\_\_

Date replied

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Approved:

Revised: October 11, 1995

Policy of the Lancaster Board of Education

Instruction

**REMEDIAL READING INSTRUCTION**

The Lancaster Public Schools shall employ a professional staff member certified by the Department of Public Instruction who has earned at least six semester credits in courses dealing with measurement of reading skills and achievement and/or the diagnosis of reading difficulties who will direct and/or perform locally identified activities designed to identify students in grades K-3 who are underachieving in reading - those whose observed or measured reading achievement is below their observed or measured capability. This person shall also direct and/or perform activities designed to diagnose the reading deficiencies of the underachieving student and to recommend activities which may be used to reduce or eliminate the under achievement. Such instruction and services shall be coordinated with all other reading instruction.

Federal funds may be used to support reading activities in grades K-3 if there are unique identifiable student characteristics which require other services to be rendered, and if it is very carefully documented that such activities are above and beyond those provided by the District.

The ~~District Administrator~~ Director of Instructions shall see that the District is in compliance with the above policy.

Legal Reference:       Section       121.02 (1) (c) Wisconsin Statutes

Approved:

Policy of the Lancaster Board of Education

Instruction

**CLASS SIZE**

The class sizes shall be considered the number of pupils under the jurisdiction of a regular teacher at any one time. Average class size is determined by dividing the total enrollment in all regular classes by the number of regular classroom teachers. Regular classes are those instructed by regular classroom teachers and do not include those instructed by remedial or counseling specialists or by itinerant teachers. The classes of specialists are frequently much smaller, and sometimes larger, because of the nature of their work and are not to be considered in determining average class size.

Each principal will report to the District Administrator each fall on the 3rd Friday of each semester the enrollment of each class or section in his school.

The principal will also notify the [Director of Instruction](#) District Administrator of any instances where class size is too large or too small for effective instruction and efficient use of personnel and may recommend a solution.

On an annual basis, classes projected for less than twelve students must have Board of Education approval.

Approved:                      March 12, 1986

Policy of the Lancaster Board of Education

Instruction

**SENIOR HIGH SCHOOL UPPERCLASSMAN  
ENROLLING AND ATTENDING CLASSES  
AT UW-PLATTEVILLE DURING THE SCHOOL YEAR**

In order to better prepare themselves for their chosen field in life, some students may wish to widen the scope of their education by taking a college course at the UW-Platteville.

A request to attend a class at UW-Platteville must receive final approval from the High School Guidance Counselor and the school Principal. They will use the established criteria in determining the approval or rejection of such requests.

Approved: October 8, 1975

Policy of the Lancaster Board of Education

Instruction

**GUIDELINES FOR ENROLLMENT IN COLLEGE COURSES**

1. A student must be a senior at Lancaster High School.
2. A student must be able to satisfy the entrance requirements of the UW-Platteville. One of the requirements specifies that a high school student taking a course must rank in the top one-quarter of his/her class.
3. The student must be academically capable of handling his/her load here at the high school as well as the course he/she takes at UW-Platteville. He/she must be doing passing work in all subjects and there can be no deficiencies toward graduation requirements.
4. A student requesting to take a course at Platteville is expected, from a citizenship standpoint, to be deserving of such privileged opportunity. This means good conduct, both in and out of school, at all times.
5. There must be a need for courses above and beyond our course offerings at Senior High in order to satisfy requirements for a particular chosen field of endeavor. A statement expressing that need must be submitted, in writing by the student.
6. Written consent of the parents must be filed with the school office in order for a high school senior to take such a course.
7. A signed (form) statement from the parent, relieving the School District of all liability in case of accident or injury to, from, or at Platteville, must be filed in the School Principal's Office.
8. Students and parents must pay all tuition and transportation costs connected with taking a course at UW-Platteville.

Approved: October 8, 1975



Policy of the Lancaster Board of Education

Instruction

**STUDENT PROGRESS REPORTS TO PARENTS**

The school year is scheduled on the basis of four quarters and report cards are issued following each nine-week period. Reports cards should be issued within 10 calendar days following the end of the nine weeks period.

Approved:                    November 11, 1987  
Revised:                    July 1999  
                                  September, 1999

Policy of the Lancaster Board of Education

Instruction

**PROMOTION AND RETENTION**

The general policy of the School District is to encourage and assist each elementary pupil to move along in a continuous growth pattern of academic achievement in harmony with his/her normal, social and emotional development. Most of the students will require the normal allotted time to progress through the five-year kindergarten-elementary school curriculum. In arriving at a decision for retention of a pupil, the combined views of the teacher, principal and parent are taken into consideration. The results obtained from standardized achievement tests and class work assignments will be important factors in any decision.

The guiding philosophy for determining promotion or retention will be what is in the best interest of the child.

Approved:

Revised: July 1999  
September, 1999

## PROMOTION/RETENTION PROCEDURE

### General Promotion Requirement for Grades 5 through 7

**To be promoted to the next grade level, Lancaster Middle School students in grades 5 through 7 must pass A and B below.**

...60% of their "core" academic classes each semester

...60% of any other carried courses each semester

Explanations for **A** and **B** above:

- A. The "core" academic subjects include: (1) Mathematics, (2) English or **Language Arts, (3) Science, (4) Social Studies, and (5) Reading.** All five of the core academic subjects are year-long courses at the 5<sup>th</sup> and 6<sup>th</sup> grade levels; at the 7<sup>th</sup> and 8<sup>th</sup> grade levels, the first four are year-long courses with Reading being only a semester course.
- B. Other carried subjects would first include required courses, such as physical education and health in 5<sup>th</sup> through 8<sup>th</sup> grade; music and art in 5<sup>th</sup> and 6<sup>th</sup> grades; and, technology education, family and consumer education, keyboarding, art, and library skills in 7<sup>th</sup> grade; and secondly would include any electives. All of these "non-core" courses would count as part of the total of carried subjects, in proportion to the part of the semester for which they meet.

**Special Notes:** Students served by Special Education staff have Individualized Education Plans (IEP's); however, they are required to follow the promotion procedure of the school. All relevant state and federal laws pertaining to Special Education students and students with disabilities, limited English proficiency, and 504 status will apply.

### General Promotion Requirement for Grade 8

To be promoted to grade 9, beginning in the 2002-2003 school year, Lancaster Middle School students in grade 8 must pass A and B above and the 8<sup>th</sup> Grade Graduation Test. The criterion for passing the 8<sup>th</sup> Grade Graduation Test will be achieving a score of basic or above on five of the six subtests (Reading, Language Arts/English, Mathematics, Science, Social Studies, and Writing).

### Academic Criterion for Grade 8

If a grade 8 student meets A and B above but does not pass the 8<sup>th</sup> Grade Graduation Test, he or she may still be promoted if he or she meets the academic criteria of earning at least a C- average (1.67 or better GPA) in all carried subjects for each semester or earning a C- average for the core academic subjects for the year. (continued)

Referral to the Promotion/Retention Committee

Any student in grades 5 through 7 who does not meet the General Promotion Requirement in **I.** above will be referred to a "Promotion/Retention Committee." Any student in grade 8 who does not meet the General Promotion Requirement for **II.** above or the Academic Criterion for **III.** above will be referred to the Promotion/Retention Committee.

Also, any student with less than 75% attendance will automatically be referred to the Promotion/Retention Committee. In any of these cases, the student's parents will meet with the committee, **or** at the principal's discretion with the principal or designee, to determine promotion, retention, or other available alternative.

V. Composition of the Promotion/Retention Committee Procedure

The Promotion/Retention Committee will be comprised of:

- (1) the principal or designee--both may attend, but only one may vote;
- (2) the student's homeroom teacher, a "core" academic teacher who has had the student during the second semester, or the student's primary special education teacher;
- (3) a "core" academic teacher at the student's grade level (one who has had the student during the current year);
- (4) one additional teacher at-large who is familiar with the student and who may be from the student's grade level, a grade level ~~above or~~ below the student's grade level, the special education department, or the guidance department; and,
- (5) the student's parents.

These five parties will comprise the voting members of the Promotion/Retention **Committee, with parents having one vote. The student will be asked to attend the committee meeting only if deemed necessary.** Parents are invited to participate actively. The principal or designee will schedule and conduct any meetings.

**VI. Purposes and Functions of the Promotion/Retention Committee Meeting**

**The purposes and functions of the parent meeting or the committee's meeting are as follows:**

- 1) to review records and/or pertinent related data,
- 2) to attempt to determine if the student is working up to his or her ability,
- 3) to thoroughly discuss all alternatives available at the time--including promotion; summer program; retention; transfer (to the in-district charter school); and private, home-based education program--and their prospective outcomes,
- 4) to determine which alternative might be in the best interest of the student, and
- 5) to select the alternative that will be implemented for the student.

## VII. Promotion/Retention Considerations

### **Some conditions which would merit consideration in regard to promotion or retention**

include (however, these considerations do not rule out the possibility of retention):

- 1) the student's placement in Special Education during the year,
- 2) the student's raising an earned, numerical average in one or more yearlong courses or their equivalents to a passing level (the course's yearlong numerical average is computed by averaging the first and second semester percentages),
- 3) the student's making significant improvement in the number of courses passed from first semester to second semester,
- 4) the committee's receiving letters from counselors or teachers which recommend the student's promotion,
- 5) active participation in class,
- 6) faithful assignment completion,
- 7) passing the 8<sup>th</sup> Grade Graduation Test, and
- 8) one or more prior retentions.

## VIII. Summer Program

In the case of potential retention, consideration will be given to the possibility of the student's passing a summer program, if available. Middle school students may take a summer program only once as a means of grade promotion. The principal, or in his/her absence a designee, will approve the summer program. Should the student satisfactorily pass the summer program, promotion to the next grade level would be approved. Those providing the summer program would determine rules, passing performance standards, and session meeting dates, as approved by the principal or, in his/her absence, a designee. Parents would be responsible for paying the cost of the summer offering to the provider, regardless of outcome for the student, unless the school district provides the summer program.

## IX. Appeal Process

If the parents and/or guardian are not satisfied with the conclusions of the parent meeting or the Promotion/Retention Committee, they may appeal in writing to the Lancaster Superintendent of Schools within ten (10) work days of the event of the committee's decision. The Lancaster Superintendent must render a decision in writing within ten (10) workdays.

If the parents and/or guardian are not satisfied with the conclusion of the Lancaster Superintendent of Schools, they may appeal in writing to the Lancaster Board of Education within ten (10) work days. The Board will render a decision within ten (10) workdays after the regular board of education meeting in which the appeal properly comes before the board after properly meeting the timelines of placing materials on the board's agenda.

WI Statute 120.13 (School Board authority)

Revised: January 2001

Policy of the Lancaster Board of Education

Instruction

**LANCASTER MIDDLE SCHOOL  
PROMOTION AND/OR RETENTION PROCEDURE**

To be promoted to the next grade level, Lancaster Middle School students must pass 60% of their "core" academic classes each semester and 60% of any other carried courses each semester. The "core" academic subjects include:

- (1) Math
- (2) English or Language Arts
- (3) Science
- (4) Social Studies
- (5) Reading

All five of the core academic subjects are year-long courses at the 5th and 6th grade levels; at the 7th and 8th grade levels, the first four are year-long courses with reading being only a semester course. Other carried subjects would first include required courses, such as physical education and health in the 5th through 8th grades; music and art in 5th and 6th grades; and, technology education, family and consumer education, keyboarding, art, and library skills in 7th grade; and secondly would include any electives. All of these "non-core" courses would count as part of the total of carried subjects, in proportion to the part of the semester for which they meet.

Less than 75% school attendance is one of the criteria for referral to the Promotion/Retention Committee. Students served by Special Education staff have specially identified programs. They are, however, required to meet the promotion standards of the school.

Failure or potential failure to meet the minimal academic progress or attendance standards will result in the student's referral to a "Promotion/Retention Committee." The students' parents will meet with the committee or at the principal's discretion the student's parents will meet with the principal and/or to determine promotion, retention, and other alternatives available.

The Promotion/Retention Committee will be comprised of:

- (1) the principal or designee -- both may attend, but only one may vote;
- (2) the student's homeroom teacher, a "core" academic teacher who has had the student during the second semester, or the student's primary special education teacher;
- (3) a "core" academic teacher at the student's grade level (one who has had the student during the current year);

- (4) one additional teacher at-large who is familiar with the student and who may be from the student's grade level, a grade level above or below the student's grade level, or the special education department, or a guidance counselor; and
- (5) the student's parents.

The five parties will comprise the voting members of the Promotion/Retention Committee, with parents having one vote. The student will be asked to attend the committee meeting only if deemed necessary. Parents are invited to participate actively. The principal or designee will schedule and conduct any meetings.

The purposes and functions of the parent meeting or the committee's meeting are as follows:

- (1) to review records and/or pertinent related data,
- (2) to attempt to determine if the student is working up to his or her ability
- (3) to discuss thoroughly all alternatives available at the time and their prospective outcomes, including promotion, summer program, retention, transfer and private-based education program
- (4) to determine which alternative is in the best interest of the student.

Some conditions which would merit consideration in regard to promotion or retention include:

- (1) the student's placement in Special Education during the year,
- (2) the students' raising an earned, numerical average in one or more of year-long courses or their equivalents to a passing level (the courses year-long numerical average is computed by averaging the first and second semester percentages).
- (3) the student's making significant improvement in the number of courses passed from first semester to second semester,
- (4) the committee's receiving letters from counselors or teachers which recommend promotion,
- (5) active participation in class,
- (6) assignment completion, and
- (7) number of previous retention(s).

In the case of potential retention, consideration will be given to the possibility of the student's passing a summer program, if available. The principal, or in his/her absence the designee, will approve the summer program. Should the student satisfactorily pass the summer program, then promotion to the next grade level would be approved. Those providing the summer program would determine rules, passing performance standards, and session meeting dates, as approved by the principal or, in his/her absence, the designee. Parents would be responsible for paying the cost of the summer offering to the provider, regardless of outcome for the student.

If the parents and/or guardian are not satisfied with the conclusions of the parent meeting or the Promotion/Retention Committee, they may appeal in writing to the Lancaster Superintendent of

Schools within ten (10) work days of the event of the committee's decision. The Lancaster Superintendent must render a decision in writing within ten (10) work days. If the parents and/or guardian are not satisfied with the conclusions of the Lancaster Superintendent of Schools, they may appeal in writing to the Lancaster Board of Education within ten (10) work days. The Board will render a decision within ten (10) work days after the regular board of education meeting in which the appeal properly comes before the board after properly meeting the time lines of placing materials on the board's agenda.

WI Statute 120.13 (School Board Authority)

Revised:        June 5, 1995  
                     July 10, 1996  
                     July, 1999  
                     September, 1999

## **LANCASTER HIGH SCHOOL GRADE LEVEL ADVANCEMENT POLICY**

To encourage students to successfully obtain their diplomas, requirements have been established for grade level placement, which will begin with the 1999-2000 freshman class. Grade level placement will be determined at the beginning of each school year as follows:

Sophomore	Have earned at least 6 credits
Junior	Have earned at least 12 credits
Senior	Have earned at least 18 credits

Students with exceptional needs will be placed in a grade level in accordance with their IEP.

Grade level will be determined by the student's status at the beginning of each school year and students will be assigned to homerooms, seating at all assemblies, yearbook photos, and all other class activities accordingly. Should a student that is behind in credits at the beginning of the school year earn credit during a school year that advances the student to the next grade level, the student will be advanced a grade level immediately and participate in that class' activities.

The purpose of this policy is to motivate all students to make consistent progress toward graduation and to motivate students who fall behind in credits to make up those deficiencies quickly rather than waiting until graduation is looming.

Prior to the start of the school year, the principal and the guidance counselor will meet with any student that is behind in credits and his or her parents or guardian. The purposes and functions of the parent meetings are as follows:

1. to review records and/or pertinent related data,
2. to attempt to determine if the student is working up to his or her ability
3. to discuss short and long term options and alternative programming for earning additional credits to meet the Lancaster High School graduation requirements, including pass programs, earning additional credits through the Lancaster Academy, earn credits through SWTC, and pursuing GED or HSED
4. to develop a plan of action whereby the student will earn credits necessary for graduation.

Students may appeal grade level placement based on extenuating medical circumstances. Such circumstances would be extended illness accompanied by a doctor's note indicating the student's inability to attend school and/or complete course work. The principal shall decide appeals of this nature.

If the parent and/or guardian are not satisfied with the grade level placement, they may

appeal in writing to the Lancaster District Administrator within ten (10) workdays of the decision. The District Administrator will determine if the decision was rendered according to the above outlined process and procedures.

Approved:                      January 12, 2000

Policy of the Lancaster Board of Education  
Instruction

**GRADUATION EXERCISES**

In order for a student to participate in the graduation ceremony, he/she must have completed the 25 credit requirements outlined by Lancaster School Board policy 345.4. Students must be attending full-time at Lancaster High School unless approved under Early Graduation Policy. Students attending Southwest Wisconsin Technical College pursuing an HSED or GED shall not take part in the graduation ceremony.

The student must have all financial and other obligations satisfied prior to the graduation ceremony.

Students who have not completed the required 25 credits may not participate in the graduation ceremony with their class:

- 1) Exceptions will be considered only for medical reasons verified by a medical doctor. If an exception is to be considered, an educational plan that prescribes exactly how credits are to be made up shall be in place. Upon the recommendation of the counselor and the approval of the principal, the graduation time requirements may be modified if said requirements can be completed prior to the next school term. However, any modification must include meeting the State of Wisconsin minimum requirement for graduation and local Board of education requirements.

The student will NOT receive a diploma until all credit requirements have been fulfilled.

Cross Ref: Graduation Requirements  
Approved: December 11, 1991  
January 12, 2000  
Revised: October 11, 1995  
July 10, 1996  
May 29, 1999  
December 8, 1999 (effective with 2001 graduates)  
April 14, 2004

## GRADUATION REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA

Students must satisfy a total of 25 credits in order to graduate from the Lancaster High School. Credits earned in grades 9 through 12 are counted.

Credit must be earned in grades 9 through 12 in order to meet graduation requirements:

4	credits of English
3	credits of Social Studies
2	credits of Math
2	credits of Science
1	additional credit from the above areas or in Foreign Language or Computer Science during senior year
1.5	credits of Physical Education
.75	credit of Health
<del>.25</del>	<del>credit of Driver Education</del>
<b><u>10.75</u></b>	<b><i>elective credits</i></b>
25	Total Credits

In addition to successfully completing the 25 credits of study, the class of 2004 and subsequent classes must also pass four out of four subject areas on the High School Graduation Test.

If a student has met the minimum credit requirement for graduation but does not pass the High School Graduation Test or is excused or excluded from taking the High School Graduation Test, the student will need to demonstrate academic performance by achieving a cumulative GPA of not less than 1.67 (C-).

If a student has met the minimum credit requirement for graduation but does not pass the High School Graduation Test or is excused or excluded from taking the High School Graduation Test, and does not demonstrate academic performance by achieving a cumulative GPA of not less than 1.67 (C-), the student needs to secure a recommendation from a faculty council consisting of high school teachers representing the subject area(s) of minimal performance and a selected number of teachers from whom the student has taken courses at Lancaster High School. The council will consist of a minimum of three (3) and a maximum of five (5) teachers. The recommendation will be based on but not be limited to: effort and participation in the classroom, ACT score, successful participation in remedial programs, and other criteria deemed relevant.

If the student does not receive the faculty council recommendation, the student is denied a diploma. The decision of the faculty council is final.

Clarifications of specific course requirements or alternatives are defined in Program of Studies Guide.

Upon the recommendation of the counselor and the approval of the principal, the graduation credit requirements may be modified for students who transfer into the district. Students having deficiency in required credits because of different course work/graduation requirements at their previous school may apply for modification, if they would have met the graduation requirement in their prior school. However, any modification must include meeting the State of Wisconsin minimum requirement for graduation.

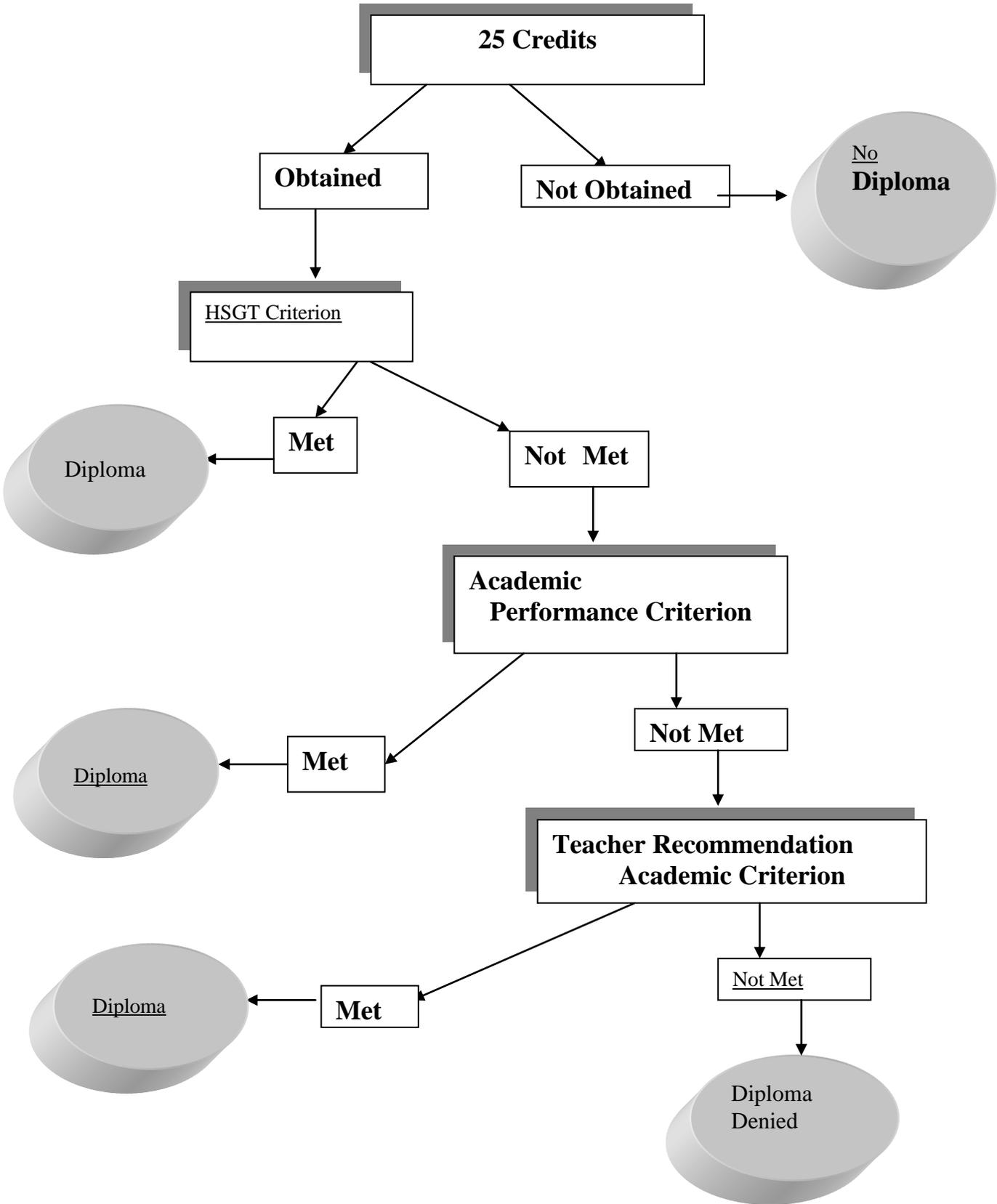
All students in good standing and meeting the requirements for graduation may participate in all activities during the commencement period.

All relevant state and federal laws pertaining to students with disabilities and students with limited English Proficiency will apply.

Reference: Student Handbook, Program of Studies

Revised: February 9, 1977  
February 12, 1986  
October 11, 1995  
July 1999  
September 1999  
November 2000

**Lancaster Community Schools  
High School Graduation Policy**



**LANCASTER HIGH SCHOOL  
EARLY GRADUATION POLICY**

It is the belief of the Lancaster Board of Education that students benefit from the social and educational opportunities provided by a four-year high school education. However, the Board also recognized that there may exist circumstances whereby an individual student may benefit from early graduation. Therefore, students may graduate early if they meet the guidelines and adhere to the procedures listed hereafter.

Guidelines

1. Students must complete seven (7) semesters of high school.
2. Students must meet all graduation requirements as specified in Board Policy.
3. Students must have written approval from their parent or guardian. Unless they have reached the age of 18 prior to the time application is filed.

Procedures:

1. Students desiring early graduation must complete the written application and return it to the school principal prior to the end of their 6<sup>th</sup> semester.
2. The student and parents must conference with the guidance counselor and principal to discuss the request.

Approved:     January 12, 2000

**LANCASTER ACADEMY  
GRADUATION / COMPLETION POLICY**

The Lancaster Academy's mission reflects the district's desire to provide an alternative learning environment, designed to meet individual student need. Students are recognized as having graduated / completed the Lancaster Academy when they meet all of the guidelines listed hereafter.

Guidelines

4. Students must have earned the 22.5 credits described in the Lancaster Academy Student Handbook. Upon such completion, students will be entitled to a Lancaster Academy diploma.
5. A minimum of 12 credits must be earned at the Lancaster Academy, unless otherwise approved by the District Administrator.
6. Upon the verified completion of the required credits, the student is considered to be graduated / completed. At this point, unless otherwise approved by the Lancaster School Board, the individual ends his/her status as a student of the Lancaster Academy, and of the Lancaster Community School District.
7. Upon completion, the student may participate in the Lancaster High School commencement ceremony at the end of the school year in which requirements are met.

Approved: May 10, 2000

Policy of the Lancaster Board of Education

Instruction

**TESTING PROGRAMS**

The school district shall establish and maintain a standardized basic testing program which can be used, communicated and interpreted by school and by district.

The program will lend itself to:

1. A qualitative assessment of the educational program of the district for purposes of reporting the overall status of the district and charting the growth of its students, grades, schools and areas from year to year.
2. Appropriate reports to the Board and to the public.
3. Interpretation and use by the teacher, counselor and administrator so that the test findings will influence the guidance and counseling of individual children, and the development of a high quality curriculum.

The district testing program shall include competency based tests in reading and math and other tests as required by state law and/or regulations.

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

Legal Reference: Sections 118.13 Wisconsin Statutes

120.12 (2)

121.02 (1) (o), (r) & (s)

PI 9.03 (1) of the Wisconsin Administrative Code

Cross Reference: Discrimination Complaint Procedures

Approved: November 11, 1987

LANCASTER COMMUNITY SCHOOL DISTRICT

346.31

Policy of the Lancaster Board of Education

Instruction

**The Third Grade Reading Test**

**~~EXCEPTIONAL EDUCATIONAL NEEDS~~ SPECIAL EDUCATION  
STUDENTS**

It is the right of all handicapped children to be provided equal educational opportunities and equal access to programs and services that are afforded non-handicapped children. Procedures used for the testing of students will be consistent with procedures that are already in place to serve these students. The Individual Educational Program (IEP) process should serve as the vehicle for making decisions about the inclusion or exclusion of a student in testing and on any modifications that need to be made in test administration.

Each child's participation is based on determination of whether the child's educational program is reflected in the test; that is, whether the material taught is the material covered by the test, and whether any local district modifications in testing need to be made. Any modifications in the administration of the test will be such that what is measured by the test remains the same.

The testing coordinator will make all staff aware of the testing guidelines and supervise all testing so that the proper procedures are followed.

Approved:                      January 12, 1994

LANCASTER COMMUNITY SCHOOL DISTRICT

346.32

Policy of the Lancaster Board of Education

Instruction

**THIRD GRADE READING TEST**

**LIMITED ENGLISH PROFICIENT (LEP) STUDENTS**

Any Wisconsin student with limited English proficiency as defined in s. 115.955(7) Wis. Stats., will be excluded from the third grade reading test administered under standard (r) if the student's language proficiency meets the criteria under s. PI 13.03(3)(a) through (d). Any student with English language proficiency meeting criterion (e) under s. PI 13.03(3) will be administered the third grade reading test for the purpose of meeting Standard (r).

The testing coordinator will make all staff aware of the testing guidelines and supervise all testing so that the proper procedures are followed.

Approved:                      January 12, 1994

Policy of the Lancaster Board of Education

Instruction

**Field Trips**

Student Educational Trips (Fields Trips)

Learning experiences take place in many settings. The school is an important learning setting, however, there are a vast quantity and variety of learning resources that exist outside the walls of the school. In order to provide students with additional learning opportunities, many school districts allow field trips to nearby points of interest and community resources.

Field trips, when properly carried out, supervised and integrated into the educational program, may provide students with the kind of firsthand knowledge that often cannot be gained in the classroom setting. School boards should develop policies on field trips to establish the legitimacy of field trips as a form of instruction, to set forth any limitations (distance, financial, frequency, etc.) the Board feels should be placed on the use of field trips, and to outline board requirements for safety and conduct.

Transportation for trips of educational value shall be provided at minimal costs to students.

All educational field trips exceeding budgetary allocations shall receive prior approval the District Administrator of Schools or his designated representative.

Field trips must be planned at least one week in advance within the first two weeks of each semester. Clarification needed.

The following guidelines are used to decide if a field trip should be taken:

- a. The experience will supplement and extend the district's instructional program.
- b. The educational benefits derived should be greater than any loss of learning due to lost class time, assessed by the by the teacher or through a written report.
- c. The cost to students will not be discriminatory.
- d. The expected experiences, including travel, will be appropriate to the age and experience of the students involved.
- e. The trip, or the place to be visited, must have provisions for the safety and well-being of participants.

- f. Field trips during school time which have as their primary purpose a recreational or entertainment purpose, even as an award or incentive, are not authorized except with specific approval of the Board. This does not apply to those trips planned for other than school (instructional - day) time.

Adopted: May 11, 1988

Administrative Rule  
Lancaster Board of Education  
Instruction

## **Student Educational Trips (Field Trips)**

1. Elementary School (grades K-4)

All elementary classes may be entitled to at one (1) field trip per year.

Cost must be provided for within the budget or the trip must be at no cost to the district and no overnight lodging is required.

Trips which exceed a radius of fifty (50) miles from Lancaster shall have the prior approval of the District Administrator of Schools or his designated representative. In the event that more than one trip per year is desired for any group of students, funds for said trip must be provided from the Winskill Elementary School instructional budget.

All trips in excess of one (1) per class receive the prior approval of the District Administrator of Schools or his designated representative.

### Guidelines for Parental Permission

1. Parental permission to take students on school sponsored field trips will be obtained during initial school registration.
2. Field trips within walking distance of school will require initial parent consent. Teachers may want to inform parents regarding the trip.

Such trips can be classified into three categories:

- (a) Last minute trips within a near radius of the school grounds to do such things as:
  - go to a mail box
  - look at a nearby structure
  - gather leaves
- (b) Very short excursions which are planned in advance, but which would again involve the crossing of no dangerous streets.
- (c) Longer excursions which involve the crossing of one or more dangerous streets enroute to nearby facilities (e.g., a store, park, etc.)

In any of these cases, however, a brief note home explaining the walk would be most considerate and informative for the parents. If there would be an objection to a child participating, the parent would then also have ample time to notify the teacher.

3. Field trips within the district requiring bus transportation will require initial parent

consent. Information regarding the trip should be sent home to parents a few days prior to the trip.

4. Information regarding field trips outside the district must be sent to parents with a signed permission slip returned to school prior to the trip.

2. Middle School (5-8)

The number of field trips for any school year may be as follows:

# classroom teachers X 1 = # annual field trips

Cost must be provided within budget or at no cost to the district and no overnight lodging is required.

Parental permission to take students on school-sponsored field trips is required.

If food or overnight lodging is required, or if trips exceed a radius of seventy-five (75) miles from Lancaster, prior approval of the District Administrator of Schools or his designated representative shall be obtained.

In the event that more than the designated number of trips are desired during any given year, funds for said trips must be provided from Middle School instructional budget.

All trips in excess of the designated annual number shall receive the prior approval of the District Administrator of Schools or his designated representative.

3. High School (9-12)

The number of field trips for any school year may be as follows:

# classroom teachers X 1 = # annual field trips.

Cost must be provided within budget or at no cost to the district and no overnight lodging is required.

Information regarding field trips outside the district must be sent to parents with a signed permission slip returned to school prior to the trip.

If food or overnight lodging is required, or if trips exceed a radius of one hundred (100) miles from Lancaster, prior approval of the District Administrator of Schools or his designated representative shall be obtained.

Any trips outside the confines of the State of Wisconsin shall have the prior approval of the District Administrator of Schools.

In the event that more than the designated number of trips is desired during any given year, funds for said trips must be provided from Senior High School instructional budget.

All trips in excess of the designated annual number shall receive the prior approval of the District Administrator of Schools or his designated representative.

4. General Conditions

The intention is to make available educationally oriented field trip experiences.

Any trips involving overnight lodging require the approval of the District Administrator of Schools. In addition, at the discretion of the District Administrator, the sanction of the Board of Education may be required.

If the trip is beyond two-hundred and fifty (250) miles and/or if the trip does not fall within budgetary limits, prior Board approval is required.

Adopted: May 11, 1988  
Revised: October 11, 1995

Policy of the Lancaster Board of Education

Instruction

Student Field Trips (Recreational)

The Board of Education sanctions the provision of transportation for students attending co-curricular activities and associated activities.

Nominal charges may be made to students desiring transportation services.

All recreational field trips shall receive prior approval of the respective Principal and the District Administrator of Schools or his designated representative.

Approved: May 11, 1988

Administrative Rule  
Lancaster Board of Education

Instruction

Student Field Trips (Recreational)

By definition recreational field trips shall include the following:

1. Athletic teams
2. Music groups
3. SWAL Conference and Wisconsin State High School League activities
4. Student spectator groups
5. Cultural events

Transportation for said activities shall be provided as required without financial remuneration on the part of students for activities 1-3.

Any revenue realized from the sale of student tickets for transportation in conjunction with any of the outlined activities shall be deposited in the appropriate accounts of the school district.

Adopted: May 11, 1988

Adopted by the Board of Education:

Administrative Rule  
Lancaster Board of Education

Instruction

Student Field trips (Major Magnitude)

Major Magnitude - a field trip of "major magnitude" shall be defined as:

A distance in excess of two hundred fifty (250) miles from Lancaster, Wisconsin.

Field trips of "major magnitude" may be educational, recreational, or a combination of both, and preferably taken when school is not in regularly scheduled session (i.e., Christmas, Easter, summer breaks.)

With permission of the Board of Education, field trips of major magnitude may be undertaken.

The initial contact for any school organization contemplating a major magnitude field trip shall be with the Principal of the school. The Principal shall establish a meeting to clearly outline the conditions which must be met prior to approval of the contemplated trip.

The second contact for any school organization contemplating a major magnitude field trip shall be with the District Administrator of Schools. The Principal shall establish a meeting with the District Administrator to clearly go over the conditions of planned trip prior to approval of the contemplated trip.

Board approval for planning must be granted prior to any promotion or organizing of students is undertaken.

Subsequent meetings shall be conducted by the District Administrator, or his designated representative, with sponsors, participants and parents of students who are contemplating participating in the trip. The purpose of the meetings shall be to clearly explain the contents and ramifications of Administration Rule which governs and explains the planning and preparation necessary for the trip if it is to gain District approval.

The District Administrator, upon receipt of a request for a "major magnitude" trip, shall notify the Board of Education of the proposed trip. At the next meeting of the Board, the Board shall either reject the request or shall authorize planning for formal presentation to the Board in accordance with the adopted policies of the District. Planning authorization on the part of the Board shall not be construed as tentative approval of the proposed trip but, rather, is an indication of the Board's interest in considering the matter in greater depth in order to determine the degree to which the District shall become involved.

The final proposal shall be prepared in accordance with the provisions of Administration Rule and will receive consideration by the Board only upon completion and conformity in entirety with these provisions. This final proposal must be presented to the District Administrator, in writing, at least 10 days prior to the meeting of the Board of Education at which time the proposal is to receive consideration.

Within 30 days of formal presentation of a proposed trip, the Board of Education shall take formal action either approving the trip as proposed, approving the trip as amended, rejecting the proposal, or assuming no legal or financial responsibility for the trip.

No commitment either express or implied is to be made on behalf of Lancaster Community School District prior to formal action by the Board of Education, and the District will take whatever action is necessary to insure that the position of the District is not misrepresented.

Any trip not rejected by the Board of Education shall conform to all regulations of the school district to provide proper audit and control of the activity.

A preliminary informal report following trip completion shall be made to the District Administrator, the appropriate building Principal, and the Board Chairman with 72 hours following return.

A formal report following completion of the trip shall be made by the sponsor/director at a regularly scheduled meeting of the School Board at the earliest convenient date following return.

Adopted: May 11, 1988

Revised: October 11, 1995

Administrative Rule  
Lancaster Board of Education  
Instruction

**Student Field Trips (Major Magnitude)**

Regulations here stipulated are divided into two categories:

1. Applicable for all major magnitude trips within United States.
2. Applicable for all major magnitude trips to foreign countries

A. Regulations/All Trips

1. List of contemplated participants
  - a. Name
  - b. Age
  - c. Parents
    - 1) Address
    - 2) Telephone number
  - d. Known physical defects
  - e. Allergies, etc.
2. Certificates of expressed interest, approval and request that the student be permitted to participate signed by the parent/guardian.
3. Time schedule relating to trips shall be as follows:
  - a. Initial request directed to the District Administrator not less than one hundred twenty (120) days in advance of the contemplated trip.
  - b. Final plans, in detail, submitted to the District Administrator not less than ten (10) days prior to the meeting that the proposal will be considered by the Board.
  - c. Final detailed proposal to be acted upon by the Board not less than thirty days prior to the contemplated trip unless specifically waived by the Board of Education.
4. List of contemplated chaperons - one chaperon for each 15 students must be arranged One official trip chaperon must be a full-time employee of the District. When possible, chaperons should be named from the building from which the student group is drawn.
- \*5. Name, address and contact of involved travel agency.
6. Participation voluntary and not a criteria for future group participation.
7. Trip budget (in detail).

**\*\*8. Trip itinerary (United States 10 days maximum)**

9. Plans for meeting budget.
10. Limited spending money per participant.
11. Emergency finances (traveler's checks).
12. If participating in meets or contests, a listing which has sanction, in writing, from appropriate governing bodies - Wisconsin State High School League, etc.
13. Assurance of appropriate "blend" of education and recreational activities (contained in the itinerary).
14. Approved list of fund raising proposals.
15. Breakdown of financial responsibility.
  - a. Activity group
  - b. School district
  - c. Parents
  - d. Solicitations/list of contributors (confidential)
16. Orientation sessions for students, parents/guardian and chaperons.
17. Certificate of parental or guardian permission.
18. Emergency contact procedures.

**B. Regulations/Foreign Trips**

1. Medical requirements for exit and return to United States.
2. Medical requirements for entry and return from foreign nation to be visited.
3. Obtain required passport/visa documents.

**\*\*\*4. Appropriate foreign travel insurance (obtained by parent).**

5. Recommended duration of trips (maximum)
  - \*\*a. North America - 14 day maximum
  - \*b. Other nations - 30 day maximum
6. Orientation sessions for parents, students and chaperons:
  - a. Severe peril of law violations in foreign nations.  
NOTE: Special emphasis on drug offenses.
  - b. Trip information.

7. Regulations/foreign trips.
  - a. Initial request directed to the District Administrator not less than one hundred eighty (180) days in advance of the contemplated trip.
  - b. Final plans, in detail, submitted to the District Administrator not less than ten (10) days prior to the meeting that the proposal will be considered by the Board.
  - c. Final detailed proposal to be acted upon by the Board not less than sixty (60) days prior to the contemplated trip.

\* A representative of the involved travel agency may be present at the meeting when the proposal is presented for Board consideration.

\*\* Time restrictions may be waived by specific action of the Board of Education.

\*\*\* Parents/Guardian, in writing, shall indemnify and shall save the Lancaster School District, its Board of Education, administrators, and teachers harmless against any and all claims, demands, suits, or other forms of liability, including court costs, arising out of said Major Magnitude Field Trip.

NOTE: Plans should be developed which require a minimum of teacher/student loss of school time.

NOTE: In the event trips necessitate teachers being absent during the school year, substitute teachers shall be provided by the District.

NOTE: The policy and rule should be examined by the school attorney in final form (after revisions following the first reading prior to adoption).

NOTE: Appropriate trip "Documents" would be prepared if the policy and rules are adopted.

#### C. Incident Procedures

In the case that incidents during the course of a "Major Magnitude" trip occur, the procedure to be followed by the sponsor/director in consort with the trip chaperons is outlined below. Such incidents may include, but are not restricted to:

1. Theft, either by a student participant, or perpetrated upon a student.
2. Illness or injury if deemed serious.
3. Use of drugs, alcohol, tobacco, or related substances.
4. Misconduct or unwillingness on the part of student participants to behave in accordance with all normal school regulations or special rules and regulations relating to the trip.
5. Other "incidents" which in the judgment of the trip sponsor/director or chaperons need the attention of the following procedure.

In general, the following procedure should be followed by the trip sponsor/director/and

chaperons in consideration of the foregoing instances:

1. Immediate and appropriate remedial action should be taken by chaperons in the event of any emergency.
2. School authorities such as the building Principal, assistant principal, or District Administrator should be notified by telephone or any such incident and consulted regarding possible action on the part of chaperons.
3. Parents and guardians of students involved should be notified immediately by the chaperons, or by local school authorities, if it is deemed to be in the best interest of speedy communication.
4. Local school authorities and parents/guardians should be notified of follow-up progress of the incident as deemed important by the chaperons.
5. A final report regarding each individual incident must be filed, in writing, to the building Principal with a copy to the District Administrator within ten (10) days of the return of the group.

Adopted: May 11, 1988  
Revised: October 11, 1995

Policy of the Lancaster Board of Education

Instruction

**CONSERVATION CAMP**

Once each year, the school may provide a one week camping experience for seventh grade students  
Instruction centers on conservation or nature studies.

Approved:

Policy of the Lancaster Board of Education

Instruction

**COMMUNITY RESOURCES**

Teachers are encouraged to utilize community resources to enrich unit instruction. Field trips and excursions may stimulate student interest and serve as an effective method of instruction. Proper planning is recommended and evaluation after these experiences is appropriate. Requests for special transportation for field trips and excursions are to be made, in writing, to the principal. Final approval must be granted by the Administrator.

Resource persons in the community may be invited to the classroom to lecture on or discuss special topics appropriate to unit study in progress. The building principal should be made aware of such arrangements prior to the day of such visits.

Approved:



Policy of the Lancaster Board of Education

Instruction

**TEXTBOOK/MATERIALS SELECTION**

Classroom materials are selected by individual teachers or teacher committees and approved by the Principal.

Textbooks are selected by teacher committees and recommended for the approval of the Principal, and adoption by the Board. Purchases of new textbooks are made with the approval of the Administrator.

Equipment and supplies are selected by individual teachers, committees, or department heads and recommended by Principals. Equipment items costing \$1000.00 or more must be recommended to the School Board by the Administrator and approved for purchase by the Board. Such equipment requested will be presented to the Board of Education along with the preliminary budget.

Legal Reference: Section(s) 118.03 (2)      Wisconsin Statutes  
118.13  
120.13 (5)  
121.02 (1) (h)

Cross Reference:      Discrimination Complaint Procedures

Approved:      January 20, 1971

Revised:      November 13, 1974  
July, 1999  
September, 1999

Policy of the Lancaster Board of Education

Instruction

**LIBRARY SELECTION POLICY**

**I. GENERAL PRINCIPLES**

It is the responsibility of the Lancaster Community School District to select materials for the school libraries in accordance with the following:

1. Library materials shall be chosen for their educational value and their interest for all the students of the school district. Materials should not be excluded because of the race, nationality, or the political or religious views of the author.
2. There shall be the fullest practical provision of materials presenting all points of view concerning the problems and issues of our times - international, national, and local. Library materials of sound factual authority shall not be prescribed or removed from library shelves because of partisan or doctrinal bias.
3. Censorship of library materials shall be challenged in order to maintain the school's responsibility to provide information and enlightenment.

**II. INTERPRETATION OF PRINCIPALS**

Interpreting these principles of materials selection more specifically, the following will apply:

1. We believe it is the right and responsibility of librarians to select library materials which are carefully balanced to include various points of view on any controversial subject.
2. Library materials should implement and enrich the curriculum in all areas, develop the appreciation of good literature, and provide for personal interests and recreational reading for students. The selections should be made by the librarians who will consider recommendations of the administrators, teaching staff, and suggestions from students within the limitations of this policy as approved by the Board of Education.
3. Selection of materials will be assisted by the utilization of standard evaluation aids; i.e. new authoritative lists, standards catalogs, book review digests, audio visual reviews as well as personal examinations and evaluation whenever possible.



## **SELECTION GUIDELINES**

The School District shall 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, to thereby enable students to develop an intellectual integrity in forming judgments.

1. Religion - Factual unbiased material which represents all major religions should be included in the library collection.
2. Political ideologies - The library should, without making any effort to sway reader judgment, make available basic factual information on the level of its readers on any ideology or philosophy which exerts a strong force, either favorable or unfavorable, in government, current events, politics, education, or any other phase of our common life.
3. Sex and profanity - Inclusion of profanity or frank treatment of sex should not automatically rule out materials. Rather, the decision should be made on the basis of whether the material presents life in its true proportions, whether circumstances are realistically dealt with, and whether the material is of literary value. In addition, the materials should be examined to select those in which the presentation and subject matter are suitable for the maturity, interests, and abilities of the users. Factual material of an educational nature on the level of the reader should be included in the library collection.
4. Science - Medical and scientific knowledge should be made available without any biased selection of facts.
5. Gender stereotyping Unbiased materials about women and men, their careers, accomplishments and viewpoints should be provided in the instructional materials centers.

### Weeding Procedure

The librarian shall be responsible for weeding, but subject area teachers may be consulted when there is a question, such as timeliness or suitability. Weeding shall be a continuous, year-round process. Almost all materials about Wisconsin and by Wisconsinites shall be retained. The librarian shall consider careful discarding of those materials which are out of print.

Types of materials which should be regularly weeded from the school library include:

1. Textbooks and all government reports.
2. Materials in such poor physical condition that the readers cannot use them or will receive

the wrong ideas about care of materials by doing so. (Books in poor physical condition with fine print and/or yellow pages, consequently of no value anywhere, should be destroyed so they will not again find their way back to the shelves.)

3. Materials in which the print is too fine for reading in comfort.
4. Those whose leaves have become yellowed and brittle with age. (This is often true of copies of the classics, a condition which discourages their use.)
5. Those which contain materials that is out-dated or perhaps no longer true. (This applies particularly to materials in science, especially about space, or social studies, especially about other lands and peoples. The copyright date is a great help in evaluating, though not the only factor to be considered.)
6. Materials which have been superseded by new and revised editions. (On rare occasions a new edition of a book does not entirely supersede the previous edition, but usually it does.)
7. Those which are not suitable for the readers using the collection. (Unsuitable materials may result from unsuitable gifts or mistakes in book selection.)
8. Duplicates of materials once popular but no longer used a great deal.
9. Mediocre or poor quality books including poorly written adult books.
10. Materials with stereotyped concepts of women, minority groups, and people of other countries.
11. Old issues of current magazines not meriting space in the small library for more than five years. (Ordinarily only periodicals listed in the Reader's Guide to Periodical Literature and Subject Index to Children's Magazines should be kept five years for reference use.)
12. Vertical file materials which must be discarded at frequent intervals and replaced by newer materials.

Approved: April 14, 2024



Policy of the Lancaster Board of Education

Instruction

**SCHOOL LIBRARIES/INSTRUCTIONAL MATERIALS CENTERS**

Special instructional materials are stored in the school Instructional Materials Center and made available to the classroom teacher with the help of the school IMC Directors.

IMC's are maintained in each of the district schools and are staffed by certified IMC Directors. Instructional Materials Center books, reference books and special materials are made available to students and teachers. IMC Directors instruct students in all use of the IMC and supervise the distribution and use of all IMC materials.

Students are authorized to use the school IMC's for research, individual study and review, and current reading. The IMC Director assists the classroom teacher in selecting materials for unit work. New acquisitions may be made on the recommendations of teachers, Principals or IMC Directors.

Each IMC Director has a secretary who assists her in all phases of the IMC operation. Teacher aides perform routine tasks for the classroom teacher and IMC directors.

All students in grades K-12 shall be provided the library/media services performed by or under the supervision of Department of Public Instruction certified library and audiovisual personnel. A librarian certified in the library/media field shall be designated to provide direction and coordination for the District's library/media program. All students shall be provided access to a current, balanced collection of books, basic reference materials, texts, periodicals and audiovisual materials which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American Society.

~~There shall be on file a written School Board approved Long Range Plan for library services development formulated by students, teachers, library and audiovisual personnel and administrators. The Long Range Plan shall point the direction toward programs described in the current Standard of School Library/Media Programs published by the Department of Public Instruction.~~

## **DISTRICT LONG-RANGE LIBRARY MEDIA PLAN**

### **I. District General Statement**

The library media program of the Lancaster Community School District supports and furthers the educational philosophy and goals of the district. The program is based on the belief that all persons need access to and the skills to use information in order to function in a multicultural democratic society. By providing access to information and developing the abilities to locate and use information, the library media program contributes to citizenship preparation in a pluralistic society, where tolerance and acceptance of individual differences and beliefs are valued. The program helps prepare students for the inevitable changes of the technological society which is emerging today, and into which the students will be graduating.

The library media program is an integral part of the overall instructional program of the school district. It provides resources and activities to meet the learning needs of all students. The inclusion of all types of instructional media assures the greatest possible number of individual learning alternatives. Through joint planning and cooperative teaching between the classroom teachers and the library media specialists, the program contributes to the effective implementation of district philosophy and curriculum.

### **II. Current Status of the Library Media Program in the Lancaster Community School District**

#### **A. Staffing**

Each of the three library media centers in the Lancaster School District are staffed by certified media specialists. Support for the media specialists is provided by full-time clerical staff.

#### **B. Selection and Processing**

Currently materials are selected and processed at each building level, with input from students, faculty, and administrators, in accord with the Materials Selection Policy.

#### **C. Curriculum**

The library skills curriculum is designed by the librarian in each media center.

#### **D. Facilities**

The facilities of all three instructional material centers are excellent.

#### **E. Budgets**

The IMC budgets in all three schools have not always been adequate to maintain the

needs of the building collections. They have not kept pace with the increase in the cost of books and media.

#### F. Audio Visual Equipment and Maintenance

The A-V hardware needs of the three schools is inadequate. Changing technology creates new A-V hardware needs such as computers, CD-ROMS, VCR/monitors, videodisc players and networking equipment. Older computers need replacing or upgrading. Some older equipment needs to be discarded and replaced or updated. Handling of audio-visual services varies from building to building. Due to various building situations, including lack of time, storage space and expertise in using A-V equipment, the library media specialists are not all currently providing A-V services through the IMC's.

#### G. Automation and Networking

All district IMC's have automated circulation systems. It is anticipated that automated card catalog systems may be installed in the near future at Middle and Senior High Schools. Winskill has a computer card catalog.

The district is not currently participating in the Statewide Data Base (WISCAT), although the DPI strongly recommends participation as a means of contributing our fair share to the interlibrary loan network of cooperation. High School and Middle School librarians plan to contribute to WISCAT.

#### H. Professional Development

The district provides opportunities for the library media specialists to participate in conferences, conventions and committees at the regional, state and national levels to help them acquire and maintain their skills in both library service and areas of technological development. Variation exists building to building as to which meetings are attended by the media specialists and how frequently they attend workshops. The media specialists willingly share the information from the conferences with each other and with their administrators. It remains difficult to provide certified substitutes for the media specialists when they attend meetings.

### **III. Individual Library General Statements and Status**

#### A. — Winskill Elementary IMC General Statement

Winskill IMC has a good collection of books, magazines and A-V materials suitable for the present school enrollment of preschool to grade four children and the staff. Holdings are continuously weeded and replaced with up-to-date titles. The IMC uses integrated shelving. Some equipment needs to be updated, replaced or added. Production facilities are available for aides and teachers. A full-time IMC Director, full-time secretary and half-time aide are employed. All students have scheduled library periods each week and access to the IMC from 8-4.

## B. Lancaster Middle School IMC General Statement

The Middle School has a centralized IMC with most materials accessible to all students, teachers, staff, and community members. Most materials are intershelved. The A-V production area is limited in space, but adequate. One full-time IMC Director and one full-time library secretary are employed. Student reading area meets space requirements as indicated by state guidelines. Core materials have been identified and purchased, but still many areas need to be developed to adequately meet the demands; for example, the geography resources, due to the changing world scene, and environmental educational resources.

A-V equipment needs change with the demand for using the newer technology. Some goals for an equipment pool include enough overhead projectors so that each classroom could be supplied; additional VCR/monitor setups to facilitate teacher needs, a videodisc player to enable staff to utilize CESA 3 collection of videodisc; computers with greater memory capabilities to operate the newer software (Apple II+ computers are suitable for drill and practice in a classroom); and a computerized catalog system with sufficient work stations for IMC users. Each work station could allow a user to access the database of materials from both the Middle and the High School IMC's, interact with on-line information, and utilize various CD data bases such as encyclopedias, dictionaries, and periodical guides.

## C. Lancaster High School IMC General Statement

The high school has a modern and spacious centralized IMC. The carpeted reading room seats 20% of the enrollment. Additional rooms include a conference room for small group learning, a "distance learning" room where adults and students may take classes using ITFS and CTN technologies, an office, and a large work/storage/production area. A computer lab is also connected to the IMC. Students have direct access to the IMC from the study hall.

Although the print and non-print collections are current, they are inadequate. The high school IMC collections total only 8,500 items. The budget for the IMC has not increased in 6 years. The budget must be increased to allow for expanded collection development and to cover the rising prices of materials. The supply of A-V hardware is also somewhat inadequate; several teachers are forced to share equipment that they would like to use on a daily basis.

The high school IMC staff consists of one full-time IMC Director and one full-time library secretary. The IMC is open to students from 7:45 to 3:45 every school day. All materials are assessable to students, teachers, and community members.

#### ~~IV. Five-Year Goals of District and Individual School Libraries~~

##### ~~A. Lancaster Community School District IMC Five-Year Goals:~~

- ~~1. Strengthen the collections by providing materials for students and teachers in subject fields and at levels not being served at present.~~
- ~~2. Encourage the use of all IMC's by faculty, parents, and other citizens of the community.~~
- ~~3. Access user needs, interests and ideas.~~
- ~~4. Schedule staff time so IMC Directors can meet with each other and are free to work with teachers and students outside the media center.~~
- ~~5. Continue to reevaluate the physical facilities of the IMC's.~~
- ~~6. Provide in service training to teachers in use of IMC's media services, and copyright applications.~~
- ~~7. Name a media director for the Lancaster School District with specific responsibilities and release time for such duties.~~
- ~~8. Employ IMC Directors and aides to work 2 1/2 days before and 2 1/2 days after the regular school session, needed, as determined by the IMC Director.~~
- ~~9. Coordinate promotional activities.~~
- ~~10. Encourage inter-cooperation between public schools, academic and public libraries.~~
- ~~11. Continue to share IMC materials with other libraries.~~
- ~~12. Continue cooperation and use of CESA services.~~
- ~~13. Add terminals and convert to computer catalog system.~~
- ~~14. Budget money to update district-wide reference collections and create a five-year purchase rotation.~~

##### ~~B. Winskill Elementary IMC Five-Year Goals:~~

- ~~1. Install more terminals in the IMC for the computerized card catalog system.~~

- ~~2. Install a computer terminal in grade 3 & 4 classrooms networked to the IMC.~~
- ~~3. Update the IMC policy and procedures booklet, if needed.~~
- ~~4. Continue to expand and improve IMC facilities and services to students and staff.~~
- ~~5. Increase the A-V, computer software and book budgets to cover rising costs.~~
- ~~6. Purchase a new IBM computer for circulation desk.~~
- ~~7. Upgrade the Macintosh computer and printer.~~
- ~~8. Add CD-ROM to IBM terminal or network CD-ROMS.~~

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- ~~4. Continue to expand and improve IMC facilities and services to students and staff.~~
- ~~5. Increase the A-V, computer software and book budgets to cover rising costs.~~
- ~~6. Purchase a new IBM computer for circulation desk.~~
- ~~7. Upgrade the Macintosh computer and printer.~~
- ~~8. Add CD-ROM to IBM terminal or network CD-ROMS.~~

~~C. Lancaster Middle School IMC Five Year Goals:~~

- ~~1. Develop on-line computer search capability and expertise for staff and students.~~
- ~~2. Update all collections.~~
- ~~3. Research and incorporate newest technology in the IMC.~~
- ~~4. Weed collections~~

~~D. Lancaster High School IMC Five Year Goals:~~

- ~~1. To continue to strengthen print and non-print collections.~~
- ~~2. To incorporate the use of CD-ROM technologies so that students have access to electronic reference sources.~~
- ~~3. To develop on-line capabilities for students and staff.~~
- ~~4. To promote resource-based instruction at the High School.~~

~~VI. Specific First-Year Goals~~

~~A. Lancaster Community School District IMC First-Year Goals:~~

- ~~1. Continue working with CESA to acquire materials and equipment for use by district schools.~~
- ~~2. Implement the new state guidelines on integrating library instruction with classroom instructional units.~~
- ~~3. Promote the use of the IMC and its materials by students and teachers.~~
- ~~4. Develop an awareness of available media services and copyright standards, particularly in areas of computers and videos, at faculty meetings.~~
- ~~5. Review the selection policy and have approved by the School Board if revised.~~
- ~~6. Cooperate more fully with school, public and academic libraries.~~
- ~~7. Provide instruction in the use of major pieces of equipment so students are proficient in their operation.~~
- ~~8. Increase the book and AV software budgets.~~
- ~~9. Anticipate budget support in areas of new technological development.~~

~~B. Winskill Elementary IMC First-Year Goals:~~

- ~~1. Continue to re-evaluate Winskill's scope and sequence preschool through grade 4 for the Library Skills program.~~

- ~~2. Continue preschool through grade 4 media skills instruction with cooperation of classroom teachers.~~
- ~~3. Continue close cooperation of IMC staff and teachers regarding IMC media use in classroom instructional units and interests.~~
- ~~4. Encourage lifetime recreational reading through special reading promotions.~~
- ~~5. Weed collection yearly.~~
- ~~6. Update A-V catalog for faculty.~~
- ~~7. Continue to build a computer software collection.~~
- ~~8. Continue to update and strengthen the book and A-V collection with emphasis on any weak areas or on expanding an area due to curriculum change or textbook adoption.~~
- ~~9. Be aware of changing costs and adjust A-V and book budget accordingly.~~

~~C. Lancaster Middle School First Year IMC Goals:~~

- ~~1. Continue to present Library Skills lessons as it fits into the fifth and sixth grade curriculum on an as needed basis, upon request of the classroom teachers.~~
- ~~2. Redesign the seventh grade Library Skills curriculum to coordinate with a daily class held on a quarterly basis.~~
- ~~3. Continue to work one-on-one and in small groups with the eighth grade students when needed, and conduct lessons when requested by classroom teachers.~~
- ~~4. Purchase WISCON software and sufficient CD-ROM drives to convert IMC collection into full Marc records to comply with needs of Catalog Plus software.~~
- ~~5. Facilitate the networking within and between the Middle and High School IMC's.~~
- ~~6. Instruct students and staff in the operation of Catalog Plus and network functions.~~

~~D. Lancaster High School First Year IMC Goals:~~

- ~~1. To add our holdings to WISCAT.~~

- ~~2. To install on-line card catalog.~~
- ~~3. To instruct all students and staff in the use of the on-line catalog.~~
- ~~4. To continue to cooperatively plan instructional units with teachers in all subject areas.~~

## **STUDENT INTERNET/EMAIL USE POLICY**

### **What is the Internet?**

The Internet is an international network of computer networks providing access to educational, commercial, governmental, and recreational resources. The Internet is an additional means of research and communication and is often called “the information superhighway.” To search the Internet, users need a computer, modem, telecommunications software, a telephone line, and an account with an Internet Service Provider.

### **What Types of Information Can Be Found on the Internet?**

Just about everything. Students can find very current information not yet available in books or on CD ROMs, such as statistics on earthquakes, which occurred in the last twenty-four hours. They can find current information on news, weather, sports, stock quotes, court decisions, encyclopedias, careers, job openings, and colleges. They can take virtual field trips to museums such as the Smithsonian or the Louvre in Paris, France. Students can talk to other students, scientists, authors or resource people anywhere in the world.

### **How Will Students Learn to Use the Internet?**

Students will receive training in the use of the Internet. This will include their rights and responsibilities, safety guidelines, and evaluation of resources before going on-line. Other programs and/or tests may be required.

### **Is it Safe for My Child to Use the Internet?**

With all types of information available on the Internet, students may inadvertently gain access to information not necessarily age and maturity appropriate. As part of a student’s use of the Internet, the faculty will suggest addresses to appropriate curriculum sites. It is important for parents to review personal safety rules with their children, remind their children to stay on task, and follow their curriculum goals.

### **User Expectations and Guidelines**

The use of telecommunications networks including the Internet is a privilege for students who agree to act in a considerate and responsible manner while on-line. All Internet and email use may be subject to monitoring by authorized district staff.

1. If students are provided with individual email accounts, a signed Student Internet/Email Use Policy form will be required.

2. Email should primarily be used to complete assignments. Students may communicate with friends and family outside the school if the computers are available. However, priority is given to those doing schoolwork on the school's classroom, lab, and media center computers.
3. Students will check their email frequently and delete unwanted messages promptly to conserve the email server's resources.
4. Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.
5. Students will promptly disclose to the district technology staff or school administration any messages they receive that are inappropriate or make them feel uncomfortable.
6. Authorized district staff will have access to email accounts for maintenance and monitoring.

### **User Responsibilities**

Students are responsible for:

1. Their own actions while using the Internet and other telecommunications networks.
2. Using the Internet and other telecommunications networks in a way consistent with the district educational goals and utilizing educationally suitable resources.
3. Using time wisely to ensure maximum access for all users and logging-off when asked to do so.
4. Any financial obligations incurred while using the Internet or email.

### **Prohibited Activities**

1. Using the Internet or email in ways that violate school policies and behavior standards.
2. Using the Internet or email for any illegal activity including violation of copyright or other laws.
3. Using the Internet or email for personal, financial or commercial gain.
4. Gaining unauthorized access to resources or entities (hacking).
5. Sending or displaying offensive, threatening, obscene, or other inappropriate messages or pictures in violation of Federal, State, or local laws, or school code.
6. Downloading programs from the Internet.
7. Saving email attachments to local hard drives.
8. Chatting.
9. Using personal Internet-based email accounts.
10. Using other student or faculty email accounts.
11. Giving out email password.
12. Posting chain letters or engaging in "spamming." (Spamming is sending an annoying or unnecessary message to a large number of people.)
13. Subscribing to listservs or newsgroups unless it is an assignment related to school and with the permission of the instructor.
14. Posting messages sent to them privately without permission of the person who sent the message.
15. Posting inappropriate information about another person.
16. Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, racist, sexist, abusive, or disrespectful language while on the Internet or email.
17. Posting information that, if acted upon, could cause damage or a danger of disruption.
18. Engaging in personal attacks, including prejudicial or discriminatory attacks.

19. Harassing another person through the Internet or email. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.
20. Knowingly or recklessly posting false or defamatory information about a person or organization.

### **Safety Tips and Netiquette**

1. Do not give out your (or anyone else's) name, address, phone number, or other personal information.
2. Do not arrange a meeting with anyone you "met" on the Internet or through email.
3. General school rules for behavior and communication apply just as they do in the classroom or hallways.
4. Be polite. That which is harmful, vulgar, or profane is not permissible. School rules regarding harassment apply to electronic communication.
5. Be aware there is no privacy on the Internet, including email.

### **Penalties for Violating the Student Internet/Email Use Policy**

The use of computers and telecommunications networks, including the Internet and email, is a privilege and users must take personal responsibility for their behavior. Penalties will be administered if students violate the Student Internet/Email Use Policy based on the severity and frequency of the offense. The school administration and/or school board may assign penalties.

### **Such Penalties May Include but are Not Restricted To:**

1. Loss of Internet/email access for one month for first offense.
2. Loss of Internet/email access for second offense.
3. Disciplinary or legal action including, but not limited to, criminal prosecution under appropriate state and federal laws.
4. May be subject to suspension or expulsion.
5. Students and parents must sign another Student Internet/Email Use Policy before having Internet/email privileges reinstated.

**STUDENT INTERNET/EMAIL ACCESS CONTRACT**

I understand when I am using the Internet, email, or any other telecommunication environment, I must adhere to all rules of courtesy, etiquette and laws regarding access and copying of information as prescribed by either Federal, State, or local law, and policies of the Lancaster School District.

My signature below means that I have read and agree to follow the Student Internet/Email Use Policy of the Lancaster School District.

\_\_\_\_\_  
Student Name (Print)

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**PARENT OR GUARDIAN**

As the parent or guardian of this student, I have read the Student Internet/Email Use Policy of the Lancaster School District.

\_\_\_\_\_ I give permission for my child to use the Internet and email for educational purposes at school.

\_\_\_\_\_  
Parent/Guardian Name (Print)

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

\_\_\_\_\_  
Date

**THIS FORM MUST BE RETURNED TO THE OFFICE BEFORE THE STUDENT CAN USE THE INTERNET OR EMAIL ON THE SCHOOL COMPUTERS.**

Approved: May 10, 2000

## **STUDENT COMPUTER/NETWORK USE POLICY**

Lancaster School District maintains local area networks within each building and a wide area network connecting the two sites that comprise the school district. The district technology staff maintains these networks, including hardware and software. To ensure that these networks, including hardware and software, are in proper working condition for use by district students, we must have certain user restrictions.

### **User Expectations and Guidelines**

The use of the school's computers and networks is a privilege for students who agree to act in a considerate and responsible manner while logged on to the system. All computer/network use may be subject to monitoring by authorized district staff.

### **User Responsibilities**

Students are responsible for:

1. Their own actions while using the school's computers and networks.
2. Using the school's computers and networks in a way consistent with the district's educational goals and utilizing educationally suitable resources.
3. Ensuring that no one knows any of the passwords they set up.
4. Remembering the passwords they set up and changing them when asked to do so.
5. Using time wisely to ensure maximum access for all users and logging off the system when asked to do so.
6. Logging off the system when you are finished.

### **Prohibited Activities**

1. Using the school's computers and networks in ways which violate school policies and behavior standards.
2. Using the school's computers and networks for any illegal activity including violation of copyright or other laws.
3. Retrieving someone else's work/paper and handing it in as yours.
4. Using the school's computers and networks for personal, financial or commercial gain.
5. Damaging, degrading or disrupting equipment or system performance. (This includes, but is not limited to, changing computer settings, damaging any physical part of the system, removing serial number labels from computers, or deleting any software or files not belonging to you from the computers or network.)

6. Invading the privacy of other individuals by accessing and/or vandalizing their computerized data.
7. Gaining unauthorized access to resources or entities.
8. Saving information to the hard drives of the district's computers.
9. Installation of any software.

### **Penalties for Violating Computer/Network User Expectations and Guidelines**

The use of the school's computers and networks is a privilege and users should take personal responsibility for their behavior while using them. Penalties for those who violate the user expectations and guidelines will be administered based on the severity and frequency of the offense. The school administration and/or school board may assign penalties.

#### **Such Penalties May Include, but are not Restricted To:**

1. Loss of computer/network access for one month for first offense.
2. Loss of computer/network access for second offense.
3. Disciplinary or legal action including, but not limited to, criminal prosecution under appropriate state and federal laws.
4. May be subject to suspension or expulsion.
5. Students and parents must read and sign another Student Computer/Network Use Policy before having computer/network privileges reinstated.

**STUDENT COMPUTER/NETWORK USE CONTRACT**

I understand that when I am using the school’s computers and networks I must adhere to all rules of courtesy, etiquette and laws regarding access and copying of information as prescribed by Federal, State or local law, and policies of the Lancaster School District.

My signature below means that I have read and agree to follow the Student Computer/Network Use Policy of the Lancaster School District

\_\_\_\_\_  
Student Name (print)

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**PARENT OR GUARDIAN**

As the parent or guardian of this student, I have read the Student Computer/Network Use Policy of the Lancaster School District.

\_\_\_\_\_  
Parent/Guardian Name (Print)

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

\_\_\_\_\_  
Date

**THIS FORM MUST BE RETURNED TO THE OFFICE BEFORE THE STUDENT CAN USE THE COMPUTERS OR NETWORK IN THE DISTRICT.**

Approved:                      May 10, 2000

## **DISTRICT WEB PAGE POLICY**

The availability of the Internet in Lancaster Schools provides an opportunity for students and staff to contribute to the School District's presence on the World Wide Web. The District's Web Site provides information to the world about school curriculum, instruction, school-authorized activities, and other general information relating to our school's and our district's missions. Creators of the web pages need to familiarize themselves with and adhere to the following policies and responsibilities. Failure to follow these policies or responsibilities may result in the loss of authoring privileges and/or other stringent disciplinary measures.

### **Content and Standards**

All web page material must have prior approval before posting to the web site. District technology staff, along with school administration, is responsible for web page approval.

### **Subject Matter**

All subject matter on web pages should relate to curriculum, instruction, school-authorized activities, general information that is appropriate and of interest to others, or it should relate to the School District, or the schools within the district. Therefore, neither staff nor students may publish personal home pages as part of the District Web Site, or home pages for other individuals or organizations not directly affiliated with the district. Staff or student work may be published only as it relates to a class project, course, or other school-related activity.

### **Quality**

All web page work must be free of spelling and grammatical errors. Documents may not contain objectionable material or point (link) directly to objectionable material. District technology staff and/or school administration will determine the appropriateness of web page material.

### **Ownership and Retention**

All web pages on the district's web server are the property of the Lancaster School District. Web pages will be deleted when a student graduates or moves, unless prior arrangements have been made with the district technology staff or school administration.

## **Guidelines**

1. Published email addresses are restricted to staff members or to a general group email address where arriving email is forwarded to a staff member.
2. Decisions on publishing student pictures (video or still) and audio clips are based on the supervising teacher's judgment. The teacher must first check with the district technology staff to determine if the student's parents/guardians have objected to such publication.
3. Concern about the content of any page(s) created by students or staff should be directed to the district technology staff or school administration.

## **School Board Policies**

All documents on the Lancaster School District's web server must conform to the School Board Policies and regulation as well as established school guidelines.

Approved:                      May 10, 2000

**STUDENT WEB PAGE CONTRACT**

I understand that when I am creating web pages for the District Web Site, I must adhere to all rules as prescribed by either Federal, State, or local law, and policies of the Lancaster School District.

My signature below means that I have read and agree to follow the District Web Page Policy of the Lancaster School District.

\_\_\_\_\_ I give my permission for Lancaster School District to post web pages that I have created, work I have done, pictures of myself, and/or other accomplishments about me on the District Web Site.

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

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**PARENT OR GUARDIAN**

As the parent or guardian of this student, I have read the District Web Policy of the Lancaster School District.

\_\_\_\_\_ I give my permission for Lancaster School District to post web pages that my child has created, work my child has done, pictures of my child, and/or other accomplishments regarding my child on the District Web Site.

\_\_\_\_\_  
Parent/Guardian Name

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

\_\_\_\_\_  
Date

**THIS FORM MUST BE RETURNED TO THE OFFICE BEFORE THE STUDENT CAN  
CREATE WEB PAGES OR HAVE INFORMATION PUBLISHED ON THE INTERNET.**

Approved:                      May 10, 2000

## **STAFF COMPUTER/NETWORK USE POLICY**

Lancaster School District maintains local area networks within each building and a wide area network connecting the two sites that comprise the school district. The district technology staff maintains these networks, including hardware and software. To ensure these networks, including hardware and software, are in proper working condition for use by district staff, we must have certain user restrictions.

### **User Expectations and Guidelines**

The use of the school's computers and networks is a privilege for staff members who agree to act in a considerate and responsible manner while logged on to the system. All computer/network use may be subject to monitoring by authorized district staff.

### **User Responsibilities**

Staff members are responsible for:

1. Their own actions while using the school's computers and networks.
2. Using the school's computers and networks in a way consistent with the district's educational goals and utilizing educationally suitable resources.
3. Ensuring that no one knows any of the passwords they set up.
4. Remembering the passwords they set up and changing them when asked to do so.
5. Using time wisely to ensure maximum access for all users and logging off the system when asked to do so.
6. Saving all work done on the computers to your home directory instead of computer hard drives. (Authorized staff may save to hard drives.)
7. Logging off of the system when you are finished.
8. Monitoring student activity in classrooms when students are using computers.
9. Reporting misuse of computers to district technology staff or school administration.

### **Prohibited Activities**

1. Using the school's computers and networks in ways which violate school policies and professional standards.
2. Using the school's computers and networks for any illegal activity including violation of copyright or other laws.
3. Using the school's computers and networks for personal, financial or commercial gain.
4. Damaging, degrading or disrupting equipment or system performance. (This includes, but is not limited to, changing computer settings, damaging any physical part of the system, removing serial number labels from computers, or deleting/changing any software or files not belonging to you from the computers or network.)

5. Invading the privacy of other individuals by accessing and/or vandalizing their computerized data.
6. Gaining unauthorized access to resources or entities.
7. Installation of any software without prior approval of district technology staff.

### **Penalties for Violating Computer/Network User Expectations and Guidelines**

The use of the school's computers and networks is a privilege and users must take personal and professional responsibility for their conduct.

#### **Such Penalties May Include, but are not Restricted To:**

1. Legal action including, but not limited to, criminal prosecution under appropriate state and federal laws.
2. May be subject to disciplinary action, including suspension or termination.

Approved:            May 10, 2000

## **STAFF INTERNET/EMAIL USE POLICY**

### **User Expectations and Guidelines**

The use of telecommunications networks including the Internet is a privilege for staff members who agree to act in a considerate and responsible manner while on-line. All Internet and email use may be subject to monitoring by authorized district staff.

1. During school hours email shall be used only to conduct district business and aid educational pursuits.
2. Staff shall check their email frequently and delete unwanted messages promptly.
3. Staff members may subscribe to high quality discussion group mailing lists that are relevant to their education or profession/career development.
4. All email accounts are accessible to authorized district staff.
5. Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages.

### **User Responsibilities**

Staff members are responsible for:

1. Their own actions while using the Internet and other telecommunications networks.
2. Using the Internet and other telecommunications networks in a way consistent with the district educational goals and utilizing educationally suitable resources.
3. Using time wisely to ensure maximum access for all users and logging-off when asked to do so.
4. Any financial obligations incurred while using the Internet or email.
5. Monitoring student activity in the classroom when students are using the Internet and email.

### **Prohibited Activities**

1. Using the Internet or email in ways that violate school policies and professional standards.
2. Using the Internet or email for any illegal activity including violation of copyright or other laws.
3. Using the Internet or email for personal, financial or commercial gain.
4. Gaining unauthorized access to resources or entities (hacking).
5. Sending or displaying offensive, threatening, obscene, or other inappropriate messages or pictures in violation of Federal, State, or local laws, or school code.
6. Saving email attachments to local hard drives.
7. Using personal Internet-based email accounts.
8. Using other employee's email accounts or sending email messages using someone else's name.
9. Giving out email password.
10. Posting chain letters or engaging in "spamming." (Spamming is sending an annoying or

- unnecessary message to a large number of people.)
11. Posting messages sent to them privately without permission of the person who sent the message.
  12. Posting inappropriate information about another person.
  13. Using obscene, profane, lewd, vulgar, rude, inflammatory, threatening, racist, sexist, abusive, or disrespectful language while on the Internet or email.
  14. Posting information that, if acted upon, could cause damage or a danger of disruption.
  15. Engaging in personal attacks, including prejudicial or discriminatory attacks.
  16. Harassing another person through the Internet or email. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by a person to stop sending them messages, they must stop.
  17. Knowingly or recklessly posting false or defamatory information about a person or organization.

### **Safety Tips and Netiquette**

1. Do not give out your (or anyone else's) name, address, phone number, or other personal information.
3. Do not arrange a meeting with anyone you "met" on the Internet or through email.
4. General school rules for conduct and communication apply just as they do in the classroom or hallways.
5. Be polite. That which is harmful, vulgar, or profane is not permissible. School rules regarding harassment apply to electronic communication.
6. Be aware there is no privacy on the Internet, including email.

### **Penalties for Violating the Staff Internet/Email Use Policy**

The use of computers and telecommunications networks, including the Internet and email, is a privilege and users must take personal responsibility for their behavior.

### **Such Penalties May Include but are Not Restricted To:**

1. Legal action including, but not limited to, criminal prosecution under appropriate state and federal laws.
2. May be subject to disciplinary action, including suspension or termination.

**STAFF TECHNOLOGY ACCESS CONTRACT**

I understand that when I am using the computers, network, Internet, email, or any other telecommunication environment, I must adhere to all rules of courtesy, etiquette and laws regarding access and copying of information as prescribed by either Federal, State, or local law, and policies of the Lancaster School District.

Furthermore, I give Lancaster School District permission to publish web pages that I have created, work I have done, pictures of myself, and/or other information about me on the District Web Site.

I agree that work created during school hours is the property of the Lancaster School District.

My signature below means that I have read and agree to follow the Staff Internet/Email Use Policy, Staff Computer/Network Use Policy, and District Web Page Policy of the Lancaster School District.

\_\_\_\_\_  
Staff Name (Print)

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Date

**THIS FORM MUST BE SIGNED AND RETURNED TO THE OFFICE. STAFF MEMBERS WILL ONLY BE REQUIRED TO SIGN THIS FORM AGAIN IF THE POLICY CHANGES. OTHERWISE, THE FORM IS KEPT ON FILE AS LONG AS THE DISTRICT EMPLOYS THE STAFF MEMBER.**

Approved: May 10, 2000

### **INSTRUCTIONAL TELEVISION**

Each district is wired for cable television reception and equipped with television receivers. The professional staff is encouraged to make use of available programs which relate to unit work going forward in the classroom. As more appropriate televised programs become available to the schools, this kind of instruction will be expanded.

Approved:

Policy of the Lancaster Board of Education

Instruction

**GUIDANCE PROGRAM**

Guidance and counseling services shall be provided for all students. The Lancaster Public Schools shall have on file written evidence that its guidance and counseling program is systematically planned and directed by Department of Public Instruction certified guidance and counseling personnel. Guidance and counseling activities in grades K-12 shall be performed by these certified personnel.

The program of guidance and counseling shall include providing vocational, education, and personal social information; pupil appraisal; placement; referral; research; and follow-up activities. Each pupil in school shall have an opportunity to be served in a planned program of school counseling and guidance services. The guidance staff is responsible for the development of a written plank which includes long and short-range program goals and objectives, which is sequential and conducted across all grade levels, is tailored to meet the appropriate development stages of pupils, and is systematically and continuously evaluated and revised.

The program shall be designed to:

1. Help each student develop an understanding of his/her particular strengths and weaknesses and enable him/her to develop into a responsible citizen.
2. Help each relate his/her interests, aptitudes and abilities to a meaningful program of studies and extracurricular activities.
3. Assist the student in vocational and educational planning.
4. Assist each student with personal concerns.

Principals and guidance counselors shall be responsible for the screening of all new students, the maintenance of student records, the testing program and student scheduling.

The guidance program shall be evaluated periodically.

- 366 - (cont.)

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

Legal Reference: Sections 118.13 Wisconsin Statutes  
121.02 (1) (g)

PI 9.03 (1) of the Wisconsin Administrative Code

Cross Reference: Discrimination Complaint Procedures

Approved: November 11, 1987

Policy of the Lancaster Board of Education

Instruction

**CO-CURRICULAR ACTIVITIES**

The school provides a wide range of co-curricular and interscholastic activities in athletics, music and speech. The Middle and High Schools engage interscholastically in these activities. In interscholastic athletics, programs operate under policies and regulations of the School Board and the W.I.A.A.

Cross Reference:     Athletic Handbook

Approved:

Policy of the Lancaster Board of Education

Instruction

**ATTENDANCE AT STATE ATHLETIC TOURNAMENTS**

Varsity team members and varsity cheerleaders, in each sport they participated in, may attend Wisconsin state school tournaments as spectators when Lancaster is not a competitor in that tournament, when their parents make a written request in advance. Transportation, -student housing and expenses for room, board, and tickets must be the responsibility of individual students. All supervisory responsibility will be assumed by the parents.

When Lancaster has a competitor in a Wisconsin state school tournament, high school students in good academic standing may attend providing their parent contact the school in advance requesting their student be released from school. Parents will be responsible for their student while attending state athletic tournaments, including transportation and housing. Expenses for room, board, transportation and tickets must be the responsibility of the individual student.

Approved: September 10, 1975

Revised: December 8, 1976

Revised: October 11, 1995

Revised: May 14, 1997

Policy of the Lancaster Board of Education

Instruction

**STUDENT ACTIVITIES FUNDS MANAGEMENT**

Student activity accounts shall be maintained only for those organizations or clubs that have officers and a school appointed advisor. Transaction in the student activity accounts shall comply with the same accounting rules and standards imposed upon school district funds. Student activity funds will be under administrative control, and all transactions shall be subject to the approval of the faculty advisor, the building Principal, and the District Administrator.

In the event an organization ceases to exist, funds of that activity account may be distributed only as the law would permit. The balance may not be withdrawn by the students after the activity or organization ceases to exist as a school organization. The balance remaining after dissolution of an activity shall revert to the Student Council of that school.

Deficits may not be incurred at any time by an activity account.

Student activity funds shall be audited annually by the auditors employed by the school district to audit the district's records.

Approved:                      April 14, 2004

Policy of the Lancaster Board of Education

Instruction

**MANAGEMENT OF STUDENT ACTIVITY FUNDS**

All money collected by school district employees and by student organizations shall be properly accounted for. All student organizations must deposit all receipts and make all payments through the activity fund account. There will be no withholding of funds to pay debts directly.

The Principal of the individual school in which the activities occur is to be responsible for this account. (Fund Manager)

Funds collected by anyone for activity fund accounts shall be deposited on the day collected and a receipt slip is to be issued with each deposit.

To facilitate proper financial practice, and to insure a solvent condition, each activity should operate on budget showing the estimated revenues and expenditures.

Disbursement of organization/club funds may be made only with the approval of a student officer, approval of faculty advisor and Principal. Proper documentation must accompany each request.

When a club/organization wishes to purchase materials, supplies, transportation, etc., a requisition, duly signed and approved, must be filed with the treasurer.

Each activity which handles funds must appoint a student treasurer who shall keep an independent set of records on receipts and expenditures for that club/organization.

Each Principal shall be responsible for all student activity funds, and shall maintain records, and follow procedures as prescribed.

Transfer between accounts may only be done with the approval of a student officer from each activity, the two advisors must approve as well as the building Principal. If the Principal is one of the advisors, then the approval of the District Administrator is required.

Documentation support shall be kept, including vendor invoices, sales, slips, cash register tapes, etc. Without documentation, checks should not be issued.

Approved:                      April 14, 2004



## GENERAL GUIDELINES IN HANDLING MONEY

These guidelines are provided to assist Principals in supervising proper bookkeeping procedures for handling various school funds.

### Record-Keeping

1. Maintain clear, simple records. Establish clear, simple Charts of Accounts.
2. Use pre-numbered, duplicate receipts. Receipt all monies received clearly stating the account the money is to be deposited to, and what the receipt is for.
3. Use consecutive numbered tickets whenever possible for games, performances, lunch program, etc.
5. Keep the record of cash on hand in a location different from the cash itself. It will serve as a record in case of something happening to the cash.
6. Reconcile bank statement monthly.
7. Do not commingle funds. Keep them separate so proper identification of the monies can be made.

### Deposits

1. Deposit all receipts intact.
2. Deposit cash promptly, the day received, if possible.
3. Do not permit money to be left in teachers' desk or around the building overnight. (Use night depository instead.)
4. All funds shall be maintained in the Activity Fund Account.

### Disbursements

1. Make all disbursements by pre-numbered checks, not by cash.
2. Supporting documents should be kept for all disbursements made.
3. Disbursements are made only with the written authorization of representatives of each group.

Approved:                      September 14, 1983

ORDER TO DRAW ON ACTIVITY ACCOUNT

\_\_\_\_\_,19

Please make a check payable to \_\_\_\_\_ in the amount of \$  
for: \_\_\_\_\_ charge to:  
\_\_\_\_\_ account.

Club Treasurer

Faculty Advisor

Paid Account No.  
Check No.  
Date  
Initials

Approved:            September 14, 1983

ACTIVITY FUND REPORTING

School Name:

Lancaster Community School District

Student Activity Fund

Statement of Receipts and Disbursements

Year Ended June 30, 19

Club/Organization	Balance July 1, 19__	Receipts	Disbursements	Balance June 30, 19
Class of 19				
Class of 19				
Class of 19				
Class of 19				
Class of 19				
	_____	_____	_____	
	\$ _____	\$ _____	\$ _____	\$ _____

Approved: September 14, 1983

ORDER TO TRANSFER FUNDS FROM ONE ACTIVITY

ACCOUNT TO ANOTHER

\_\_\_\_\_,19

Please make a transfer payable to \_\_\_\_\_ in the amount of  
\$ \_\_\_\_\_ from account.

From \_\_\_\_\_ Activity To \_\_\_\_\_ Activity

\_\_\_\_\_  
Club Treasurer

\_\_\_\_\_  
Club Treasurer

\_\_\_\_\_  
Faculty Advisor

\_\_\_\_\_  
Faculty Advisor

Transfer

Date

Made by

(initials)

Approved

Disapproved

Principal's Signature

Approved:

September 14, 1983

Policy of the Lancaster Board of Education

Instruction

**Interscholastic athletics  
is an integral part of the curriculum.**

As such, it provides certain opportunities and emphasizes definite aims difficult to duplicate in other activities or in later life. Interscholastic athletics:

1. Provide opportunities for competition of the highly skilled with opponents of comparable skill.
2. Provide activities that help to create school unity.
3. Make available opportunities to help students learn good habits of health, sanitation and safety.
4. Promote friendships both with teammates and opponents.
5. Provide opportunities to exemplify and observe good sportsmanship.
6. Teach attitudes of responsible team play and cooperation.
7. Help students realize that participation in interscholastic athletics is a privilege with accompanying responsibilities.
8. Provide an atmosphere where individual guidance can help to motivate young people to greater efforts in pursuits outside of the athletic world.
9. Teach students to make and accept decisions, discipline and responsibilities.
10. Provide activities for learning self-discipline, loyalty, personal pride, pride in the organization, respect for the rights of others, and the will to win. They place the unit, team, squad, class and school above personal desire.



Policy of the Lancaster Board of Education

Instruction

**COMMUNITY ACTIVITIES AND PERFORMANCES  
BY STUDENTS**

Although cognizant of the values, both social and scholastic, derived by pupils participating in various community-sponsored activities, the following points should be used by Principals in determining whether or not pupils may participate in such activities during school hours:

1. The participation in the project will not deprive students of time needed in acquiring basic skills.
2. The regular schedule will not be interrupted unless the majority of the students benefit through their participation.
3. Neither an individual, nor the school as a whole, shall be permitted to use school time in working on community- sponsored projects unless such an undertaking is contributing to the educational program.

Approved:                      July 11, 1984

# LANCASTER HIGH SCHOOL ATHLETIC HANDBOOK

## PHILOSOPHIES AND OBJECTIVES

The athletic program is an integral part of the Lancaster Community Schools' co-curriculum. Athletics provide opportunities and activities that are difficult to duplicate in any other school related activity. A primary purpose of education is to provide each student with a good background in health and physical fitness. The best performance of a student comes after the body and mind have been conditioned through regular training. The training rules teach self-discipline.

The objectives of the athletic program are as follows:

1. To give students an opportunity and the privilege to play and compete in sports.
2. To provide a total school interest that involves and encourages students other than athletes to participate.
3. To teach new skills and to offer opportunities to improve upon those skills.
4. To provide opportunities for lasting friendships in later life.
5. To provide opportunities to observe and exemplify good sportsmanship, which is good citizenship.
6. To teach responsibility and that a penalty follows a rule violation.

A student athlete is defined as a student who participates in a school-sponsored athletic program as an athlete, cheerleader, or manager.

## RESPONSIBILITIES

The privilege of participating in the athletic program whether athlete, manager, or cheerleader is extended to all students, provided they are willing to assume certain responsibilities. It is the responsibility of the student to be a credit to his/her parents/ guardians, school, and community. Therefore, the student is required to:

1. Display high standards of social behavior.
2. Display sportsmanship.
3. Display proper respect for those in authority, including teachers, coaches, administration, and officials.
4. Display a spirit of cooperation.
5. Dress with special care when attending a contest.
6. Use language that is socially acceptable.
7. Display proper respect for school issued equipment.

## ELIGIBILITY RULES

In order to represent Lancaster Community Schools in any interscholastic event, a student must meet all eligibility requirements of both the W.I.A.A. and Lancaster Community Schools.

A student will be eligible for interscholastic competition only if:

1. The student has on record prior to any participation a completed W.I.A.A. physical examination card or a W.I.A.A. alternate year card.
2. The student has on record prior to any participation a pledge card which accompanies this handbook. This pledge card entitles a student to participate in interscholastic events during the entire scholastic year. This pledge card must be signed and dated by the student and his/her parent/guardian.
3. The student is in good academic standing. Good academic standing consists of passing grades in all subjects after:
  - a) 1st and 3rd grading periods.
  - b) 1st and 2nd semesters.

An incomplete grade is considered a non-passing grade. If a student is not in good academic standing, the student is ineligible beginning the first day that report cards are issued. The student will remain ineligible for 15 consecutive school days. If after that time the student is in good academic standing, he/she will be eligible once again. If the student is not in good academic standing, he/she will be ineligible for each 15 consecutive school day period until the student is in good academic standing. A student may erase ineligibility status following the last grade reporting period of the school year through summer school courses (including correspondence courses) at the same or some other school provided the school gives credit toward graduation requirements for such courses and counts them in rank-in-class standings.

The student regains eligibility immediately when the incomplete(s) are made up and the student receives a passing grade for the incomplete(s).

The ineligibility status described in the paragraphs above will be adjusted as follows for students in fall sports in which the date of earliest allowed competition is before the first day students are in class and for students in summer baseball:

- a) Fall Sports - The minimum ineligibility period shall be the lesser of (1) 21 consecutive calendar days beginning with the date of earliest allowed competition in a sport or (2) one-third of the maximum number of games/meets allowed in a sport (rounded up if one-third results in a fraction).
- b) Summer Baseball - The ineligibility period shall be a minimum of three weeks (21 consecutive calendar days) as of the end of the second semester.

The following situations will render the student ineligible for interscholastic competition.

1. A high school student reaches his/her 19th birthday before August 1st of any given year. A middle student reaches his/her 15th birthday before August 1st of any given year.
2. A student may not participate in an organized nonschool activity in the same sport during the season of practice and competition established by the school.
3. A student is in attendance at high school (9 - 12) for more than eight semesters.
4. A student is in violation of any other rules as stated in the W.I.A.A. Handbook.
5. A student is dropped from one team for disciplinary reasons or a student quits a team

after more than 2 weeks of participation. This ineligibility is in effect for that particular season only.

# STUDENT ATHLETE CONDUCT

## PRIMARY RESPONSIBILITIES

The student athlete will:

1. Refrain from the use and/or possession of any form of illegal drug, tobacco or alcoholic beverage.
2. Refrain from the abuse of prescribed drugs.
3. Refrain from violations of the laws as written:
  - a) To commit a felony or misdemeanor crime.
  - b) To commit a traffic crime.
  - c) To commit civil forfeiture violations, including city ordinances deemed to be inconsistent with behavior outlined within the student athletic code.

\*(NOTE: Referrals, citations and warnings will all be handled as a violation if they meet a, b or c.)

## PRIMARY CONSEQUENCES

In the determination of primary consequences, "regular season" is defined as the first day team practice begins until the first W.I.A.A. tournament date, and, "length of season" is counted by weekdays. Primary consequences are as follows:

1. First violation shall be a suspension from participation of athletic contests for a period equal to 50% of the regular athletic season. If a student athlete voluntarily admits prior to being confronted of a violation, the suspension will be reduced to 20% of the regular athletic season. An athlete shall attend and participate in practice at the discretion of the coach, athletic director and Principal.
2. Second violation shall be a suspension from athletic participation for a period of time equal to 100% of the regular athletic season. The student athlete is not eligible for tournament play if the athletic season is missed.
3. Third violation shall be a suspension from athletic participation for a period equal to one calendar year. If the violation is the result of the use and/or possession of any form of illegal drug, tobacco, alcoholic beverage, or abuse of prescribed drugs, and if the student athlete voluntarily becomes a participant in a chemical dependency program or treatment program, the student athlete is reinstated after one calendar year, upon the athletic director's receipt of certification issued by a chemical dependency treatment center.

## STUDENT ASSISTANT PROGRAM ALCOHOL AND OTHER DRUG ABUSE PROGRAM

If the violation is the result of the use and/or possession of any form of illegal drug, tobacco, alcoholic beverage, or abuse of prescribed drugs, the student athlete will successfully complete a SAP/AODA Program.

If an athlete is found to be in violation of the Code Book involving some type of chemical use/abuse, the following steps are to be followed. The student will:

- STEP I: Receive an Assessment/Evaluation of Chemical Use/Abuse given in-house on the first offense. The student must receive a professional assessment for any chemical use/abuse violation following the first.
- STEP II: Attend eight Chemical Use/Abuse group sessions.
- STEP III: Meet with an assigned advisor for four weeks after completion of Use/Abuse group.
- STEP IV: If the athlete successfully completes the group sessions and the advisory program, he/she may continue to participate in a sport, if involved, or becomes eligible for the next sport.
- STEP V: If an athlete does not successfully complete both of the above in Step IV, he/she is not to compete in his/her next sport based on the penalty of the Code Book.
- STEP VI: Further Assessment/Evaluation is ordered (see STEP V)

## SECONDARY RESPONSIBILITIES

The student athlete will:

1. Follow school rules and regulations as stated in the Student Handbook, including (but not limited to) those regarding fighting, harassment, cheating, improper conduct, etc.
2. Travel to and from an out-of-town event with the school team. The only exceptions to this rule are:
  - a) The student athlete's parent/guardian gets approval by calling or holding a conference with the Principal or assistant principal to request alternate transportation for their student athlete before the end of the school day of the event.
  - b) The student athlete's parent/guardian sees the chaperon at the event and personally requests that their student athlete be transported home by some other means.
3. Abide by the curfew rules established by the student athlete's coach. The administration will have on file a written curfew policy from each coach.
4. Attend all practices. Only illness, administrative pass, or coach's approval will excuse a student athlete from practice. Once excused by an administrative pass, the student athlete must communicate with his/her coach prior to missing practice.
5. Be present for the entire school day in order to practice or participate in a contest that day, unless excused by the administration. Students medically excused from physical education class may not practice or participate in a contest that day.

## SECONDARY CONSEQUENCES

The following are the results of violations of Number 1. and 2. under SECONDARY RESPONSIBILITIES:

1. First violation shall be a suspension from participation in one athletic contest.
2. Second violation shall be a suspension from participation in one athletic contest. The parent/guardian will receive a written notification that any further violations will result in consequences for primary reasons.
3. Third violation shall be a suspension from participation of athletic contests or a period equal to 50% of the regular athletic season.

The penalty for violations of SECONDARY RESPONSIBILITIES 3. and 4. will be at the coach's discretion.

## SUSPENSION PROCEDURE

Once a student athlete has been involved in an athletic code violation, the following procedure will be initiated:

1. The head coach or other authorized person will contact the student athlete and explain the alleged violation.
2. If the student athlete admits committing the violation:
  - a) The suspension becomes effective immediately if he/she is presently involved in a sports activity.
  - b) If he/she is not presently involved in a sports activity, the suspension will start on the first practice day of the next season previously participated in.
  - c) The parent will receive written notification of the suspension within three school days.
3. If the student athlete denies committing the violation:
  - a) The Athletic Council will review the evidence and decide on appropriate action.

- b) The student will be informed within one school day of the Athletic Council's decision.
  - c) If the decision requires a suspension, the procedure stated in 2. will be followed.
4. One Athletic Council will be selected for instances which involve more than one student athlete.
  5. The Athletic Council shall consist of the Principal, the athletic director, the athlete's coach, and three other coaches designated as needed on a preassigned, rotating basis.

## DUE PROCESS

"Due process" is a procedure which the courts of law recognize as a necessary part of any rules and regulations. "Due process" recognizes the rights of the individual by outlining their recourse in the event they feel a wrong decision has been made. "Due process" is the procedure to follow in appealing decisions relating to eligibility. The "due process" steps are expected to be followed in the event legal action should be initiated at some later date.

1. After a ruling of ineligibility, a student athlete and/or parent/guardian may formally appeal the decision, in writing, to the athletic director. The appeal must be received within seven (7) calendar days of the ruling.
2. After an appeal has been received, a date (no later than seven calendar days) for a hearing will be established by the Principal. Present at the hearing will be the Administrative Team, the student athlete, and the parent/guardian(s). The hearing will provide an opportunity for the student athlete to testify and present evidence. A copy of the proceedings of the hearing and the decision will be mailed to the student athlete and his/her parent/guardian(s) within three (3) school days.
3. If the student athlete and parent/guardian(s) are not satisfied with the findings of the hearing, a hearing may be requested before the Board of Education. The request must be received by the Principal, in writing, within seven (7) calendar days of the mailing of the previous hearing. Present at the meeting will be the Board of Education, Principal, the student athlete, and the parent/guardian(s). The hearing will provide an opportunity to testify and provide evidence. A copy of the proceedings of the hearing and the decision will be mailed to the student athlete and his/her parent/guardian(s) within three school days.
4. The provisions as outlined above shall be the sole and exclusive remedy for appeal from the rulings referred to in the first paragraph.

## ATHLETIC EQUIPMENT

1. Each student athlete is responsible to take excellent care of their school-issued equipment.
2. The original equipment issued to each student athlete must be returned at the close of the season.
3. The student athlete will be held financially responsible for any lost or damaged equipment.
4. The student athlete will not be allowed to participate in the next sport season until their athletic equipment responsibilities are completed.

## INSURANCE AND HEALTH CARE CONCERNS

1. If students are insured by a district-wide coverage, this insurance coverage also extends to students engaged in athletic participation. However, it should be noted that the district's coverage is secondary to any private health insurance coverage carried by the student athlete's parent/guardian.
2. Student athletes who have special medical concerns (asthma, allergies, diabetes, etc.) must inform both the coach and athletic director of the concerns and provide written medical directives when the situation warrants.
3. All student athletic injuries must be reported at once to the coach and to the school office within seventy-two (72) hours. Failure to seek medical attention promptly, within ten (10) days, or to have the school file the insurance claims, may result in loss of insurance benefits as governed by the insurance company policy.

## ATHLETIC AWARDS

To earn an athletic letter, an athlete, manager or cheerleader must follow these general requirements:

1. Must attend all practices and events unless excused by the administration or coach.
2. Must not quit during the sport season which he/she has begun.
3. Must not have any primary code violations during a season of participation.
4. Any senior who completes his/her third year as a member of a team is eligible for a varsity letter.

5. At the discretion of the head coach, Principal, and athletic director an athlete, manager or cheerleader may be awarded a varsity letter when not meeting additional requirements set forth for the individual sports in the Code Book.

The following are additional sports requirements:

#### BASEBALL/SOFTBALL

To earn a varsity letter, an athlete must play in 1/2 of all the varsity innings played.

#### BASKETBALL (Boys and Girls)

To earn a varsity letter, an athlete must participate in 1/3 of the quarters played on varsity.

#### CHEERLEADING

To earn a varsity letter for cheering, the student must cheer on varsity.

#### CROSS COUNTRY

To earn a varsity letter, an athlete must participate in 1/2 of all varsity matches.

#### FOOTBALL

To earn a letter, an athlete must:

- a) start on either the offense or defense for three games during the season, or
- b) attend all practices, and, although not a starter on offense or defense, contribute on the specialty teams.

#### GOLF (Girls and Boys)

To earn a varsity letter, an athlete must:

- a) participate in 1/2 of all varsity matches, or
- b) have a counting score in two out of three of the following:
  - Conference Tournament
  - Regional Tournament
  - Sectional Tournament

#### TRACK (Boys and Girls)

To earn a varsity letter, an athlete must:

- a) score in 1/3 of all varsity track meets, or
- b) place in the conference and/or regional track meets.

### VOLLEYBALL

To earn a varsity letter, an athlete must play in two games of a varsity match for 1/3 of the season.

### WRESTLING

To earn a varsity letter, an athlete must participate in 1/3 of the varsity matches.

### CO-OP SPORTS

In the sports where schools have co-op to form a team, individuals will follow the host school's standards for receiving a varsity letter.

## SENIOR ATHLETIC AWARDS

### ATHLETIC AWARDS

1. American Legion (Boys and Girls)
2. V.F.W. Citizenship (Boys and Girls)
3. Grant County Herald Independent (Girls)
4. "W" Club or other (Boys)

The criteria that will be used to select the recipients for these awards will be the following

- a. Minimum number of letters/quality of letters  
Girls - 6  
Boys - 8
- b. Characteristics of individual: character, leadership on and off the field, participation, and scholarship (V.F.W.)
- c. A student athlete will lose the right to a senior award for the following:

- 1) Has had a primary code violation in grades 9 - 12.
  - 2) As a senior has not participated in a sport that he/she has lettered in the previous year unless because of injury or medical excuse.
- d. The athletic awards committee has the right to limit number of awards given.
- e. A special athletic award can be given at the discretion of the awards committee.

ATHLETIC CODE PLEDGE SHEET

Once signed by the athlete and parent/guardian, this pledge sheet is valid for the entire year.

**STUDENT**

I hereby acknowledge that I have read the Lancaster School Athletic Handbook and understand the rules and regulations as stated. As a member representing the Lancaster School System, I agree to guide my conduct accordingly.

**STUDENT'S SIGNATURE**

\_\_\_\_\_, 1995

**DATE**

**PARENT/GUARDIAN CONSENT**

I, as a parent/guardian of \_\_\_\_\_ have read the rules, regulations and policies set forth for athletic participation at Lancaster Community Schools and request my son/daughter permission to participate under those conditions. I also grant permission to the attending physician to give first aid and emergency treatment to my son/daughter should he/she require such assistance.

**PARENT/GUARDIAN SIGNATURE**

\_\_\_\_\_, 1995

**DATE**

Approved: August 12, 1987

Revised: November 10, 1993