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## MISSION AND VISION OF THE DISTRICT

### MISSION STATEMENT

Committed to the success of every student.

### VISION STATEMENT

The Portage Community School District will be a leader in education having high expectations for all students based on a clearly defined curriculum, partnering with parents and the community, and differentiating the instruction to meet the needs of every student in a literacy rich environment.

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## READING INSTRUCTIONAL GOALS AND KINDERGARTEN ASSESSMENT

The Board of Education shall approve a program of reading goals for students for grades kindergarten to 12.

To promote student's reading skills, the Board requires the District Administrator to employ a certified reading specialist who will be responsible to develop and coordinate a comprehensive reading curriculum for students in grades kindergarten to 12.

The goals shall be based on an assessment of existing reading needs of students. Subsequently the students shall be assessed based on the reading goals.

The District Administrator or designee shall annually prepare a report evaluating the reading curriculum of the School District and forward the report to the District Administrator who shall present the report to the Board.

### Assessments of Reading Readiness

An appropriate, valid, and reliable assessment of literacy fundamentals selected by the Board or the operator of each charter school established under 118.40(2r) or 118.40(2x), Wis. Stats., shall be administered annually to each student enrolled in four (4) year old kindergarten through second grade. The Board or operator of each charter school established under 118.40(2r) or 118.40(2x), Wis. Stats, shall require that the assessment selected evaluates whether a student possesses phonemic awareness and letter sound knowledge.

The results of a student's assessment shall be reported to the student's parent.

A student whose assessment indicates that s/he is at risk of reading difficulty shall be provided with interventions or remedial reading services.

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Interventions or remedial reading services shall be provided for a student in grades kindergarten to 4 if any of the following occurs:

- A. The student fails to meet the reading objectives specified in the reading curriculum plan maintained by the Board.
- B. The student fails to score above the State minimum performance standard on the reading test and:
  - 1. a teacher in the School District and the student's parent or guardian agree the student's test performance accurately reflects the student's ability; or
  - 2. a teacher in the School District determines, based on other objective evidence of the student's test performance accurately reflects the student's reading ability
  - 3. the student's reading assessment under 118.016, Wis. Stats. indicates that the student is at risk of reading difficulty. If this subdivision applies, the interventions or services provided the student shall be scientifically based and shall address all areas in which the student is deficient in a manner consistent with the State standards in reading and language arts.

115.77, 118.015, 118.016, 121.02 (1) (c), Wis. Stats.

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## CURRICULUM DEVELOPMENT

The Board of Education recognizes its responsibility for the quality of the educational program of the schools. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the District Administrator.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as:

- A. the courses of study, subjects, classes, and organized activities provided by the school;
- B. all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group;
- C. learning activities approved by the Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods;
- D. the plan for learning necessary to accomplish the educational goals of the District;
- E. all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the District.

The Board directs that the curriculum of this District:

- A. provides instruction in courses consistent with statute and regulations of the Department of Public Instruction or appropriate State agency;

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- B. ensures, consistent with 115 Wis. Stats. and other applicable Federal and State laws and regulations, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- C. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- D. consistent with 118.30 Wis. Stats., incorporates State-recommended performance standards for students as the basis for determining how well each student is achieving curriculum objectives;
- E. allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;
- F. provides a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role skills;
- G. utilizes a variety of learning resources to accomplish the educational goals;
- H. encourages students to utilize school counseling services in their academic and career planning;
- I. provides that, in the social studies curriculum, instruction in the history, culture, and tribal sovereignty of Federally-recognized American Indian tribes and bands located in Wisconsin takes place at least twice in the elementary grades and once in the high school grades;

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- J. provides for multicultural education by including, at each level, courses or units which help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to EuroAmericans, African-Americans, Asian-Americans, Hispanic-Americans, and Native-Americans.

As educational leader of this District, the District Administrator shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.

118.01, 118.24, Wis. Stats.

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## ADOPTION OF COURSES OF STUDY

The Board of Education shall provide a comprehensive instructional program to serve the educational needs of the students of this District. In furtherance of this goal and pursuant to law, the Board shall periodically adopt courses of study.

The Board shall determine which units of the instructional program constitute courses of study and are thereby subject to the adoption procedures of the Board. No course of study shall be taught in the schools of this District unless it has been adopted by the Board.

All curriculum changes (additions or retirements) should be submitted to the Director of Instruction for study.

The following information needs to be included with each proposal:

- A. What does the course consist of (course framework) and how will the course be taught?
- B. What standards are addressed in the curriculum?
- C. Who is the course designed for, and how will it impact student learning?
- D. What materials/textbooks or budget will be needed?

Courses must be submitted with Principal's approval. An endorsement sheet shall accompany all proposed curriculum changes.

Upon receipt of a curriculum proposal, a plan for implementation would be designed. The Director of Instruction in collaboration with administrators and teachers would coordinate this procedure. At this stage a review of the research and exemplary projects would be examined.



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The plan would be submitted to the School Board Curriculum Committee for discussion and consideration. The Committee would make recommendations to the School Board for all additions or retirements of District curriculum.

The suggested time line would be:

- A. September: Submit plan for review by the Principal/Director of Instruction
- B. October: Research/Analyze/Coordinate
- C. November: Submit to School Board

118.01, Wis. Stats.

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## COURSE GUIDES

The Board of Education recognizes that the District must develop and maintain curriculum course guides in order to better accomplish learning results with students.

As appropriate to the course of study, each guide shall contain:

- A. the intended learning outcome(s), defined in terms of how the learning is applied;
- B. knowledge and skills needed to achieve those outcomes;
- C. learning activities needed to achieve the outcome;
- D. appropriate materials and resources;
- E. suggested methods of instruction;
- F. evaluation criteria, standards, and methods which will confirm the extent to which learning outcomes have been achieved;
- G. a list of supplemental materials for the guidance of teachers.

The Director of Instructional Services shall be responsible for the preparation of course guides and shall establish guidelines related to their preparation.

All new course guides and revisions of existing guides shall be submitted to the Board for approval.

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## NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The Board of Education is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability (“Protected Classes”) in any of its student program and activities.

The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students.

In order to achieve the aforesaid goal, the District Administrator shall:

A. Curriculum Content

1. review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society;
2. provide that necessary programs are available for students with limited use of the English language;

B. Staff Training

develop an ongoing program of staff training and inservice training for school personnel designed to identify and solve problems of bias based upon the protected classes in all aspects of the program;

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C. Student Access

1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
2. verify that facilities are made available in a nondiscriminatory fashion, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

D. District Support

require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

E. Student Evaluation

verify that tests, procedures, or guidance and counseling materials, which is/are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

The District Administrator shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.

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The District Administrator shall attempt annually to identify children with disabilities, ages 3 - 21, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis (see AG 2260F).

**Reporting Procedures**

Students, parents and all other members of the School District community are encouraged to promptly report suspected violations of this policy to a teacher or administrator. Any teacher or administrator who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Students who believe they have been denied equal access to District educational opportunities, in a manner inconsistent with this policy may initiate a complaint and the investigation process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

**District Compliance Officers**

The Board designates the following individuals to serve as the District's "Compliance Officers" (hereinafter referred to as the "COs").

Peter Hibner  
Assistant Superintendent  
305 E. Slifer Street  
Portage, WI 53901

608-742-4879 - ext. 4134

hibnerp@portage.k12.wi.us

Margaret Rudolph  
Director of Business Operations  
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The names, titles, and contact information of these individuals will be published annually:

- A. in the staff handbooks.
- B. in the School District Annual Report to the public.
- C. on the School District's web site.

A CO will be available during regular school/work hours to discuss concerns related to student discrimination in educational opportunities under this policy.

## **Investigation and Complaint Procedure**

The CO shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision making process.

All complaints must include the following information to the extent it is available: a description of the alleged violation, the identity of the individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the report by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of class schedule for the complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the Principal or District Administrator prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

Within five (5) business days of receiving the complaint, the CO will initiate an investigation.

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Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the complainant;
- B. interviews with any persons named in the complaint;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The CO may consult with the Board Attorney before finalizing the report to the District Administrator.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding or request the complainant further investigation. A copy of the District Administrator's final decision will be delivered to the complainant.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above. The decision of the District Administrator will be reviewed by the Board upon request.

If the complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction.

The Board reserves the right to investigate and resolve a complaint or report of regardless of whether the member of the School District community or third party chooses to pursue the

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complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

## **Additional School District Action**

If the evidence suggests that any conduct at issue violates any other policies of the Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall take such additional actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

## **Confidentiality**

The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed however. All complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the complainant's identity.

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation will be maintained by the CO in accordance with the Board's records retention policy. Any records which are considered student records in accordance with the state or Federal law will be maintained in a manner consistent with the provisions of the law.

118.13 Wis. Stats.

P.I. 9, 41, Wis. Adm. Code

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendments Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

20 U.S.C. Section 7905, Boy Scouts of America Equal Access Act

29 U.S.C. Section 794, Rehabilitation Act of 1973, as amended



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42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. Section 2000ff et seq., The Genetic Information Nondiscrimination Act

42 U.S.C. 6101 et seq., Age Discrimination Act of 1975

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990, as amended

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services,  
Department of Education, Office of Civil Rights, 1979

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## SECTION 504/ADA PROHIBITION AGAINST DISCRIMINATION BASED ON DISABILITY

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA"), and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board of Education does not discriminate in admission or access to, or participation in, or treatment in its programs or activities. As such, the Board's policies and practices will not discriminate against students with disabilities and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

"An individual with a disability" means a person who has, had a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

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The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aids and cochlear implants or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, assistive technology, reasonable accommodations or auxiliary aids or services, or learned behavioral or adaptive neurological modifications.

With respect to public preschool, elementary and secondary educational services, a qualified person with a disability means a disabled person:

- A. who is of an age during which nondisabled persons are provided educational services;
- B. who is of any age during which it is mandatory under Wisconsin law to provide educational services to disabled persons; or
- C. to whom the State is required to provide a free appropriate public education pursuant to the Individuals with Disabilities Education Improvement Act (IDEIA).

With respect to vocational education services, a qualified person with a disability means a disabled person who meets the academic and technical standards requisite to admission or participation in the vocational program or activity.

## District Compliance Officer

The following person(s) is/are designated as the District Section 504 Compliance Officer(s)/ADA Coordinator(s) ("hereinafter referred to as the COs").

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The name(s), title(s), and contact information of this/these individual(s) will be published annually:

- A. in the staff handbooks.
- B. in the School District Annual Report to the public.
- C. on the School District's web site.

The CO is responsible for coordinating the District's efforts to comply with and fulfill its responsibilities under Section 504 and Title II of the ADA. A copy of Section 504 and the ADA, including copies of their implementing regulations, may be obtained from the CO.

The CO will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. The Board will further establish and implement a system of procedural safeguards in accordance with Section 504, including the right to an impartial due process hearing. Finally, students and parents will be advised of their right to request a due process hearing before an Impartial Hearing Officer (IHO) regarding the identification, evaluation or educational placement of persons with disabilities, including the right to participation by the student's parents and representation of counsel, and their right to examine relevant education records.

### Training

The CO will also oversee the training of employees of the Board so that all employees understand their rights and responsibilities under Section 504 and the ADA, and are informed of the Board's policies, administrative guidelines and practices with respect to fully implementing and complying with the requirements of Section 504/ADA.

The Board will provide in-service training and consultation to staff responsible for the education of persons with disabilities, as necessary and appropriate.

### Facilities

No qualified person with a disability will, because the District's facilities are inaccessible to or unusable by persons with disabilities, be denied the benefits of, be excluded from participation in,

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or otherwise be subjected to discrimination under any program or activity to which Section 504/ADA applies.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities. This includes, but is not limited to, providing accommodations to parents with disabilities who desire access to their child's educational program or meetings pertinent thereto. Programs and activities will be designed and scheduled so that the location and nature of the facility or area will not deny a student with a disability the opportunity to participate on the same basis as students without disabilities.

## Education

The Board is committed to identifying, evaluating, and providing a free appropriate public education ("FAPE") to students within its jurisdiction who are disabled within the definition of Section 504, regardless of the nature or severity of their disabilities.

If a student has a physical or mental impairment that significantly limits one or more major life activities, the Board will provide the student with a free appropriate public education ("FAPE"). An appropriate education may include regular or special education and related aids and services to accommodate the unique needs of students with disabilities. For disabled students who are not eligible for specially designed instruction under the Individuals with Disabilities Education Improvement Act ("IDEIA"), the related aids and services (including accommodations/modifications/interventions) they need in order to have their needs met as adequately as the needs of nondisabled students are met, shall be delineated, along with their placement, in a Section 504 Plan (Form 2260.01A F13). Parents/guardians/custodians ("parents") are invited and encouraged to participate fully in the evaluation process and development of a Section 504 Plan.

The Board is committed to educating (or providing for the education of) each qualified person with a disability who resides within the District with persons who are not disabled to the maximum extent appropriate. Generally, the District will place a person with a disability in the regular educational environment unless it is demonstrated that the education of the person in the regular environment even with the use of supplementary aids and services cannot be achieved satisfactorily. If the District places a person in a setting other than the regular educational environment, it shall take into account the proximity of the alternate setting to the person's home.

The Board will provide non-academic extracurricular services and activities in such a manner as is necessary to afford qualified persons with disabilities an equal opportunity for participation in

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such services and activities. Nonacademic and extracurricular services and activities may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interests groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students. In providing or arranging for the provision of meals and recess periods, and nonacademic and extracurricular services and activities, including those listed above, the District will verify that persons with disabilities participate with persons without disabilities in such services and activities to the maximum extent appropriate.

## **Investigation and Complaint Procedure**

The CO shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision making process.

All complaints must include the following information to the extent it is available: a description of the alleged violation, the identity of the individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the complainant will be asked to verify the accuracy of the report by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of class schedule for the complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the Principal or District Administrator prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

Within five (5) business days of receiving the complaint, the CO will initiate an investigation

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Although certain cases may require additional time, the CO will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

- A. interviews with the complainant;
- B. interviews with any persons named in the complaint;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the complainant, respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved. The CO may consult with the Board Attorney before finalizing the report to the District Administrator.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding or request further investigation. A copy of the District Administrator's final decision will be delivered to the complainant.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above. The decision of the District Administrator will be reviewed by the Board upon request.

If the complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction.

The Board reserves the right to investigate and resolve a complaint or report of regardless of whether the member of the School District community or third party chooses to pursue the

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complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

## **Additional School District Action**

If the evidence suggests that any conduct at issue violates any other policies of the Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall take additional such actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

## **Confidentiality**

The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed however. All complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the complainant's identity.

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

All public records created as a part of an investigation will be maintained by the CO in accordance with the Board's records retention policy. Any records which are considered student records in accordance with the state or Federal law will be maintained in a manner consistent with the provisions of the law.

## **Notice**

Notice of the Board's policy on nondiscrimination in education practices and the identity of the CO will be posted throughout the District, and published in the District's recruitment statements or general information publications.



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34 C.F.R. Part 104

29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended

42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

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## ENGLISH LANGUAGE PROFICIENCY

The Board of Education recognizes that there may be students whose primary language is not English residing within the District. With that in mind, the Board shall provide appropriate identification and transition services for District students who possess limited command of the English language. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English language learners (ELL), the implementation of curricular and instructional modifications, the assessment of the ELL student's academic progress, identification of ELL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements; the Board shall establish and implement a bilingual-bicultural education program as required by the law.

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

The District shall assess the English proficiency and academic progress of ELL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to ELL students shall be made on a case by case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State required tests to an ELL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any ELL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

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The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an ELL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for postsecondary education opportunities.

ELL students will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers. The District Administrator shall establish administrative guidelines that provide the:

- A. standards for reclassification/exit decisions;
- B. process for monitoring and maintaining documentation on the exiting student for two (2) years;
- C. access for students to re-enter a bilingual or ESL program if there is evidence that the reclassification decision was premature;
- D. opportunity for the parent(s) to participate in each entry, exit and re-entry decision;
- E. opportunity for the parent(s) to appeal the exit or re-entry decision.

The District will include in its annual report to the public information required by statute regarding the performance of ELL students.

P.I. 13 Wis. Admin Code  
118.13, 118.30(2), 115 Wis. Stats.

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## TITLE I SERVICES

The Board of Education elects to augment the educational program of educationally disadvantaged students by the use of Federal funds and in accordance with Title I of the Amendments to the Elementary and Secondary School Improvement Act of 1965.

The District Administrator shall prepare and present to the Department of Public Instruction a plan for the delivery of services which meets the requirements of the law, including those described below. The plan shall be developed by appropriate staff members and parents of students who will be served by the plan.

A. **Assessment**

The District shall annually assess the educational needs of eligible children, as determined by Federal and State criteria. Such assessment shall include performance measures mandated by the Department of Public Instruction as well as those determined by the District professional staff, that will assist in the diagnosis, teaching, and learning of the participating students.

B. **Scope**

Each school shall determine whether the funds will be used to upgrade the educational program of an entire school and/or to establish or improve programs that provide services only for eligible students in greatest need of assistance. The program, for an entire school and/or a Targeted Assistance School shall include the components required by law as well as those agreed upon by participating staff and parents.

C. **Participation**

The Title I program shall be developed and evaluated in consultation with parents and professional staff members involved in its implementation. Appropriate training will be provided to staff members who provide Title I services. Parent

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participation shall be in accord with Board Policy 2261.01 and shall meet the requirements of Section 1118 of the Act.

**D. Comparability of Services**

Title I funds will be used only to augment, not to replace, State and local funds. The District Administrator shall use State and local funds to provide educational services in schools receiving Title I assistance that, taken as a whole, are at least comparable to services being provided in schools that are not receiving Title I assistance.

The determination of the comparability of services may exclude, in accordance with Federal regulations, State and local funds spent on compensatory education programs, bilingual education programs, and programs for educationally-disabled students. The determination of comparability will not take into account unpredictable changes in student enrollments or personnel assignments.

In order to achieve comparability of services, the District Administrator shall assign teachers, administrators, and auxiliary personnel and provide curriculum materials and instructional supplies in such a manner as to ensure equivalence throughout the District.

**E. Professional Development**

The District Administrator shall develop administrative guidelines whereby members of the professional staff participate in the design and implementation of staff development activities that meet the requirements of Section 1119 of the Act and:

1. involve parents in the training, when appropriate;
2. combine and consolidate other available Federal and District funds;
3. foster cooperative training with institutions of higher learning and other educational organizations including other school districts;

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4. allocate part of the staff development to the following types of strategies:
  - a. performance-based student assessment
  - b. use of technology
  - c. working effectively with parents
  - d. early childhood education
  - e. meeting children's special needs
  - f. fostering gender-equitable education
5. provide opportunities for paraprofessionals to work toward certification as professional educators.

**F. Simultaneous Services**

In accordance with law, a school offering Title I services may also serve other students with similar needs.

20 U.S.C. 2701 et seq., Elementary and Secondary Education Act of 1965  
34 C.F.R. Part 200, et seq.

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## PARENT PARTICIPATION IN TITLE I PROGRAMS

In accordance with the requirements of Section 1118 of Title I, programs supported by Title I funds must be designed and implemented in consultation with parents of the students being served.

### **Development of Guidelines for Parent Participation**

The District Administrator shall ensure that the Title I plan under Section 6312 contains guidelines which have been developed and approved by the District and parents of participating students and distributed to parents. The guidelines shall describe how:

- A. the District expects and encourages parents to be involved in the planning, review, and improvement of Title I programs, including their participation in the development of the plan under Section 1112 and the process for school review and improvement under Section 1116;
- B. meetings will be conducted with parents including provision for flexible scheduling and whatever assistance the District may be able to provide parents in order to better ensure their attendance at meetings, and for providing information in a language the parents can understand;
- C. meetings will include review and explanation of the curriculum, means of assessment, and the proficiency levels students are expected to achieve and maintain;
- D. opportunities will be provided for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decisionmaking about the program and revisions in the plan;
- E. information concerning school performance profiles and their child's individual performance will be communicated to parents;

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- F. parents will be provided with assistance (e.g., literacy training and technology) in providing help to their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework; guiding nutritional and health practices, and the like;
- G. timely responses will be given to parental questions, concerns, and recommendations;
- H. the District will provide coordination, technical assistance and other support necessary to assist Title I schools to develop effective parental participation activities to improve academic achievement and school performance;
- I. an annual evaluation of the parental involvement plan will be conducted with parents, identifying any barriers to greater parental involvement (such as limited English, limited literacy, economic disadvantage, disability, etc.) and how strategies will be devised to improve parental involvement and to revise, if necessary, this policy;
- J. the parental involvement plan will be coordinated with other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, and Home Instruction for Preschool Youngsters;
- K. other activities will be conducted as appropriate to the plan and State and Federal requirements.

The District Administrator shall also ensure that the guidelines include a school-parent compact developed jointly by the District and parents, which outlines the responsibilities of the school staff, the parents and the student for academic improvement. The school-parent compact shall include provisions addressing:

- A. the school's responsibility to provide high quality curriculum and instruction in a supportive, effective learning environment;



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- B. parent's responsibility for such things as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and positive use of extracurricular time; and
- C. the importance of parent-teacher communication on an ongoing basis through at least annual parent teacher conferences to discuss achievement and the compact; frequent progress reports to parents; reasonable access to staff; and to opportunities to observe and participate in classroom activities.

## **Informing Parents of Their Right to be Involved in Development and Administration of this Policy**

The District Administrator shall also assure that each Title I participating school develops a specific plan, with parental involvement, which:

- A. convenes an annual meeting, at a convenient time, to which parents of participating children are invited and encouraged to attend, to explain the school's involvement under Title I, the requirements to develop this policy, and the parents' right to be involved;
- B. involves parents in an organized, ongoing and timely way in the development, review, and improvement of parent involvement activities;
- C. provides participating students' parents with:
  - 1. timely information about the Title I programs;
  - 2. an explanation of the curriculum, the forms of academic assessment, and the proficiency levels expected;
  - 3. regular meetings, upon request by a parent, to make suggestions and receive response regarding their student's education.

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## **Notice to Parents and Updating the Policy**

The District will notify all parents of this policy, the guidelines, and the school-parent compact in a language understandable to the parents, to the extent practicable. Additionally, this policy will be made available to the local community and will be updated periodically to meet the changing needs of parents and the school.

20 U.S.C. 6318  
34 C.F.R. Part 200 et seq.

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## TITLE I – PARENTS’ RIGHT TO KNOW

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the District Administrator shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student's classroom teachers:

- A. Whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching.
- B. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.
- C. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned.
- D. The qualifications of any paraprofessionals providing services to their child(ren).
- E. In addition, the parents shall be provided:
  - 1. information on the level of achievement of their child(ren) on the required State academic assessments;
  - 2. timely notice if the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not "highly qualified".

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

20 U.S.C. 6311, Elementary and Secondary Education Act of 1965  
34 C.F.R. Part 200 et seq.

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## DAY CARE PROGRAMS

The Board of Education is concerned about children who need an appropriate educational program to prepare them for school. Such a program has serious implications for their general well-being as well as for their ability to benefit to the maximum extent possible from the school program.

The Board shall seek to provide appropriate programs and services for these children through the use of District staff and facilities or by contracting for its facilities to be used by a properly-licensed organization.

120.13(14)(36), 121.54(2), Wis. Stats

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## YOUTH OPTIONS PROGRAM

The Board of Education recognizes the value to students and to the District of students participating in programs offered by University of Wisconsin system institutions, Technical Colleges, tribally controlled colleges and private, nonprofit higher education institutions in Wisconsin.

The Board will allow high school juniors and seniors who satisfy the eligibility requirements under the Youth Options Program statute and the administrative rules of the Department of Public Instruction to enroll in an approved course at an institution of higher education while attending the District. Students will be eligible to receive college and high school credit for completing course(s) at institutions of higher education provided they complete the course(s) and receive a passing grade.

With the recommendation of the high school principal and the district administrator, students may be eligible to participate in a Youth Options Program at an institute of higher education, earning a maximum of 18 college credits toward high school and/or college graduation. For purposes of high school credit, one college credit is equivalent to  $\frac{1}{4}$  high school credit.

If a student receives a failing grade in a course or fails to complete a course for which a school board has made payment, the student's parent or guardian (or the student if he or she is an adult) is required to reimburse the school district the amount paid on the student's behalf. Failure to make reimbursement when requested may result in future denial of youth options courses for the student and not being allowed to participate in the high school graduation ceremony.

In order for the school board to approve a youth options request at a Technical College, the student must be in good academic standing. For purposes of this section, the district defines good academic standing as follows: overall GPA of 2.0 or above and 90% or greater attendance rate during the last two school years.

The School District's responsibility to pay for tuition, fees, books and other necessary materials shall be limited to eighteen (18) postsecondary credits per student.

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The District Administrator shall ensure that the District's Youth Options Program comports with applicable State law and the administrative rules of the Department of Public Instruction. The District Administrator shall also ensure that students in grades 9-11 and their parents are provided with information regarding the Program by October 1st each year.

118.37, 118.55, Wis. Stats.  
P.I. 40

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## HOMEWORK

The Board of Education acknowledges the educational validity of out of school assignments as adjuncts to and extensions of the instructional program of the schools.

"Homework" shall refer to those assignments to be prepared outside of the school by the student or independently while in attendance at school.

Homework should be assigned for the following purposes:

- A. To give additional practice in order to strengthen basic skills.
- B. To help students acquire a deeper and broader understanding of the subject matter.
- C. To help develop independent work habits.
- D. To utilize resources unique to the home and/or community.
- E. To encourage use of an individual's creative ability.
- F. To allow students to pursue special interests.
- G. To facilitate more productive utilization of classroom time.

### **Procedures for Assignment of Homework**

The amount of time a student consumes in doing homework is directly affected by the individual ability, course selection, and efficient utilization of study time.

- A. Elementary School: Homework in the first three (3) grades generally consists of additional drill and practice sessions on material such as basic math facts, reading, vocabulary, and/or spelling. Students should be expected to spend some time each night on such activities (approximately twenty (20) minutes) to develop their skills. Regular assignments in grades four and five should include additional practice as well as specific homework projects. At this level students are expected to average a

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half (1/2) hour per day beyond the school day. Assignments may be completed during the school day, but often require work to be done at home.

- B. Middle School: Students in the Middle School are given regular daily and/or long term assignments in some areas. Students carrying a minimum class load should be expected to average one (1) hour per night. Students who select additional courses in place of study periods may have more than one (1) hour per day of homework. These assignments may be completed during the school day in study halls, but often require work to be done at home.
- C. High School: High school students can expect to spend approximately two (2) to three (3) hours per week, per course, on homework outside of class. The selection of certain courses may require a student to spend additional time. These assignments may be completed during the school day in study halls, but often require work to be done at home.

## Role of the Teacher

- A. To assure that assignments are within the ability of the student.
- B. To assign work that has meaning and is clearly understood by the student.
- C. To provide material assigned which fosters initiative, self-direction, and responsibility.
- D. To suggest appropriate study techniques.
- E. To evaluate homework and to assure that students understand that homework will be evaluated and the process to be used
- F. Coordinate homework assignments with other school requirements.

## Role of the Student

- A. To be attentive to the assignment being made
- B. To request further explanation if the assignment is not clear.
- C. To understand the homework evaluation process.



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- D. To organize out of school time so that adequate study time is provided.
- E. To complete homework assignments in accordance with the expectations of the teacher.
- F. To be responsible for the care and return of all school property involved in homework assignments.
- G. To be realistic about course selections and the homework requirements for each.

## Role of the Parent

- A. To become acquainted with the goals and procedure of the school.
- B. To encourage the development of independent work skills.
- C. To help the student organize enough out of school time.
- D. To provide the physical conditions conducive to study.
- E. To communicate their concerns about homework to the teacher when necessary.
- F. To share with the student the responsibility for the care and return of all school property involved in homework assignments.
- G. To be realistic about the student's course selections and the homework requirements for each.

121.54(7), Wis. Stats.

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## FIELD AND OTHER DISTRICT-SPONSORED TRIPS

The Board of Education recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should:

supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;

afford students the opportunity to study real things and real processes in their actual environment.

For purposes of this policy, a field trip shall be defined as any planned journey by one or more students away from District premises, which is under the supervision of a professional staff member and an integral part of a course of study.

Other District-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the District's total educational program.

The Board shall:

consider field trips which are included in curriculum guides to have been approved in advance. All field trips not listed in the curriculum guide or are planned to keep students out of the District overnight or longer or out of the State must each be approved by the Board.

The District Administrator shall approve all other such trips.

Students may be charged fees for District-sponsored trips, but no student shall be denied participation for financial inability, nor shall nonparticipation be penalized academically.

Students on all District-sponsored trips remain under the supervision of this Board and are subject to the District's administrative guidelines.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or District Administrator. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without permission from the District Administrator. Permission to solicit neither grants nor implies approval of the trip. Such

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approval must be obtained in accordance with the District's Administrative Guidelines for Extended Trips.

The District Administrator shall prepare guidelines found in handbooks for the operation of both field and other District-sponsored trips, including athletic trips, which shall ensure:

the safety and well-being of students;

parental permission is sought and obtained before any student leaves the District on a trip;

each trip is properly planned, and if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;

each trip is properly monitored;

student behavior while on all field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip;

a copy of each student's Emergency Medical Authorization Form is in the possession of the staff member in charge.

A professional staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in his/her charge is imperiled.

In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.

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## EDUCATIONAL OPTIONS

The Board of Education recognizes the need to provide alternative means by which students achieve the goals of the District.

An optional plan to meet the recognized educational needs of a student shall be approved by the District Administrator. The District Administrator shall prepare a plan of educational options for use in meeting special needs.

Such options shall be consistent with Chapter 118 and may include, but not be limited to, tutorial programs, independent study, correspondence courses, work-study or school work training programs, high school equivalency programs, technical college programs, summer school, early college entrance, etc.

Credit may be granted to the student upon complete evaluation of the program.

The credit shall be placed on the student's transcript. The amount of credit counting toward graduation shall comply with the graduation requirements of the State and the District.

A list of all educational options available to students who reside in the District shall be provided to all parents on an annual basis. Such notice shall be published as a Class 1 Notice, pursuant to State law requirements, and the Board shall post on its website a description of all educational options available to students no later than January 31st each year.

115.385(4), 118.15, 118.55, 118.57 Wis. Stats.

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## HOMEBOUND INSTRUCTION PROGRAM

The Board of Education shall provide, pursuant to rules of the Department of Public Instruction or appropriate State agency and State/Federal law, individual instruction to students of legal school age who are not able to attend classes because of a physical or emotional disability.

Applications for homebound instruction shall be made by a physician licensed to practice in this State and shall:

- A. certify the nature of the medical disability;
- B. state the probable duration of the confinement;
- C. request such instruction;
- D. present evidence of the student's ability to participate in an educational program.

Applications must be approved by the Director of Student Services.

The District shall begin the instruction as soon as practicable after the date of notification for non special-education students. In the case of special education students under an IEP, the instruction is to begin as soon as practicable after the IEP Committee has met to develop an appropriate IEP. The program of homebound instruction given each student shall be in accordance with rules of the Department of Instruction or other appropriate agency.

Where permitted by law, the District reserves the right to withhold homebound instruction when:

- A. the instructor's presence in the place of a student's confinement presents a hazard to the health of the teacher;
- B. a parent or other adult in authority is not at home with the student during the hours of instruction;
- C. the condition of the student is such as to preclude his/her benefit from such instruction.

118.15(3)(a), Wis. Stats.  
P.I. 11.31, Wis. Adm. Code

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## HEALTH EDUCATION

The Board of Education, in compliance with State law, has adopted a comprehensive program of health education which will prepare students to maintain good health and enable them to adapt to changing health problems of our society.

The Board recognizes that this program, like others the District offers, may contain content and/or activities that some parents find objectionable. The District shall notify the parents, in advance of the instruction and about the content of the instruction and give the parents an opportunity to review the materials to be used.

In implementing the program, the District Administrator may use whatever District and outside resources, including Wisconsin Department of Public Instruction guidelines and consultants, s/he deems appropriate.

115.35, Wis. Stats.

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## HUMAN GROWTH AND DEVELOPMENT

The Board of Education directs that students receive instruction in human growth and development, consistent with Chapter 118.019(2) Wis. Stats, to include the following:

- A. Medically accurate and age-appropriate instruction in the following topics:
1. the importance of communication about sexuality between the student and the student's parents or guardians
  2. reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation
  3. puberty, pregnancy, parenting, body image, and gender stereotypes
  4. the skills needed to make responsible decisions about sexuality and sexual behavior throughout the student's life, including how to refrain from making inappropriate verbal, physical, and sexual advances and how to recognize, rebuff, and report any unwanted or inappropriate verbal, physical, and sexual behaviors
  5. the benefits of and reasons for abstaining from sexual activity

Instruction under this subdivision shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections and shall identify the skills necessary to remain abstinent

6. methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress
7. how alcohol and drug use affect responsible decision making
8. the impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality

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9. adoption resources, prenatal care, and postnatal supports
  10. the nature and treatment of sexually transmitted infections
- B. use instructional methods and materials that do not discriminate against a student based upon the student's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active students or children with disabilities
  - C. address self-esteem, personal responsibility, healthy relationships, and positive interpersonal skills, with an emphasis on healthy relationships
  - D. identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships

The District Administrator will ensure that any instruction provided under this policy also includes instruction in the same year, when age-appropriate, that fulfills the requirements of Chapter 118.019(2r) Wis. Stats. as listed below:

- A. presents abstinence from sexual activity as the preferred choice of behavior for unmarried students;
- B. emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome;
- C. provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children;
- D. explains pregnancy, prenatal development, and childbirth;
- E. explains the criminal penalties for engaging in sexual activities involving a child under Ch. 948;
- F. explains the sex offender registration requirements under Section 301.45;

Instruction under this paragraph shall include who is required to report under S. 301.45, what information must be reported, who has access to the information reported, and the implications of being registered under Section 301.45.



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- G. provides medically accurate information about the human papilloma virus and the human immunodeficiency virus and acquired immunodeficiency syndrome.

The Board authorizes the curriculum to include separating students on the basis of gender as determined by the Committee.

A citizens' advisory committee shall be established, in accordance with Board Policy ~~9140~~ 7140 and 118.019(5), Wis. Stats., in order to ensure the effective participation of staff, parents, health-care professionals, members of clergy, and other residents of the District in the design and implementation of this program area.

The District shall provide parents annually with an outline of the human growth and development program used in their child's grade level as well as information regarding how the parent may inspect the complete program and instructional materials. Prior to use in the classroom, the program shall be made available to parents for inspection.

The District shall notify the parents, in advance of the instruction and give them an opportunity, prior to instruction, to review the complete program and instructional materials and of their right to have their child excused from the instruction. The notice shall state that, in the event a student is excused, that student will still receive instruction under Wis. Stat. 118.01(2)(d)2c unless exempted and under Wis. Stat. 118.01(2)(d)8.

115.35, 118.019, Wis. Stats.  
P.I. 8.01(2)(j), Wis. Adm. Code

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## STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION

The Board of Education respects the privacy rights of parents and their children. No student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The District Administrator shall ensure that procedures are established whereby parents may inspect any materials created by a third party used in conjunction with any such survey, analysis, or evaluation before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

Consistent with parental rights, the Board directs building and program administrators to:

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- A. notify parents in writing of any surveys, analyses, or evaluations, which may reveal any of the information, as identified in A-H above, in a timely manner, and which allows interested parties to request an opportunity to inspect the survey, analysis, or evaluation; and the administrator to arrange for inspection prior to initiating the activity with students;
- B. allow the parents the option of excluding their student from the activity;
- C. report collected data in a summarized fashion which does not permit one to make a connection between the data and individual students or small groups of students;
- D. treat information as identified in A-H above as any other confidential information in accordance with Policy 8350.

Additionally, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student. The parent will have access to the instructional material within a reasonable period of time after the request is received by the building principal. The term instructional material means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

For the privacy of students whose parents request that they not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the student(s) to go to a supervised location where under the supervision of a staff member the student will be provided with an alternate activity.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

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The District Administrator is directed to provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the District Administrator is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one or more of the items described in A through H above are scheduled or expected to be scheduled.

For purposes of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

20 U.S.C. 1232g, 20 U.S.C. 1232h

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## PARENTAL/POLICE ACCESS TO LIBRARY MEDIA CENTER INFORMATION

The Board of Education respects the privacy rights of parents and their children. The Board is also committed to ensuring that parents are fully informed about the instructional material, resources and services students choose to use at the District's libraries.

Parents or guardians of a student under the age of sixteen (16) have the right to review, upon request (Form 2416.01 F1), library records relating to the use of the library's documents or other materials, resources or services by the student.

Upon request from a law enforcement officer investigating criminal conduct alleged to have occurred at a school library, the library media center shall disclose to the officer records produced by a surveillance device under the control of the library, that are pertinent to the alleged criminal conduct.

Sec. 43.30 (1m), Wis. Stats.  
43.30(5), Wis. Stats.

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**PLEASE COMPLETE**

**SUMMER OR INTERIM SESSION SCHOOL**

The Board of Education may conduct a summer program or an interim session program occurring outside of the periods of regular instruction and which do not count towards the minimum hours of instruction required by law, for the purpose of,

- academic instruction
- recreational activities

for resident students of this District.

Summer and interim session school instruction shall be designed to provide opportunities for students to:

- improve a poor grade;
- improve learning skills;
- make up a failed course;
- enrich a scholastic program;
- explore new academic areas.

The Board shall annually approve a summer school program and/or an interim session school program. In order to support such a program of instruction, the Board will:

- employ teaching and administrative staff;
- make available school facilities as required;
- provide necessary custodial services.

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Tuition may be charged for nonresident students at rates as determined by the Board.

Reasonable fees may be charged to all students for social, recreational, or extra-curricular summer or interim session classes in accordance with DPI regulations.

With regard to transportation, the Board does not accept responsibility for any student except for students with disabilities if so determined by the IEP Committee.

The District Administrator shall be responsible for developing administrative guidelines for the operation of the summer and/or interim session program which shall be consistent with Board policies and not conflict in any way with the administration of the regular school sessions of the District.

118.04, Wis. Stats.

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## PORTAGE ACADEMY OF ACHIEVEMENT

The Board of Education recognizes that the regular high school program may not be appropriate for all students. There are those who need an alternative education program to successfully complete the District's graduation requirements

The Board may provide an alternative high school education program for such students. In implementing this policy, the District Administrator will comply with the requirements specified in Section 118.15, Wis. Stats.

### Portage Academy of Achievement Graduation Requirements

Beginning on September 1, 2003, no student may receive a high school diploma unless the student satisfies the criteria for graduation in this policy.

GRADUATION from Portage Academy of Achievement requires that each student earn a minimum of twenty-one (21) credits while attending school. The following credits are required to graduate:

- A. 4 credits of English
- B. 3 credits of social studies, one credit must be in American History
- C. 2 credits of mathematics
- D. 2 credits of science
- E. 1.5 credits of physical education
- F. 0.5 credits of health education g. 8 credits of electives

118.15, Wis. Stats.



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## PROGRAMS FOR STUDENTS WITH DISABILITIES

The Board of Education shall provide a free, appropriate public education to all eligible disabled persons ages three (3) through twenty-one (21) which complies with Federal and State laws and guidelines.

The District provides a continuum of special education services. The determination of the need and extent of services provided shall be subject to the Individual Educational Program (IEP) developed for the child. A special education handbook shall outline specific policies and procedures relative to the implementation of programming for Children with Disabilities. Such handbook shall meet legal requirements and be adopted annually by the Board.

The Board and administration embrace the requirements of State and Federal law that children with disabilities be educated, to the maximum extent appropriate, with children who are nondisabled. The Board further embraces the State and Federal requirement that a continuum of alternative placements be available to meet the needs of children with disabilities eligible for special education services under the Individuals with Disabilities Education Act (IDEA).

The Portage Community School District identifies, locates and evaluates all children with disabilities, regardless of the severity of the disability, who are in need of special education and related services. This includes children attending private schools, who are not yet three years of age, highly mobile children such as migrant children and children and youth in transition, and children who are suspected of being a child with a disability even though they are advancing from grade to grade.

Students with disabilities will take state required tests unless otherwise prescribed in their IEP. Test administration procedures may be modified as indicated in a student's IEP.

66.30, 115.78 et seq., Wis. Stats.  
P.I. 11, Wis. Adm. Code  
IDEA, 20 U.S.C. 1400 et seq.

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## PROGRAMS FOR GIFTED AND TALENTED STUDENTS

In accordance with the philosophy of the Board of Education to develop the special abilities of each student, the Board requires that appropriate instructional programs be conducted to meet the needs of gifted and talented students.

Gifted and talented students are those who give evidence, through valid assessment, of high performance capability in intellectual, creative, artistic, leadership, and/or other academic areas and who need services or activities not ordinarily provided in the regular District program in order to develop such capabilities.

118.35, Wis. Stats.

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## SCHOOL LIBRARY MEDIA AND TEXTBOOK SELECTION

### LIBRARY MEDIA:

The broad range of printed, digital, and audiovisual materials and equipment related to their use.

### LIBRARY MEDIA SERVICES:

Includes, but is not limited to, evaluation, selection, organization, production, and use of these materials and equipment.

### INSTRUCTIONAL MATERIALS:

All materials, both print and non-print, housed in and/or circulated from the school library media center for student and/or teacher use. These materials include both print and non-print media; i.e., books, pamphlets, magazines, computer hardware and software, audio tapes, video tapes, DVDs, transparency materials, etc. Instructional materials also include access to digital resources used to support the curriculum.

### BASIC TEXT:

The book or set of instructional materials that serve as the foundation for more than fifty percent of the course content.

### SUPPLEMENTAL MATERIALS:

Materials not included in the basic text used to expand the opportunities for student mastery of subject matter.

### Responsibility for Selection of Instructional Materials

The School Board, as the governing body of the District, is legally responsible for all educational materials relating to the operation of the District.

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The elected School Board shall delegate to the District Administrator the authority and responsibility for selection of all print and non-print materials.

Responsibilities for actual selection shall rest with appropriate professionally trained personnel who shall discharge this obligation consistent with the Board's adopted selection criteria and procedures. Selection procedures shall involve representatives of the professional staff directly affected by the selections, and persons qualified by preparation to aid in wise selection.

## Goals and Objectives of Media/Instructional Materials Policy

The District prohibits discrimination in the selection of audio visual, other library materials, or instructional materials in compliance with Wisconsin Statute 121.02 (1)(h) and the Department of Public Instruction Code PI 8.01 (2)(h).

The goal of all District library media centers is to implement, enrich and support the educational curricula and programs of the District. With the acceptance of this goal, the following objectives should be adopted.

- A. To consider the varied interests, abilities, and maturity levels of the users when selecting materials to enrich and support the curricula.
- B. To provide materials that will stimulate growth of factual knowledge, literary appreciation, aesthetic values, and ethical standards.
- C. To provide materials which aid in ~~the~~ understanding opposing sides of controversial issues so that users may develop the practice of critical analysis.
- D. To provide a background of information which will enable students to make intelligent judgments in their daily lives.
- E. To provide materials which are representative of the many religions, ethnic, and cultural groups and their contributions to our American heritage.

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- F. To place principle above personal opinion, and reason above prejudice, in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the users of the library media center.

## Criteria for Selection

It is the policy of this District to encourage exploration of ideas from many points of view and this belief is reflected in the materials selection policy. The District supports the First Amendment of the United States Constitution and subscribes in principle to the statements of policy on library philosophy as expressed in the American Library Association's Library Bill of Rights.

Intellectual freedom is a basic requirement of a democracy and necessary for an informed citizenry. Portage Community Schools will not censor or restrict access to materials within the collection. Parents/guardians have the right and responsibility to monitor and limit the information accessed by their minor children and should help them find appropriate materials.

- A. Learning resources shall support and be consistent with the general educational goals of the State and District and the aims and objectives of individual schools and specific courses.
- B. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of the students for whom the materials are selected.
- C. Learning resources shall meet high standards of quality in factual content and presentation.
- D. Physical format and appearance of learning resources shall be suitable for their intended use.
- E. Learning resources shall be designed to motivate students to gain an awareness of our pluralistic society.

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- F. Learning resources shall be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in our society.
- G. Learning resources shall be selected for their strengths rather than rejected for their weaknesses.
- H. Materials that include subjects in which criticism most frequently occurs shall be selected according to the following criteria.

**RELIGION:** Materials on religion should be factual, unbiased, and representative of all major religions.

**RACISM:** Materials should be selected which are factual and present a diversity of race, custom, culture and belief as a positive aspect of our nation's heritage. These materials should present realistically the unresolved inter-cultural problems in the United States, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom or respect from any individual.

**SEXISM:** Materials should be selected which are factual and reflect a sensitivity to the needs and rights of men and women without preference or bias. Materials should respect the claim of each person to all traits we regard as human, and not assign them arbitrarily according to preconceived ideas of sex roles.

**POLITICAL IDEOLOGIES:** Factual materials should be selected on an appropriate reading level and should be available on any ideology or philosophy of government which exerts an influence, either favorably or unfavorably on government, politics, current events, education, or any other phase of life.

**PROFANITY AND SEX:** Materials which include profanity or frank treatment of sex shall be considered and evaluated on the merits of the individual work as a whole, including the literary quality, truth to life, relevance to the curriculum, and the values of the community.

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## Procedures for Selection

The responsibility for coordinating the selection of educational materials and making the recommendation for purchases rests with the professionally trained personnel.

### A. Library Media Center Materials

Selection of materials will be made by the library media personnel through reading, viewing, listening, careful examination, and by use of reputable, unbiased, professionally prepared selection aids. The media personnel will select materials with the cooperation of principals, teachers, supervisors, and students.

In specific areas the media personnel follow these procedures:

1. Gift materials are judged by basic selection standards, and are accepted or rejected by these standards.
2. Multiple items of popular materials are purchased as needed.
3. An annual systematic review will be made of the collection to replace obsolete material. The collections will be continuously re-evaluated in relation to the changing curriculum content, new instructional methods, and current needs of teachers and students. Appropriate materials will be obtained for these new developments. This process of re-evaluation also will lead to the replacement of outdated materials with those that are up-to-date, the discarding of materials no longer useful, and the replacement of materials in poor repair.

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**B. Textbook and Supplementary Materials**

All materials, print and non-print, to be used in the District to support and implement the written curriculum will be selected by the professional personnel through reading, listening, viewing, careful examination, the use of Reputable, unbiased professionally prepared selection aids and/or selection checklist/guidelines available to the District.

**1. Elementary/Secondary Basic Text Adoption**

- a. Textbooks will be selected after examination by a representative committee of grade level/subject area teachers, an administrator, curriculum specialists, and others who have professional expertise in objective evaluation of materials.
- b. Requests of current text samples will be made to the textbook companies. Sales representatives from companies whose textbooks receive major consideration may be permitted to appear at committee meetings.
- c. Decisions for textbook adoptions will be made by the committee and filed in the Instructional Services Office along with copies of the specific selection criteria used.

**2. Elementary/Secondary Supplementary Materials**

Supplementary books and materials will be selected as needed.

- a. An examination copy of any supplementary print or non-print materials should be available before any item is ordered; ordering by title only should be avoided. This will insure that those making the decision to order the materials have an opportunity to exercise their own judgment as to its suitability.



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- b. Supplementary print and non-print materials are recommended to the principal and/or Director of Instruction for purchase as needed by individuals or groups of teachers responsible for a particular curricular area. School media staff will be involved when appropriate to provide professional reviews of the materials being considered and to avoid duplication of materials which may already be available in the school library media center.

118.03, Wis. Stats.

118.13 Wis. Stats.

121.02(1)(h) Wis. Stats.

P.I. 9, 41

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendments Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. Section 794, Rehabilitation Act of 1973

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

Department of Public Instruction, Content & Learning Team

[www.dpi.wi.gov/cal/index.html](http://www.dpi.wi.gov/cal/index.html)

# policy

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## COPYRIGHTED WORKS

The Portage Community School District shall observe all copyright laws.

Copyrighted materials shall not be duplicated by District employees, or on District equipment, in violation of the exclusive rights of the holders of the copyright on such materials.

Copyrighted materials may be duplicated only with the prior written permission of the copyright holder, or when the duplication constitutes a "fair use" of the material as defined by law. The District shall assume no liability for infringement of copyright by individual employees.

Specific procedures shall be developed to assist school staff in duplicating copyrighted materials. Such procedures shall be distributed widely throughout the District and shall be strictly observed and adhered to by everyone involved in duplicating materials for school use.

The District will not be responsible for damages or awards for copyright infringement by employees of the district or by non-employees who may have used District equipment in violation of this policy or its regulations.

17 U.S.C. 101 et seq.

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# policy

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## STUDENT ASSESSMENT

The Board of Education shall assess student achievement and needs in all areas of the curriculum in order to determine the progress of students and to assist them in attaining District goals.

Each student's proficiencies and needs will be assessed by staff members upon his/her entrance into the District and annually thereafter. Procedures for such assessments will include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, and student portfolios.

All students shall participate in State-wide or District-wide assessments, and any student with a disability shall be provided appropriate accommodation and/or alternate assessments where necessary as indicated in the student's I.E.P. or Section 504 plan.

### Parental Opt Out of Assessments (students)

The Board shall excuse any student from the State examination administered in 4th grade, 8th grade, 9th grade, 10th grade, or 11th grade whether the test administered is the one developed by the Department of Public Instruction or the District's own test developed and approved by the DPI and the U.S. Department of Education. To opt out of these examinations, the student's parent must submit a statement in writing to the building principal stating that the parent is opting out of the examination(s).

118.30, Wis. Stats.  
P.I. 8.01(2r/s), Wis. Adm. Code

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## SCHOOL PERFORMANCE REPORT

The Board of Education believes that a vital component of the District's educational programs is ensuring that parents and other individuals are informed of the performance of the schools and the school district. To this end, the Board has adopted this policy.

### State School Performance Report

The Board will publish an annual school and school district performance report including all information prescribed by Statute.

The annual school and School District report shall be made available on the District's internet website for public viewing.

The report shall generally include the following information, as required or modified by the State Superintendent:

- A. indicators of academic achievement, including the performance of students on Statewide assessment examinations by subject area
- B. dropout, attendance, retention in grade and graduation rates
- C. percentage of habitual truants, percentage of students participating in extracurricular and community activities and advanced placement courses
- D. percentage of graduates in postsecondary educational programs and percentage of graduates entering the workforce
- E. number of suspensions and expulsions, the reasons for, and duration of, the suspensions and expulsions and the length of time students are expelled
- F. staffing and financial data information

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- G. number and percentage of resident students attending a course in a nonresident district and the number and percentage of nonresident students attending a course in the District, and
- H. method of reading instruction used in the District

## Title I Provisions of the School Performance Report

In any year that the District receives Title I funding, its school performance report must also include the following information:

- A. the number and percentage of schools identified for school improvement and how long they have been in that category
- B. a comparison of the achievement by the Districts' students on the Statewide academic assessment to the achievement of students in the State as a whole
- C. for each school, whether it has been identified for school improvement, and a comparison of the school's student achievement on the Statewide achievement assessments and other adequate yearly progress indicators to those students in the District and the State as a whole
- D. aggregated achievement information on State assessments in math, reading or language arts, and science
- E. achievement information for math, reading or language arts, and science disaggregated by race, ethnicity, disability, gender, migrant status, English proficiency, and status as economically disadvantaged, except in cases where numbers are too small to be statistically robust or where the results would reveal personally identifiable information about an individual student
- F. the percentage of students not tested, disaggregated with the same conditions as in paragraph E above

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- G. information that can be used to compare actual achievement levels with State objectives for each group
- H. the most recent two (2) year trend data in achievement by subject area and grade level in areas where assessments are required
- I. aggregate information on State indicators used to determine adequate yearly progress in achieving State academic achievement indicators
- J. graduation rates for high school students
- K. information about the performance of the district making adequate yearly progress, including the number and names of schools identified for school improvement under “Consequences for Low-Performing Schools”, and
- L. the professional qualifications of teachers and the percentage of such teachers teaching with permits or emergency licensure, both in the aggregate and disaggregated by high-poverty compared to low-poverty schools.

This information must be disseminated annually, not later than the beginning of the school year, to all buildings and all parents, and made widely available through public means such as posting on the Internet and distribution to local media and public agencies. Distribution to parents should be in an understandable format and in a language the parents can understand. This report to parents may be included with the student report cards at the end of the year, if all students receive report cards.

115.38, Wis. Stats.  
20 U.S.C. 6311