



2017-2018 Parent-Student Handbook



<http://www.portage.k12.wi.us/>

School	Grade Level	Phone Number
Endeavor Elementary	PK-5	608.587.2625
Lewiston Elementary School	K-5	608.742.2524
John Muir Elementary	2-5	608.742.5531
Rusch Elementary School	K-5	608.742.7376
Woodridge Primary School	K-1	608.742.3494

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PORTAGE COMMUNITY SCHOOLS

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.

PORTAGE COMMUNITY SCHOOL DISTRICT ADMINISTRATION

Superintendent	Charles Poches	742-4879
Ass't. Superintendent & Dir. Of Curriculum	Peter Hibner	742-4879
Director of Business	Margaret Rudolph	742-4879
Director of Pupil Services	Barb Wolfe	742-3599
Director of Technology	Sue Conner	742-1980
Director of Buildings & Grounds	Larry Messer	742-4879
High School Principal	Robin Kvalo	742-8545
Middle School Principal	Bob Meicher	742-2165
John Muir Principal	Jason Meyer	742-5531
Rusch & Lewiston Principal	Nikki Schoenborn	742-7376
Woodridge & Endeavor Principal	Salina Thistle	742-3494

PORTAGE COMMUNITY SCHOOL DISTRICT BOARD OF EDUCATION

President: Mr. Steven J. Pate
 Vice President: Mr. Chad Edwards
 Treasurer: Mrs. Connie Shlimovitz
 Clerk: Matt Foster
 Mr. Daniel Brown
 Mr. Daniel Garrigan
 Mr. Fred Reckling

WELCOME

Dear Families,

We would like to welcome you to the 2017-18 school year at Portage Community Schools. Fall is a very exciting time of year for students, staff, and families. We all return to school with renewed enthusiasm, excitement and energy. If you are a returning family, we welcome you back and look forward to another productive year. If you are new to our school district, we are excited to have you join our strong tradition of academic excellence!

The elementary staff looks forward to establishing/continuing a strong partnership with you for the benefit of your child. The communication link between home and school is vital. We encourage you to participate in your child's education at every opportunity. One of the most important ways you can partner with the school is by supporting your child's efforts at home as well as at school. Take time to read together, talk about what your child is learning, play and practice with numbers, encourage your child to do his/her best, praise success and provide support and direction. We also encourage you to visit school as often as you can and to keep in touch with your child's teachers via notes, calls, emails, or conferences when you have questions or concerns. We also hope you will join and assist the Parent Clubs in its effort to support our school.

This handbook is designed to give you as much information as possible concerning the policies, expectations, and procedures involving all Portage Community Elementary Schools. Expectations and procedures are necessary, not only for the smooth functioning of school in general, but also for your child's protection and safety. These types of expectations will follow your child throughout his/her school career. We suggest you keep this guide handy for reference when questions arise. We hope it will give you a better understanding of our schools and how they operate.

We look forward to working in partnership with you and your child during the 2017-18 school year. Together we can make our elementary schools wonderful places where each child has a positive and successful educational experience.

Jason Meyer	Nikki Schoenborn	Salina Thistle
John Muir Principal	Lewiston and Rusch Principal	Endeavor and Woodridge Principal



HISTORY of School Names

Endeavor Elementary: Endeavor Elementary school is located in Endeavor, Wisconsin. It is a small rural community in south central Wisconsin. Once known as Merritt's Landing, it is "Rich in History with a Promising Future" as our welcoming signs to the village suggest. C. A. Merritt was a dealer in lumber in the area and proprietor of the only general store. Merritt was also the lone assessor. The name of the village changed to Endeavor (circa 1891) to match the namesake of the Christian Endeavor Academy, founded by Reverend R.L. Cheney. There are still remnants of the former academy located on Endeavor's highest elevation, and the building itself was home to Endeavor Elementary until 1990. The hilltop view provides a scenic vista that stretches to Buffalo Marsh in the town of Moundville to the east. Endeavor was an early transportation route for rail and water, and still hugs the south-north route parallel to the I-39/51 corridor to the northwoods of Wisconsin.

John Muir Elementary : Named after the naturalist, John Muir who was a farmer, inventor, shepherd, explorer, writer, and conservationist - was born on [April 21](#), 1838 in Dunbar, Scotland. Until the age of eleven he attended the local schools of that small coastal town. In 1849, the Muir family emigrated to the United States, settling first at Fountain Lake and then moving to Hickory Hill Farm near Portage, Wisconsin.

Lewiston Elementary: Located in the Town of Lewiston, in Columbia County, Lewiston Elementary used to be the smallest rural school in the Portage Community School District. The majority of the students at that time resided in the Town of Lewiston, which is approximately 54.9 square miles in size. As of 2017, Lewiston Elementary has become the largest rural school. The population at Lewiston Elementary now consists of students from the Town of Caledonia, the Town of Fort Winnebago and the Town of Lewiston.

Rusch Elementary: Julia Rusch, the Portage native, for whom Rusch Elementary School is named, first taught students in Cando, ND, New Lisbon, Marshfield, Richland Center and Columbus. In 1920, Ms. Rusch returned to Portage and taught German and Math at Portage High School. She stayed with the Portage school system for the next 32 years and eventually became the Principal of Portage High School. Ms. Rusch died in June 1985 at the age of 99.

Woodridge:

When Woodridge School was built in 1988, there was a vote as to what it should be called. The community could vote for either Red Bird Primary School or Woodridge Primary School. In the end, Woodridge got the most votes and they decided to name our gathering place in the school, the Red Bird Room.

Red Bird (c. 1788–1828) was a leader of the Winnebago (or [Ho-Chunk](#)) [Native American](#) tribe. He was for many years one of the most friendly and trusted of the Wisconsin Native Americans. To avert a general war, Red Bird and his companions surrendered in Portage on Sept. 2, 1827 to avoid war.

STUDENT NONDISCRIMINATION

It is the Policy of the Portage Community School District that no person may be denied admission to any public school in this District or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program, or activity because of the person's sex, race, national origin, ancestry, creed religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap as required by Section 118.13, Wisconsin Statutes. This policy also prohibits discrimination as defined by Title IX of the Educational Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973.

The District encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available to address allegations or violations of the policy of the Portage Community School District.

Any questions concerning Section 118.13, Wisconsin Statutes, or Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex and/or Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to:

Mrs. Barb Wolfe
Director of Pupil Services
Gerstenkorn Administration Building
305 E. Slifer Street, Portage, WI 53901

E-mail: Wolfeb@portage.k12.wi.us

phone: 608.742.3599

ACADEMIC HONESTY

Students are expected to do their own school assignments/projects and complete their quizzes and tests on their own. Students will fully benefit from the learning process when they do their own work. Copying from a friend's assignment, worksheet, or test, looking at notes when you are not to use notes, using an electronic device to communicate with others to get answers, using information word-for-word from a book, magazine, newspaper, website, weblog, or other source in an assignment or project without giving the real author credit for the work, etc. are all forms of dishonesty, cheating, or plagiarism. Students that are not academically honest will receive consequences from their teachers that may include a lower grade, redoing the assignment and/or other disciplinary action.

ANIMALS IN SCHOOL

USE OF ANIMALS IN THE CLASSROOM AND ON SCHOOL PREMISES (section 526) Animals can provide a variety of productive learning experiences for students at almost every level. It is important, however, that the following guidelines be observed when instituting an activity or program involving the use of animals. Teachers are encouraged to contact such organizations as the Wisconsin Veterinary Association, the National Wildlife Federation, etc. regarding resource materials and suggested learning activities that may be available to help students increase their understanding of the animal world.

Teachers and students are to be instructed not to bring personal pets to school at any time without approval of the principal.

It is permissible for the class to have one or more animals as classroom pets under the following conditions: A. the animal is not venomous or vicious B. no one is allergic to the particular animals C. proper examination/immunization has been done by a qualified veterinarian arrangements have been made for housing the animal safely, comfortably, cleanly, and in a manner that does not disrupt the classroom environment. D. Arrangements have been made for the proper care of the animal when school is not in session E. Rules have been established and understood regarding when and how the animal is to be treated by the students When animals are to be brought into the school or classroom on an ad hoc basis as part of a lesson or series of lessons, all of the conditions stated above apply, and in addition, the teacher is to ensure the proper pick-up and return of the animal.

ATTENDANCE

We want to ask for your commitment to making sure your child attends school every day possible this year. The evidence is clear: children with good attendance are more likely to be successful in school. High attendance rates are linked to high student achievement. This is true for every grade – elementary, middle and high school students. A recent review of student attendance data by the Wisconsin Department of Public Instruction shows that regular school attendance from Kindergarten on is essential to successful learning:

- Every day counts. Missing school even 10% of the time has a significant impact on reading and math achievement as children progress through school.

- Students with good attendance performed better in math and reading. Children who had good attendance in Kindergarten through Grade 2 were more than twice as likely to score proficient on state math tests by the time they reached Grade 8 as their peers who missed more school. In reading, there were similar results.
- Good attendance starts early. Research has shown that the attendance habits established Kindergarten through Grade 2 have lasting effects on students throughout their education: children with high attendance in the early grades continue to have good attendance; and students with low attendance in the early grades are more likely to have low attendance—and lower academic performance—throughout their elementary and middle school years.

As your child’s most influential teacher, we are asking for your support in helping your child get to school on time every day this year. Your child needs to be in school and engaged in learning to reach his or her full potential. Yet, we realize that every family faces challenges— illness, transportation, child care, or scheduling demands. Please let us or your child’s teacher know if your family needs help dealing with these challenges to your child’s good school attendance. We will do our best to help your family ensure that your child’s school attendance stays on track.

(s.118.15) In accordance with the laws of the State of Wisconsin, all children between 5 and 18 years of age must attend school full-time until the end of the term, quarter, or semester in which they become 18 years of age unless they have a legal excuse, fall under one of the exceptions outlined in Wisconsin Statutes, or have graduated from high school.

STUDENT ATTENDANCE POLICY (section 506) Procedures shall be developed by the administration to enhance the full attendance requirement and to determine appropriate action to serve as a deterrent to truancy. These procedures shall be in accordance with the State law and shall be approved by the Board of Education.

Attendance Procedures:

1. Parents may be contacted by the guidance counselor, Dean of Students, or Principal to discuss concerns and barriers.
2. Attendance notification will be sent by the school when a student’s attendance falls below the acceptable thresholds for the year.

3 days absent	Parents/Guardians will receive either a phone call or Infinite Campus notification.
5 days absent	Parents/Guardians will receive an update from the school via letter.
7.5 days absent	Parents/Guardians will receive a letter from the school and a phone call from the counselor, Dean of Students, or Principal.
10 or more days absent	Parents/Guardians will receive letter from the school and a phone call from the counselor, Dean of Students, or Principal. In addition, contact with either human services or the school police liaison officer will be made to alert them to potential follow up with the parent/guardian. A note from a doctor is required or the absence will be considered unexcused.

Reporting Absences:

It is the responsibility of parents/guardians to telephone their child's school by 8:15 a.m. on the day of the absence to inform school officials of the absence with a detailed reason. Please provide the following information: your name, student's name, teacher's name, grade and reason for the absence.

Endeavor: 608.587.2625

Lewiston: 608.742.2524

John Muir: 608.742.5531

Rusch: 608.742.7376

Woodridge: 608.742.3494

The administrative assistant will call the parent/guardian if a call is not received by 8:15 a.m. We understand that there are a variety of reasons why students may miss school. Below are examples of excusable absences.

1. Illness, hospitalization, or medical care (doctor's note may be required)
2. Medical, eye, dental appointments (doctor's note may be required)
3. Death or serious illness in the immediate family
4. Approved school activities during class time
5. Absence resulting from parent's/guardian's request for his/her child(ren) to participate in a family vacation, with request submitted and approved in advance (per state law up to 10 days per year may be approved)
6. Absences resulting from confidential problems or emergency situations, with request submitted in advance if possible, (OSS-Out of School Suspension would be considered excused.)

Permission for an Advanced Absence:

Advance absence forms may be obtained in the main office of each school. These are to be signed by the student's parent/guardian and teacher(s) then returned to the office for administrative approval in advance unless circumstances render advance notification impossible. When advanced notice is impossible the parent/guardian must contact the principal/principal designee to discuss the situation and request the absence be excused.

Tardiness:

Tardiness disrupts both the orderly procedures of the classroom and the daily progress of the tardy student. Repeated tardiness may result in truancy. Students who miss more than an hour at the start or end of the day will be considered absent for a half-day. Parents must come into school and sign-in their student when they are late.

Student leaving school early:

The office must be notified when a child is leaving early. Any student may leave the school grounds with his/her parent/guardian(s) before the end of the school day as long as there is no court order placing restrictions on one or the other. All persons (including parents) must notify the school office and sign the child out before leaving the school grounds. Parents are asked to limit such requests to essential appointments or activities.

In an emergency or crisis situation, the district may implement the Parent Reunification Procedure, as needed, in which photo identification of the person picking up the student would need to be shown in order to pick up the student.

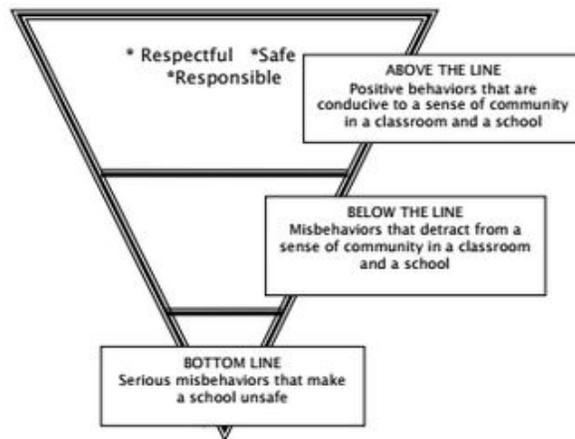
BEHAVIOR MANAGEMENT SYSTEM

All Portage elementary schools aim to be positive places where students, staff, and families feel good about school and where important learning occurs. Each school has developed a positive school-wide behavior system that helps children understand behavioral expectations, teaches social skills, creates a sense of belonging to a community, and provides positive recognitions and celebrations. The Positive Behavior Support Plans also provide consistent responses to misbehaviors and processes that aim to help students grow in responsibility for their actions.

A critical aspect of this response is the communication with the home and the family support of the school's behavioral expectations. For this reason we have built home communication into our plan of procedures that the school staff will follow.

Through our plan, staff aim to communicate clear expectations/boundaries for behaviors and work in a coordinated way to help students make good decisions.

Please take a moment and review the ideas of “above the line” behaviors (positive behaviors) as well as “below the line” and “bottom line” behaviors with your child. This will be the common language used across all elementary schools in the district. You will often see these posted in charts around the school.



Working together, staff and families can partner to help all students experience school positively by creating safe environments while supporting growth in responsibility.

Our school will work to help all of our students stay “above the line” through specific programs, engaging learning experiences, and the relationships we foster each day. When students “fall below the line”, staff will work with the student to address issues through consequences and a “fix-it” plan. Depending on the severity, frequency, and other factors, parent/guardians may be contacted.

When students fall to “bottom line” the principal will determine consequences in accordance with the district's Code of Conduct. At this level of behavior, parent/guardians will be contacted and an office referral made.

If you have further questions about our school's plan, please contact your child's classroom teacher, principal, or other staff.

BULLYING

Definition of Bullying:

Bullying is a pattern of aggressive, intentional or deliberately hostile behavior that occurs repeatedly and over time. Bullying behaviors normally fall into three categories, physical, emotional, and verbal; and may include, but are not limited to, intimidation, assault, extortion, oral or written threats, teasing, putdowns, name-calling, threatening looks, gestures, or actions, rumors, false accusations, hazing, social isolation, and cyber-bullying.

Bullying is: Intent to do harm • Repeated over time • Imbalance of power

The ways PBIS and cool tools support a positive school climate:

- Expected behaviors are explicitly taught and modeled both inside and outside the classroom (cafeteria, playground) with lessons called “cool tools.”
- Behaviors are monitored and appropriate behaviors are acknowledged in a positive way by any staff member through WOW tickets.
- Students are taught to identify different feelings (through Guidance class and Second Step) emphasizing that all feelings are real and okay; however, acting on them in an inappropriate way can lead to trouble.
- Techniques are taught for how to deal with strong emotions through Second Step and Guidance class.
- Students learn and practice problem-solving skills in Guidance class.
- Students learn positive character-building skills daily.
- A three-tiered system is utilized to support the varying behavior needs of students who may need more intervention.

All of these programs focus on violence prevention by building empathy and self-awareness in students.

Who teaches this to the kids and at what grades?:

- All staff members are responsible for implementing PBIS.
- Classroom teachers teach the Cool Tools at each grade level; plus many of the universal expectations are reviewed with the whole group.
- Starting in Kindergarten, Guidance class focuses on identification of feelings. In first grade, students begin to learn self-regulation strategies for handling strong emotions
- All students are present during specific activities for character-building lessons.
- These programs are implemented at an appropriate developmental at all grades.

Is this an ongoing curriculum or a small unit?

- PBIS is implemented all year and it begins the first day of school.
- Cool Tools are taught in the classroom and re-taught when necessary as booster lessons.

Who should a child or parent report a bullying incident to?

- Bullying incidents can be reported to the Principal, Dean, Counselor or the classroom teacher.

What are the steps taken towards resolution once reported?

- Once reported, the principal or dean investigates the allegations. Pending the outcome of the investigation, reports of bullying will be deemed substantiated or unsubstantiated. This can involve speaking to students, teachers, and parents of the person being bullied and the alleged bully.
- Once a determination has been made, consequences are imposed by the principal or dean. Under the positive discipline model, those consequences tend to be restorative in nature (make amends) so the child(ren) learn from their behavior and are accepted back into their school community.

Process After Bullying Report Is Made:

The Elementary Principal will review the initial bullying incident form, and will proceed by considering the following questions:

1. Is there a pattern of repeated behaviors by one aggressor towards one or more target(s)?
2. Has the behavior caused physical or emotional harm to the target student or damage to his or her property?
3. Does the behavior create a hostile environment at school for the target student?
4. Is this situation infringing on the rights of the target student at school?
5. Is this behavior substantially disrupting the educational process or the orderly operation of the school?

A preliminary review of the incident is conducted. If warranted, an investigation will be conducted and completed within 5 days. Parents of both the target and aggressor will be notified of the outcome and action plan in the event of a repeat behavior. If deemed appropriate, the School Counselor will provide intervention and support to victims and offenders to address acts of bullying, harassment, or intimidation. These interventions may include, but are not limited to, the following actions:

1. Individual Counseling
2. Social Stories
3. Development of a plan of support for the victim and offender
4. Referral to community counseling

Suggestions/tools children should use if they notice or are involved in a bullying situation.

- If they are being bullied or observe someone else being bullied, they should report it right away.
- If they are a bystander, they can try to intervene by helping to remove the other student for example, "Hey, let's go play over here instead." or use their words to stand with the child being bullied, "It's not cool to do/say that." If a student tries to involve them in inappropriate behavior, they should say, "No, I'm not going to do that." It really depends on the age of the student and the situation, Reporting is key!

CODE OF CLASSROOM CONDUCT

Philosophy

The Portage Community School District is committed to maintaining an excellent academic atmosphere and an orderly, safe environment. Teachers are expected to create a positive learning climate for students in their classrooms and maintain proper order. Students are expected to behave in the classroom in a manner that allows teachers to effectively carry out their lesson plans and students to participate in classroom learning activities. Students are also expected to abide by all rules of behavior established by the School Board, administration, their school, and their classroom teachers. Parents should be aware of, and responsible for, their children's activities, performance and behavior in school, and are asked to cooperate and consult with the school to prevent or address problems.

Student behavior that is dangerous, disruptive or unruly, or that interferes with the teacher's ability to teach effectively will not be tolerated. Any student who engages in such behavior may be subject to removal from class and placement as outlined below. In addition, the student may be subject to disciplinary action in accordance with established School Board policies and school rules as stated in the rules that follow this Code of Classroom Conduct in the Student Handbook.

For purposes of this code, a "class" is any class, meeting, or activity that students attend or in which they participate while in school or under the control or direction of the School District. This includes, without limitations, regular classes, special classes, resource room sessions, labs, LMC, counseling groups, assemblies, study halls, lunch, or recess. It also includes regularly scheduled District sponsored extracurricular activities, either during or outside school hours. Such activities include, by example and without limitation, District sponsored field trips, after-school clubs, and sporting activities.

For purposes of this code, a "teacher" is any certified instructor, counselor, nurse, or administrator in the employ of the District. A "teacher of a class" means the regularly assigned teacher of the class, or any teacher assigned to teach, monitor, assist in, or oversee the class. This definition includes, without limitation, any assigned substitute teacher, proctor, monitor, aide, or group leader. Where there is more than one teacher in a class, any of the teachers may remove a student from that class for behavior which violates the Classroom Code of Conduct.

1. Reasons for Student Removal from Class:

While we prefer that students remain in class, a teacher or teacher of a class may remove a student from class for:

A. Dangerous, disruptive or unruly behavior, or behavior that interferes with the ability of the teacher to teach effectively. Examples of such behavior may include, but not necessarily be limited to, the following:

- Possession or use of a weapon or other item(s) that might cause bodily harm to persons in the classroom
- Being under the influence of alcohol or other controlled substances or controlled substance analogs, or otherwise in violation of district student alcohol and other drug policies
- Behavior that interferes with a person's work or school performance or creates an intimidating, hostile, or offensive classroom environment
- Fighting, taunting, baiting, inciting and/or encouraging a fight or disruption
- Disruption and intimidation caused by gang group symbols, gestures, or posturing that might provoke confrontation or altercation
- Pushing or striking a student or staff member
- Obstruction of classroom activities or other intentional action taken to attempt to prevent the teacher from exercising his/her assigned duties

- Interfering with the orderly operation of the classroom by using, threatening to use, or inciting others to use violence, force, coercion, threats, intimidation, fear or disruptive means
- Dressing or grooming in a manner that presents a danger to health or safety of others, causes interference with work, or creates classroom disorder
- Restricting another person's proper utilization of classroom facilities or equipment
- Repeated classroom interruption, confronting staff argumentatively, making loud noises, or refusing to follow directions
- Throwing objects in the classroom
- Repeated disruption or violation of classroom rules
- Excessive or disruptive talking
- Behavior that causes the teacher or other students fear of physical or psychological harm, such as physical confrontations or verbal/physical threats

B. Behavior which violates the behavioral rules and expectations stated in the Student Handbook.

Examples of such behavior may include, but not necessarily be limited to, the following:

- Willful damage to school or other person's property
- Defiance of authority (willful refusal to follow directions given by the teacher or teacher of a class)
- Repeatedly reporting to class without bringing necessary materials to participate in class activities
- Possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others
- Use of profanity

In addition, there may be grounds for removal for behavior, which although not necessarily in violation of the provisions listed in A and B above, is inconsistent with basic classroom decorum. Such behavior may, in the determination of the teacher or teacher of a class, warrant the removal because of its interference with the ability to learn effectively. Such behavior may include, without limitation, sleeping in class, blatant inattention, other overt or passive refusal, or inability to engage in class activities.

2. Removal Process:

When a student is removed from class, the teacher or teacher of a class shall send the student to the building principal or designee and inform him/her of the reason for the student's removal from class. A written explanation of the reasons shall be given to the principal or designee before the end of the day of the student's removal from class.

The principal shall inform the student of the reason(s) for the removal from class and shall allow the student the opportunity to present his/her version of the situation. The principal shall then determine the appropriate educational placement for the student who has been removed from a class by a teacher.

3. Placement Procedures:

This Code of Conduct distinguishes between two essentially separate kinds of removal from class: short term or temporary removal, and long-term removal. Short-term removal is likely to be disciplinary in nature, and addresses circumstances where the student's presence is disruptive to the class on a particular day. Long-term removal is essentially a forced transfer of the student out of the particular class in excess of 1/2 day. The building principal or designee shall decide whether a student who has been removed from a class by a teacher or teacher of a class for violating the Classroom Code of Conduct is to be placed in either a short term or long term placement.

When making placement decisions, the building principal or designee shall consider the following factors: the interests of the other students in the class and the teacher or teacher of a class, the reasons the student was removed from the class, the type of placement options available to students in the district, the estimated length and time of placement, the student's individual needs, whether the student has been removed from a teacher's class before, and the relationship of the placement to any disciplinary action. The principal or designee may consult with other appropriate school personnel as s/he deems necessary

when making or evaluating placement decisions. A student's parent/guardian shall also be consulted regarding student placement decisions when determined by the principal or designee to be in the best interest of the student involved or required by law.

All placement decisions shall be made consistent with established Board of Education policies and in accordance with state and federal laws and regulations.

A. Short term placement procedures

In the majority of cases, a student shall remain in the short-term removal area for at least the duration of the class or activity from which she/he was removed. The building principal or designee shall inform the student of the reason(s) for removal from class, and shall allow the student to present his/her version of the situation. The building principal or designee shall then, after weighing the interests of the removed student, the other students in the class, and the teacher or teacher of a class, determine if readmission to the class is the best or only alternative. In the event it is not deemed appropriate to return the student to regular classes, the building principal or designee shall either retain the student in short term removal, or where necessary, appropriate, and practicable, take steps to have the student sent home.

B. Long term placement procedures

The student warrants long-term removal from class when his/her actions have been severe and serious and/or when there have been repeated violations of the Classroom Code of Conduct. The building principal or designee shall place a student who has been removed from a class by a teacher or teacher of a class in an alternative educational setting, which may include, but is not limited to, the following:

1. An alternative education program approved by the Board of Education (State law defines this as an instructional program approved by the school board that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs
2. Another class in the school
3. Another appropriate place in the school
4. Another instructional setting
5. The class from which the student was removed if, after weighing the interests of the removed student, the other students in the class, and the teacher, the principal or designee determines that readmission to the class is the best or only alternative

Long-term removal is an administrative decision not subject to a formal right of appeal. However, the parents of the student, and/or the student, shall have the right to meet with the building principal. When possible, such meeting shall take place within three (3) school days of the request for a meeting. At the meeting, the building principal shall inform the parents and/or student as fully as possible regarding the basis for the removal, the alternatives considered, and the basis for the decision. Nothing in this Code shall prevent the building principal from implementing his/her decision prior to any meeting, over the objection of the parent(s) or student.

4. Parent/Guardian Notification Procedures:

- A. The teacher of a class who initiated the removal of a student from class will, in accordance with his/her school's rules, attempt to ensure that parents/guardians are notified of the incident which caused the student to be removed from his/her class.
- B. The building principal or designee shall notify the parent/guardian of a minor student, in writing, when a teacher or teacher of a class has removed the student from a class. This notification shall include the reasons for the student's removal from class and the placement decision involving the student. The notice shall be given as soon as practicable after the student's removal from a class and placement determination.
- C. If the removal from class and change in educational placement involves a student with a disability, parent/guardian notification shall be made consistent with state and federal laws and regulations.

- D. If the student removed from a class is also subject to disciplinary action for that particular classroom conduct (i.e. suspension or expulsion), the student's parent/guardian shall also be notified on the disciplinary action in accordance with legal and policy requirements.

FIGHT-FREE SCHOOL

We have "zero tolerance" for fighting at school. If someone hits, kicks, or punches, students are asked not to respond but to let an adult know who did it. In "real life" police are called when problems arise. At school, adults should handle all physical problems.

Should a student make the choice to attempt to cause physical harm to someone, whether it is by hitting, kicking, biting, etc., he/she will receive some form of disciplinary action. The disciplinary action will be reported to the classroom teacher or the office. Repeated cases of physical aggression obviously will call for more severe discipline, including removal of playground privileges for a significant period of time, conference with the parent and possible suspension in extreme cases. Students causing physical harm to an adult may be (instead of most often) suspended from school.

SUSPENSION

State statutes permit the suspension of students (s. 120.13(1)(b)). In Portage, students may be suspended for the reasons listed below:

1. Non-compliance with school rules related to disruptive behavior, alcohol, tobacco, drugs, fire drills and alarms, attendance policy, and searches defined elsewhere in this handbook.
2. Assault and battery - A student causing bodily harm to another by an act done with intent to cause bodily harm is guilty of a misdemeanor (s. 940.19).
3. Vandalism- Any student who intentionally causes damage to the school building and/or school property without consent of the school district is guilty of a misdemeanor (s. 943.01).
4. Slander/libel - The statutes (s. 942.01) prohibit intentionally defaming another whether a student or staff member. This involves anything which exposes the other to hatred, contempt, ridicule, or disgrace in his/her line of work.
5. Disorderly conduct - Students who engage in violent, abusive, indecent, profane, boisterous, unreasonably loud, or otherwise disorderly conduct in which such conduct tends to cause or provoke a disturbance is guilty of disorderly conduct (s. 941.01).
6. Obscenity - A student who imports, prints, advertises, sells, has in his possession for sale, or publishes, exhibits, or transfers commercially any lewd, obscene or indecent written matter, picture, sound recording, or film who has in his possession with intent to transfer to a person under 18 years of age any of the above materials or whoever makes lewd, obscene or indecent drawings or writings in school is guilty of a felony by state statutes (s. 944.21 and 944.23)

The procedures for the implementation of suspensions are defined in (s. 120.13(1)(b)). The school district administrator or any principal or teacher designated by him . . . may suspend a pupil for not more than 5 days, or, more than a total of 15 consecutive school days for non-compliance with . . . school board rules or for conduct by the pupil while at school or while under the supervision of a school authority, which endangers the property, health, safety of others. Prior to any suspension, the pupil shall be advised of the reason for the proposed suspension. The pupil may be suspended if it is determined that he/she is guilty of non-compliance with such rule, or of the conduct charged, and that his/her suspension is reasonably justified. The parent or guardian of a suspended minor pupil shall be given prompt notice and the reason for the suspension.

EXPULSION

The School Board may expel a pupil from school whenever it finds him/her guilty of repeated refusal or neglect to obey the rules, or finds that a pupil knowingly conveyed or caused to be conveyed any threat of false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives, or finds that he/she engaged in conduct while at school or while under the supervision of a school authority which endangers the property, health or safety of others, or

finds that a pupil while not at school or while not under the supervision of a school authority engaged in conduct which endangered the property, health or safety of others at school or under the supervision of a school authority or endangered the property, health, or safety of any employee or school board member of the school district in which the pupil is enrolled and is satisfied that the interest of the school demands expulsion (s. 120.13(1)(c)).

The District shall not discriminate in enforcing the Classroom Code of Conduct on the basis of sex, race, religion, national origin, ancestry, color, creed, pregnancy, marital or parental status, sexual orientation, mental, emotional, learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

BICYCLES

All bicycles should be placed in the bike racks and locked. Bicycles must be walked on sidewalks near school. Students are not to ride other students' bicycles or tamper with bicycles in the bike rack. Students who bike to school are encouraged to wear bike helmets.

BUS EXPECTATIONS

Riding the bus is a privilege, not a right. The information below is furnished to avoid any misunderstanding as to the type of student conduct expected. Portage Community Schools provide bus transportation for students as required by state statutes.

Portage Community School District approves the use of video cameras to record student conduct on the school buses for the primary purpose of reducing disciplinary problems and vandalism on the school bus. These rules were established to keep the distractions on the bus to a minimum, thus allowing the driver to concentrate on safe driving. To accomplish this, orderly conduct and classroom/school behavior is expected from each student riding the school bus. If a student's conduct, witnessed by the bus driver, video surveillance, riders, school staff or administrators, is such that it is necessary to file a report, disciplinary action will be taken (usually an assigned seat designated by the driver on the school bus). Should a second report be filed, the student will lose his/her riding privileges for three days. In the event that a third disciplinary report is filed the student will lose their school bus riding privileges for five days. Any additional discipline reports will result in five additional days suspension of bus riding privileges. Any time a student is suspended from the school bus, it will be the parent or guardian's responsibility to provide the student's transportation to and from school for that time period. If the school administrator feels that the student's behavior is not improving, a meeting of the student's parents(s), principal, and transportation supervisor will be held. Possible removal for the semester, or the remainder of the school year, may be the outcome of this meeting.

To avoid loss of bus riding privileges, please become familiar with and follow the rules and procedures listed below:

1. Be on time. Keep the bus on schedule.
2. Be careful when approaching school bus stops.
3. Wait until the bus is completely stopped before approaching or boarding the bus.
4. Be seated as soon as possible. Always sit with your feet on the floor, facing forward.
5. Stay seated at all times and wait until the bus has completely stopped before standing.
6. Keep arms, head, hands, and legs inside the bus.
7. Talk in a normal tone of voice. Shouting, loud talking, screaming, and loud laughing

are distractions that can divert the driver's attention from driving and may jeopardize everyone's safety and/or cause an accident.

8. Unnecessary conversation (while the bus is moving) with the bus driver is not allowed.
9. Profane and obscene language is prohibited.
10. Be courteous to the bus driver, fellow students, and to passersby. Help those younger than you and watch for their safety.
11. Keep books, book bags, packages, coats and other objects out of the aisles.
12. No skateboards, sleds or similar items allowed on bus.

BE RESPECTFUL, RESPONSIBLE AND SAFE ON THE BUS

If you have any questions concerning bussing, please contact Go RiteWay at (608) 745-1501

CLOSINGS AND DELAYS

All district families will be notified via automated phone and/or email message when there will be a delay or school closing.

Students and parents are also encouraged to listen to local radio and television stations for further updates. If school is delayed for two hours, keep listening because school may be canceled entirely if the weather does not improve.

It is very important that your child's school has the most current phone numbers and email addresses in order to receive timely messages.

COURT ORDERS

Each year Parents/Guardians must supply the school with a copy of any type of court order that may affect the student such as who may pick up the child or other pertinent information. The order will be maintained in the child's cumulative file. Throughout the year, if there are any changes to the court order, the school office must be notified.

DRESS CODE

Students who are dressed properly and have a neat appearance contribute to positive school environment. Parents/Guardians should ensure their child(ren) is (are) dressed properly for school. Dress and grooming styles that create a disruption of the learning process or which endanger the health and safety of the students must be avoided. The following items are deemed inappropriate for a school environment:

- Shirts or T-shirts that display or advertise beer, alcohol, or tobacco, inappropriate language, obscene gestures or pictures
- Mesh shirts and crop tops, thin strap tops -less than 1.5 inches wide (unless a full shirt is worn underneath or over it)
- Low riding pants
- "Short" shorts (must be below fingertips when hands at side)
- Hats, bandanas, sweatbands, caps, hoods, or any head covering
- Any clothing or apparel, jewelry, accessories, colors, hairstyles, or insignias which depict membership in a gang. This includes apparel with gang symbols written on them.

- Any clothing that is ripped, torn, or not in good taste.
- Make-up, Cologne and sprays such as AXE (not allowed for elementary students)
- Pajamas (tops and/or bottoms) unless it is "Pajama Day"
- Outdoor wear (gloves, coats etc.) should not be worn in class
- Chains (Exception is wallet with chain no longer than 3 inches)

If inappropriate attire is worn to school, an adult will be asked to bring the child appropriate attire. If an adult cannot be reached the principal or principal designee may provide a solution to rectify the situation, including a loan of clothing to cover the inappropriate item and/or may ask the student to remove the offensive item (chains, make-up etc).

ELECTRONIC COMMUNICATION DEVICES

As a regular practice, cell phones should not come to school with elementary students. If a child must have a cell phone to make contact with a parent after school, the phone should be off and **turned in to the school office**. The child may pick up the cell phone prior to leaving school. Cell phones should not be used in the school building. The abuse of rules related to cell phone use may lead to the student not having the privilege of bringing a cell phone to school or to school events. If a privilege is denied, the cell phone will be confiscated and returned to the student's parent.

Elementary students are prohibited from using electronic paging, cell phones, walkie-talkies or two-way communication devices while on school premises, which are either owned or rented or under the control of the Portage Community School District.

ELECTRONIC INFORMATION SERVICES AND NETWORKS

The operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. The guidelines require efficient, ethical, and legal utilization of the network resources for academic purposes only. As students and staff use this network, it is essential that each user on the network recognize his or her responsibility in having access to the vast services, sites, and people. The user is ultimately responsible for his or her actions in accessing network services and for adhering to District access policies, other District policies that may apply, and building discipline procedures. If a Portage School District user violates these provisions, his or her account will be terminated and future access will be limited or denied. Access is assumed unless a parent annually submits an Internet Restriction form to the Principal. Refer to Section 720 of the School Board Policy for further information.

FEES

Kindergarten-5th Grade \$20.00

FOOD SERVICE PROGRAM

The Portage Community School District participates in the National School Breakfast and Lunch Programs. Meals are served every school day and are available free or at a reduced rate according to eligibility criteria. The district does not discriminate on the basis of sex, race, national origin, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability. In the event a student requires special meals based on religious, medical or other requirements, the parents are to contact the Food Service Coordinator.

Students will not be allowed to charge their lunch. Students with a negative lunch account will not be able to eat hot lunch. You will be notified when student's account reaches zero.

BREAKFAST, LUNCH, AND MILK FEES

The cost for breakfast is \$1.60 per day. The cost of lunch is \$2.60 per day. Students may bring their own lunches to school. During lunch, milk is available in the lunchroom for \$.35 per half pint. At some schools, students may purchase a half pint of milk to have during snack each day.

	Per Day	Per Week	Per Month
Lunch K-5	\$2.60	\$13.00	\$52.00
Lunch Reduced	\$0.40	\$2.00	\$8.00
Breakfast K-12	\$1.60	\$8.00	\$32.00
Breakfast K-12 Reduced	\$0.30	\$1.50	\$6.00
One Carton of Milk	\$0.35	\$1.75	\$7.00

Breakfast and lunch costs and menus are available on the school website. Free and reduced applications must be filled out each school year. Applications are available in the school offices. Take time to fill out this form as the district receives funding for programs such as Title1 based on this information.

GUIDANCE SERVICES

Counselors will be in classrooms on a regular basis working with teachers and students to teach them social, academic, and career skills. Counselors are also available to confer with students and parents on an as-needed basis.

HARASSMENT COMPLAINT PROCEDURE

Students who believe they are victims of harassment by another student, employee, or volunteer may contact a teacher, counselor, principal, or gender equity coordinator. To ensure consistency in handling complaints, any contacts received by teachers or counselors will be referred to the dean of students or principal who will act as a mediator.

The District will respect the confidentiality of the complaint and the individuals against whom the complaint is made, consistent with the District's legal obligations, act to investigate allegations of harassment, and take disciplinary action when appropriate.

The following procedures will be used:

Informal Complaint: The Dean of Students or Principal shall make a written record of all verbal complaints. Informal discussions or oral complaints will not necessarily result in the initiation of formal disciplinary procedures. The Dean of Students or Principal will investigate all informal complaints.

Formal Complaints:

- **Step One:**

Formal complaints shall be in writing and presented to the Dean of Students or Principal, unless the alleged offender is the Dean of Students or Principal in which case the complaint would be presented to the Director of Instruction. Forms are available in the school office to file a formal complaint. The Dean of Students or Principal will investigate the complaint and submit a written report of the results of the investigation to all parties within 15 working days after the investigation has been concluded, unless the affected parties have agreed to an extension. The Director of Instruction will receive a copy of the final report and the original complaint.

- **Step Two:**

If the complainant is not satisfied with the result of the investigation by the Dean of Students or Principal, he/she may submit a written appeal to the Director of Instruction indicating the nature of the disagreement with the report and reasons for the underlying disagreement. This written appeal **MUST** be filed within 10 working days after the receipt of the Principal's report. The Director of Instruction will give a written response to the appeal within 30 working days.

- **Step Three:**

If the complainant wishes to pursue the matter further, he/she may request a meeting with the district administrator within 10 working days after the decision in step 2. The District Administrator will review the matter with appropriate parties and provide a response within 10 working days.

- **Step Four:**

If the complainant or District Administrator wants to pursue the matter further, either party may file an appeal requesting a hearing with the Board of Education. This appeal must be filed within 10 working days after the decision has been rendered in Step 3. The Board of Education will hear appropriate evidence and take appropriate action.

- **Step Five:**

Individuals may submit complaints/appeals to other agencies as provided by state and federal laws.

Appropriate disciplinary actions may take place at each step in the process outlined above if the administrator is satisfied the evidence warrants such action.

What is Harassment?

Under the Wisconsin Pupil Nondiscrimination Law, harassment is defined as follows: "Pupil harassment" means any behavior towards pupils based, in whole or in part, on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability which substantially interferes with a pupil's school performance or creates an intimidating, hostile, or offensive school environment. (PI 9.02 (9), Wis. Admin. Code).

Definition of Student Harassment

- A. Verbal abuse or name-calling of demeaning, derogatory or threatening nature
- B. Verbal, written, or graphic references of a demeaning, derogatory or threatening nature concerning another pupil's mental capacity, physical attributes, appearance, grooming, hygiene, clothing, race, religion, sex, family or nation origin
- C. Defacing of school property with written or graphic materials of the nature set forth in paragraph B above
- D. Theft, damage or destruction of another's physical property or property under another's control, such as school texts, library materials, and athletic equipment.
- E. Physical assault of another pupil, or threatening to do so
- F. Creating an atmosphere which tends to establish a hostile environment for another pupil
- G. Any other conduct, whether intentional or unintentional, which results in harassment of the nature set forth above in A through F inclusive

Harassment is a recurring, ongoing behavior. It is not considered harassment if it occurs once or twice. The procedures on the front side of the school district harassment form will be followed when a student is involved in continuous harassing behavior.

HEALTH

STUDENT HEALTH GUIDELINES

Your child should stay home from school and school sponsored events in the following situations:

Fever greater than 100 degrees F; may return after 24 hours fever free without the aid of fever reducing medications

Vomiting: may return after 24 hours from last episode

Diarrhea: may return after 24 hours from last episode

Rash: open and draining or if a fever is also present; may return after 24 hours fever free or on treatment for 24 hours.

Chicken pox: may return when all pox are dry and scabbed over; about 5 to 7 days after the start of the rash.

Live head lice: parent contact will be made to inform of situation.

Contagious diseases: strep throat, impetigo, pink eye (bacterial), scabies, ringworm or other diseases not listed; may return after 24 hours on prescribed treatment.

In most cases, if a child is sent home from school because they are ill they should remain at home for at least 24 hours.

*Public Health Orders may override local Health Guidelines in some instances. The school nurse will advise you should a situation arise.

ILLNESS AND ACCIDENTS

- A. The supervisor is to inform the school secretary.
- B. The parents will be advised of serious illness or injury.
- C. Contacted parents must arrange for physician's office or hospital emergency room.
- D. When unable to reach parents, the school will notify the emergency contacts listed on the school information emergency sheet and/or call an ambulance.

STUDENT INSURANCE, ACCIDENTS, AND INJURIES

Under normal circumstances our students have some insurance coverage provided by a school-approved insurance plan. If a student is injured or needs medical attention because of an accident at school, families must first submit any medical claims to their insurance carrier. The school provided insurance company might cover reasonable costs up to a certain limit that the family's insurance does not cover. All accidents or injuries must be reported to the school office, and claims must be filed with the insurance carrier within ninety (90) days of the accident for insurance coverage.

STUDENT IMMUNIZATION LAW AGE/GRADE REQUIREMENTS

Per the Wisconsin Student Immunization Law, state statute 252.04 and administrative code DHS 144. Parents/guardians of a student or adult student who are not compliant with the law, or have not signed a waiver stating health, religious or personal conviction against receiving immunizations will receive a legal notice on the 15th and 25th school days of the student's admission explaining the consequences. If compliance is not met within 60 days of admission, and the parent/guardian or adult student have not signed a waiver stating health, religious or personal conviction, the District will notify the district attorney who will then petition the court to direct that the student be immunized according to requirements. Questions may be referred to the School Nurse at 608-742-4867 Ext. 4131. For a listing of immunizations clinics, please contact the Columbia County Division of Health at 608-742-9227 or Marquette County Health Dept. at 608-297-3135.

Age/Grade	Number of Doses
PreK (2 yrs-4 yrs)	<ul style="list-style-type: none">● 4 DTP/DTaP/DT● 3 Polio● 3 Hep B● 1 MMR● 1 Varicella*
Grade K, 1, 2, 3, 4, & 5	<ul style="list-style-type: none">● 4 DTP/DTaP/DT/Td● 4 Polio● 3 Hep B● 2 MMR ● 2 Varicella*

****Varicella vaccine/chickenpox shot is not required if your child has had the chickenpox disease. Provide the chickenpox disease date instead.***

Immunization waivers may be completed for health reasons (signed by physician) or for religious or personal reasons (signed by parent/legal guardian) and must list the specific

immunizations waived. Immunization information is due to the school nurse no later than the 30th school day or October 13, 2016. Students not compliant with immunizations may be excluded from school for up to 10 days.

MEDICATION

Medications are given to students in the school setting to continue or maintain a medical therapy which promotes health, prevents disease, relieves symptoms of illness or aids in diagnosis. Medication procedures are to be administered at home whenever possible. The Portage Community School District shall administer medication in accordance with Wisconsin State Statutes 118.29, 118.291, and Wisconsin Administrative Code PI 8.01 (2) (g). The School District may administer any prescription medication to a student in compliance with the written instruction of a practitioner* and written consent from the student's parent or guardian as defined by Wisconsin Statute Ch. 118.29. Administration of nonprescription medication requires the written instruction and consent of the student's parent or guardian. Substances, which are not FDA approved (ie: natural products, food supplements), will require the written instruction of a practitioner* and written consent from the student's parent or guardian. All medication must be supplied by the parent. Students with asthma may possess and self-administer a metered dose or dry powder inhaler with the written approval of the student's physician and parent or guardian. Students with anaphylactic allergies may possess and self-administer an auto injectable epinephrine pen with the written approval of the student's physician and parent or guardian. Students may self-administer sunscreen with written consent of the student's parent or guardian. Students with diabetes may possess glucagon with the written consent of the student's physician and parent or guardian. These medications shall be maintained in the original containers while in a student's possession and not shared with others. *A practitioner is defined as a Wisconsin licensed health care provider as one of the following: physician, dentist, optometrist, physician assistant, advanced practice nurse prescriber, or podiatrist.

Prescription Medication

A written, signed statement from the parent/guardian and a written, signed instruction from a practitioner* must be on file at the school authorizing school personnel to administer any medication. Please use the district form located on the Nursing Services webpage under Medications. Requests must be renewed each school year or more often if changes in dosage occur. All changes will be noted on the medication administration record, dated and initialed by the designee. Prescription medications must be supplied in a legible pharmacy-labeled container indicating the correct dosage and administration instructions. The school nurse shall be informed by school personnel of all students receiving medication and any changes in dosage. The nurse will review the medication record periodically and use professional judgment in contacting the practitioner, school personnel, or parents to resolve inconsistencies in administration directions.

Non-prescription Medications

Non-prescription medication (over-the-counter) which is FDA approved can be administered. A written, signed statement from the parent/guardian must be on file at school authorizing school personnel to administer (Medication Request/Consent form). A practitioner's* signature will be required for a dosage that does not match the package's labeled weight – or age – appropriate dose. Please use the district form located on the Nursing Services webpage under Medications. Requests must be renewed each school year or more often if changes in dosage occur. All changes will be noted on the medication administration record, dated and initialed by the designee.

Medications shall not be sent to or from school with students except for certain emergency medications as approved by both parent and health care provider, as listed above. A designated adult or parent/guardian shall transport medications.

Please check the expiration date on any medication you send to school to be sure the medication will not expire before the end of the school year.

Students are not to share over-the-counter medication or prescription medication with any other student. Students will be subject to disciplinary action if s/he shares or gives medication or drugs to other students.

Refer to School Board Policy 540A, Medication for the complete and most up to date policy.

HEALTHY SNACKS

The PCSD Wellness policy guidelines delineate that all school employees and activities promote a healthy lifestyle. When providing treats or snacks for your child, their classroom or school activities please reference PCSD policy #537, District Wellness Policy. This contains a list of healthy snacks.

HOMEWORK/PRACTICE

Homework in the first three grades, primary level, generally consists of additional 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 20 minutes) to develop their study skills. Regular assignments in grades three through five, intermediate level, should include additional practice on skills as well as specific homework projects. At the intermediate level students are expected to average one half hour per day beyond the school day. Assignments often are completed during the school day, but may require additional work at home. Students at all grade levels are expected to read or be read to nightly for at least 20 minutes. Technology advancements, such as the iPad and computer applications, provide opportunities for students to practice skills and have fun doing it.

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 students
- C. To provide assigned material 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. To 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
- 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

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

MAKE-UP WORK GUIDELINES

It is recognized that absences will occur, but to reduce the negative effect it is the student's responsibility to seek and make up, within the established time limits, all work missed during the absence. For "excused absences," students will receive one day more than they were absent to complete their missing work. (e.g. an absence of two days means three days to complete all make-up work.) For "unexcused absences," students have one day to complete all makeup work. Students should arrange with the teacher any make-up work and/or tests as soon as possible following the absence.

IN-DISTRICT TRANSFER

In-District Transfer Requests must be submitted following the same timeline as the guidelines for Open Enrollment, which are determined by the Department of Public Instruction (DPI). Requests received within the determined DPI timeline will receive approval or denial notification by the date for open enrollment notification, which is set by DPI. If there are more requests than space available a random drawing will determine those selected for transfer. Children with a sibling already attending the requested school shall be approved for transfer prior to the random drawing, if space is available. Requests received after the timeline will be placed on a waiting list and notification of approval or denial may not be determined until after school starts.

INFINITE CAMPUS

Infinite Campus is the computer software that we use to keep track of student absences and grades. Student grades will be available for students and parents to view twenty-four hours per day, seven days per week. Parents can access this information via a computer. Each parent/student will have a separate password to access just his/her child's grades. Students will receive grades in each subject at least once every two weeks.

To access the Infinite Campus portal go to: <https://portagewi.infinitecampus.org/campus/portal/portage.jsp>

LIAISON OFFICER

The Portage Police Department will designate an officer to serve as a school liaison. The Officer is employed by the Portage Police Department and works with all schools in the City of Portage. The Officer will talk to students, if it is appropriate, about incidents that take place within the school. When the Officer is investigating something that took place at school or at a school activity, parents may not be notified when the Officer talks to their child. If the Officer is investigating something that happened outside of school in the community, parents will be notified that the Officer talked to their child at school. If a child is charged with any offense, either a municipal ordinance violation or a criminal offense, the Officer will notify the parents by telephone or through the mail.

LIBRARY MEDIA CENTER

Your school library media center provides an appealing learning environment for reading, viewing and listening. A variety of print and non-print resources and a wide range of services are available to students and faculty. In addition to books, the media center provides online access to resources for your projects, reports and personal interests. Most resources may be checked out to take home.

In order to provide a quality collection of resources that are available to all users it is important that resources borrowed are returned on time. At the end of the first semester, students with overdue materials or fines from 1st semester will no longer be able to check out media center resources until their resources are returned and fines owed are cleared.

LOCKERS/HOOKS

Students in elementary school are assigned lockers or hooks. These lockers/hooks are the property of the Portage Community School District, and as such, are in possessory control of the District. Lockers/hooks and their contents are subject to search by school officials. Students may bring "combination only" locks for their own lockers. (NO KEY LOCKS) Teachers must be given the combination before locks are placed on lockers. This policy is in line with recent Court rulings of 7/16/98 and will be used to protect the health and safety of the Portage Community School District and the students.

LOST AND FOUND

There is a lost and found area for clothing. If a student misplaces an article of clothing, he/she should check in the lost and found for missing items. All other items should be turned into the office. The lost and found is emptied monthly; so please make-sure to check for any lost items prior to the end of each month.

OFFICE TELEPHONE

The office telephone is for school business and may be used by students only in cases of emergency or with the permission of the secretary or principal. Students are not allowed to make "social arrangements" using the school phone. Any social arrangements or playdates should be arranged prior to the start of the school day, and a written note should be sent to school by both parents/guardians involved. Messages to classrooms and students are not always able to be communicated before the end of the day; therefore, transportation arrangements should be made with your child prior to the start of the school day.

PLAYGROUND

Students need to meet expectations outlined by each elementary school. Equipment - the school will furnish bats, kick balls, softballs, footballs, soccer balls, wiffle balls, basketballs, tether balls, and jump ropes. Students are not to bring baseballs or any kind of hard balls, baseball bats, skateboards, or skates, shoes with wheels, scooters, remote control toys, or any electronic equipment to the playground. Students may bring plastic roll up sleds, hackey sacks, nerf balls, and baseball gloves to school. Please make sure all items are labeled with your child's name.

Please encourage your child to dress properly for all outdoor recesses. Students must wear a coat if the temperature is below 50 degrees. Outside recess, lunch recess will only be canceled when: **The actual temperature is below zero, the wind-chill is below zero, there is rain, sleet, or other weather-related danger.** During the morning and late afternoon recesses, the teachers on duty and the grade level teachers will determine recess availability. Those recesses are short and can easily be cut shorter if there is a need to get back inside once students are out. All students are required to be outside for recess **unless they have a doctor's excuse.**

Grades **K thru 5** must have (besides a coat, hat, mittens) boots and snow pants to play off the blacktop. Students without boots must stay on the blacktop. Students who want to sled must have snow pants and boots.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance shall be offered every day in all elementary schools. When parents/guardians object to a student reciting the pledge the student will not be required to recite the pledge. However, we request that they are respectful and quiet while classmates recite the pledge.

PROHIBITED ARTICLES ON SCHOOL PROPERTY

Problems arise each year because some students bring articles, which are hazards to the safety of others or interfere in some way with school procedures. Such items as shoes with wheels, water pistols, peashooters, water balloons, slingshots, toy guns, hard balls, fidget spinners, laser lights, skateboards, baseball bats, trading cards, (example: Pokemon and baseball cards), cameras (unless pre-approved), audio players, electronic games, aerosol products, perfume and makeup are unacceptable and will be confiscated if brought to school. Students are prohibited from riding bikes and skateboards on school property. The selling, buying, or trading of items is prohibited. Firecrackers, smoke bombs, cap guns, matches, lighters, etc. are cause for suspension. Knives of any kind, guns of any kind, look-alike guns, or weapons of any kind are prohibited. Students bringing a weapon to school, using or threatening to use a weapon, or using any instrument as a weapon will be subject to a recommendation for expulsion from the Portage Community Schools and referred to the police.

Wisconsin State Statute 48.983 makes it against the law for anyone under the age of eighteen to possess cigarettes or any tobacco products in the state of Wisconsin. Any student possessing tobacco products will have the tobacco product(s) confiscated. The tobacco products cannot be returned to the student. The state statutes (s176.31) prohibit any student under the age of 21 from procuring, seeking to procure, knowingly possessing, or consuming intoxicating liquor in public. The possession or use of controlled substances (e.g. marijuana) is a violation of law (s161.41). Students who possess controlled substances at school, while under the supervision of school authority are subject to a suspension, expulsion, and referral to appropriate legal authorities.

Students who require the use of medication(s) considered controlled substances to manage their health while at school or school-related activities shall follow the Board

Policy 540A, Medication Administration to Students, in obtaining permission and storage for use.

WEAPONS AND ARSON

Possessing, using, or threatening to use a dangerous weapon in a school zone or the intentional setting fire to, burning of, or attempting to burn any school building or property is prohibited by state and federal law. (Gun-Free Schools Act of 1994: Section 921 of Title 18 of the United States code; Chapter 48, Wisconsin statutes; Sections 118.31 & 120.13(1)(b) & (c), 948.60, 948.605, Wisconsin statutes and School Board Policy 550 & 551). Students found violating this law may be excluded from school for up to a period of one hundred eighty (180) school days. Dangerous weapons are defined, but not limited to, a firearm, pellet gun, air gun, dagger, dirk, stiletto knife with a blade three inches or longer in length, a pocket knife opened by a mechanical device, iron bar, or brass knuckles. Students will be referred to either the criminal justice system or the juvenile delinquency system and the appropriate county department of social services or community mental health agency. The parent, legal guardian and/or student shall be informed of their due process rights by the administration and notified of the referrals.

NOTE: Please be aware, if a student is found violating this law, there is no negotiation regarding the punishment. Remember to explain to your children that they should not possess weapons and that they are dangerous.

PROMOTION/RETENTION POLICY

In general, students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide for the continuous progress of children from grade to grade, with children generally spending one year in each grade. Some children, however, may benefit from another year in the same grade. Although, in general, retention occurs when the child is in grade K - 3, occasionally it will happen when the students is in grades 4 - 5. Promotion/Retention policy for fourth grade students can be viewed on the District Webpage under Board Policy #508B. When a child is considered for possible retention, he/she must be identified during the first semester of the school year. The following steps must be implemented for early identification and intervention for the student who is in danger of being retained:

1. Teacher will request a Problem Solving Team (PST) meeting
2. Notify parents informing them of concerns and what intervention strategies will be used to assist their child (This will more than likely happen prior to or at the same time as step #1).
3. By the second Parent-Teacher Conference, the teacher(s) will meet with parents of the student to discuss the intervention strategies implemented and their child's progress. Retention should also be discussed at this time.
4. The Principal will determine whether or not the student will be retained. The parents will be notified.

PARENT TEACHER CLUBS/ ORGANIZATIONS

Parent teacher clubs and organizations serve a diverse group of families and a community that holds high expectations for their children and their school. We encourage parent input and involvement.

No matter what your interests or skills, Portage elementary schools have a volunteer position for you. We encourage you, as a parent, to get involved with your child's school. PTO & PTC's are one place to start. For more information and names of their officers, contact the school office.

REPORT CARDS/GRADING

Standard Based Report cards will be used to evaluate student progress at nine-week intervals. The report card will be posted quarterly in the Infinite Campus portal which parents may access using their logins and passwords. However, parents who do not have computer access may contact their school office to request a printed copy be sent home.

The report cards will focus on skills that students at a specific grade level will need to be proficient in by the end of the year. Students will receive a 4, 3, 2 or 1 in each identified skill, based on their performance.

SAFETY PROCEDURES

FIRE DRILLS

Fire drills at regular intervals are required by law and are an important safety precaution (s.118.07). It is essential that when the first signal is given, everyone clears the building by the prescribed route as quickly as possible. The classroom teacher will give the student instructions.

HOLD & SECURE DRILLS

Hold and Secure drills will be practiced to ensure the safety of the students and staff should the school building need to be secured. The classroom teachers will give the students directions.

TORNADO DRILLS

Tornado drills will be practiced at least once a year, students will report to a designated tornado shelter as posted in each classroom. Further directions will come from the office.

SPECIALS: ART/MUSIC/PHYSICAL EDUCATION

The students will have art instruction for 60 minutes a week and may bring old shirts to be used as art smocks. Students will have music instruction for 60 minutes a week. Physical education will be 90 minutes a week and students need tennis shoes. A doctor's excuse or individual education plan shall be required for health related difficulties and exemptions.

STUDENT INFORMATION

CHANGE OF ADDRESS AND/OR PHONE NUMBER

It is very important that we are able to reach parents/guardians in the event of an emergency. For this reason, we ask that we be informed about any changes in address, telephone number, etc.

DIVORCED OR SEPARATED PARENTS

Parents who are separated or divorced may request to have report cards, progress reports, discipline referrals, and other mailings sent to both parents. A written request should be given to the child's teacher or school office. Include the correct names and addresses in the request.

ELEMENTARY SECONDARY EDUCATION ACT

Elementary Secondary Education Act gives parents the right to:

- request information on the professional qualification of their child's teachers.
- request the inspection of any third party survey of students, including student privacy
- view any instructional materials
- The request must be made in writing to the principal of the child's school.

EMERGENCY CONTACT PHONE NUMBERS

Please update the school with any change in the emergency contact sheet. In an emergency or health need, we must be able to reach the parent/guardian or a designated person.

STUDENT DIRECTORY INFORMATION

As per Wisconsin Statutes 118.125 (1)(b), and the Family Educational Rights and Privacy Act of 1974, Portage Community School District has designated the following information as directory data: pupil's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, video productions, degrees and awards received and the name of the school most recently previously attended by the pupil. Wisconsin Statutes 118.125 (2)(j) allows the parent, legal guardian or guardian ad litem of the pupil 15 days to inform the school that all or any part of the directory data may not be released without the prior consent of the parent, legal guardian or guardian ad litem.

The above notification is required by Wisconsin Statutes. If you have any questions, please call. If you do not wish directory data to be released for your child without your prior consent, please submit a request in writing no later than three weeks after the school year starts or three weeks from the date of your child's enrollment.

STUDENT RECORDS

A cumulative record shall be maintained for children from their entrance into school through twelfth grade. The following information may be included:

1. Personal and family data including certification of name and date of birth.
2. Test data, including aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests and teacher evaluations.
4. Anecdotal reports.
5. Record of conferences.

6. Copies of correspondence with parents and others concerning the child.
7. Health record that may include the following information:
 - a. Annual health updates
 - b. Immunization records
 - c. Health exam records provided by parents
 - d. Previous school health records
 - e. Medication records of consent and administration
 - f. Health screenings
 - g. Other records which may be related to a student's health
8. Other records which may contribute to understanding of the child.

SUPPLIES

Students will need to have a backpack for school and tennis shoes for gym class. All other general classroom supplies will be provided by the district.

VISITORS

We encourage you to visit school as often as you can. Please make arrangements with your child's teacher or the office prior to the visit. All visitors must report to the office to receive and wear a designated visitors pass. Students from other schools, younger brothers and sisters, or other children not enrolled in school are not allowed to stay for the day but may visit the school with an adult for a short amount of time.

VOLUNTEERS & CHAPERONES

We welcome volunteers and chaperones in our buildings. The best way to become familiar with our schools is to become involved in the daily programs. All volunteers and chaperones must follow Portage Community School Board Policy #605. If you would like to chaperone or volunteer please fill out the application and return it to the school office.

*****After reading through the student handbook with your child please sign and date the handbook signature page and return it to your child's teacher prior to the second week of school or within one week of arrival in the Portage Community School District.***

