

# Section 900

# Instruction

05/11/2020 Advanced Placement Course Update

05/11/2020 Guidelines for Determining Class Valedictorian/Salutatorian/Academic Excellence Scholarship  
Designee

**PRAIRIE DU CHIEN AREA SCHOOLS  
BOARD POLICIES**

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### **INSTRUCTIONAL GOALS**

In its relationship with the instructional program, the Board has an opportunity to make its finest contribution to education in the community. The Board perceives its role to be that of supporting and supplementing the efforts of the faculty.

Fine teachers, administrators and other instructional personnel need several kinds of important help from laymen. Most important of all, they need to know what the community expects its children and youth to learn. Accordingly, it is the function of the Board to help define the purposes of the school.

The Board supports the staff's continuing efforts to improve the instructional program. The Board believes that the staff has a function to constantly evaluate the educational program, and to report evidence of achievement, or lack of achievement, in the light of the school's goals. Factual evidence of the productivity of our school is the Board's best device for evaluating the fostering approval of the school.

Adopted: 3/11/2002

**CHARTER SCHOOLS**

The Board of Education of the Prairie du Chien Area School District will consider the establishment of a charter school as provided by the Wisconsin Charter School Law. (118.40 Wis. Stats.)

A charter school may be established by Board initiative. The administration, members of the staff, parents or community members may present proposals for Board initiation of a charter school for the following school year. The Board will consider a proposal for the initiation of a charter school based upon the requirements of the statute and the established procedures and information guidelines.

The Board will notify the State Superintendent of Public Instruction by February 1 of its intention to establish a charter school for the following school year.

A charter school established by the district will be reviewed on an annual basis in accordance with the provisions of the charter.

A charter school may be approved or renewed for a period of not less than two years and not more than five years. An application for renewal of charter must be submitted to the Board no later than six months prior to the expiration of the existing charter.

Adopted: 3/11/2002

**ACADEMIC STANDARDS**

The Prairie du Chien Area School District follows the state standards as adopted by the State of Wisconsin Department of Public Instruction as an outline of base expectations. The related accountability and testing is conformed to as appropriate to be in compliance with all state and federal laws. Where appropriate, classroom materials have been aligned to the Common Core Standards. The Common Core Standards are only an outline of base expectations; the district strives to exceed these standards in all areas of school offerings.

Adopted: 8/8/2016

**ACADEMIC FREEDOM**

Academic freedom is essential to the fulfillment of the purposes of the Prairie du Chien Area School District. Prairie du Chien teachers will be protected from censorship or restraint which unreasonably interferes with their obligation to expose students to controversial issues and to help students express their own views on such issues.

The teacher's responsibility should be to show objectivity in order that various sides of controversial issues are given. To carry out this responsibility a teacher must be well informed in the areas being studied. It is recognized that any teacher has the right to have his or her own point of view and to express that view, but the teacher also has the responsibility to tell students that the statement is his or her view.

Adopted: 3/11/2002

**SCHOOL RELATIONSHIPS WITH RELIGION**

Classrooms should reflect a climate where cultural, religious and non-religious differences are respected and self-expression is encouraged. All children should feel that their traditions will be respected and valued. All students can participate in sharing activities and learn from one another regardless of their religious or non-religious beliefs and traditions.

The Board further recognizes that views and opinions regarding the relationship of public schools and religion are diverse. While community opinions are important in shaping policy, the Board must give primary credence to the United States and Wisconsin State Constitutions and the decisions made by the respective courts when establishing guidelines for making decisions regarding religious-related activities and practices. To this end, the Board has created this policy to preserve the rights of all students within the framework of the respective Constitutions and expects the policy to be implemented accordingly in the District.

The Prairie Du Chien School District will not schedule school activities on Wednesday night. This night will be reserved for church meetings.

Adopted: 3/11/2002



**SCHOOL DAY**

The Prairie du Chien Area School District will schedule at least 525 hours of instruction in Kindergarten, 1,073 hours of instruction in grades 1 through 6 and 1,160.5 hours of instruction in grades 7 through 12.

The schedule of beginning and ending times for each school building will be posted and distributed.

The District Administrator shall closely monitor compliance with the hours of instruction.

LEGAL REF: Wis. Stat. 120.10  
120.13

Adopted: 2/14/2000  
Revised: 3/11/2002

**CURRICULUM DEVELOPMENT**

The Board deems it essential that the school system continue to develop and modify its curriculum. While the Board retains its full rights and responsibilities under the Laws of Wisconsin with regard to the determination of the curriculum, it authorized the Administration to organize committees to periodically review the curriculum and advise the Board on curriculum changes.

Curriculum guides and other curriculum materials shall be prepared in harmony with the legal requirements of the State and the goals of instruction adopted by the Board.

The District Administrator shall have general coordinating authority and oversight over the formation of all courses of study, curriculum guides, and materials. It shall be the responsibility of the principals to encourage the production of curriculum materials to see that such materials are in harmony with the goals of instruction for grades Pre-Kindergarten through twelve, and to keep the District Administrator regularly informed regarding curriculum projects.

Completed curriculum guides shall be submitted to the District Administrator for formal adoption by the Board of Education.

LEGAL REF: Wis. Stat. 118.01  
120.13 (15)

Adopted: 2/14/2000  
Revised: 3/11/2002, 2/8/2016

**GIFTED AND TALENTED POLICY**

The Prairie du Chien School District recognizes the need for an appropriate educational plan for its K-12 gifted and talented students consistent with the philosophy that all children are entitled to a quality education. The school district has a designated person who will help coordinate that plan for all those students who are identified as gifted and talented students K-12. The identification includes appropriate multiple criteria for each of the five areas of giftedness: intellectual ability, specific academic ability, creative ability, artistic ability (visual, performing) and leadership ability. A student may be identified as gifted in one or more of these areas by meeting the criteria in one or more of the identification measures. These measures will be appropriate for the specific area of giftedness for which they are intended. The identification process and tools will be responsive to such things as a student's economic condition, race, gender, culture, native language, developmental differences and identified disabilities. The school will provide access, without charge during the school hours, to appropriate programming to meet the needs of each student who is identified. The school district will provide an opportunity for parents and teachers to participate in an advisory role with the administration and coordinator to finalize policy, select identification measures, create, evaluate and revise the plan and implement appropriate programming.

**Gifted and Talented Program Plan**

The Prairie du Chien School District recognizes that all comprehensive, systematic, integrated gifted and talented programs start with differentiation in the regular classroom in all five areas of giftedness: intellectual, creative, artistic, leadership and specific academic. The school district is dedicated to maintaining continuous progress in all curricular areas through quality mastery of the basics; enrichment activities; and modification of content, process and product, whenever and wherever necessary. This also includes ability grouping, flexible grouping and regrouping within and across grade levels. Instructional strategies are in place which teach thinking skills to all students and allow talents and abilities to emerge. Included in these instructional strategies are extended skill development through learning centers and special activities.

For those students who have needs which may need special group programming, the district is continually looking at many different options. Either as part of the general curriculum or as pull-out, these options include specific talent and ability clusters, curricular and co-curricular activities, mini-courses, honors classes, AP classes and extra curricular activities. At this level, special contracts and/or compacting may also be used to meet an individual students needs.

If a student's talents and giftedness are beyond special group programming, the district will write a Differentiated Educational Plan. This plan may include but is not limited to radical acceleration, early entrance at any level, mentorships, internships, and independent research.

Approved: 7/14/2008

**HOMELESS STUDENTS – Board Policy****POLICY STATEMENT:**

The Prairie du Chien Area School District shall provide an educational environment that treats homeless students with dignity and respect, and that is in accordance with the McKinney-Vento Homeless Assistance Act. Homeless students shall be provided with equal access to educational programs provided to other students, have an opportunity to meet state and district academic achievement standards to which all students are held and are not segregated or discriminated against on the basis of their homeless status. This commitment to the educational rights of homeless children and youth applies to all services, programs, and activities provided or made available.

**DEFINITION OF HOMELESS CHILDREN AND YOUTH:**

The McKinney-Vento Act (McKinney-Vento Homeless Assistance Act, 42 U.S.C. ss11431-11436, sec. 25), defines homeless children and youth as “individuals who lack a fixed, regular, and adequate night-time residence.” The term includes children and youth who:

- are living with other persons due to the loss of housing, economic hardship, or a similar reason, including children and youth living doubled-up with family or friends;
- are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative, adequate accommodations;
- are living in emergency or transitional shelters;
- are abandoned in hospitals;
- are temporarily housed while awaiting foster care placement;
- have a primary night-time residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- are migratory children who qualify as homeless because they are living in circumstances described above.

**RIGHTS OF HOMELESS STUDENTS**

The McKinney-Vento Act requires school districts to remove all barriers to enrollment, attendance, and academic success that may be faced by students experiencing homelessness. Consequently, eligible homeless students in the Prairie du Chien Area School District have the following rights and are eligible for the following services and supports:

- Immediate enrollment, even if lacking documents normally required at the time of enrollment. The district will work with the parent/guardian or unaccompanied youth to later obtain required documents and records;
- Right to continue attending the school of origin (even if it is in a different district than the district in which the students is temporarily residing);
- Transportation to the school of origin when feasible and in the best interests of the student, upon the request of the parent/guardian or unaccompanied youth;
- Immediate enrollment in free school meals program;
- School supplies;
- Fee waivers;
- Before/After school programs;
- Tutoring programs;

Referral to community and social services, including but not limited to housing, food, clothing, medical, and mental health;

Preschool programs;

Title I services

LEGAL REF.:                   Sections 118.13 Wisconsin Statutes  
                                  McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et. seq.)

Approved: 1/14/2013

**TEACHING ABOUT RELIGION**

Religious education is the responsibility of the home and church. However, religion influences many areas of education, such as literature and history, and religion's role in civilization can, and should be, properly taught. In other words, it is proper for teachers to teach about religion as opposed to teaching sectarian beliefs.

Teachers shall be permitted to expose students to information concerning religions and religious beliefs, when it is appropriate to the established curriculum.

Adopted: 3/11/2002

**DRIVER EDUCATION**

A state-approved Driver Education course for a probationary operator's license will be offered by the Prairie du Chien Area School District. The program will be designed to develop attitudes, habits, and knowledge needed to drive safely and skillfully. Such instruction will require a minimum of 30 hours of classroom instruction, six hours in a car as an "observer," and six hours of behind-the-wheel training.

Non-public high school students under 19 years of age, who reside in the district, will be permitted to enroll in the public school Driver Education program if the maximum number for enrollment is not exceeded. If the maximum number for enrollment is not exceeded, out of district high school students and home-schooled students may enroll.

LEGAL REF: Wis. Stat. 341.267  
343.07

Adopted: 3/11/2002

**PROGRAMS FOR STUDENTS WITH DISABILITIES**

In accordance with state and federal legislation, the Prairie du Chien Area School District is mandated the responsibility to provide free appropriate public education for children between the ages of three and 21 who are students with disabilities.

The Prairie du Chien School Board is the accountable local education agency (LEA) for the implementation of the provisions of these laws, and in cooperation with the Cooperative Educational Service Agency # (CESA #), the Wisconsin Department of Public Instruction (DPI) administrative rules, and any federal regulations that govern the operation of these educational programs. Within the parameters of state and federal laws governing the operation of programs for disabled pupils there are due process safeguards for parental rights and appeal. Such provisions are adhered to by school district personnel and reflected in the procedures for providing educational services to disabled children in this district.

LEGAL REF: Wis. Stat. Chapter 15, Subchapter IV  
Wisconsin Department of Public Instruction Rules Implementing Chapter 115,  
IDEA 6/97 (Individuals with Disabilities Education Act)  
Section 504 of the Rehabilitation Act of 1973

Adopted: 2/14/2000  
Revised: 3/11/2002



**CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES**

We recognize values to be gained from properly supervised co-curricular and extra-class activities as a part of the total school program. It is our desire that such activities, properly supervised and kept in proper perspective, be organized as a part of the school program in order to give full-time students opportunities for experiences not possible in classroom activities.

Teachers are encouraged to take an interest in the development of a program of co-curricular and extra-class activities, and to assume responsibility for sponsoring such activities. Such activities should have educational value, should be open to all full-time students within a given organizational unit (grade or class) who wish to participate, and should have the approval of the Principal. Insurance coverage maintained by the district for pupils and employees will provide the intended protection only when activities are properly approved.

Nothing in this policy statement is intended to govern casual or social relationships with small groups of students and/or their parents outside of school.

Adopted in Part: 11/12/190

Revised: 3/9/1998; 2/14/2000; 3/11/2002

**STUDENT ORGANIZATIONS**

Student organizations shall generally be encouraged when they meet the simple criteria of contributing to learning rather than detracting from it. Such organizations shall operate within the framework of the law, Board policy, administrative rules, and the parameter of the learning program. When such organizations are truly contributive, their establishment and operation shall be facilitated in reasonable ways by district staff and through utilization of district resources.

The District Administrator shall develop general guidelines for student organizations. Among other provisions, such guidelines shall require the assignment of at least one faculty advisor to each student organization that requires the expenditure of budgeted funds.

Adopted: 3/11/2002

**INTERSCHOLASTIC ATHLETICS**

The Prairie du Chien Area School District believes students can benefit physically and intellectually through their experience in self-discipline and contributions to team efforts made possible by competitive interschool and intramural team and individual sports activities.

It is therefore a policy to provide Junior High and High School students interscholastic competition in a variety of sports. Students shall be allowed to participate in individual sports on the basis of their physical condition and desire. Qualified personnel shall be provided for coaching and supervising individual sports.

The purpose of Junior High and High School athletics is both educational and recreational. The athletic program should encourage participation by as many boys and girls as possible and should be carried on with the best interests of the participants as the first consideration. This should be done without unreasonable interference with other obligations in the school community.

It is recognized that a well-organized and well-conducted athletic program is a potent factor in the morale of a High School student body and an important phase of good community-school relations. Too great an emphasis on winning contests or too consistent a record of losing them is both harmful to the development of good attitudes among students and the public.

**Policy Conditions**

1. The athletic program is an integral part of the High School curriculum and comes under the authority of the Principal to the same degree as do all other phases of the curriculum.
2. Those teachers having direct responsibility for the conduct of the athletic program of the school are required to conform in all ways to the general education program as laid down by the Board and administration, including such matters as schedules, financial expenditures, relationships with other schools, and health and safety regulations.
3. The Prairie du Chien Area School District is a member of the Wisconsin Interscholastic Athletic Association (WIAA), and in all athletic matters will adhere firmly to the rules and regulations of that body and to the philosophy of sports that WIAA encourages. The eligibility of students to participate in the athletic program is determined in accordance with WIAA regulations.
4. No student may start practice for any athletic team until he or she has been examined and approved by a medical doctor and until written consent has been obtained from the parent.
5. Expenditures for the athletic program are incorporated as part of the general budget of the Board. Coaches of each sport will submit their budgetary needs to the Athletic Director for the next school year, and the latter will present the total athletic budget to the Principal for approval and inclusion in the general budget.
6. District participation in interscholastic athletics shall be subject to approval by the Board. This shall include approval of membership in any leagues, associations, or conferences, of rules for student participation, and of annual sports schedules.
7. Insurance against accident or injury shall be provided by the district for students engaging in interscholastic athletics.

Adopted in Part: 11/12/1990

Revised: 3/9/1992; 2/14/2000; 3/11/2002

**ATHLETIC PARTICIPATION**

The athletic program in the Prairie du Chien Area School District is recognized as a vital part of the total educational program. The Board feels an athletic program, properly operated, provides experience in daily human relations that cannot be found in any other educational contact.

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

The Prairie du Chien Area School District shall not discriminate in student participation in athletic programs or activities, standards and rules of behavior, disciplinary actions or facilities usage on the basis of age, 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 student's school performance or creates an intimidating, hostile or offensive school environment. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF: Wis. Stat. 118.13  
120.13 (1)  
PI 9.03 (1) of the Wisconsin Administrative Code

Adopted in Part: 11/12/1990  
Revised: 3/9/1992; 2/14/2000; 3/11/2002; 5/8/2006

**SELECTION OF INSTRUCTIONAL MATERIALS**General Policy

Appropriate instructional resources are a vital tool of good teaching and must be made available to the students and to each school on an equitable basis.

The Prairie du Chien Area School Board recognizes its legal responsibility for the selection and adoption of all instructional materials used in the school district.

The responsibility for reviewing and selecting instructional materials is delegated to the District Administrator and the professional staff of the schools.

Criteria for Selection of Instructional Materials

1. In seeking out appropriate instructional materials teachers and administrators should consider long-range plans which correlate with the K-12 instructional goals.
2. The search for appropriate materials should be broad based and include other resource people.
3. Although materials should be appropriate for the grade level every effort should be made to raise the standards of instruction and achievement.
4. The use of audiovisual materials including educational radio, television, and online resources, and digital media is recognized and accepted as an adjunct to appropriate instruction. However, their use should never be used to supplant effective proven teaching procedures.

Adopted: 3/9/1992

Revised: 2/14/2000; 3/11/2002; 7/10/2006

**INSTRUCTIONAL USE OF COMPUTER NETWORKS**

The Prairie du Chien School Area District will make computer networks, including the Internet, available to students and staff as necessary to support the district's educational mission and to promote learning by facilitating resource sharing, innovation and communication. School district staff shall help and guide students as they develop the intellectual skills needed to select from among information sources, to identify information appropriate to age and developmental levels and to evaluate and use information to meet educational goals. The Prairie du Chien School Area District does not assume responsibility for the accuracy or quality of information obtained through use of its technology services.

All persons accessing information via school district networks or using computer software provided by the district shall comply with applicable provisions of all use and license agreements. Prohibitions include, but are not limited to, violation of any federal, state or local regulation, reception and/or transmission of threatening or obscene material, or material protected by trade secrets. All users will comply with legal requirements regarding the use, reproduction and distribution of copyrighted works.

The district shall retain ownership and possessory control of its computers, hardware and software at all times. All users of computer networks will be informed that the network is public in nature and is accessible and used by a variety of people in a variety of locations and consequently nothing put on a network shall be considered private. The district reserves the right to review any material stored on network servers or transmitted via Prairie du Chien School Area District network resources.

The superintendent, or designee, shall establish rules to regulate the type of use of networks that will be permitted, or prohibited, in such a manner as to make the most effective educational use of network resources. Resources include, but are not limited to, storage capacity of disk drives, processing speed and capacity, modem speeds, bandwidth, number of access lines, etc. To assure availability of network resources, the use of "chat rooms" is prohibited unless specifically assigned by an instructor for a limited project having a direct correlation to instructional objectives. The downloading of large graphical files shall be restricted to only those graphics that have a direct educational use. Such files may be removed by the network administrator after a reasonable time.

The superintendent shall cause to be developed a method to inform users of district networks of: (1) why the networks are being made available for use in the district; (2) district limitation regarding control of information contained on the Internet and similar computer networks (e.g. access to inappropriate material); (3) what is expected of persons provided access to computer networks; and, (4) what will happen to persons who violate established rules. The superintendent shall assure that parent/guardians of district students receive this information.

The District Technology Network Coordinator is responsible for supervising the proper care and management of computer equipment and networks and compliance with established computer use policies and rules. The District Technology Network Coordinator shall design, implement and evaluate the effectiveness of training programs, implement and enforce security measures and make recommendations for changes regarding computer technology. The District Technology Network Coordinator shall attempt to assure that only properly licensed software, audio or video media which is legal to install is available on district maintained servers. The District Technology Network Coordinator will attempt to restrict access of district computers from network sites depicting pornographic material, and sites meant solely for entertainment.

Librarians shall be responsible for ensuring that school computer networks of the libraries are being used in accordance with policies and rules. Teachers and instructional assistants shall assure proper use of computer networks by students under their supervision.

Students and staff may have access to district computer networks only after signing an agreement to use the technology in accordance with established district requirements. Network users are ultimately responsible for their actions in accessing network services and for adhering to district use policies.

968 Instructional Uses of Computer Networks, cont.

Students or employees who violate this policy or established rules for computer usage are subject to discipline in accordance with established procedures. Others who violate this policy or established rules may have their access privileges revoked. Alternative instructional materials will be made available to students who lose access privileges to district technology when the instruction lost as a result of denial of privileges is necessary for successful completion of required assignments.

All aspects of this policy apply to users of the district network via the users' personal hardware.

Adopted: 3/11/2002

Revised: 3/3/2008

**PARENT RIGHTS AND DISTRICT PROGRAMS/ACTIVITIES**

Parents/guardians may inspect, upon request, any instructional material used as a part of the educational curriculum for students. In addition, parents/guardians may deny their child's participation in certain District educational programs or activities in accordance with state and federal laws and regulations. Specifically, parents/guardians may:

- (1) Request that their child not participate in instruction in human growth and development or instruction in certain Health-related subjects (physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body).
- (2) Request that their child not participate in any survey administered or distributed to students in the schools that reveals information concerning any of the following:
  - Political affiliations or beliefs of the student or the student's parent;
  - Mental and psychological problems of the student or the student's family;
  - Sex behavior or attitudes;
  - Illegal, anti-social, self-incriminating or demeaning behavior;
  - Critical appraisals of other individuals with whom students have close family relationships;
  - Legally recognized privileged or analogous relationships such as those of lawyers, physicians and ministers;
  - Religious practices, affiliations or beliefs of the student or student's parent; or
  - Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

Parents/guardians may inspect, upon request, any survey containing items related to any of the above information and survey created by a third party, as well as any instructional materials used in connection with any such survey. If a survey containing any of the above information is funded in whole or in part by any program administered by the U.S. Department of Education, written consent shall be obtained from the student or, in the case of a minor student, the student's parent/guardian before the student participates in the survey.

- (3) Request that their child not participate in any activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information, or otherwise providing that information to others for that purpose. "Personal information" includes individually identifiable information such as a student's or parent's first and last name, address, telephone number or Social Security identification number. Upon request, parents/guardians may inspect any instrument used in the collection of personal information from students for marketing or selling purposes before the instrument is administered or distributed to students.
- (4) Request that their child not participate in any non-emergency, invasive physical examinations or screening that is (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance, and (c) not necessary to protect the immediate health and safety of the student, or of other students. "Invasive physical examinations" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection in the body, but does not include a hearing, vision or scoliosis screening.

Parents/guardians shall be informed at the beginning of the school year of approximate dates during the school year when activities outlined in items (2), (3) and (4) are scheduled to take place and shall be given the opportunity to request that their child not participate in such activities.



Parents/guardians shall make any of the above requests, in writing, to the building principal or designee. All requests will be judged individually based upon state and federal guidelines. The principal or designee shall respond to such requests in a timely manner.

The District shall inform parents/guardians of this policy at the beginning of each school year.

Adopted: 10/14/2002

**CHALLENGE OF PRINT AND NON-PRINT INSTRUCTIONAL MATERIAL**

Parents have the right to request reconsideration of books and instructional material. Therefore, the Board of Education has adopted the following policy for dealing with the challenging of books or other materials.

1. The final decision for controversial instructional material shall rest with the Board of Education after careful examination and discussion of the material with school officials or anyone else the Board of Education may wish to involve.
2. No parent or group of parents has the right to determine the reading matter for students other than their own children.
3. The Board of Education does, however, recognize the right of an individual parent to request that his/her child not be exposed to certain instructional material provided a written request is made to the appropriate building principal.
4. Any parent who wishes to request reconsideration of the use of any book or instructional material in the school must make the request in writing on forms available in the office of each building. The statement must be signed and identified so that a reply may be given.
5. An attempt will be made to resolve the issue(s) stated in the request for reconsideration at the building level.
6. A committee composed of the school librarian, a faculty representative to be appointed by the building principal, and the building principal as chairman shall review the material and judge whether it conforms with the above stated principles. This committee will submit a report in writing to the District Administrator.
7. A temporary withdrawal of materials may be made pending a decision at the appropriate level.
8. The person filing the request for reconsideration will be notified of any decision by the principal of the building at which the request was made.
9. A file will be kept of the decisions that have been made on controversial material for reference purposes.
10. An appeal of a building level decision may be made to the District Administrator. A letter to the District Administrator to request an appeal must be filed within ten days from the time the building level decision was conveyed.
11. Upon receipt of the appeal the District Administrator shall meet with the person filing the appeal and the Review Committee in an attempt to resolve the issue(s). The time and place of the meeting shall be set by the District Administrator. Within ten days the District Administrator shall give his/her written decision to the person filing the appeal and shall forward copies to the principal and his/her committee.
12. If the issue(s) are not satisfactorily settled as outlined in Number 11 above, an appeal may be made, in writing to the Board of Education within ten days of the receipt of the District Administrator's written answer. Within ten days of the receipt of the appeal, the Board of Education shall meet with the person filing the appeal, the District Administrator, and the principal and his committee. The time and place of the meeting shall be set by the President of the Board of Education. The Board of Education shall give its written answer to the person filing the complaint and shall forward copies to the District Administrator, the principal and his/her committee members.

Adopted: 11/12/1990

Revised: 3/11/2002; 7/10/2006

**REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIAL**

Type of Material \_\_\_\_\_ Title \_\_\_\_\_

Author \_\_\_\_\_

Publisher (if known) \_\_\_\_\_

Request Initialed By \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Complaint Represents

\_\_\_\_\_ Himself/Herself

\_\_\_\_\_ Organization (Name) \_\_\_\_\_

\_\_\_\_\_ Other Group (Identify) \_\_\_\_\_

1. To what in the work do you object? Please be specific. Cite pages or sections.

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

2. What of value is there in this work? \_\_\_\_\_

\_\_\_\_\_

3. What do you feel might be the result of using this material? \_\_\_\_\_

\_\_\_\_\_

## **COPYRIGHT POLICY**

### **INSTRUCTION**

The Board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audio visual or printed materials and computer software, unless the copying or using conforms to the “fair use” doctrine.

Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, *teaching*, scholarship or research. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must be met for any of the foregoing purposes:

- A. THE PURPOSE AND CHARACTER OF THE USE. The use must be for such purposes as teaching or scholarship and must be nonprofit.
- B. THE NATURE OF THE COPYRIGHTED WORK. Staff may make single copies of the following for use in research, instruction or preparation for teaching: book chapters; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines.
- C. THE AMOUNT AND SUBSTANTIALITY OF THE PORTION USED. In most circumstances, copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- D. THE EFFECT OF THE USE UPON THE POTENTIAL MARKET FOR OR VALUE OF THE COPYRIGHTED WORK. If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

While the district encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by the district’s copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for district staff to violate copyright requirements in order to perform their duties properly. The district cannot be responsible for any violations of the copyright law by its staff.

Any staff member who is uncertain as to whether reproducing or using copyrighted material complies with the district’s procedures or is permissible under the law should contact the superintendent or the person designated as the copyright compliance officer. The latter will also assist staff in obtaining proper authorization to copy or use protected material when such authorization is required.

Adopted: 12/12/2005

**FIELD TRIPS**

The Prairie du Chien Area School District recognizes the importance of field trips that contribute to the realization of educational objectives and to the enrichment of programs. Therefore, field trips may be approved by the administration if they contribute to the educational/interscholastic program and if they meet the following guidelines:

1. All trips, and the arrangements for trips, must be approved by the school principal and superintendent.
2. The school district provides transportation through commercial carrier, school vehicle, or school employee vehicle for all field trips that are required as a part of the educational or interscholastic program.
3. All school-sponsored field trips will include proper supervision by school employees. Parents will be permitted to assist in such supervision.
4. The above does not apply to school-sponsored co-curricular activities (athletic contests, forensics, music, etc.)

Adopted: 2/14/2000

Revised: 3/11/2002, 8/11/2014

**(ONE-DAY) FIELD TRIP APPLICATION**

A roster of pupils and teachers participating must be in the hands of the building principal before the trip occurs. No buses may be overloaded and all pupils must have submitted a trip release signed by parent or guardian before they are permitted to participate. All trips are to be properly chaperoned (1-10) and no pupil shall be denied the right to go because of financial reasons.

REQUESTING TEACHER(S): \_\_\_\_\_

DATE OF REQUEST: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

GRADE: \_\_\_\_\_ GROUP OR ACTIVITY: \_\_\_\_\_

(Check one type of trip)

Co-Curricular \_\_\_\_\_ Athletic \_\_\_\_\_ Educational \_\_\_\_\_

EDUCATIONAL OBJECTIVE/PURPOSE: (Use back of sheet for further details if necessary.)  
\_\_\_\_\_  
\_\_\_\_\_

DATE OF TRIP: \_\_\_\_\_ DESTINATION/ADDRESS: \_\_\_\_\_

TIME LEAVING: \_\_\_\_\_ LOADING LOCATION: \_\_\_\_\_

NO. OF PUPILS: \_\_\_\_\_ NO. OF TEACHERS: \_\_\_\_\_ NO. OF PARENTS: \_\_\_\_\_ TOTAL: \_\_\_\_\_

NO. OF BUSES/VANS REQUESTED \_\_\_\_\_ ESTIMATED TIME ARRIVAL HOME: \_\_\_\_\_

SCHEDULED STOPS (Itinerary) 1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

**FIELD TRIP COSTS:**

1. Transportation costs @ \$1.00 per mile, plus \$11.04/hour per bus \$ \_\_\_\_\_  
( \$20 minimum)

2. Number of buses \_\_\_\_\_

**3. Total transportation expense (Multiply #1 x #2)** \_\_\_\_\_

4. Individual non-transportation cost \_\_\_\_\_  
(admission, tickets, supplies etc.)

5. Number of participants \_\_\_\_\_

**6. Total non-transportation cost (Multiply #4 x #5)** \$ \_\_\_\_\_

Submit completed application to the building principal. After approval, copies will be distributed.

APPROVED: \_\_\_\_\_  
PRINCIPAL

**EXTENDED FIELD TRIPS OR FOREIGN STUDY TOURS**

The Board authorizes extended field trips or foreign study tours for students. An extended field trip is any field trip involving overnight arrangements. A foreign study tour is travel to any country outside of the United States.

Before any extended field trip or foreign study tour is approved, the Board shall review the instructional purposes of the trip or tour, transportation and/or lodging arrangements, financial responsibilities and district legal responsibilities and liabilities.

Adopted: 10/14/1991

Revised: 2/14/2000; 3/11/2002, 8/11/2014



**PRAIRIE DU CHIEN AREA SCHOOL DISTRICT**

Exhibit 976 (1)

**EXTENDED/OVERNIGHT FIELD TRIP AND/OR FOREIGN STUDY TOUR APPLICATION**

All **Extended/Overnight** trips require Board of Education approval. A roster of students and teachers participating must be in the hands of the building principal before the trip leaves. No buses may be overloaded and all students must have submitted a trip release signed by their parent/guardian before they are permitted to participate. All trips are to be properly chaperoned (one adult to every 10 students) and no student shall be denied the opportunity to participate because of financial reasons.

REQUESTING TEACHER(S): \_\_\_\_\_

DATE OF REQUEST: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

GRADE: \_\_\_\_\_ GROUP OR ACTIVITY: \_\_\_\_\_

(CHECK ONE TYPE OF TRIP)

CO-CURRICULAR \_\_\_\_\_ ATHLETIC \_\_\_\_\_ EDUCATIONAL \_\_\_\_\_

EDUCATIONAL OBJECTIVE/PURPOSE: \_\_\_\_\_

DATE OF TRIP: \_\_\_\_\_ DESTINATION/ADDRESS: \_\_\_\_\_

TIME LEAVING: \_\_\_\_\_

LOADING LOCATION: \_\_\_\_\_ NO. OF STUDENTS: \_\_\_\_\_ NO. OF TEACHERS: \_\_\_\_\_

NO. OF PARENTS: \_\_\_\_\_ TOTAL: \_\_\_\_\_ NO. OF BUSES/VANS REQUESTED: \_\_\_\_\_

ESTIMATED TIME OF ARRIVAL HOME: \_\_\_\_\_ SCHEDULED STOPS (Itinerary) 1. \_\_\_\_\_

2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

**FIELD TRIP COSTS:**

1. Transportation costs @ \_\_\_\_\_ per mile per bus \$ \_\_\_\_\_
2. Number of buses \_\_\_\_\_
3. Total transportation expense  
(Multiply #1 x #2) \$ \_\_\_\_\_
4. Individual non-transportation cost  
(admission, tickets, supplies etc.) \$ \_\_\_\_\_
5. Number of participants \_\_\_\_\_
6. Total non-transportation cost  
(Multiply #4 x #5) \$ \_\_\_\_\_

**Submit completed application to the building principal. After approval, copies will be distributed.**

APPROVED:

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

\_\_\_\_\_  
Board President Signature

---

**This portion of the application is to be completed by the transportation contractor.**

Bus Assigned \_\_\_\_\_ Route No. \_\_\_\_\_ Driver \_\_\_\_\_

Mileage Out \_\_\_\_\_ Mileage In \_\_\_\_\_

Total Mileage \_\_\_\_\_

No. of Passengers \_\_\_\_\_

Time In \_\_\_\_\_ Time Out \_\_\_\_\_ Total Time \_\_\_\_\_

Total over the road time \_\_\_\_\_ Total standing time \_\_\_\_\_

Did the bus leave the destination for any reason during standing time? YES/NO

If YES, where and how many miles traveled? \_\_\_\_\_

---

Cost of tolls, parking etc. \_\_\_\_\_ Trip Cost \_\_\_\_\_

**I, the undersigned, attest that all of the above report is true and correct to the best of my knowledge.**

\_\_\_\_\_  
Driver's Signature

\_\_\_\_\_  
Teacher in Charge Signature

COPIES: BUS GARAGE, DISTRICT OFFICE, PRINCIPAL

Adopted: 10/14/1991

Revised: 2/14/2000; 3/11/2002, 8/11/2014

# HEALTH REFERENCES

My son/daughter \_\_\_\_\_ has a health problem. Therefore, he/she will have the following medication with him/her while on this field trip.

HEALTH PROBLEM \_\_\_\_\_

PRESCRIBED MEDICATION \_\_\_\_\_

\_\_\_\_\_

INHALER \_\_\_\_\_

OTHER \_\_\_\_\_

\_\_\_\_\_

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

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

# PERMISSION/AGREEMENT

The undersigned parent(s) or guardian(s) of \_\_\_\_\_ hereby grant(s) permission for him/her to travel and participate in all respects on the school sponsored \_\_\_\_\_ trip. My/our signature(s) indicate that I/we have been provided sufficient information regarding the trip to grant my/our permission.

Further, the undersigned hereby agree(s) to assume all financial responsibility associated with the return of the student to Prairie du Chien Area School District prior to the completion of the scheduled trip or following the completion of the scheduled trip if, in the sole determination of the trip advisors or chaperones, student's health, behavior, violation of the Student Handbook, or any other condition warrants earlier return, or if for any reason, student is unable to return as scheduled.

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

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

Phone: \_\_\_\_\_

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

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

Phone: \_\_\_\_\_

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

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

Phone: \_\_\_\_\_

NOTE: ALL PARENT/GUARDIAN(S) MUST SIGN

**SPANISH/GERMAN TRIP**

Purpose: To provide upper level Spanish/German students with an authentic experience with the language and culture.

**I. Participation**

- A. Current enrollment in an advanced Spanish/German course at PHS
- B. Previous participants must be in good standing from last trip

**II. Academic Responsibility**

- A. Maintain a B average in current Spanish/German class
- B. Passing all other classes

**III. Financial Responsibility**

All efforts are made to provide students with opportunities to fundraise for their trip. No student is denied travelling solely based on ability to pay.

A non-refundable deposit is required by the travel company upon applying and under no circumstances is this money refundable.

In the event of a cancellation, refunds are contingent upon the rules and regulations of the travel company used.

**IV. Student Behavior**

This trip is an extension of the school day, therefore students are expected to abide by the student code of conduct for field trips. Students travelling abroad represent their family, school, community and country. This carries the responsibility of behaving accordingly.

**V. Chaperones**

A chaperone is defined as a parent of a participating student, teacher or other community member 25 years or older.

Adopted: 10/14/1991

Revised: 2/14/2000; 3/11/2002

**BAND/VOCAL TRIP**

Purpose: To provide high school band students with an experience with performance for large groups with diverse backgrounds.

- I. Participation
  - A. Current enrollment in a high school band/vocal course at PHS
  - B. Previous participants must be in good standing from last trip
  
- II. Academic Responsibility
  - A. Maintain a C average in current band class
  - B. Passing all other classes
  
- III. Financial Responsibility

All efforts are made to provide students with opportunities to fundraise for their trip. No student is denied travelling solely based on ability to pay.

A non-refundable deposit is required by the travel company upon applying and under no circumstances is this money refundable.

In the event of a cancellation, refunds are contingent upon the rules and regulations of the travel company used.
  
- IV. Student Behavior

This trip is an extension of the school day, therefore students are expected to abide by the student code of conduct for field trips. Students travelling abroad represent their family, school, community and country. This carries the responsibility of behaving accordingly.
  
- V. Chaperones

A chaperone is defined as a parent of a participating student, teacher or other community member 25 years or older.

Adopted: 10/14/1991

Revised: 2/14/2000; 3/11/2002

**GUIDANCE**

The guidance program shall be an integral part of the total program of instruction.

The major goals of the guidance program are to help students cope effectively with growth and changes so they may develop as completely as possible, and to encourage students to take full advantage of their educational opportunities by participating to the fullest extent possible in the academic and co-curricular offerings of the school. The guidance program focuses on the development of students at all grade levels and involves placement of students with exceptional educational needs and those of special abilities.

The guidance and counseling program will be coordinated by the guidance director. The guidance director will work with the District Administrator, building principals and counselors in developing and providing guidance programs that are appropriate to the building and grade levels.

In the primary and intermediate grades the district's guidance services will emphasize (1) the development of student self-esteem with particular concern for the development of appropriate life skills, such as decision-making, and interpersonal relationships, (2) student achievement, (3) career awareness, and (4) family relationships. Students will be encouraged to participate in school activities.

In the upper grades emphasis shall be placed upon (1) academic and career guidance, (2) concern for and attention to classroom behavior, (3) appraisal of the instructional program by evaluation of individualized and standardized tests, (4) research and testing to follow-up programs as they relate to the preceding activities, and (5) appropriate development of students (decision-making skills, peer influence, life choices, and post-high school plans).

Students will be encouraged to take as many courses in writing, literature, mathematics, sciences, and social studies as possible; i.e. to take challenging courses in place of those which might provide a higher grade point average or fulfill minimum credit requirements.

Adopted: 3/9/1992

Revised: 2/14/2000; 3/11/2002

**ONLINE COURSES**

In partnership with the District's virtual academy, Mighty River Academy of Virtual Academy, the Prairie du Chien High School is able to offer online courses to its brick-and-mortar students. Students enrolled full time in the 400 Entity (Prairie du Chien High School) have the opportunity to enroll in online classes on a limited basis.

When a Prairie du Chien High School student chooses to take an online course the following conditions will apply unless administratively approved:

1. Students will be responsible for the cost of the class if a comparable class is offered in the high school schedule with a high school teacher  
-and-
2. The class can be scheduled in the student's schedule before graduation.
3. The cost of the class must be paid before the class is ordered.
4. If a student enrolls in a class that has been administratively approved (paid for by the District) and fails to complete the class successfully the student will be responsible for the cost of the class.

Approved 5/11/2020



**ADVANCED PLACEMENT (AP) COURSE**

Advanced Placement classes are designed to be very academically challenging, and to give the students an idea of the difficulty of a college course. At the end of the course the students will take a required exam in May which is available for 0-6 college credits depending upon the performance of the student.

When the Prairie du Chien Area School District offers an Advanced Placement course, the following conditions will apply:

1. The school will pay the cost of the AP course exam. BEGINNING IN 2020: The College Board will charge us \$40 for any exams ordered or canceled after the AP exam ordering deadline. Prairie du Chien High School will bill the \$40 charge to students who take either of these actions. Additionally, any student who is earning a D+ or below at the end of the 3<sup>rd</sup> quarter will not be allowed to sit for the exam and will be billed the \$40 charge for the unused exam.
2. The student will have the responsibility to accommodate the National Examination Test date and time.

Adopted: 3/11/2002

Updated: 5/11/2020

## **INDEPENDENT STUDY**

### **GOAL**

The goal of an independent study program is to enable the student to explore in depth, an area of special interest that is not available in the regular instructional program.

### **SPECIFIC OBJECTIVES**

1. Creation of opportunity for exploration
2. Exploration in depth
3. Encourage analytical and critical thinking
4. Promote independent work

### **PERSONNEL PARTICIPATION**

1. Student
2. Counselor
3. Teacher
4. Administrator

### **DETERMINATION OF CREDIT**

To earn academic credit, a student must complete a minimum of periods of work per semester.

### **QUALIFICATION FOR CREDIT**

1. Must not be available at Prairie du Chien High School in regular course of study
2. Must be sponsored, planned and evaluated by a certified staff member
3. Approval must be completed prior to beginning the course
4. A maximum of one credit per year may be earned
5. No letter grades will be given (grades are determined on a pass, fail basis and are not part of GPA)
6. Any costs are the obligation of the student
7. Must be completed during the school year

### **INDEPENDENT STUDY CONTRACT PROCEDURE**

1. Student contacts resource person to complete contract
2. Counselor reviews
3. Administrator reviews
4. Student completes contract
5. Resource person completes final evaluation in writing

Adopted: 3/11/2002

**LEARNING THAT OCCURS OUTSIDE OF THE SCHOOL WALLS**

The Prairie du Chien Area School District recognizes that learning takes place beyond the walls of our school and the boundaries of our district. To show we value those experiences, any Prairie du Chien High School student may apply for transfer credit for learning experiences they have had outside the school.

The Independent Study committee comprised of an administrator, counselor, the appropriate department chair, and the gifted and talented coordinator shall determine if the credit will be awarded. If deemed identical or nearly identical to a Prairie du Chien High School class, the transfer experience will replace the high school class and the grade will be calculated in the grade point. Some examples of programs that could transfer are:

1. Math Talent Development Project
2. Wisconsin Council for Academically Talented Youth Summer Classes
3. Summer Science Institute (UW-Eau Claire)

The committee listed above will determine whether the transfer credit should be for required or elective classes, and how much credit should be awarded. If the transfer experience is not comparable to a Prairie du Chien High School course, the committee will decide what, if any, elective credits are to be awarded to the student.

Adopted: 3/11/2002

**YOUTH OPTIONS PROGRAM**

The Youth Options Program permits any 11<sup>th</sup> or 12<sup>th</sup> grade pupil enrolled in a public school to attend a Wisconsin institution of higher education for the purpose of taking one or more nonsectarian courses. Prairie du Chien Area School District is not responsible for paying the costs of a post-secondary course if the district offers a comparable course with approximately a 70% match in course content. The Youth Options Program does not apply to summer school or remedial courses.

Students must notify the school district of their intention to participate in the program by January 31st for the fall semester and September 6th for the spring semester. Students must also apply to the school board for approval if they choose to take the course for high school credit. The grades achieved in this program will be calculated into the student's GPA. Participating pupils pay the costs, as determined by the higher education institution's payment requirement, if enrolled in the program for post secondary credit only. If a pupil receives both high school and post secondary credit, the school district is required to pay the tuition costs. *A post secondary course taken under the youth options program and approved for high school credit shall be granted ¼ high school credit per one semester credit offered by a post secondary course.*

*The school district will limit the number of credits for which the Board will pay to eighteen (18) post secondary credits during their Junior and Senior years. Those students that have an IEP may take eighteen (18) credits in their fifth and sixth year of high school with administrative approval.*

*Students who receive a failing grade or fail to complete (drops) a course for which the school district has made payment shall reimburse the district for all costs related to the course. Reimbursement will be required from the student if he or she is a adult, or from the student's parents or guardians. Pupils who fail to provide reimbursement for a dropped or failed course are no longer eligible for the youth options program.*

Transportation is the responsibility of the student and their family. Families who meet certain income guidelines may apply to the state for reimbursement for transportation.

Adopted: 2/14/2000

Revised: 3/11/2002, 7/12/2004, 12/14/2015

**EARLY GRADUATION PROCEDURES**

The Prairie du Chien Area School District believes that with rare exception the many benefits of a high school education cannot be fully realized in less than four years. Further, the entire senior year is viewed as an important period in which the student should be able to enjoy many experiences, providing him/her with academic growth and enrichment, exploration of new areas, and social growth and maturity.

Only in unusual or extenuating circumstances should a student forego the many opportunities available to him during the senior year, but for those who may have special needs or goals and who would benefit from early graduation, the following policy is established.

Students desiring early graduation from high school must meet the following requirements:

1. Complete all required courses and enough electives to equal or surpass the minimum number of credits required for graduation by the anticipated date of early graduation.
2. Have written approval of parent or guardian.
3. Complete a minimum of six semesters of high school work. Exceptions to this requirement may be made in unusual circumstances as approved by the Board of Education.

Students desiring early graduation are to observe the following procedures:

1. Apply at least one semester before the planned date of early graduation.
2. Submit a letter of approval from his/her parent or guardian.
3. Consult with the principal about graduation procedures, class rank procedures, honors and other considerations

The following items that students and parents or guardians should consider before deciding about early graduation:

1. Students accepted for early graduation will be eligible for consideration for scholarships in the school year that they graduate. A list of early graduates will be submitted to any group considering scholarship applicants, along with the list of full-term graduates.
2. Class rank from the time that the early graduate left high school will be noted on the list with full-term students.

Adopted: 2/14/2000

Revised: 3/11/2002

**HIGH SCHOOL GRADUATION**

LEVEL I

The successful completion of 28.0 credits shall be required for graduation for class of 2015 and beyond (Class of 2013 and 2014 is 26.5 credits) from the Prairie du Chien Area School District. In addition, a student must be in full-time attendance for four years and be enrolled in a class during each class period, except as otherwise provided.

Refer to School Board approved High School Student Handbook for specific requirements in English, History, Reading, Science, Mathematics, Physical Education, Health and other requirements.

LEVEL II – GEDO # 2

If the student does not meet the Level I criteria, he/she may choose to apply to the GEDO # 2 Program and earn a Prairie du Chien District diploma. The student:

Must be 17 years of age.

Be a student at least one year behind their 9<sup>th</sup> grade class in credits earned.

Must be able to demonstrate the ability to read at or above the 9<sup>th</sup> grade level on the TABE Standardized Test or have a documented score above the 9<sup>th</sup> grade level on the WKCE Test.

Obtain and maintain employment or be actively searching for employment during the GEDO period.

Refer to School Board approved High School Student Handbook for specific GEDO requirements in English, History, Reading, Science, Mathematics, Civics, Health and other requirements.

Upon completion of GEDO requirements, the student will be able to participate in class night and graduation exercises.

The Prairie du Chien High School Principal, At-Risk Coordinator, student, and parent/guardian will review satisfactory completion of the above.

LEGAL REF.:	Sections	115.92 Wisconsin Statutes
		118.153
		118.33
		121.02(1)(p)
	PI 18, Wisconsin Administrative Code	

Adopted: 2/14/ 2000

Revised: 3/11/2002; 8/11/2003, 8/10/2009; 11/12/2011; 12/10/12

**GRADUATION EXERCISES**

Graduation exercises are considered an honor. Only students who have successfully completed all requirements and obligations prescribed by board policy and have not been a disciplinary problem will be eligible to participate.

No staff member shall give an invocation or benediction at a graduation exercise.

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

Adopted: 11/12/1990

Revised: 4/19/1993; 2/14/2000; 3/11/2002

**GUIDELINES FOR DETERMINING CLASS VALEDICTORIAN/SALUTATORIAN/ACADEMIC EXCELLENCE SCHOLARSHIP DESIGNEE**

The State of Wisconsin awards scholarships for academic excellence based upon G.P.A. Prairie du Chien High School uses the following local criteria to determine scholarship recipients when more than two candidates are tied for the highest grade point average. After seven semesters of grade reporting. All classes and grades will be used to establish the **enhanced** G.P.A. To be considered, the graduating seniors must have been enrolled in Prairie du Chien Area School District for their junior and senior years (enrolled by the Third Friday in September).

**GPA AP ENHANCER**  
**AP Test Score of 2; Class GPA x 1.2**  
**AP Test Score of 3; Class GPA x 1.3**  
**AP Test Score of 4; Class GPA x 1.4**  
**AP Test Score of 5; Class GPA x 1.5**

GPA Enhancer based on 0.5 credit/semester	Grade of A		Grade of B		Grade of C	
	sem 1	sem 2	sem 1	sem 2	sem 1	sem 2
AP Test Score of 2	2.4	2.4	1.8	1.8	1.2	1.2
AP Test Score of 3	2.6	2.6	1.95	1.95	1.3	1.3
AP Test Score of 4	2.8	2.8	2.1	2.1	1.4	1.4
AP Test Score of 5	3.0	3.0	2.25	2.25	1.5	1.5

*For example: Student scores a 3 on an AP exam with a semester 1 grade of an A (2.6 points) and semester 2 grade of a B (1.95 points). The total GPA Enhancer points added will equal 4.55 (2.6 + 1.95 = 4.55).*

In the event of a tie for valedictorian or salutatorian, the following procedure will be implemented to break any tie(s):

1. Preference is given to the student who has the highest score on the American College Testing (ACT) admissions test.
- 2 . Preference is given to the student who has the highest score on the PSAT Test.
- 3 . If a tie still exists, the principal, a guidance counselor and the students involved will flip a coin to break the tie.

Adopted in Part: 11/12/1990 Revised: 2/14/2000; 3/11/2002, 5/11/2020



**ACCEPTANCE OF SCHOLARSHIPS**

Students in the Prairie du Chien Area School District shall be informed by the administration of any available academic scholarships.

Literature concerning available scholarships shall be posted in the school building. The high school guidance counselor shall maintain records of available scholarships and shall notify students of such scholarship opportunities.

The Prairie du Chien Area School District shall not discriminate in acceptance and administration of gifts, bequests, scholarships and other aids, benefits or services to students from private agencies, organizations or persons on the basis of age, 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 student's school performance or creates an intimidating, hostile or offensive school environment. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF: Wis. Stat. 118.13  
PI 9.03 (1) of the Wisconsin Administrative Code

Adopted: 3/11/2002  
Revised: 5/8/2006

**TESTING PROGRAMS**

The Prairie du Chien Area School District shall have various testing programs such as achievement, IQ, interest inventory, to provide information on the educational achievements and academic needs of its students.

Testing programs shall be designed as an integral part of the student skills assessment and evaluation programs – reflecting the educational goals of the school. They shall be developed primarily for furnishing needed information to the following appropriate people, and for these specific reasons:

1. The Board: To have objective information and facts for the evaluation of the school district's educational program and to plan for the effective use of district resources.
2. The Administration: To guide curriculum development and evaluation
3. The Teachers: To evaluate student progress and needs for the purpose of determining academic placement, teaching methods, program modification, etc.
4. The Students: To understand their academic progress, aptitudes, interests, etc.
5. The Parents: To understand clearly the standard their child(ren) is/are meeting.

Objective reference testing will be used at three or more appropriate levels to ensure that each student has achieved basic competency in reading, language arts and mathematics. The passing level of competency will be determined by the professional staff. The school will make reasonable efforts to see that every student meets these basic standards.

Adopted: 3/9/1992

Revised: 2/14/2000; 3/11/2002

**PRAIRIE DU CHIEN AREA SCHOOLS DISTRICT TESTING**

The Prairie du Chien Area School District will use the following test(s) to provide information on the educational achievements and academic needs of the students.

**MAP TEST**

M.A.P. – Measure of Academic Progress

The MAP Test will be given once in the fall and once in the spring for students in grades 2-6.

**ACT EXPLORE TEST**

ACT Explore

The ACT Explore Test will be given to all 7<sup>th</sup> – 9<sup>th</sup> grade students in the spring.

**ACT PLAN TEST**

ACT PLAN

The ACT Plan Test will be given to all 10<sup>th</sup> grade students once in the spring.

**ACT TEST**

ACT Test (start with Class of 2012)

The ACT Test will be given to all juniors once in the spring.

All MAP, ACT Explore, ACT Plan, and ACT Tests will be paid for by the Prairie du Chien Area School District.

The tests will be used as information on the academic needs of each student and for the educational goals of each school.

The tests will provide information to the people listed in Policy 991.

**STUDENTS WITH DIABILITIES**

The Prairie du Chien Area School District supports the right of all handicapped children to be provided equal educational opportunities and equal access to programs and services that are afforded non-handicapped children.

The procedures used for the testing of students for MAPS, ACT Explore, ACT Plan, and ACT Tests will be the same as those procedures already in place to serve these students.

Prior to testing, a staffing will be held regarding those students with disabilities who are eligible to take education the ACT Test. This staffing will consist of the principal, classroom teacher, guidance counselor, special education resource teacher, and parent (if possible). The Individual Educational Program (IEP) will be the vehicle used for making decisions about the inclusion or exclusion of a student. The student's overall educational program will be considered. The student's present level of performance or competence, long and short term objective, the means of evaluating mastery of objective, whether the student's educational program is reflected in the test (that is, whether the material taught is the material covered by the test), and whether any modifications in testing need to be done (such as, answers recorded by an aide, or small group, or individual administration of the test), will all be considered at this staffing. Any modifications in the administration will be that what is measured by the test remains the same.

Adopted: 3/11/2002

REVISED: August 10, 2009

**TESTING POLICY, THIRD GRADE READING TEST  
LIMITED ENGLISH PROFICIENT (LEP) STUDENTS**

Any student with limited English proficiency as defined in S. 115.955 (7) Wis. Stats. Will be excluded from the third grade reading test administered under Standard {R} if the student's language proficiency meets the criteria under s. PI 13.03 (3) (a) through (d). Any student with English language proficiency meeting criterion (e) under s.13.03 (3) will be administered the third grade reading test for the purpose of meeting Standard {R}. Special provisions will be made for those students with disabilities who are not exempt.

**STUDENTS WITH DISABILITIES**

The Prairie du Chien Area School District supports the right of all handicapped children to be provided equal educational opportunities and equal access to programs and services that are afforded non-handicapped children.

The procedures used for the testing of students for Standard {R} (third grade reading test) will be the same as those procedures already in place to serve these students.

Prior to testing, a staffing will be held regarding those students with disabilities who are eligible to take the third grade reading test. This staffing will consist of the principal, classroom teacher, guidance counselor, special education resource teacher, and parent (if possible). The Individual Educational Program (IEP) will be the vehicle used for making decisions about the inclusion or exclusion of a student in testing to meet Standard {R} and any modifications that need to be made in test administration. The student's overall educational program will be considered. The student's present level of performance or competence, long and short term objective, the means of evaluating mastery of objective, whether the student's educational program is reflected in the test (that is, whether the material taught is the material covered by the test), and whether any modifications in testing need to be done (such as, answers recorded by an aide, or small group, or individual administration of the test), will all be considered at this staffing. Any modifications in the administration will be that what is measured by the test remains the same.

Adopted: 3/11/2002

**REMEDIAL READING STANDARD**

The Prairie du Chien School District will identify and monitor K-5 students who have scored in the minimum performance category in Reading on the WKCE in Grades 3, 4, 5 and in Kindergarten through Grade 2 those students who have failed to achieve grade level benchmarks in Reading. The identification and diagnosis of the students will be directed by a person who has earned at least six semester credits in courses dealing with the measurement of reading skills and achievement or the diagnosis of reading difficulties or be directed by the district reading specialist (required under §118.015, Stats.) Instruction directed towards removal of deficiencies will be provided by the classroom teacher, reading teacher or a reading specialist in the identified student's regular classroom or in some alternative setting deemed appropriate by the program director. This remedial reading instruction will be coordinated with all other reading instruction.

Wis. Stats. Ch.121.02

Administrative Rule PI 8.01(2)(c)

Adopted: 5/8/2006

**4<sup>TH</sup>, 8<sup>TH</sup> AND 10<sup>TH</sup> GRADE TESTING EXEMPTIONS**

The parent(s) or guardian(s) of each student enrolled in the fourth, eighth or tenth grades in the school district may request the school board to excuse his/her child(ren) from taking the state required fourth, eighth or tenth grade examination.

Adopted: 3/11/2002

**TITLE 1 PARENT POLICY**

The Prairie du Chien Area School District Board of Education hereby adopts the following as the Title 1 policy:

1. Notifying the child's parents that their child has been selected for the Title 1 program and why the child was selected.
2. Sharing the child's individual education program with the parents.
3. Reporting of the child's progress using an appropriate method.
4. Establishing parent/teacher conferences.
5. Providing materials/promoting parent help at home for student help.
6. Providing timely information concerning Title 1 activities.
7. Promoting parent suggestions in planning, developing and operation of the program.
8. Consulting with parents about how the school can work with parents to achieve program objectives.
9. Consider and respond to parent recommendations.
10. Establish parent advisory councils.
11. Convene an annual meeting to explain **and to evaluate** programs, and Title 1 activities.
12. Invite parents of participating children to observe and volunteer to participate in program activities.
13. Provide parent training programs.

Adopted: 2/14/2000

Revised: 3/11/2002, 11/12/2007

**COMPARABILITY POLICY**

As required by the ESEA, No Child Left Behind Act of 2001, (PL-107-110), this district has established and implemented a district wide salary schedule and will use state and local funds to provide services in Title I schools, which if taken as a whole, are at least comparable to services being provided to schools not receiving Title I funds. Should all schools receive Title I funds, state and local funds will be used to provide services which are substantially comparable in each school.

It is the stated policy of this district to ensure equivalency among schools or grade levels within this district in provision of:

- 1) Teachers, administrators, and auxiliary personnel (not paid with federal funds)
- 2) Instructional materials and supplies (state and local funds only)

Documentation verifying compliance with this policy is maintained annually. These records are available for SEA monitoring or auditor review upon request.

It is understood that unpredictable changes in enrollment or personnel assignments which occur after the beginning of a school year need not be included as a factor in determining comparability of services.

Adopted: 4/12/2010



**PARENTAL INVOLVEMENT POLICY**

The Prairie du Chien School District, with the support of state and federal programs including Title 1, seeks to continue its commitment to establishing, strengthening and expanding ongoing, effective school-family partnerships. When working together as partners, parents and educators can increase student achievement and develop positive attitudes about self and school. Our goal is to provide a variety of opportunities that invite parents to become actively involved as their child's teacher, supporter, communicator, and advocate. Together, parents, schools and community build shared responsibility for supporting student achievement and growth.

The partnership between home and school will be supported by:

1. A communication network that fosters home and school partnerships to promote positive student attitudes and improve student achievement
  - a. The School District's Administrative Team will, at a minimum, annually plan and initiate activities designed to communicate student expectations, report student progress and solicit parental input.
    - i. Media Notices
    - ii. Pamphlets, Handbooks and Websites
    - iii. School Performance Reports
    - iv. Student Report Cards
    - v. Student Progress Reports
    - vi. Parent/Teacher Conferences
    - vii. Technology Conferencing (Telephone, Internet, etc.)
    - viii. Surveys
    - ix. Advisory Committees
    - x. Reports to Public/School Board on accountability measures
  - b. The School District's Administrative Team will, at a minimum, annually evaluate the effectiveness of its communication networks.
    - i. Are expectations clearly communicated?
    - ii. Is student progress accurately reported?
    - iii. Is parental feedback encouraged and acknowledged?
    - iv. Are educators, parents and children trained to utilize the communication network?
2. A self-study of parental involvement practices at each school. A team of parents, teachers and the School District's Administrative Team will annually conduct a self-study by answering questions that are fundamental to effective school-family partnerships.
  - a. Are all aspects of the school accountability open and accessible to the public?
  - b. Are communications with parents frequent, clear and two-way?
  - c. Are parents treated as partners when school improvements are being planned?
  - d. Are parents encouraged to take an active role in shaping their children's learning and behavior by being provided with data that shows progress?
  - e. Are parents and community members encouraged to participate in volunteer activities at school?
  - f. Are partnerships sought with all families in the district?
3. Unique family partnerships may be developed to address the requirements of specialized programs that are operated by or collaborate with the school district.
  - a. Title I (of the Elementary and Secondary Education Act)
  - b. IDEA (Individuals with Disabilities Education Act)
  - c. Head Start (pre-school for disadvantaged children)
  - d. Family Resource Center (parenting education and support services for families)

- e. County Agencies (Department of Social Services, UW Extension Office, etc.)
- f. Prairie du Chien Parent Teacher Organization

The Prairie du Chien School Board and staff will provide leadership in the development of clear avenues of family involvement. Full realization of the partnership will be achieved through the ongoing commitment and active participation by both home and school.

Adopted: 1/10/2011

**RETENTION POLICY**

Refer to individual school site handbook.

Adopted: 3/11/2002

Revised: 7/14/2014

**RETENTION POLICY (BLUFF VIEW INTERMEDIATE)**

Students must score at least proficiency level on their WKCE Test or pass 4 out of 5 academic (core) classes in the first and second semester of 3<sup>rd</sup> - 8<sup>th</sup> Grade.

- If the student fails one core class, the student must attend and pass summer school with a 70% or better to be promoted to the next grade level. If the student fails his/her summer school class they must be advanced/proficient in the academic content area of the WKCE test to be promoted to the next grade level. If a student is not advanced/proficient in the core area of the WKCE Test and fails the summer school course, h/she will be considered  $\frac{1}{4}$ -time at the current grade level and  $\frac{3}{4}$ -time at the next grade level for one quarter.
- If a student fails two core classes he/she will need to attend summer school for **both** classes and pass with a 70% or better in order to be promoted. If a student is not advanced/proficient in the core area of the WKCE Test and fails the summer course, he/'she will be considered  $\frac{1}{2}$ -time at the current grade level and  $\frac{1}{2}$ -time at the next grade level for one quarter.
- If a student fails three core classes he/she will need to attend summer school for **three** classes and pass with a 70% or better. If a student is not advanced/proficient in the core area of the WKCE Test and fails the summer course, he/'she will be considered a full time student for one quarter and must pass all core classes in the quarter.
- If a student fails four/five core classes in the 8<sup>th</sup> grade he/she will need to attend summer school for **three** of the **four/five** classes and pass with a 70% or better. If a student is not advanced/proficient in the core area of the WKCE Test and fails the summer course, he/'she will be considered a full-time student for one semester and must pass all core classes in the semester.

Φ At the end of the 1<sup>st</sup> quarter or semester, the student's grades will be evaluated to determine if the student may be promoted to the next grade level or retained at current grade level.

Adopted: 6/13/2005

Revised:

7/10/2006

**Note: Policy must be reviewed again at the end of school year 2006-2007.**

**PROMOTION OF FOURTH AND EIGHTH GRADE STUDENTS**

The Prairie du Chien Area School District acknowledges the importance of assuring that children attain the skills and knowledge prescribed the Wisconsin State Model Academic Standards which have been adopted by this district as part of its curriculum. Additionally, the promotion of students from the fourth grade to the fifth grade and from the eighth grade to the ninth grade is affected by law.

Commencing on September 1, 2002, no student may be promoted from the fourth grade to the fifth grade or from the eighth grade to the ninth grade unless the student satisfies the criteria for promotion in this policy.

The following criteria are to be used in determining whether to promote a student from the fourth grade to the fifth grade or from the eighth grade to the ninth grade. (See Fourth Grade Promotion Template and Eighth Grade Promotion Template.)

## Promotion Criteria:

1. The fourth or eighth grade student will attain proficiency level of at least Basic (on a scale of Minimal, Basic, Proficient, and Advanced) or higher on the Wisconsin Knowledge and Concepts Examination.
  - a) A student's parent or legal guardian may excuse the child from taking the WKCE.
  - b) To excuse a child from taking the WKCE, the parent or legal guardian must submit a request in writing to the child's building principal no later than the third Friday of September.
2. If the student does not meet the above criteria, or if the student does not take the WKCE then the student will demonstrate average academic proficiency of District Standards and Wisconsin Model Academic Standards by a portfolio of work or by use of District or classroom assessments. Proficiency will be reviewed by the building administrator. (See Promotion Policy Templates.)
3. If the student does not meet the above criteria, the student must successfully complete a District-approved alternate delivery model to demonstrate average proficiency of District Standards and the Wisconsin Model Academic Standards. Criteria may be specified on the student's IEP or 504 plan, if any. Proficiency will be reviewed by the building administrator. (See Promotion Policy Templates.)
4. If other criteria are not met, the student may be promoted on the recommendation of a review committee consisting of at least three of the following: principal, guidance counselor, special education personnel, teachers (one of which must be the student's present grade level homeroom teacher). The committee shall consider evidence, which may include, but is not limited to the following, past retentions, performance in non-academic areas, reports from outside agencies, etc. . (See Promotion Policy Templates.)

The student's parent or legal guardian may appeal the decision to deny promotion of a fourth grade student to fifth grade or the promotion of an eighth grade student to ninth grade. See appeal procedure.

## Cross Reference:

Fourth Grade Promotion Policy Template  
 Eighth Grade Promotion Policy Template  
 Promotion and Graduation Appeal Process

Adopted: 11/12/2001      Reviewed: 3/11/2002  
 Revised: 7/10/2006

Eighth Grade Promotion Policy 980 Template

**WKCE TEST CRITERIA**  
 Eighth Grade Student Takes WKCE Test Indicating Mastery of the Wisconsin State Standards for Eighth Grade

**ACADEMIC PERFORMANCE CRITERIA**  
 If previous criteria are not met, or if the student does not take the test, or if student has an IEP or 504 plan that precludes taking WKCE test:

**OTHER ACADEMIC CRITERIA**  
 If criteria for step one, and step two is not met, promotion may be recommended on the basis of other academic criteria.

**F**  
 If other student

- Student achieves a Basic Score or above on 4 of the 6 subtests of the WKCE:
- Reading
  - Language Arts
  - Science
  - Social Studies
  - Math
  - Writing \*
- \* A writing score of 3.0 to 3.5 is considered "basic" on a six-point scale.

- The student must demonstrate proficiency of the State and District Academic Standards at the end of eighth grade considering:
- Language Arts/Reading/ Writing
  - Math
  - Science
  - Social Studies
- Proficiency may be demonstrated by:
- Portfolio of grade appropriate work
  - Classroom or district grade level assessments
- Proficiency will be reviewed by the principal.

- The student must successfully complete a District-approved alternative delivery model to demonstrate proficiency of State and District Standards. Examples may include:
- Technology resource-based instruction.
  - Summer school in a core area of academic rigor.
  - Correspondence class
  - Extended Day instruction.
  - Portfolio.
  - Mentor Program.
  - Student designed project(s).
  - Criteria specified on 504 or IEP.
  - Satisfactory completion of 9 week remediation program at the middle school.
  - Shared programming between the high school and middle school.
- Proficiency will be reviewed by the principal.

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**If criteria are met, the student is promoted to ninth grade**

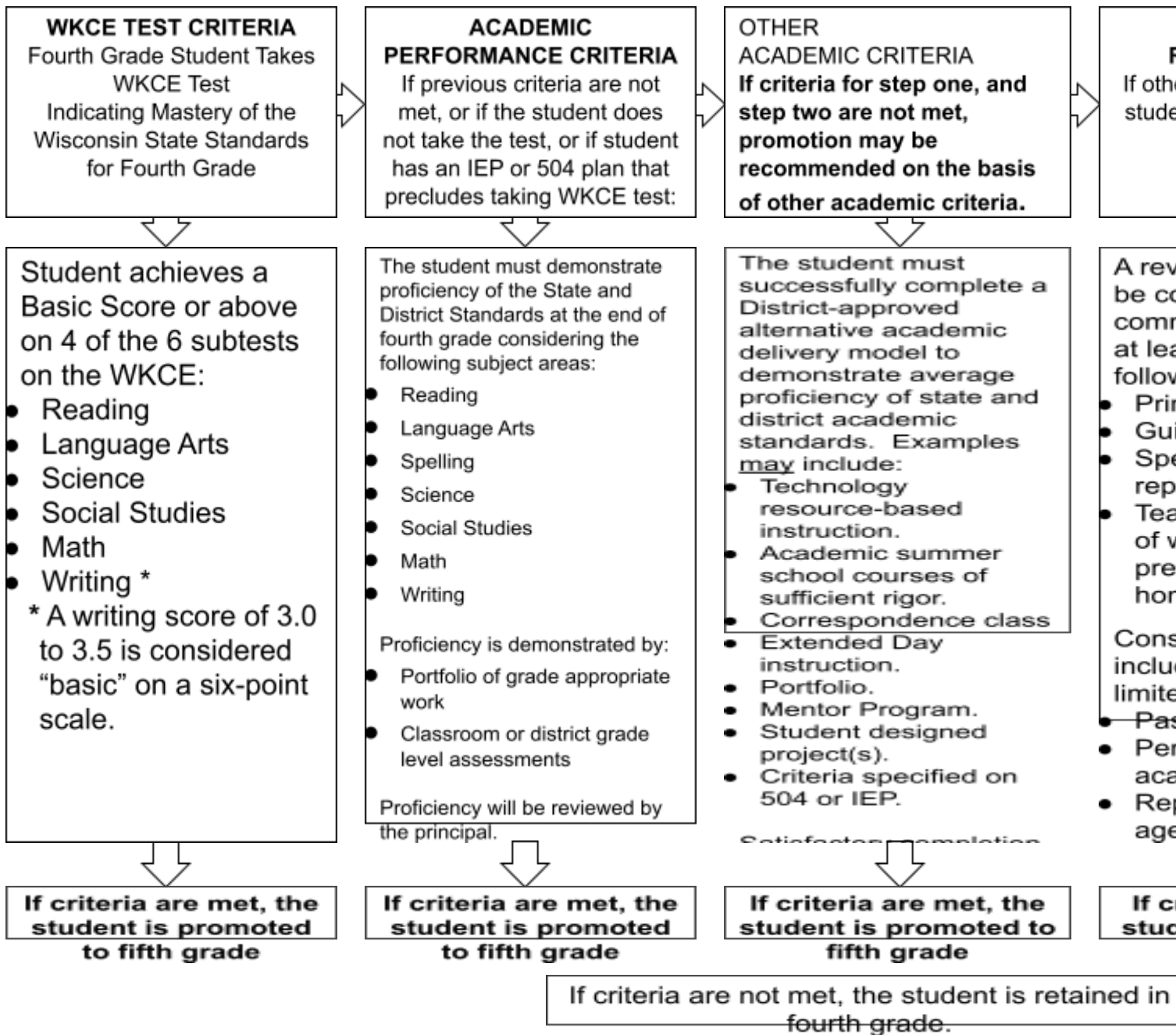
**If criteria are met, the student is promoted to ninth grade**

**If criteria are met, the student is promoted to ninth grade**

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**If criteria are not met, the student is retained in eighth grade.**

Fourth Grade Promotion Policy Procedure 980 Template



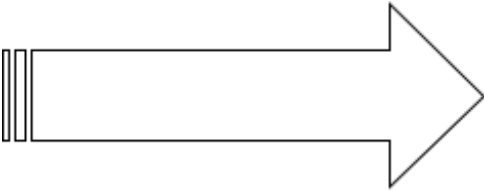
# Appeal of Promotion/Retention in Grades 4 and 8

Parents or guardians of the affected student may appeal promotion/retention decisions:

**LEVEL I**

1. Parents inform principal in writing of intent to appeal promotion/retention decision within ten days.
2. Principal convenes a review committee consisting of another principal, two teachers of the same grade or below, and a pupil services representative. The Committee will review the student's records.  
  
Parents/guardians may produce an academic achievement review from an outside source obtained at the parent/guardian's expense. This review will be reviewed with other student records.

**3. The Review Committee will examine all records, including materials provided by the parent/ guardian. Within 15 days, the Committee will meet with the parents/guardians to render their decision.**



**LEVEL II**

The parents/guardian appeal the Review Committee decision by:

- Inform the District Administrator in writing within 10 days of the Review Committee's decision of the intent to further appeal the promotion/retention decision.
- Request that the District Administrator place the parents/guardians on the agenda to appear before the School Board. A representative person to present the appeal must be present.

The decision of the School Board is final.

Prairie du Chien Area School District  
Policy 996



**PRAIRIE DU CHIEN HIGH SCHOOL COURSE REPEAT**

1. The privilege of repeating coursework allows students to attain a satisfactory level of achievement in course in which they initially encountered difficulties.
2. Grade recorded on transcript for repeat courses – when a course is repeated, the highest grade earned will be recorded and will be placed on the permanent transcript records and the old grade will be removed.
3. All grades including previous and repeated grades will be calculated in GPA and class rank for the Valedictorian, Salutatorian, and the Academic Excellence Scholarship. When a course is repeated the grades earned in all classes taken will be used in the calculation of the student's cumulative GPA for determining the Valedictorian, Salutatorian, and the Academic Excellence Scholarship.

***EXAMPLE:***

*Student receives a "D" grade in History I. The student repeats History I and receives a "B" grade. Both grades "B" & "D" will be included to calculate the GPA for the top two spots in the class rank.*

**PROCEDURE:**

1. Student must apply to counselor's office to fill out a repeat course slip in advance of taking the course.
2. Student must present to counselor's office a completed repeat course slip in order to remove a grade on the transcript after the course is finished.

PRAIRIE DU CHIEN AREA SCHOOL DISTRICT  
**PRAIRIE DU CHIEN ENGLISH LANGUAGE LEARNER (ELL)**

998

The Prairie du Chien Area Schools 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.

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 existing student for two (2) years;
- C. access for students to re-enter a bilingual or ESL (English as a Second Language) 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.

Adopted:12/08/2014

PRAIRIE DU CHIEN AREA SCHOOL DISTRICT  
**COURSE OPTIONS PROGRAM**

999

**Resident Students Attending Individual Courses in Other Educational Institutions**

Any student enrolled full-time in a public school in the District may apply to take a course(s) in another educational institution under the “Course Options” program in accordance with state law. A student may attend no more than two courses in any semester in another educational institution under this program.

The District shall deny a resident student's application to attend a course(s) in another educational institution under the “Course Options” program if:

1. The student’s application was not submitted in the manner and within the time limits established by state law; (<http://courseoptions.dpi.wi.gov/>)
2. The course conflicts with the student's individualized education program (IEP); or
3. The course does not satisfy a high school graduation requirement.

The building site School Counselor/Principal shall be responsible for reviewing all course applications received from District students and accepting or denying them in accordance with the criteria outlined above and established District procedures.

To the extent permitted by law, resident students taking a course under the “Course Options” program shall be responsible for purchasing or otherwise providing the books, supplies, and personal use items that are required for a course but that are not provided by the educational institution that is offering the course. However, a parent or guardian may request that the District provide such books and supplies (but not any personal use items) on the basis of the low-income status of the student’s family at the District’s discretion. All books and other materials that are purchased or provided by the student are the property of the student. All books and other materials that are purchased or provided by the district are the property of the District.

To the extent required by any state law or by any Department of Public Instruction (DPI) regulation or DPI procedure, the District shall process the “Course Options” application of any nonresident student whose primary school enrollment and attendance is within the public schools of the District as though the student were a resident student seeking to take a course outside the District. In other words, in any situation where the District is required to fulfill the requirements of a resident school district under the “Course Options” program, the District shall do so.

**Nonresident Students Attending Individual Courses in the District**

Nonresident public school students residing within the State of Wisconsin may apply to take a course(s) in the District under the “Course Options” program in accordance with state law and established procedures. Students may attend no more than two total courses in the District and/or in other educational institutions under the “Course Options” program during any semester. The District will deny any application that is not submitted in the manner and within the time limits established under state law and applicable District procedures.

The building site School Counselor/Principal shall be responsible for reviewing all course applications received from nonresident students under this policy and for accepting or denying them in accordance with the same criteria that is used for making course-related eligibility decisions for students who are District residents (e.g., space availability in the course, meeting course prerequisites, academic requirements, conduct-related requirements, etc.). Preference shall, however, be given for attendance in a course to any otherwise-eligible student whose primary school enrollment and attendance is within the public schools of the District and to residents of the District who are otherwise entitled to apply to take the course under state law or under any Board policy. If the District receives more nonresident student applications to attend a course than there are spaces available, determination of which students to accept shall be made on a random basis in accordance with established procedures.

The District shall provide equal opportunities for students with disabilities to attend courses in the District under the “Course Options” program. However, if a question arises as to possible course accommodations or modifications for a student with a disability, or as to the District’s ability to implement the student’s IEP, the District shall contact the student’s parent or guardian and involve representatives of the school(s) responsible for the student’s current IEP to the extent necessary and appropriate.

Nonresident students attending courses in the District will have all of the rights and privileges of similarly-situated resident students and will be subject to the same policies and rules as similarly-situated resident students, except that the District shall not charge to or receive from the student any payment other than the payment that the student’s resident school district makes to the District pursuant to state law.

**Provisions Applicable to All Students Seeking to Attend Courses under this Policy**

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

Following the District's initial acceptance of any course application(s) under this policy, the parent or guardian must provide timely written notice to the District confirming the student's intent to attend the specific course(s). If this confirming notice is not received by the District prior to the date the course is scheduled to begin, the student will not be permitted to attend the course under this policy.

Legal References:

Wisconsin Statutes

<a href="#">Section 118.13</a>	[student nondiscrimination]
Section 118.145(4) high school]	[resident students enrolled in private schools/tribal schools taking courses in the public
<a href="#">Section 118.52</a>	[public school student course options]
Section 118.53	[home-schooled students taking courses in the public schools]
Section 118.55	[Youth Options Program]

Cross References:

<http://courseoptions.dpi.wi.gov/>

Adopted:12/08/2014