

South Shore Jr-Sr 2022-23 Student Handbook



**South
Shore
School
District**

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*"To provide a rigorous, relevant, high-quality,
positive learning environment to foster success in every student."*

Table of Contents

Table of Contents	1
School District Goals and Objectives	2
Academic Offerings	3
Attendance and Absence Policies	4
Bullying	5
Bus Riding Regulations	7
Guidelines for School Closure/Cafeteria	11
Cell Phone/Data-Mobile Device/MP3/Music Player/Civics Exam	12
Class Rank at Graduation (Valedictorian & Salutatorian)/Classroom Observation by People Other Than District Staff	13
Co-Curricular Code Rules and Regulations/Co-Curricular Transportation	14
Co-Curricular Other Eligibility Requirements	16
Random Drug Testing	19
Co-Curricular Code Violations/Concussion Information	21
Communicable Diseases/Communication Procedure for Parents and Community Members	22
Complaint Procedure Regarding Federally Funded Programs/Computer Program 1:1	23
Directory Information	25
Disciplinary Code	26
Dress Code Rules	30
Discrimination Complaint Procedures	31
Driving/Drug Free Schools/Program for English Language Learners/Educational Opportunities	32
Elector Registration/Fire Evacuation-Lockdown-Tornado Drills/Fire Exits/Grading	33
Graduation Requirements	34
Early Graduation Requirements	35
Guests/Visitors/Guidance/ Group Accident Plan/Access to Patient Health Care Records	36
Health Services/Homeless Education	37
Honor Roll/Hours of Operation/Human Growth & Development	38
Internet Safety & Acceptable Use	39
Job Shadowing/Jr. High Offerings/Lettering (Academic)	41
Leaving School/Library Media Center/Lockers/Locker Room Privacy	42
Medications/Meningococcal Disease	43
Confidentiality of Personally Identifiable Information Obtained through Child Find Activities	44
Professional Qualifications of Teachers and Paraprofessionals/USDA Nondiscrimination Statement/Notice of Academic Standards-2022-23 School Year	46
Academic and Career Plan/Notice of Education Options for Students Who Reside in the District	47
Notice of Career & Technical Education Opportunities/Notice of Nondiscrimination	49
Notice of Online/Virtual Program/Permit to Drop a Class/Photocopying/Promotion & Retention of Students	50
Religious Beliefs/Reporting Pupil Progress Schedule/Scholarships	51
Notice of Special Needs Scholarships/School Closing Procedure	52
Co-Curricular Activities on Inclement Days/School Performance Report	53
What Students Should Know About Sexual Harassment	54
Special Education Programs	59
District Special Education Screening/Referral Procedure/District Special Education Referral Procedure	60
Service Animals/Speech/Start College Now/Early College Credit Programs	64
Student Council/Student Harassment/Student Privacy/Protection of Pupil Rights	65
Student Records/Student Possession of Firearms	66
Student Testing/Student Use of Tobacco, Alcohol and Other Drugs	67
Student Use of Two-Way Communication Devices	68
Structured Study Hall/70	
Telephone/Textbook Replacement/Title I Programs/Parent Involvement-Regarding Rights to Receive Teacher Information	69
Title IX/Transfer from One Sport to Another/Transgender and Students Non-Conforming to Gender Role Stereotypes Nondiscrimination Policy	70
Virtual Online Program/Voter Registration/Weighted Grades Policy/Wellness Policy	74
Withdrawal and Transfers	75

SOUTH SHORE JR-SR HIGH SCHOOL STUDENT HANDBOOK 2022-23

South Shore Schools strive to be a place where students and families feel their learning needs are met and where they are empowered to meet their highest potential. We do this by providing a rigorous, relevant, high-quality, positive learning environment to foster success in every student.

The entire staff and administration welcomes you to the South Shore Jr-Sr High School. We are a small school. Our smallness allows us a sense of community. We invite you to become a member of this community; to contribute to the overall academic and co-curricular success of our school as you endeavor to develop your intellect and talents. We welcome you to participate, to contribute, and to take full advantage of what is offered. It is our hope that as you leave here you will do so with dreams intact and the skills necessary to fulfill those dreams.

Please take time to read the contents of this handbook. It will allow you a better understanding of your rights, responsibilities and the programs available to you. You may find it to your benefit to keep it available for future reference.

SCHOOL DISTRICT GOALS AND OBJECTIVES

The major goal of the South Shore School District is to accept responsibility for the educational development of each child into an adult who can contribute meaningfully to the world.

Specific objectives which contribute to the achievement of this goal are:

1. To develop mastery of basic academic skills - acquisition of basic comprehension, communication and computation skills to the greatest extent for each student.
2. To develop skills of constructive and critical thinking.
3. To gain life-long learning skills.
4. To gain knowledge and experience in natural sciences, social sciences, humanities, and creative and fine arts. These experiences should enrich students' personal values and their approaches to life.
5. To develop a positive self-image, cultivate each student's ability to determine, understand, and examine their own capabilities, interests and goals.
6. To gain knowledge and experience in careers.
7. To develop a sense of individual and community responsibility.

ACADEMIC OFFERINGS

ART - Instructor: Ms. Irwin

Studio Art I-IV, Digital Photography, Directed Study: Visual Arts, and Sculpture & Ceramics

BUSINESS EDUCATION/SCHOOL TO WORK COORDINATOR – Instructor: Ms. Benedict

Personal Finance, Life Skills, Info Processing I & II, Accounting, Marketing, Desktop Publishing I & II, Entrepreneurship, Videography, MS Word (WITC), MS Excel (WITC)

DRIVER'S EDUCATION: Contracted

ENGLISH - Instructor: Ms. Kimball

English 7, English 8, English 9, English 10, English 11, English 12

Instructor: Ms. Franson

English 7

FOREIGN LANGUAGE - Online

Spanish I, II, III and IV

MATH - Instructor: Ms. Sullivan

Algebra II, Geometry, Trigonometry, and Pre-Calculus

Instructor: Ms. Knaack

HS Pre-Algebra, Math 8, Algebra, and Math 7

MUSIC – Instructors: Ms. Kavajecz/Ms. Truchon

Choir K - 12 & Band 5 – 12, Pep Band, Solo and Ensemble

PHYSICAL EDUCATION/HEALTH - Instructor: Mr. Tiberg

Physical Education/Health 7 & 8, high school physical education and high school health

SCIENCE - Instructor: Ms. Hoagland

General Science, Biology, Anatomy and Physiology, Physics, Chemistry, and Natural Resources

Instructor: Ms. Knaack

Science 7

SOCIAL SCIENCE - Instructor: Ms. Franson

U.S. History, World Cultures, Civics/Economics, Early US History, History Through Film (elective)

TECHNOLOGY EDUCATION - Instructor: Mr. Olkowski

Organic Woodworking, Furniture & Cabinetmaking, Product Design & Development, Welding & Machining, Production Woodworking

GUIDANCE COUNSELOR – Instructor: Ms. Truchon

INTERVENTIONIST: Ms. Jardine & Ms. Weiss

SPECIAL EDUCATION – Instructor: Ms. Lahti

Note: Please refer to the registration guide for more detailed descriptions of the course offerings.

ATTENDANCE AND ABSENCE POLICIES

The quality of the education you receive will influence, to a great extent, the quality of your entire life. The effectiveness of your school's educational program is dependent on your attendance and participation. The process of education requires continuity of instruction, classroom participation, and study. Frequent absences disrupt these processes and make less likely the fulfillment of potentials.

All students should know that college admissions offices and future employers use attendance records as a means of determining applicants' dependability, responsibility, and good citizenship. Attendance records are a part of your permanent record.

Wisconsin Statute 118.15 of the Wisconsin Compulsory Attendance law states, "that any person having under his control a child who is between the ages of 6 and 18 years shall cause the child to attend school regularly during the full period and hours, religious holidays excepted, that the public school in which the child is enrolled is in session until the end of the school term, quarter or semester of the school year in which the child becomes 18 years of age." Wisconsin Statute 118.16 states, "The school board shall establish written policy specifying the reasons for which pupils may be permitted to be absent from the public school." In accordance with state law, the Board of Education, has adopted the following attendance policy restricting absences from school and it is the legal responsibility of the parent or guardian to insure the child's attendance under this policy. Please note that a parent/guardian can excuse their child from school only up to five days per semester (including illness, appointments, etc.).

Excused Absences: An absence which parents were aware of, and which school officials judge to have occurred because of an appropriate reason. Including but not limited to:

- Personal illness or injury. After the 5th day, a doctor's excuse may be required.
- Medical or dental appointments. Doctor or dental verification may be required. In general, a student can be excused up to ½ day for a doctor or dental appointment.
- Death in the family.
- Religious holidays.
- Family trips excused in advance.
- No bus transportation, unless due to loss of riding privileges.
- Participation in a school sponsored event.

Unexcused Absences: An absence which school officials judge to have occurred because of inappropriate reasons regardless of parents' approval. Including but not limited to:

- Truancy
- Shopping trips, beauty appointments, haircuts, music concerts, sleeping in the morning following a late co-curricular activity, etc.
- Transportation problems such as missing the bus, if the bus is operating on schedule, or a car breakdown.
- Hospital visits to see friends.
- Work
- Absences in excess of five days per semester, unless excused by the school or a medical doctor

Prearranged Absences:

- Should be arranged three days in advance whenever possible.
- Parental requests for pupil's absence must be presented in the office.
- Obtain an advance make-up slip.
- Have teachers make assignments and initial the form.
- Return the form to the office prior to the proposed absence.

The following absences shall be prearranged in order to be excused:

- Vacation trips or out of town trips with parents.
- Job interviews and visits to colleges for seniors. (Limited to 2 per year)
- Medical and dental appointments whenever possible.

In case of absence, parents should call the high school office at 774-3361 by 9:30 a.m. to inform the school why the student is absent. If no call is received, the school will call the home when possible.

Upon returning to school, a written excuse is needed only if contact has not been made with the parent. All students will receive make-up slips, getting assignments from their instructors, and completing the assignments.

BULLYING

The South Shore School District believes that a safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence and other similar disruptive behavior.

- Bullying includes aggressive or hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied. It is typically repeated over time.
- Bullying takes many forms, including, but not limited to, physical or verbal assaults, nonverbal or emotional threats or intimidation, social exclusion and isolation, extortion, and the use of computer or telecommunications to send embarrassing, slanderous, threatening, or intimidating messages.
- Bullying is a form of victimization and is not necessarily a result of or part of an ongoing conflict.
- Bullying can also be characterized by teasing put-downs, name-calling, cruel rumors, false accusations, and hazing.
- All forms of harassment in cyberspace commonly referred to as cyber bullying are unacceptable and viewed as a violation of this policy. Cyber bullying includes but is not limited to the following misuses of technology: harassment, teasing, intimidating, threatening, or terrorizing another person or group of people by sending or posting inappropriate and hurtful e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs or any other messages via cyberspace. For purposes of this policy, "cyberspace" is defined as a global domain within the information environment consisting of the interdependent network of information technology infrastructures, including the Internet, telecommunications networks, computer systems, and embedded processors and controllers.

"School district property" or "at school-related functions" means all school district buildings, school grounds, school property, school technology, school bus stops, school buses, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and anywhere students are under the jurisdiction of the School District of South Shore. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees, as well as bullying by an adult staff member bullying a student or another staff member.

No employee of the School District shall permit, condone, or tolerate bullying.

Consent by a student being bullied does not lessen the prohibitions contained in this policy.

Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

A person who engages in an act of bullying, reprisal, or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school district's policies and building procedures.

The school district may take into account but not be limited to the following factors: the developmental and maturity levels of the students involved; the circumstances; the severity of the behavior; and past incidences or continuing patterns of behavior.

Consequences for students who commit acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, tolerate or engage in bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in acts of bullying may include, but not be limited to, exclusion from school district property and events.

The school district will act to investigate all complaints of bullying and will discipline or take appropriate action against any student or employee of the school district who is found to have violated this policy.

While it is the intent of the school district to prevent bullying, take actions to stop bullying, and protect reporters of bullying, the school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel.

Reporting Procedure

- a. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to the building employee most closely connected to the student or the incident. This reporting procedure is not intended to prevent any person from reporting bullying directly to the building principal or school district human rights officer.
- b. Any employee that receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying, is required to report to the building principal or principal's designee in a timely manner.
- c. The school district encourages the reporting party or complainant to write down the bullying complaint. However, oral reports shall be considered complaints as well. Anonymous reports will be investigated but the school district's ability to take action on such reports may be limited.
- d. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- e. The school district will respect the privacy of the complaint(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.
- f. Submission of a good faith complaint or report of bullying will not alter the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

School District Action

- a. Upon receipt of a complaint or report of bullying, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- b. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law.
- c. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation

of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the state statutes; school district policies, and other regulations.

Reprisal

The school district will discipline or take appropriate action against any student or employee of the school district who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing retaliating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment.

Training and Education

- a. The school district annually will provide information and any applicable training to school district staff and bus drivers regarding this policy.
- b. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying.
- c. The administration of the school district will implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to victims of bullying.

Notice

The school district will give annual notice of this policy to students, parents or guardians, and staff, and a summary of this policy shall appear in the student handbook.

BUS RIDING REGULATIONS

Bus riding is a privilege and not a right. Therefore, the students are responsible for their behavior on the bus. The driver's primary responsibility is the safe transport of the students to and from school. The driver is also responsible for maintaining discipline on the bus. Students misbehaving may distract the driver, thus affecting the safe operation of the bus and endangering the lives of all students being transported. Behavior infractions must be reported by the driver to the proper authority. Disciplinary action will be taken in accordance with these guidelines. Parents are encouraged to explain the importance of proper behavior on the bus. They are also encouraged to support disciplinary actions that are necessary to help their child change his/her behavior. The goal of the South Shore School District is to provide the students of this district with a safe and secure transportation program. This goal can only be achieved through the combined efforts of school, bus company, students, and parents. Involvement from all parties is critical to the success of the program.

Bus/Off Campus Expectations

- Be Problem Solvers:
 - On bus, stay seat-to-seat and back-to-back
- Be Respectful:
 - Clean your area
 - Keep voices & electronics sounds low
- Show Integrity:
 - Represent yourself & school in a positive manner
- Be Dependable:
 - Be on time and patient
 - Stay in assigned area
 - Know your bus stop & have proper notes available

- Show Excellence:
 - Be kind/value others' feelings
 - Follow directions the first time they are given
 - Keep hands, feet, & other objects to yourself
 - Use appropriate language
 - Persevere & always try your best
 - Follow through on commitments
 - Show appreciation

Possible Rewards for Compliance

- Good behavior tickets
- Verbal praise
- Food/snack items
- Prizes

Possible Consequences: Depending upon the frequency and severity of the offense, consequences may range from a verbal warning up to suspension from bus riding, expulsion hearing, etc. A list of possible consequences follows:

- Verbal warning
- Seat change
- Instruction of procedures
- Apology
- Restitution (clean bus, fix damages, community service work, etc.)
- Bus suspension
- Loss of recess
- Detention
- In-school suspension
- Out of school suspension
- Some offenses require an expulsion hearing before the board of education
- Family consultation (written, face-to-face, or phone)
- Law enforcement referral
- Other as determined by administration

Please note, the administration reserves the right to follow these procedures as well as refer to the traditional bus discipline procedures (described following this sentence).

BEHAVIOR GUIDELINES AND CONSEQUENCES

The following behaviors are not to be permitted on the bus. Infractions are grouped according to the seriousness of the offense. The more serious infractions will result in harsher consequences and will escalate if the child repeats the infractions.

MINOR INFRACTIONS & MAJOR INFRACTIONS:

- Hitting, pushing, tripping
- Assault*
- Eating/drinking on the bus
- Fighting
- Profanity
- Vandalism*
- Spitting
- Hanging out windows
- Making loud noises

- Repeated failure to obey bus driver's instructions
- Obstructing aisles
- Water guns/bottles/balloons
- Failure to obey bus driver's instructions
- Possession/use of tobacco
- Littering
- Possession of a weapon* - automatically subject to expulsion hearing
- Possession/use of alcohol or drugs* - automatically subject to expulsion hearing
- Throwing/objects/propelling
- Other

The above list is not all-inclusive. A student's bus riding privilege may be suspended or revoked for misconduct that endangers the property, health or safety of others, even though such conduct is not identified in the above list.

*If the infraction is a violation of the law, the proper authorities will be notified. If the infraction results in property damage, restitution must be paid or a plan for restitution must be agreed upon.

The categorization of infractions as **MINOR** or **MAJOR** is at the sole discretion of the Administration. The above list is only a guide. The Administration may determine to sanction any of the items that are listed as minor infractions, as major infractions, and vice versa, depending upon the circumstances of a student's misconduct. The bus driver must attend any conference that is scheduled to evaluate whether the suspension of a student's bus riding privilege is appropriate. In addition, the bus driver must attend any revocation hearing that the Administration recommends to the School Board or to the independent hearing panel/officer appointed by the School Board that a student's bus riding privilege be revoked.

School Bus Safety

Bus transportation to and from school, for field trips, athletic events and other school-approved activities is a privilege. Enjoy your bus experience and respect the rights of others. To ensure the health, safety, well-being, and property of all who ride the bus, the school board has made the following rules and regulations.

General Bus Procedure

1. Leave home early enough to arrive at your bus stop on time.
2. Wait for your bus in a safe place, well off the roadway.
3. Keep well away from the bus until it has come to a full stop. When waiting for the bus at school, stay behind the yellow line until the bus has come to a full stop.
4. Enter the bus in an orderly manner. Use the handrail and watch your step.
5. Take your seat immediately and remain seated while the bus is in motion. Keep the aisles clear at all times.
6. Obey the bus driver at all times.
7. Do not talk with the bus driver while the bus is in motion; distracting his or her attention is dangerous.
8. Do not open or use the emergency exit unless directed to do so by the bus driver or authorized school supervisors.

Bus Pass Procedure

1. No students will be let off the bus at a place other than their homes or ride other than their regular bus route without a note.
2. Students must bring a signed and dated request from their parents or guardians to ride another bus or get off at another stop.
3. Take the parent request slip to the office in the morning.
4. The office will initial your request to give to the bus driver.

Bus Leaving Procedure

1. Do not get out of your seat until the bus has come to a complete stop.
2. Use the handrail and watch your step.
3. When unloading, go 10 feet in front of the bus and wait for the driver's signal to cross.
4. Upon a hand signal from the driver, look in both directions and WALK across the road.

Behavior Expectations

Always behave in an orderly and considerate manner. Respect the rights of others and avoid the following:

1. Extending arms and head or throwing objects out the window is dangerous and not allowed.
2. No fighting, pushing, shoving, or horseplay.
3. No throwing or shooting objects of any kind.
4. No profanity, name-calling or harassment.
5. No lighting of matches, smoking or spitting.
6. No stealing, destroying property or vandalism.
7. Any other type of behavior which endangers the health, safety and property of others is unacceptable and will result in disciplinary action as described later in this section under Disciplinary Procedure Related to Bus Transportation.

MINIMUM CONSEQUENCES FOR MINOR INFRACTIONS

FIRST OFFENSE:

A verbal warning will be given. The bus driver will notify the transportation director and the office staff will notify the parent.

SECOND OFFENSE:

The bus driver will confer with the student, identify the infraction, and write a behavior referral with copies to the parent(s), teacher and principal.

THIRD OFFENSE:

The bus driver will identify the infraction and write a behavior referral with copies to the parent(s), teacher and principal. A one-day suspension of the student's bus riding privileges will occur. The student and/or the student's parent/guardian will be notified of the suspension and the reason for the suspension. Notification to the parent/guardian will be by telephone, if possible; if not possible, the notification will be by letter. The student or the student's parent/guardian may request a conference with the district administrator regarding the one-day suspension, within five school days of the suspension. The district administrator or his/her designee shall decide whether the one-day suspension is appropriate.

FOURTH OFFENSE:

Same as above but student's bus riding privilege will be suspended for two days.

FIFTH OFFENSE:

Same as above but student's bus riding privilege will be suspended for three days.

INFRACTION AFTER THE 5th OFFENSE:

SUSPENSION:

Same as above but the student's bus riding privilege will be suspended for five days.

REVOCAION:

The School Board or the independent hearing panel/officer appointed by the School Board will revoke the student's bus riding privilege for ten days or the rest of the school year.

MINIMUM CONSEQUENCES FOR MAJOR INFRACTIONS

FIRST OFFENSE:

Driver identifies the infraction and writes the behavior referral with copies to the parent(s), teacher and principal. This will result in a 3-day suspension of the student's bus riding privilege. The student and/or the student's parent/guardian will be promptly notified of the suspension and the reason for the suspension. Such notification to the parent/guardian will be made by telephone, if possible; if not possible, parental notification will be by letter. The student or the student's parent/guardian may request a conference with the district administrator regarding the 3-day suspension, within five school days of the suspension. The district administrator or his/her

designee shall decide whether the three-day suspension is appropriate.

SECOND OFFENSE:

Recommendation to the School Board or the independent hearing panel/officer appointed by the School Board to revoke the student's bus riding privilege for ten days.

THIRD OFFENSE:

Recommendation to the School Board or the independent hearing panel/officer appointed by the School Board to revoke the student's bus riding privilege for thirty days.

FOURTH OFFENSE:

Recommendation to the School Board or the independent hearing panel/officer appointed by the School Board to revoke the student's bus riding privilege for the remainder of the school year. The parent or guardian of a suspended minor (age) pupil shall be given prompt notice of the suspension and the reason therefore. The parent or guardian may request a hearing with the principal.

BUS SUSPENSIONS ARE NOT SCHOOL SUSPENSIONS. STUDENTS WILL BE EXPECTED TO BE IN SCHOOL.

**GUIDELINES for SCHOOL CLOSURE
FOR INCLEMENT WEATHER/HAZARDOUS CONDITIONS**

At times when it is determined that weather or road conditions may place students at undue risk while traveling to or from school, the district may delay or cancel school for the day or release school early.

In the mornings, every effort will be made to make the decision to delay or cancel school by 6:30 a.m. This gives time for parents to be notified and make necessary changes to their schedule.

On mornings when weather and road conditions are a concern, the district administrator and/or designee may consult with bus contractor, local government officials, National Weather Service and Administrators of surrounding districts to aid in the decision.

The decision to release students from school early requires a 2-hour lead time to provide adequate time to notify parents.

BUS ROUTES

When school is open, bus drivers will attempt to make all the regularly scheduled runs and stops. However, drivers must use their judgment to determine if parts of the route cannot be traveled due to heavy drifts, unplowed conditions, blocked roads, road passages being too narrow, braking action or any other condition deemed to be potentially unsafe. Additionally, due to risk of unseen washouts or possible road collapse or closures, buses will not traverse flooded roads or roads marked closed at any time.

Drivers are not required to go down unplowed roads. Zero to four inches on the road surface and the driver may attempt at their discretion. Roads with greater than four inches should not be traveled until plowed.

If parts of a route are inaccessible, students whose designated stops cannot be reached on the afternoon route will be returned to the school and parents will be responsible for their transportation from the school. Parents or legal guardians may meet the bus at another of the designated stops on the route that are safely accessible to the bus.

CAFETERIA

The school cafeteria is maintained as a vital part of the health program of the school. To encourage good nutrition, a well-balanced lunch is offered at a reasonable price.

The lunchroom management and your fellow students will appreciate your cooperation in:

- Depositing all lunch litter in the wastebaskets.

- Returning all trays and utensils to the dishwashing area.
- Leaving the table and floor around your place in a clean condition for others.
- All lunches (sack lunches) will be eaten in the commons. **No food may be taken from the cafeteria.**

CELL PHONE/DATA-MOBILE DEVICE/MP3/MUSIC PLAYERS

Cell phones/Data-Mobile Devices/MP3/Music players (or similar devices) are allowed at school, however, these devices are not allowed to be used during class time (unless instructor allows them for specific reasons related to classwork), but instead may be used before school, after school, during passing periods, and at lunch time, provided that data device rules are followed. Allowance of utilization on buses will be left to the discretion of administration. Violations of utilization of these types of devices will be as follows: 1st violation in a school year will result in the student having to turn the device into the office for the remainder of the day and pick up the device at dismissal. The second violation will have similar consequences, with the exception being that the student's parent/guardian must pick up the device at the end of the school day instead of the student. Any subsequent violations during the school year will result in the same consequence as the second violation, with the addition of the implementation of the regular discipline procedures for violations. Refusal by a student to turn his/her device into the office when requested will be considered a "major" category discipline violation. No cameras or cell phones or other equipment capable of taking a picture or video are ever allowed in the locker-rooms. When in the bathrooms, any of this kind of equipment must not be used or visible for any reason.

CIVICS EXAM

Any student graduating from a Wisconsin high school "takes a civics test consisting of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United State citizenship and Immigration Services and the pupil correctly answers at least 65 of those questions".

As part of the 2017 Wisconsin Act 59, the minimum passing score on the civics test for high school graduation set forth by Wis. Stat. s. 118.33(1m) (a)1. was increased from 60 to 65 out of 100. The way the law currently reads, current students who have not obtained a score of at least 65 are ineligible to receive a high school diploma. This means that students who previously scored between 60 and 64 but have NOT yet received a diploma will be required to retake the civics test to obtain this new statutory minimum.

Here are the main points of the law:

- Students must correctly answer at least 65 of 100 questions identical to the INS citizenship test in order to graduate from a WI public, charter, or private school participating in a parental choice program.
- IEP teams will determine if the test is appropriate for each individual student with an IEP. For more information, please go to the FAQ page (<https://dpi.wi.gov/social-studies/laws/civics/faq>).
- Students identified at LEP (limited English proficient) may take the test in their language of choice. It is up to the school/district what format to use, and when in the school year to administer the test.
- There are no state funds to supplement this test. DPI is not involved in the procurement, grading, or gathering of test scores for this test. Districts are responsible to give the test, score it, and keep records of student scores/passing.

Here are some resources to help students prepare for the test:

- Citizenship Test at the US Citizenship and Immigration Services website: <http://www.uscis.gov/citizenship>
- Questions and answers for the test: <https://www.uscis.gov/citizenship/educators/educational-products>
- Teacher resources from the US CIS website: <https://www.uscis.gov/citizenship/educators>
- Resources in other languages: <https://www.uscis.gov/citizenship/educators/educational-product>

CLASS RANK AT GRADUATION (VALEDICTORIAN/SALUTATORIAN)

Selection of the South Shore High School class valedictorian and salutatorian will be made following the first semester of the senior year. The selection will be based upon the following criteria:

1. Candidates must be enrolled as a full time student in the South Shore High School for five consecutive semesters prior to the time of selection.
2. The selection shall be based solely on the cumulative 9-12 grade point average based on a weighted grade system. The senior student with the highest cumulative grade point average will be his/her class valedictorian. The senior student with the second highest cumulative 9-12 grade point average will be his/her class salutatorian.
3. A student is considered a senior student when he/she has completed 75% of credits required for graduation.
4. In the event of a tie, co-valedictorians will represent the class.

CLASSROOM OBSERVATION BY PEOPLE OTHER THAN DISTRICT STAFF

Occasionally district staff (primarily administrative staff) need to observe teachers and students in the classroom or other areas of the school. Observation of students or staff by people other than district staff is strictly limited, in order to minimize distractions or interruptions to the learning process of South Shore students.

No people, other than district staff, are allowed to observe students in the special education setting (classrooms, therapy rooms, etc.) at any time, with the following exceptions:

1. If an Independent Education Evaluation is requested as part of the special education component to a student's education, then authorized outside personnel, with prior approval from South Shore School District administration, may conduct an observation of a specific special education student at South Shore. The dates and times of the observation(s) will be set by the South Shore School District administrator and the number of observations are up to the discretion of the South Shore administration.
2. With prior approval and at the discretion of the administration at South Shore, a parent or guardian may observe their own child in the special education setting, provided there are no other students present in the setting. The number of times the parent or guardian are allowed to observe their child in this setting is limited up to the discretion of South Shore administration, but should be no more than one or two times per school year and should last no longer than a half an hour per time, providing the observer is not being disruptive or attempting to communicate with students during the observation. If disruptions occur, the observation will be immediately terminated. Parents or guardians requesting an observation must give the administration a minimum of a 48-hour notice if they wish to observe their child in an educational setting in the school.

In the regular education setting, classroom observations by people other than district staff must be limited as well. No people, other than district staff, are allowed to observe students in the regular education setting (classrooms, other areas, etc.) at any time, with the following exceptions:

1. Parents or guardians, with prior approval from South Shore School District administration, may observe their child in the regular education setting no more than once or twice per year, for a period of up to one half hour for each observation, providing the observer is not being disruptive or attempting to communicate with students during the observation. If disruptions occur, the observation will be immediately terminated. The South Shore administration is responsible for setting the date(s) and time(s) of the observation(s).

Parents or guardians requesting an observation must give the administration a minimum of a 48- hour notice if they wish to observe their child in an educational setting in the school.

2. On rare occasions, staff from other school districts might request to observe South Shore teachers in order to learn about a teaching technique or classroom structure. With prior approval and dates and times for the observation set by South Shore administration, this may occur, however, final approval is up to the discretion of the South Shore administration.

CO-CURRICULAR CODE RULES AND REGULATIONS

Updated July 2021

The following rules and regulations shall be in effect for the entire calendar year, including summer breaks and holiday periods, except as otherwise provided in this policy. These rules shall apply to all students participating in any of the following co-curricular activities:

Clubs and Activities, such as Forensics, Drama, National Honor Society, Student Council, Solo-Ensemble, Voluntary Music Trips, Quiz Bowl, Tech Club, Pep Band, and any other Co-Curricular Club or Activity

Fall Athletic Sports- High School Football, Junior High Flag Football, High School Cross Country, Junior High Cross Country, High School Volleyball, Junior High Girls Basketball

Winter Athletic Sports- High School Boys Basketball, High School Girls Basketball, Junior High Boys Basketball, and Junior High Volleyball

Spring Athletic Sports- High School Track and Field, Junior High Track and Field, High School Baseball, High School Softball, High School Golf

Dual Clubs, Activities, and Sports participation may be allowed. Students wishing to participate in two or more, which have similar seasons need to inform the athletic director. A **Primary and Secondary Dual Sport form** must be filled out, turned into athletic director, and signed by the student, a parent/guardian, and both coaches. After consultation by the athletic director, coaches, and administration, and subject to provisions detailed on a case-by-case basis, the administration may allow the student to participate in dual sports. Clubs, activities, and sports where participation is limited to 2 or less days per week are required to inform the athletic director, coaches, and administration, but a form is not required to participate.

It is the South Shore School District's belief that student participation in co-curricular activities can afford certain training and learning experiences not ordinarily obtainable in the regular academic curriculum. The purpose of the co-curricular programs in the District is more than the satisfaction of the participants, but includes important goals such as character development, proper health habits, team and school spirit, leadership, and good citizenship skills.

All South Shore School District students participating in co-curricular programs are expected to conduct themselves at all times, and at all places, in a manner which will bring credit to themselves, their classmates, their school, and their community. Participation in the school's co-curricular programs is desirable, but not a required part of the total educational program of students.

All Students are invited and encouraged to participate in co-curricular activities. Because of the voluntary nature of the co-curricular programs, all students choosing to take part in these programs must be prepared to accept the rules and regulations which are set forth in this policy. Those students not willing to comply with these rules and regulations should not expect to participate in co-curricular programs.

CO-CURRICULAR TRANSPORTATION

All transported students must return to the point of pick-up unless previously acceptable arrangements have been made through the principal's office, have been communicated and accepted by the supervising activity leader.

Acceptable arrangements:

1. Parent personally informs the trip supervisor that their child is returning with them.

2. Parent contacts (prior to trip) the principal's office personally requesting that their child return with another stated adult family member or responsible adult 21 or older.

All direct participants shall be transported by the school to the site of activity unless other arrangements have been made between the parents and the principal's office. All student hardship problems must have prior clearance through the principal's office.

Co-Curricular- Scholastic Eligibility for Athletes (and Other Co-Curricular Participants)

All regulations of the Wisconsin Interscholastic Athletics Association (WIAA) shall apply, except where the District's rules and regulations are more restrictive.

*If an athlete has spent the day in in-school suspension, out of school suspension or detention, they may not practice, or play in a game that day.

*An athlete/participant must attend the **full day** of school (8 Class Periods) in order to play or practice that day. This list of acceptable reasons to miss any hour of school are as follows:

- a. Medical Appointment
- b. Dentist Appointment
- c. Funeral
- d. School Bus Transportation issues
- e. Random Drug Testing drawing
- f. School Field Trip
- g. Other reasons deemed acceptable by Administration, acceptance must be approved before the absence occurs.

Exception: If a Co-curricular event's Transportation (Bus or School Van) arrives at the High School Parking lot after 1am, then those participants are excused for missing Homeroom and 1st Period. They would be eligible to play or practice that day if they arrive by the beginning of 2nd Period.

Elementary (Grades 5) follow a different grading system than the Jr/Sr High School, therefore a student who has received an "M" mark would be equivalent to a student receiving an "F" grade and a student receiving two (2) "M" marks would be equivalent to a student receiving two (2) "F" grades. Scholar Eligibility would then be determined by athletic director, coach or supervisor, and teacher of student following the equivalent Jr/Sr High School criteria stated in this code.

Midterm Grade checks will be run the day the midterm grades are due (set by the office), not at the midterm, midterm academic suspensions will begin the day midterm grades are due. The Athletic Director has the authority to set the day a midterm suspension begins. The teacher, student and Athletic Director will discuss where the academic progress is at the end of the week suspension to verify if the student has regained eligibility and can be reinstated into the activity (ies) the student is participating in.

Any student receiving two (2) or more F(s) on their midterm grades will be restricted to limited participation in co-curricular activities. **For one week**, the student will not be allowed to participate in any formal competitions or activities. The student's activities will be limited to participation in practice sessions, and attending activities only between the hours of 8:00 am and 6:00 pm, except for activities that occur on Friday or Saturday nights.

Quarter Grade checks will be run the day the grades are due (set by the office), not the end of the quarter, but academic suspensions will begin at the end of the quarter. The athletic director has the authority to set the date an academic suspension begins.

Any student receiving more than one failing grade in any grading period will lose the privilege of participating in any co-curricular activity or attending any formal competitions or activities held on school nights (Monday, Tuesday, Wednesday, and Thursday) for the next academic term.

Any student receiving one failing grade will be restricted to limited participation in co-curricular activities. **For**

a minimum of two weeks, the student will not be allowed to participate in any formal competitions or activities. The student's activities will be limited to participation in practice sessions, and attending activities only between the hours of 8:00am and 6:00 pm, except for activities that occur on Friday or Saturday nights.

At the end of two weeks from the date the grades were due (set by the office), the student, the teacher, and the Athletic Director will assess the student's academic progress. The student must fill out a **reinstatement form** and return it to the Athletic Director, if the progress is deemed to be satisfactory, the student may resume full participation in all co-curricular activities.

An Incomplete grade will be treated as a failing grade until the incomplete is made up and a passing grade is earned. The student will be reinstated once a passing grade is entered into the office. The Athletic Director and School Administrator has the final authority to determine academic eligibility.

The 4th Quarter is considered continuous until the first day of school, the next school year, 4th quarter academic suspension from the previous school year, will be addressed on the first day of school and served during the 1st quarter of the next school year. This means a student may begin participating in August, but then have to serve a penalty from the 4th quarter, once school begins. A student that has 2 failing grades during the third quarter is ineligible the entire 4th quarter and this includes summer until the beginning of school.

Cases in which a student receiving a failing grade is no longer enrolled in the class in which the failing grade was given will require a special assessment of the student's academic progress by teachers in those courses in which the student remains enrolled.

The academic suspension will be served during the current or next available activity(ies) the student is involved in. A student who is academically ineligible will not be able to serve a suspension unless they are in an activity/sport to serve said suspension. An example of this rule is as follows, a student athlete fails 2 classes 4th quarter, which the suspension would be served 1st quarter of the following school year, but the student does not go out for a sport for the 1st quarter, in this case the student would serve the academic suspension the quarter for which they do participate in an activity/sports, but if said student does participate in an activity/sport 1st quarter completion of that activity is required to serve suspension.

An exception to the academic eligibility rules, is that an 8th grader's grades are expunged moving into high school to create a fresh start for the student athlete.

CO-CURRICULAR – OTHER ELIGIBILITY REQUIREMENTS

All regulations of the WIAA shall apply except where the District's regulations are more restrictive.

All students participating in co-curricular programs and their parent/s or guardian/s shall attend the mandatory co-curricular meeting where the rules of eligibility contained in the Student Handbook will be read. Both students and their parent/s or guardian/s shall sign a form on an annual basis, indicating they have attended this meeting before the student may begin participating in any co-curricular activity. If there are any questions regarding this policy, please contact the athletic Director.

Co-curricular supervisors and coaches shall have the authority to establish other reasonable rules and regulations pertaining to the desired outcomes of each of the particular co-curricular activities sponsored by the School District. Co-curricular supervisors and coaches shall also have the authority to suspend students for violations of their specific rules, with cause. Such suspensions shall be reviewed by the Co-Curricular Council upon written request of the student involved. The student must submit a written request to the Co-Curricular council within three days of their notice of the suspension.

In addition to the particular rules established by specific co-curricular supervisors or coaches, the following activities are strictly prohibited:

- The use or possession of any tobacco/Vape products.
- The use, possession, exchange, distribution, selling, buying, or possession with intent to sell any alcoholic beverages.

- The use, possession, exchange, distribution, selling, buying, or possession with intent to sell any illegal drug or drug product.
- Any other criminal act, except for minor traffic violations.
- Being under the influence of alcoholic beverages.
- Being under the influence of any illegal drug or drug product.
- Use or possession of any substance “promoted” to be perception or mind-altering (including “synthetic” substances).
- Use of any ingredient that is on the list of banned substances by the WIAA.

Students reported in violation of any of the above restrictions shall be referred to the following Co-Curricular Council. The Co-Curricular Council shall be comprised of the following members:

- The Assistant Principal or designee
- Athletic Director
- Up to Three (3) Co-Curricular Supervisors
- One (1) member of the Board of Education

NOTE: No teacher, supervisor or coach directly in a case with a specific student shall sit on the Council for that case.

The Co-Curricular Council shall have the authority to enforce all co-curricular rules and regulations, and to suspend or expel co-curricular participants from a particular activity with cause, according to the procedures described in this policy. No student shall be denied the opportunity to participate unless such a case is first reviewed by the Co-Curricular Council.

Upon presentation of a charge that a student has violated a rule or regulation as described above, the Co-Curricular Council shall conduct a hearing at which the student and his/her parent(s) shall be entitled to present and to respond. After considering all the facts presented in the case, the Co-Curricular Council shall issue a determination as to guilt or innocence of the student.

The Co-Curricular Council shall have the authority to discuss all evidence involved in a case and base decisions on such evidence:

- a. Previous Tier placement of other infractions
- b. Refusal of Random Drug Testing
- c. Combinations of different Tier infractions
- d. Confessions
- e. Results of Random Drug Testing
- f. Student testimony
- g. Parent testimony
- h. Council’s interpretation of the Co-Curricular Code
- i. Any other evidence the Co-Curricular Council deems important to making a decision

In cases where the Co-Curricular Council finds that the student violated a rule or regulation as described above, the Council will have the authority to take the following action/s:

Tier 1- Considered to be minor offenses (possession or use of any tobacco products, or other offenses deemed by the Co-Curricular Council as minor.)

Minimum Consequence- found ineligible to participate in 10% of the scheduled athletic competitions, and or an equivalent percentage of other scheduled events, depending on the activity. The student may be permitted and is expected to practice during the period of suspension.

1. First time offenders will be found ineligible to participate in 25% of the scheduled athletic competitions, and or an equivalent percentage of other scheduled events, depending on the activity. The student may be permitted and is expected to practice during the period of suspension.

2. Second time offenders will be found ineligible to participate in 50% of the scheduled athletic competitions, and or an equivalent percentage of other scheduled events, depending on the activity. The student may be permitted and is expected to practice during the period of suspension.
3. Third time offenders will be found ineligible to participate in 75% of scheduled athletic competitions or an equivalent percentage of other scheduled events, depending on the activity. The student may be permitted and is expected to practice during the period of suspension.
4. Fourth time offenders will be suspended from all co-curricular activities for a period of one full calendar year from the date of the fourth infraction. Students may not practice during the period of suspension.
5. Fifth time offenders will be permanently suspended from all co-curricular activities, subject to an annual review of the student's behavior by the Co-Curricular Council, if so requested by the student in writing. A reinstatement form must be filled out and turned in to Athletic Director for an annual review to be considered.

Tier 2- Considered to be medium offenses (possession, exchange, buying, or use of alcoholic beverages), (possession, exchange, buying, or use of illegal drug or drug product), Being under the influence of alcoholic beverages and/or illegal drug or drug product, any criminal act, except for minor traffic violations, use or possession of any substance "promoted" to be perception or mind-altering (including "synthetic" substances) or other offenses deemed by the Co-Curricular Council as medium.

In addition to suspension, if the student is involved with the consumption of alcoholic beverages, or the use of illegal drugs, the student must also submit to professional alcohol and drug assessment and counseling as well as agree to (up to 4) drug tests in a given school year as a part of our Random Drug Testing before being allowed to participate in future co-curricular activities.

Minimum Consequence- found ineligible to participate in 25% of the scheduled athletic competitions, and or an equivalent percentage of other scheduled events, depending on the activity. The student may be permitted and is expected to practice during the period of suspension.

1. First time offenders will be found ineligible to participate in 50% of the scheduled athletic competitions, and or an equivalent percentage of other scheduled events, depending on the activity. The student may be permitted and is expected to practice during the period of suspension.
2. Second time offenders will be found ineligible to participate in 75% of the scheduled athletic competitions or an equivalent percentage of other scheduled events, depending on the activity. The student may be permitted and is expected to practice during the period of the suspension.
3. Third time offenders will be suspended from all co-curricular activities for a period of one full calendar year from the date of the third infraction. The student may not practice during the period of suspension.
4. Fourth time offenders will be permanently suspended from all co-curricular activities, subject to an annual review of the student's behavior by the Co-Curricular Council, if so requested by the student in writing. A reinstatement form must be filled out and turned in to Athletic Director for an annual review to be considered.

Note: The District's other tobacco, alcohol, and illegal drug use rules will also be enforced, in addition to the co-curricular consequences listed above.

Tier 3- Considered to be major offenses (distribution, selling, or possession with intent to sell any alcoholic beverages), (distribution, selling, or possession with intent to sell any illegal drug or drug product), Traffic Infractions involving alcohol or Illegal drug or drug product (DWI, OWI, DUI).

In addition to suspension, if the student is involved with the consumption of alcoholic beverages, or the use of illegal drugs, the student must also submit to professional alcohol and drug assessment and counseling as well as agree to (up to 4) drug tests in a given school year as a part of our Random Drug Testing Program before being allowed to participate in future co-curricular activities.

Minimum Consequence- Tier 3 does not apply to the self-admittance consideration.

1. **1st time offenders** will be found ineligible to participate in 50% of the scheduled athletic competitions, and or an equivalent percentage of other scheduled events, depending on the activity. The student may be permitted and is expected to practice during the period of suspension.
2. **2nd time offenders** will be suspended from all co-curricular activities for a period of one full calendar year from the date of the first infraction. Students may not practice during the period of suspension.
3. **3rd time offenders** will be permanently suspended from all co-curricular activities, subject to an annual review of the student's behavior by the Co-Curricular Council, if so requested by the student in writing. A reinstatement form must be filled out and turned in to Athletic Director for an annual review to be considered.

Note: The District's other tobacco, alcohol, and illegal drug use rules will also be enforced, in addition to the co-curricular consequences listed above.

Self-Admittance- If a student turns him/herself in for offense(s) committed before the school is made aware of the offense(s): The Co-Curricular Council can consider the confession and lower the consequence one level in the Tier the offense occurred. (Tier 1 and 2 consequence system)

Decisions of the Co-Curricular Council may be appealed in writing to the District Administrator within three (3) days of the Co-Curricular Council's decision. The appeal letter must state the compelling reasons why the decision of the Co-Curricular Council should not stand.

The District Administrator will issue a written decision in response to the appeal within ten (10) school days after the letter of appeal was received. The decision of the District Administrator shall be final.

These co-curricular rules are in effect for all students participating in school sponsored co-curricular programs. A student's elementary and junior high co-curricular violations will be expunged at the end of that student's 8th grade year, with the exception of any unserved suspensions, which will be carried over to high school co-curricular experience, if necessary.

RANDOM DRUG TESTING

The Board of Education establishes a program of random drug testing for District students in an effort to deter students from the use of illegal drugs, prescription drugs illegally obtained, and to identify students who are using illegal drugs in order to provide an opportunity for intervention and treatment.

Student Eligibility

The following groups of students will be eligible for random suspicionless drug testing:

a. **Co-Curricular Participants**

South Shore School students who choose to exercise the privilege of participating in co-curricular activities in the district. Student participants registering for co-curricular activities will be provided with a consent form. The completion of the consent form by the student participating and, if the student is a minor, his/her parents or guardians, constitutes express permission and agreement that the student will submit to random suspicionless drug testing. Signing the consent, and adherence to the conditions thereafter, shall be a condition for participation in co-curricular activities.

b. **Students Who Register to Park a Motor Vehicle in the School Parking Lot**

South Shore High School students who choose to exercise the privilege of parking a motor vehicle in the school parking lot during the school day. High School students may apply for a parking permit. The parking permit application will include a consent agreement by which a student and at least one (1) parent or guardian, if the student is a minor, will agree the student is to be eligible for random suspicionless drug testing.

Substance Tested

Any illegal drug including alcohol. This includes, but is not limited to, amphetamine, methamphetamine, barbiturates, cocaine, codeine/morphine, alcohol, benzodiazepines, phencyclidine, steroids, LSD, and marijuana (THC). Drugs may be exempted if a legal and current prescription for use can be provided within forty-eight (48) hours of testing.

Random Selection of Students Participating for Testing

Students eligible in each pool of students (co-curricular participants, students requesting parking permits) will be assigned a number by school administration.

Random draws of numbers will be conducted monthly during the school year, up to four numbers per month will be drawn. Students that participate in co-curricular activities and/or register to park a motor vehicle in the school parking lot are eligible each month for random suspicionless drug testing.

Relationship with Authorities

- a. Any alcohol, illegal drugs, illegal controlled substances, or illegal items confiscated by school authorities in the course of an investigation will be turned over to the appropriate law enforcement authority.
- b. After appropriate action has been taken, the school authorities will make contact with the parents(s)/guardian(s) to share community support available.

Confidentiality

The fact that a student has been found in violation of this policy, including the results of any drug or alcohol tests administered, shall only be disclosed to school personnel working directly with the student and/or family.

Collecting the Samples

During the school year, four students per month will be randomly selected for sample collection. These students will either give the sample at the school (with the school nurse supervising this process), or the students will be brought to a clinic to do this, with the school providing the transportation.

Positive Results/Consequences

Students who test positive for illegal drugs will be subject to consequences as outlined in the Student Handbook and/or Co-Curricular Rules.

Refusal to Test

Any student that refuses to take the suspicionless random drug test will have the following consequences applied:

- a. Co-Curricular participants: Students will be suspended in accordance with the co-curricular/athletic code. The length of the suspension is dependent upon the previous infractions the student has committed in the past. The student must successfully pass a drug test prior to reinstatement.
- b. Students with parking privileges: Students will lose the privilege of parking on all School District lots that require a permit for the period of one (1) year. The student must successfully pass a drug test prior to reinstatement of parking privileges.

Retesting

Students will have an opportunity within the twenty-four (24) hours of notification of the first positive test result to have the specimen re-tested in a certified laboratory of the family's choice and at the family's expense. The principal and/or administrative designee may consult with medical professionals to evaluate the results of the re-test, taking into consideration any evidence offered by the student and/or family. Should the re-test confirm a positive result, and there is not a satisfactory explanation for the positive results, all consequences specified will apply.

Tampering

Samples altered, etc. found to be “contaminated” will be treated the same as a “refusal” Retest within 24 hours at student (parent) expense will be allowed.

CO-CURRICULAR CODE VIOLATIONS

Any student who has been found guilty of a code violation by the Co-Curricular Council can be asked to submit to Drug Testing up to three (3) times during a school year in addition to the monthly random drawings. A refusal to test will be treated as a positive test and subject to the penalties stated above.

CO-CURRICULAR - CONCUSSION INFORMATION

A concussion is a brain injury and all brain injuries are serious. They can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. In other words, even a “ding” or a bump on the head can be serious. You can’t see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away.

Symptoms may include one or more of the following:

Headaches	“Pressure in head”	Nausea or vomiting
Neck pain	Balance problems or dizziness	Drowsiness
Blurred, double, or fuzzy vision	Sensitivity to light or noise	Amnesia
Feeling sluggish or slowed down	Feeling foggy or groggy	Sadness
Change in sleep patterns	“Don’t feel right”	Irritability
Fatigue or low energy	Nervousness or anxiety	Confusion
More emotional	Concentration or memory problems (forgetting game plays)	
Repeating the same question/comment		

Signs observed by teammates, parents, and coaches include:

Vacant facial expression	Confused about assignment	Forget plays
Is unsure of game, score, or opponent	Slurred speech	Appears dazed
Loses consciousness	Seizures or convulsions	
Can’t recall events prior to hit	Moves clumsily or displays incoordination	
Answers questions slowly	Shows behavior or personality changes	
Can’t recall events after hit		

What can happen if my child keeps on playing with a concussion or returns too soon?

Athletes with the signs and symptoms of concussion should be removed from play immediately. Continuing to play with the signs and symptoms of concussion leaves the young athlete especially vulnerable to greater injury. There is an increased risk of significant damage from a concussion for a period of time after the concussion occurs, particularly if the athlete suffers another concussion before completely recovering from the first one. This can lead to prolonged recovery, or even to severe brain swelling (second impact syndrome) with devastating and even fatal consequences. It is well known that adolescent or teenage athletes will often fail to report symptoms of injuries. Concussions are no different. As a result, education of administrators, coaches, parents, and students is key to student-athlete’s safety.

If you think your child has suffered a concussion

Any athlete even suspected of suffering a concussion should be removed from the game or practice immediately. No athlete may return to activity after an apparent head injury or concussion, regardless of how

mild it seems or how quickly symptoms clear, without medical clearance. Close observation of the athlete should continue for several hours. The new law (118.293) in Wisconsin now requires the consistent and uniform implementation of long and well-established return-to-play concussion guidelines that have been recommended for several years:

- a. An athlete who is suspected of sustaining a concussion or head injury in a practice or game shall be removed from competition or practice at that time and may not return to play until:
 1. The athlete is evaluated by a licensed health care provider trained in the evaluation and management of concussions.
 2. The office and Athletic Director has received written medical clearance to begin the return to play program from that health care provider.
 3. The athlete has successfully completed the **Return to Play Program** with his/her coach and necessary observations paperwork is turned into Athletic Director.

Return to Play Program- one step per 24 hours, if symptoms return the athlete must stop the current step and notify the health care provider before starting the program over.

After office and Athletic Director has written medical clearance from a certified healthcare provider: coaches may begin step one of the program with athletes, with each step an observation log must be kept and turned into Athletic Director before athlete can return to play.

- Step 1: About 15 minutes of light exercise: stationary bike or jogging
- Step 2: More strenuous running and sprinting in the gym or field without equipment
- Step 3: Begin non-contact drills in full uniform, may resume light weight lifting
- Step 4: Full contact practice
- Step 5: Full Game Clearance

COMMUNICABLE DISEASES

Students may be excluded from school and/or school-related activities if they are suspected of or diagnosed with a communicable disease according to CDC (Center for Disease Control). Examples of contagious diseases include conjunctivitis (pink eye), COVID-19, herpes simplex (cold sores) strep throat, Fifth Disease, skin infections (ringworm, impetigo), respiratory illnesses including influenza, pediculosis (head lice), hepatitis A, B, or C, tuberculosis, human immunodeficiency virus, to name a few.

COMMUNICATION PROCEDURE FOR PARENTS AND COMMUNITY MEMBERS

The South Shore School District welcomes and encourages parent and community involvement in the education of our children. We also understand the importance of effective communication. To enable effective communications with all members of the educational community a model for communication has been developed. Persons wishing to communicate a question or concern should direct their attention to the employee closest to the question.

For example:

- Questions about specific course requirements, student progress or an incident in the classroom, should be communicated with the classroom teacher.
- Questions about a co-curricular activity should be communicated with the co-curricular coach/advisor.

If an issue cannot be resolved at the level closest to the question, the issue should be directed to building level administration (principal or athletic/activities administrator). If communications at the building level cannot resolve the issue, then central office staff should be contacted (administrative assistant, business/payroll manager, director of special education or district administrator).

COMPLAINT PROCEDURE REGARDING FEDERALLY FUNDED PROGRAMS

Any organization or individual who believes that the South Shore School District is in violation of a federal statute or regulation that applies to a federally-funded program may file a written, signed complaint with the State of Wisconsin. The complaint must include a statement that the School District has violated a statute or regulation, and the facts upon which the statement is based. A decision on the complaint will be made within 60 days after the State receives the complaint. If necessary, an independent, on-site investigation will be conducted to resolve the complaint. Complaints may be addressed to the State Superintendent of Public Instruction, Wisconsin Department of Public Instruction, and P. O. Box 7841, Madison, WI 53707-7841.

COMPUTER DEVICE (LAPTOP AND CHROMEBOOK) PROGRAM 1:1 FOR GRADES K-12 (South Shore School District's Acceptable Use Policy)

Students at South Shore School District, in grades K-12 have the opportunity to participate in the 1:1 computer device program. This program allows for each student to have access to a laptop computer (9-12) or Chromebook (K-8) during the school day and after school hours, provided they comply with the rules of the program (detailed below).

The laptop computer or Chromebook (devices), the device charger, and bag that have been issued to students in grades K-12 are the property of the South Shore School District. These are on loan to the student, and must be used in accordance with the following Policies and Procedures, the South Shore School District's Acceptable Use Policy and any applicable laws. Use of these devices and accessories, as well as access to the computer network, the Internet and e-mail are a privilege and not a right. These items are provided for educational purposes only, and are intended to support the learning objectives of South Shore High School and the South Shore School District.

Using the Devices at School:

- Each device is assigned to an individual student. Students should never "swap" or "share" their device with another student. Devices should be in a student's possession, or secured in their locker (laptops) or Chromebook cart at all times.
- When being transported, the device must be in its bag, and the student must carry the bag with the strap, if equipped, across their body, over the opposite shoulder. This prevents the device bag from being dropped, if the student is distracted or bumped. Do not swing the device by the case or strap. You are responsible for your device - do not carry a device that belongs to another student.
- If a student is participating in an activity that is not conducive to using their laptop (9-12) (i.e., field trip, game, assembly, etc.), they are required to leave their laptop in their school locker (never in a gym locker). Students in K-8 will return their Chromebook to the cart.
- Students may never share their password with another student. Passwords should always be kept confidential.
- Students in grade 9-12 have permission to take their laptops home upon completion of the South Shore School District's Acceptable Use Policy. Students in grade K-8 are not normally allowed to take their Chromebook home or outside of the School District building. Exceptions to this are made by administration based on extenuating circumstances with the student or with the teaching environment
- Students that have brought their device home are responsible for bringing their device, fully charged, to school each day. Additionally, the device charger must always accompany the device. Students are responsible for making sure their laptop is plugged in for recharging each night. If a student fails to bring their fully charged device to school each day and results in inability to complete in-school assignments the student may face disciplinary action to include not being allowed to take the device home in the future.
- The device must not be charged with any charger other than the charger issued with the device.
- Laptops will be checked occasionally to determine if students have the appropriate laptop.
- Students are responsible for saving or backing up their documents to their Google Drive.
- Devices are to be used only in the classroom, or designated areas, and at home for homework.
- Students are not allowed to download or install any software or other materials at any time.

Using the Devices at Home:

- Students in grade 9-12 must have the written permission of their parent or guardian before they will be allowed to take their laptop home (South Shore School District's Acceptable Use Policy).
- Students in grade K-8 must have the written permission of the parent or guardian (South Shore School District's Acceptable Use Policy) and express permission of the instructor and administration before they will be allowed to take their Chromebook home.
- Parents/guardians will be given the child's login name and password, so that they can supervise the student's use of the device at home.
- When at home, the device should always be used under adult supervision in a common family location (i.e., kitchen, living room, dining room).
- If the device is lost, stolen, or damaged by another party, parents/guardians should immediately report the loss or theft to the Bayfield County Sheriff's Department, and South Shore School District administration.
- If the device is damaged or not working properly, it must be turned in to South Shore School District Technology staff for repair or replacement. Neither students nor parents/guardians are authorized to attempt repairs themselves, or contract with any other individual or business for the repair of the device. Devices turned in to the Technology Dept. must also have its appropriate charger turned in as well.

Using the Device for Internet and E-mail:

- Students and parents/guardians understand that the South Shore School District does not have control over information found on the Internet. While every attempt is made to block access from inappropriate material while the student is at school, the district is not able to monitor student usage of the laptop while at home. It is the parent/guardian's responsibility to supervise the information that a student is accessing from the Internet while at home. Unannounced background checks will be done and students with inappropriate material will be disciplined accordingly.
- Students should never share personal information about themselves or others while using the Internet or e-mail. This includes a student's name, age, address, phone number or school name.
- Parents/guardians and students are required to read and agree to the District's Acceptable Use Policy prior to receiving Internet and e-mail access.
- Students should be aware that Internet access and e-mail, and other media that are accessed, created or stored on their laptops are the sole property of the District. The District has the right to review these items for appropriateness, and to limit or revoke a student's access to them at any time, and for any reason.

General Use and Care of the Device:

- When transporting their device to and from school, students should always be sure it is placed in the laptop bag, and the bag is fully closed. The device has a tag that identifies it as South Shore School District property, and identifies the student that the device is on loan to. The tag **MUST** remain on the device at all times.
- Device bags should not be placed inside the student's book bag or backpack where it may be compressed by other heavy books, etc.
- Students are expected to treat their device with care and respect. The device, charger, and bag are the property of the South Shore School District, and should be kept clean and free of marks at all times. Placing stickers, writing or drawing on, engraving or otherwise defacing the device or bag are not allowed and will result in loss of privileges.
- Commercially designed laptop "skins" are generally allowed, as long as the content of the skin is appropriate as per District guidelines. If you are not sure if the content is appropriate, it probably isn't. Consult a teacher or administrator for guidance. If you are considering purchasing a skin for your laptop, understand that the District is not responsible for how well the skin adheres to the laptop. Also, as you will be turning in the laptop each year, and may not receive the same laptop each year, consider that the skin may not adhere as well on the next laptop you receive.
- Students are encouraged to help each other in learning to operate their device. However, such help should be provided verbally without touching the other person's device. Students should operate only

their own device at all times.

- Any inappropriate or careless use of a device should be reported to a teacher or other staff member immediately.
- Students should not use their device while walking, on the bus, or otherwise being transported. Devices should only be used while they are on a flat, stable surface such as a table. Laptops can be fragile, and if they are dropped they may break.
- Students should protect their laptop from extreme heat or cold. Devices should never be left in a car, even if the car is locked.
- Devices should be protected from the weather, water or other liquid, food, and pets. Students should never eat or drink while using their device, or use their device near others who are eating and drinking.
- Heavy objects should never be placed or stacked on top of your device. This includes books, musical instruments, sports equipment, etc.
- Students should use care when plugging in their power cord, phone cord and when using their CD ROM drive.
- Devices should never be placed in their bag while they are turned on. The device should either be turned off or in “sleep” mode. In addition, devices should not be placed on or under soft items such as pillows, chairs or sofa cushions, or blankets. This will cause the device to overheat, and will result in damage to the device. The district is not responsible if the device computer causes any damage to student/parent property (i.e. fires, etc.).
- In some circumstances, students may need to use a laptop computer for all or part of the summer. Decisions on permitting this will be made by administration on a case-by-case basis.

Consequences of Inappropriate Use:

- The use of any district technology is a privilege and not a right. Students are expected to use their device in accordance with these Policies and Procedures, and District Acceptable Use Policy and any applicable laws. Failure to use this device in an appropriate manner will result in the following consequences, as determined by the staff and administration of the South Shore School District:
 - Suspension/Cancellation of student use or access privileges, including the privilege of taking the device home
 - Suspension from school
 - Expulsion from school
 - Civil or criminal liability under applicable laws

DIRECTORY INFORMATION

In accordance with the District’s designation and written notice of student directory data, the District may disclose a student’s directory data to any person unless the student’s parent or guardian (or adult student, if applicable) has notified the District, in writing, that any or all of the student’s directory data shall not be disclosed. If an appropriate party exercises a valid opt out under this policy, then the District shall not disclose the directory data covered by the opt-out decision unless (1) an appropriate party provides advance written consent for the disclosure; or (2) the District determines that there is a separate and otherwise applicable exception to the confidentiality of the records that permits or requires such disclosure.

The District designates the following data elements from student records as “directory data”:

Student’s name

Recorded images of the student that are not being maintained by the District for a separate purpose as a behavioral record

Student’s school/grade level

Degrees and awards received by the student

Student’s participation in officially recognized activities and sports

The name of the school most recently previously attended by the student

Student’s dates of attendance (not including daily attendance records)

It is the parents/guardians responsibility, within two weeks, to advise the school district in writing (a letter to the District Administrative Office, P O Box 40, Port Wing, WI 54865) of any or all of the items they refuse to permit the district to designate as “directory information” about that student.

DISCIPLINARY CODE - JR-SR HIGH SCHOOL

In order to maintain an environment conducive to learning and teaching, students are expected to behave with proper decorum and to adhere to the District's policies as set forth by the Board, and by the rules and regulations as established by the Administration and teaching staff. The general guidelines are listed after this paragraph, however, **please note, the principal reserves the right, depending upon the severity of the offense, to place a student on more progressive disciplinary consequence levels if, in the opinion of the principal, the offense warrants such placement.**

School-Wide Student Code of Conduct

1. Safety – My actions are safe for myself and for others.
2. Respect – My actions show respect for myself and for others.
3. Responsibility – My actions meet the expectations to take care of myself and be a dependable member of the community.
4. Courtesy – My actions help make this a nice place, where people feel welcomed and accepted, and where they can do their work without disruptions.

TARDINESS:

If a student is tardy to homeroom or class, the teacher or supervisor will file a written report with the principal.

A student receiving three (3) such reports in a semester will be assigned a detention (1 hour and 35 minutes in length). The principal will assign the date the detention is to be served. The parent/guardian of the student will be notified of the detention.

For each three additional tardy reports within a semester, the student will be assigned an additional detention.

A student missing an assigned detention, without making prior arrangements with the principal, is considered truant. Truancy is considered a Major Infraction.

MINOR INFRACTIONS:

- Lack of cooperation
- Use of foul language
- Annoying to classmates
- Excessive talking
- Lack of class materials
- Rude and discourteous behavior
- Cell phone/data-mobile device/mp3 –music player usage at inappropriate times/places
- Public display of affection (Public display of affection is not considered to be in good taste. Unacceptable behavior includes cuddling, kissing, embracing, necking and other types of physical contact other than holding hands.)
- Dress code violation
- Various other minor offenses that violate the school-wide code of conduct

MAJOR INFRACTIONS (EXAMPLES, NOT ALL INCLUSIVE):

A student may be removed from a class for a Major Infraction. The staff member will notify the principal's office immediately that the student is being removed from a class. A disciplinary report will be filed with the office as soon as possible thereafter.

- Swearing at a teacher, administrator or other staff member.
- Refusal to comply with a legitimate request of a teacher, administrator, or other staff member.
- Truant from class or detention. - Another detention date will be assigned in addition to the Major

Infraction consequences.

- Use/Possession of tobacco products on school property (including “e-cigarettes” or similar products).
- Initiating or participating in any physical confrontations or abusing another.
- Intentional destruction, theft, or unauthorized use of school property or another person’s property. - Appropriate law enforcement agency may be notified. - Implementation of Step 3 (minimum) as described in Steps to be Taken in Dealing with Major Infractions.
- Dress Code violation deemed to be a “major” offense by administration
- Use, possession, distribution, exchange, sale or possession with intent to sell, or under the influence of alcohol or illegal drugs (including synthetic substances, or any substance that is “represented” to be mind/perception altering). - Referral will be made to the designated administrative, guidance, or health personnel for evaluation. - If any of the above infractions are recognized to be taking place on school grounds, or on a school-based activity, the appropriate law enforcement agency will be notified - Implementation of Step 6 – Expulsion hearing, as described in Steps to be Taken in Dealing with Major Infractions.
- Endangering, threatening, or inflicting bodily harm to another person. Appropriate law enforcement agencies will be notified. – Automatic Implementation of Step 4 (minimum) as described in Steps to be Taken in Dealing with Major Infractions.

STEPS TO BE TAKEN IN DEALING WITH MINOR INFRACTIONS (JR. HIGH):

The teacher, supervisor or other staff member shall attempt to resolve the student behavior problem directly with the student.

If Step 1 is unsuccessful, then the teacher, supervisor or other staff member will file a written report with the principal. The principal will follow the following procedures when a staff member files a student disciplinary report:

1st – 2nd Report in a Semester – A student/principal conference will be held in which a plan for student behavior improvement and amends will be developed and implemented. A copy of the disciplinary report may be sent to the student’s parent/guardian.

3rd – 6th Report in a Semester - A student/principal conference will be held in which a plan for student behavior improvement and amends will be developed and implemented. In addition, the student will be assigned a detention to be served (1 hour and 35 minutes in length) after school. The principal will assign the date at which the detention will be served. The parent/guardian of the student will be notified of the detention. A copy of the disciplinary report may be sent to the student’s parent/guardian.

1. After a student has committed six infractions in a semester, each additional infraction, whether a Minor Infraction or Major Infraction, will be treated as a step on the scale of consequences for Major Infractions.
2. A student missing an assigned detention, without making prior arrangements with the principal, is considered truant. Truancy is considered a Major Infraction.

STEPS TO BE TAKEN IN DEALING WITH MAJOR INFRACTIONS (JR. HIGH):

1st Referral: A conference will be held with teacher/s, student and principal. The student will be assigned to a one day **In-School Suspension**. The student must obtain the day’s assignments and tests from each teacher/class, and is expected to complete them for credit during the In-School Suspension. A plan for student behavior improvement and amends will be developed and implemented. A copy of the disciplinary report will be sent to the student’s parent/guardian.

2nd Referral: A conference will be held with parents/teacher/s, student, principal, and any other staff person designated by the administration. The student will be assigned to a one day **In-School Suspension**. The student must obtain the day’s assignments and tests from each teacher/class, and is expected to complete them for credit during the In-School Suspension. A plan for student behavior improvement and amends will be developed and implemented. A copy of the disciplinary report will be sent to the student’s parent/guardian.

3rd Referral: (Repeated once) the student will be assigned a one day **Out-of-School Suspension**, followed by a conference with the parent/guardian, student, and principal. There will be a referral through the guidance counselor's office for counseling, AODA or behavior modification.

A plan for student behavior improvement and amends will be developed and implemented. A copy of the disciplinary report will be sent to the student's parent/guardian.

4th Referral: (Repeated once) The student will be assigned two to five days **Out-of-School Suspension**. A parent/student/principal/counselor conference may be held.

A plan for student behavior improvement and amends will be developed and implemented. A copy of the disciplinary report will be sent to the student's parent/guardian.

5th Referral: The student will be assigned **Neutral Site Tutoring** by the principal. A parent/student/principal/counselor conference will be held. The length of the neutral site tutoring will be determined on an individual basis.

A plan for student behavior improvement and/or amends will be developed and implemented. A copy of the disciplinary report may be sent to the student's parent/guardian.

6th Referral: The principal, after consulting with the Superintendent, will make a recommendation to the South Shore School District Board of Education that the student be considered a candidate for **EXPULSION** from school, after due process requirements are fully met. An **expulsion hearing** will be set by the Board of Education.

STEPS TO BE TAKEN IN DEALING WITH MINOR INFRACTIONS (SENIOR HIGH):

3. The teacher, supervisor or other staff member shall attempt to resolve the student behavior problem directly with the student.
4. If Step 1 is unsuccessful, then the teacher, supervisor or other staff member will file a written report with the principal. The principal will utilize the following procedures when a staff member files a student disciplinary report:

1st – 2nd Report in a Semester – A student/principal conference will be held in which a plan for student behavior improvement and/or amends will be developed and implemented. A copy of the disciplinary report may be sent to the student's parent/guardian.

3rd – 5th Report in a Semester - A student/principal conference will be held in which a plan for student behavior improvement and amends will be developed and implemented. In addition, the student will be assigned a detention to be served (1 hour and 35 minutes in length) after school. The principal will assign the date at which the detention will be served. The parent/guardian of the student will be notified of the detention. A copy of the disciplinary report may be sent to the student's parent/guardian.

- After a student has committed five infractions in a semester, each additional infraction, whether a Minor Infraction or Major Infraction, will be treated as a step on the scale of consequences for Major Infractions.
- A student missing an assigned detention, without making prior arrangements with the principal, is considered truant. Truancy is considered a Major Infraction.

STEPS TO BE TAKEN IN DEALING WITH MAJOR INFRACTIONS (SENIOR HIGH):

1st Referral: A conference will be held with teacher/s, student and principal. The student will be assigned to a one day **In-School Suspension**. The student must obtain the day's assignments and tests from each teacher/class, and is expected to complete them for credit during the In-School Suspension.

A plan for student behavior improvement and amends will be developed and implemented. A copy of the disciplinary report will be sent to the student's parent/guardian.

2nd Referral: A conference will be held with parents/teacher/s, student, principal, and any other staff person designated by the administration. The student will be assigned to a one day **In-School Suspension**. The student must obtain the day's assignments and tests from each teacher/class, and is expected to complete them for credit during the In-School Suspension. A plan for student behavior improvement and amends will be developed and implemented. A copy of the disciplinary report will be sent to the student's parent/guardian.

3rd Referral: The student will be assigned a one day **Out-of-School Suspension**, followed by a conference with the parent/guardian, student, and principal. There will be a referral through the guidance counselor's office for counseling, AODA or behavior modification. A plan for student behavior improvement and amends will be developed and implemented. A copy of the disciplinary report will be sent to the student's parent/guardian.

4th Referral: The student will be assigned two to five days **Out-of-School Suspension**. A parent/student/principal/counselor conference will be held.

A plan for student behavior improvement and amends will be developed and implemented. A copy of the disciplinary report will be sent to the student's parent/guardian.

5th Referral: The student will be assigned **Neutral Site Tutoring** by the principal. A parent/student/principal/counselor conference will be held. The length of the neutral site tutoring will be determined on an individual basis.

A plan for student behavior improvement and amends will be developed and implemented. A copy of the disciplinary report will be sent to the student's parent/guardian.

6th Referral: The principal, after consulting with the Superintendent, will make a recommendation to the South Shore School District Board of Education that the student be considered a candidate for **EXPULSION** from school, after due process requirements are fully met. An **expulsion hearing** will be set by the Board of Education.

- **GENERAL INFORMATION RELATING TO FORMS OF DISCIPLINE AND DEFINITION OF TERMS**

Detention - One hour and thirty-five minutes after school under the supervision of an adult. Students will spend the time in study or working on assigned school activities. Students will be required to serve detentions within two weeks of notification of the offense, unless prior arrangements are made with the principal. Detention time is to be used to develop academic skills. There may be occasions in which students will be assigned to a clean-up project or similar duty. Students will be allowed to ride the activity bus home following their detention. Students that are tardy for, or are disruptive in a detention, will serve an additional detention. This misbehavior will constitute another step on the disciplinary procedure. Students missing a rescheduled detention will move to Step 1 under Major Infractions.

In-School Suspension - The student will spend the entire school day in a classroom designated by the principal. During this time, the student must be actively engaged in working on assigned school projects or other assignments. Sleeping is NOT allowed. Assignments must be made up for credit for classes missed during in-school suspensions.

Out-of-School Suspension - The student is not allowed on school grounds for any reason, unless accompanied by a parent or guardian. Assignments and any missed tests must be made up for credit for classes missed during Out-of-School suspensions. Out-of-School Suspensions are considered excused absences.

Neutral Site Tutoring - The student shall receive individualized tutoring by an adult assigned by the District at a site other than the school. The student is not allowed on school grounds or at school-sponsored functions when assigned to this category.

Expulsion - The student will be accorded a hearing before the Board. The Board will determine the length of the expulsion, which could run from one semester to permanent expulsion. Expulsion proceedings will conform to all State statutes and administrative rules.

- **STUDENT DUE PROCESS RIGHTS**

Before any disciplinary action such as expulsion or suspension is taken against a student, the student has a right to the due process guaranteed him/her by law. Any student accused of any action and threatened with punishment for this action has the right to request a hearing before the district administrator, or his/her designee, with the student's parent or guardian attending if he/she desires.

A student may be removed from school immediately if his/her behavior puts the well-being of others at risk.

- **OTHER PROVISIONS:**

Parents or guardians will be called when possible and will be mailed a copy of each written disciplinary referral and its disposition. Parent conferences for the second and subsequent Major Infractions must take place in person.

The intent of the disciplinary code is to apply fair and firm consequences when unacceptable behavior occurs.

Students will have the opportunity to start with a clean slate at the beginning of each new semester.

Please Note: Students who have been suspended from school or participation in co-curricular activities because of alcohol or other illegal drug offenses (at any time in their school career, ranging from grade five through twelve) are subject to drug testing at any time(s), according to the preference of the school administration. The number of times a student in this situation can be tested for drugs shall be limited to four times per year. These students are still subject to the random drug testing program as well, and if their name is drawn for a random test, that test shall not count toward the four testing limit per year.

DRESS CODE RULES

All students are expected to exemplify appropriate hygiene and dress standards in a manner that projects an appropriate image for the student, school, and District. The District shall not require specific brands of clothing. No student shall be permitted to wear any clothing which is normally identified with a gang or gang-related activity (including gang-related colors if for purposes of gang identification), or clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, illegal drugs, bigoted epithets, harassment/hate messages, or messages of hostility toward race, ethnicity, religion, or sexual orientation. If there is a disagreement between students and/or parents and the staff regarding the appropriateness of clothing, the principal will make the final determination.

Bottoms (Slacks, pants, capris, shorts, skirts, jumpers, skorts, dresses, wind pants)

Must be neat, clean and in appropriate repair

- Underwear must be covered at all times, when standing or seated;
- Holes in jeans, etc. cannot be above the height of the specifications of two hand-widths up from knee cap

Dresses, skirts, shorts, skorts, and jumpers must be at least mid-thigh length must reach at least to mid-thigh (while sitting, bottom of shorts, etc. must reach to top of two hand-widths up from knee cap)

Tops (Shirts, blouses, sweaters)

Rounded, buttoned, collared or higher neckline on tops must cover chest at all times (no low necklines);

Straps on tops have to be a minimum of three fingers wide
Midsections must be covered (so “v cut” tops (side “v” cut) will not be allowed, since the side view of midsection will be seen)

Footwear

Athletic shoes, laced shoes and/or shoe boots, loafers, dress shoes, or sandals

Inappropriate attire (list not all inclusive):

See through fabric without opaque fabric lining;
Bedtime attire, such as pajamas, undershirts or undergarments as outerwear; bra straps visible
Attire that may be considered weapons, including but not limited to chain belts or wallet chains;
Jewelry, piercing, tattoos or similar artifacts that are obscene or may cause disruptions to the educational environment; Hoods, hats, caps, bandanas, sweatbands, skull caps, plastic hair bags, hair nets, hair curlers or do-rags, except headwear worn for legitimate religious or cultural purposes;
House slippers, or any other type of footwear that could constitute a safety hazard;
“Spaghetti straps” or similar clothing with narrow straps
Any type of footwear with wheels; and
Hobnails, spurs or cleats on belts, boots, or shoes are not permitted.

It shall be left to the discretion of the principal/designee whether or not a student is in compliance with the student dress code policy. Students who violate the rules for school attire will have the options to put on clothing that is appropriate, or to contact parent or guardian to bring in appropriate clothing. The student shall not be allowed to go to classes/lunch/bus, etc. until appropriate attire is worn. The principal/designee may call a conference with the student’s parent/guardian, and counselor to assist with compliance. Repeated minor violations of school attire rules (more than three per semester) will constitute regular school disciplinary action (referral process). Any major dress code violation will immediately engage the disciplinary referral process, including students coordinating together to violate the dress code.

Students who repeatedly wear prohibited clothing to school shall also be subject to further disciplinary action according to the District’s general code of student conduct.

Head coverings and sunglasses shall not be worn within the school building during normal school hours unless special circumstances are approved by the administration.

DISCRIMINATION COMPLAINT PROCEDURES

Any complaint regarding the interpretation or application of the district’s student nondiscrimination policy shall be processed in accordance with the following complaint procedures:

1. Any student, parent, or resident of the district complaining of discrimination on the basis of sex, race, color, religion, national origin, ancestry, creed, age, pregnancy, marital status or parental status, sexual orientation, gender identity, or physical, mental, emotional, or learning disability, or other basis prohibited under state or federal law in school programs or activities shall report the complaint in writing to the building principal or designee.
2. The building principal or designee, upon receiving such a written complaint, shall immediately undertake an investigation of the suspected infraction. The principal/designee will review with appropriate persons the facts comprising the alleged discrimination. Within 10 days after receiving the complaint, the principal shall decide the merits of the case, determine the action to be taken, if any, and report in writing the findings and the resolution of the case to the complainant.
3. If the complainant is not satisfied with the building principal’s decision, he/she may appeal the decision in writing to the district administrator. Upon receiving the complaint, the district administrator shall review the case and make a decision in writing regarding the case within 10 days. Copies of the written

decision shall be mailed or delivered to the complainant and the building principal or designee.

4. If the complainant is not satisfied with the district administrator's decision, he/she may appeal the decision in writing to the school board. Upon receiving the complaint, the school board shall review the case and make a decision in writing regarding the case within 10 days. Copies of the written decision shall be mailed or delivered to the complainant and the district administrator or designee.
5. If the complainant is dissatisfied with the Board's decision, he/she may, within 30 days, appeal the decision in writing to the State Superintendent of Public Instruction.
6. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with exceptional education needs shall be processed in accordance with established appeal procedures outlined in the district's special education handbook.
7. Discrimination complaints relating to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction.

DRIVING

All motorized vehicles (autos and motorcycles) operated by students will be driven directly to school and remain parked in the parking lot west of the high school building. If any student who drives to school exhibits unsafe motor vehicle operation practices, the administration reserves the right to not allow that student to drive a vehicle to school. **Under no circumstances is a student to drive during the school day without special permission from the principal.** Driving snowmobiles, ATV's etc. to/from school is strictly prohibited.

DRUG FREE SCHOOLS

As required by the Drug Free Schools and Communities Act of 1989, students and parents are hereby notified that no student shall use, possess, distribute, exchange, sell, or be under the influence of illegal drugs or intoxicants while on the school premises or while involved in any school-related activity. Student disciplinary actions for violations of this policy are further described in Board Policy, which may be obtained by contacting the District Administrator at 774-3500.

PROGRAMS FOR ENGLISH LANGUAGE LEARNERS

Parents/guardians of limited English proficiency students are encouraged to contact their child's school principal for information including but not limited to a program for the child, the child's level of proficiency, academic achievement, methods of instruction, the child's educational needs, requirements, disability, and parental rights.

EDUCATIONAL OPPORTUNITIES

The South Shore School District is committed and educated to the task of providing the best education possible for every student in the district for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

The right of the student to be admitted to school and to participate fully in curricular, co-curricular student services, recreational or other programs or activities shall not be abridged or impaired because of a student's sex, race, color, religion, national origin, ancestry, creed, age, pregnancy, marital status or parental status, sexual orientation, gender identity, or physical, mental, emotional, or learning disability, or other basis prohibited under state or federal law.

Complaints regarding the interpretation or application of this policy shall be referred to the building principal and processed in accordance with established procedures.

ELECTOR REGISTRATION

All citizens of the United States are eligible to vote beginning on their 18th birthday once they have registered. Students may register in one of three ways:

1. In person: register with the town clerk. You must have a picture ID with you along with a document with your name and address on it.
2. At the polling place on Election Day: If you wish to register to vote at your polling place, you must bring proof that you have lived at your present location for at least 10 days preceding the election. You must have a picture ID with you.
3. By mail: Download the Application for Voter Registration (EB131), complete the form, and mail it into the municipal clerk's office. The application must be postmarked no later than the 20th day (3rd Wednesday) before the election or you may register online at <https://myvote.wi.gov/en-us/Register-To-Vote>

For more information, please visit the election website at elections.wi.gov.

FIRE-EVAC-TORNADO-LOCKDOWN DRILLS

During a fire drill, students are to be quiet and follow the teacher's instructions without hesitation. Classes will be dismissed in an orderly manner. Teachers should be last out of the room and the first to return. An announcement over the PA will give the "all clear." During a safety lockdown drill, students and staff are to stay in their classrooms, close the door, and keep out of view as much as possible in the classroom. If a student is outside the classroom when the safety lockdown is called, that student should find the nearest room and hide in their (bathroom, closet, etc.). When the "all clear" is called by the designated staff member, students may return to their assigned classrooms. During an evacuation drill, students are to report to their classroom group and follow instructions of the teacher. During a tornado drill, the students will proceed to the safe hallways and classrooms in an orderly manner and sit against the walls, covering their heads with their arms/hands. The school will practice these drills from time to time so that students and staff know proper procedures.

FIRE DRILL EXITS

West Front Door: Business education and 5th grade rooms

South Gym Doors: Boys & girls locker rooms, weight room and gymnasium

Northeast Door: Ms. Knaack's, social studies, and science rooms

Northwest Door: Library, speech, 6th grade, English, and interventionist room

East Door: Art, math, OT/PT, resource, and Comp Tech rooms

East Room Exit: Metal and Auto Shop

GRADING

Grades of A, B, C, and D are passing. An indicates exceptionally fine work; B represents better than average work; C indicates average work; D indicates poor work and F indicates failure. P=Pass, S=Satisfactory, U=Unsatisfactory. Grade points assigned to each letter grade: A = 4.00, A- = 3.67, B+ = 3.33, B = 3.00, B- = 2.67, C+ = 2.33, C = 2.00, C- = 1.67, D+ = 1.33, D = 1.00, D- = 0.67, F = 0. Weighted Grading Scale (certain classes): A=5.00, A-=4.58, B+=4.17, B=3.75, B-=3.33, C+=2.92, C=2.50, C-=2.08, D+=1.33, D=1.0, D-=0.67, and F=0.

Graduation Requirements

The School Board awards diplomas to recognize those students who have met District-established requirements for high school graduation as set forth in this policy. These requirements include:

- **Attendance/Participation Requirements**

One requirement of high school graduation is that the high school student, throughout his/her enrollment in the District, must have been enrolled in a class or participated in an activity approved by the Board during each class period of each school day, or enrolled in an alternative education program approved by the District. The only exceptions to this enrollment and participation requirement are those authorized under state law and approved by the District for the individual student.

A student who has attended a high school program (or an equivalent educational program) for the equivalent of four regular school terms (i.e., the equivalent of completing grades 9 through 12) and who has satisfied all other requirements to receive a regular high school diploma does not have the option to unilaterally choose to defer his/her high school graduation date and continue to attend high school.

The District also requires a meaningful period of enrollment in the District and attendance in a District school or program in order to earn a District high school diploma. The minimum period of attendance shall generally include the full semester immediately preceding the student's graduation, during which period the student earned high school credit. An exception to this minimum period may be granted by the District Administrator in extraordinary circumstances where the District Administrator determines that:

1. The reason the student did not meet the requirement was reasonably beyond the control of the student and, if under the age of 18, the student's parent or guardian; and
2. Instructional staff are able to make a sufficient assessment of the student's academic performance.

- **Course and Credit Requirements:** The minimum passing grade required for the awarding of credit for each course constitutes a recommendation of instructional staff with regard to the student's academic performance and eligibility for graduation.

- English/Writing Composition 4 credits
- Social Studies 3 credits
 - *Required: US History Civics, Economics, & World Cultures or equivalent*
- Math 3 credits
- Science 3 credits
 - *Required: Physical Science and Biology*
- Physical Education 1.5 credits
- Health Education 0.5 credit
- Life Skills 0.5 credit
- Additional Approved Elective Credits (no specific subject area) 12.5 credit

- **Civics Test Requirement:** In order to be eligible for a District high school diploma, a student must have taken and successfully completed the state-required civics test while enrolled in the high school grades in the District or, as determined by the administration, in another qualifying school or program. For students with disabilities who have an individualized education program (IEP), this requirement shall be modified or waived to the extent provided by the student's IEP and/or by applicable law.

- **Additional District-Established Graduation Requirements**

- Students must achieve a grade point average of 2.0 or higher; OR receive a passing recommendation from a review board comprised of three teachers designated by administration.

- Student must complete Community Involvement hours as follows:

Graduating Class of	Total Hours
2023	5
2024	10
2025	15
2026 and on	20

Any high school student who has satisfied each of the graduation requirements defined above shall be awarded a diploma signifying his/her graduation from high school. In addition, the District provides other routes to high school graduation, including the following:

- A student with a disability who has not otherwise satisfied the District’s high school graduation requirements shall earn his/her high school diploma if the student meets the requirements established through the student’s IEP, including goals and objectives that the IEP team has determined represent a demonstration of academic proficiency that is at least equivalent to the proficiency the student would have attained if the student had satisfied the applicable minimum credit accumulation requirements defined in state law.
- The District provides one or more Board-approved alternative education programs for high school students that provide an opportunity for the student to become eligible for high school graduation. In order to receive a District-issued high school diploma through an alternative education program, the District Administrator, High School Principal or designated program administrator must determine, in consultation with instructors who are familiar with the student’s work and progress, that the student has successfully completed the program and demonstrated a level of proficiency in the subjects for which credit is required under the state’s minimum graduation requirements that is equivalent to the proficiency the student would have attained if he/she had satisfied the applicable minimum credit requirements defined in state law.
- For students with exceptional needs, interests or requirements not otherwise addressed in this section, the District may also approve, on an individualized basis, a curriculum or program modification for a high school student that provides an opportunity for the student to become eligible for high school graduation.
- In the event that a qualified veteran, as determined under state law, requests the Board to award a high school diploma, the request shall be filed with the District Administrator and brought to the Board for review and approval.

EARLY GRADUATION REQUIREMENTS

Students desiring to accelerate their four-year high school academic program should contact the principal for approval. An Academic Acceleration Form obtained from the principal should be completed prior to a parent/counselor/administrative conference on the subject of early graduation. The form and plan must be in place at least one year prior to the early graduation date. Earliest possible date for the plan is at the end of the sophomore year. Requirements for early graduation include:

1. Scheduling accordingly in the spring of the sophomore year;
2. Plans to attend an institution of higher learning after graduation, but exceptions can be filed with the Board;
3. A cumulative grade point average of 3.0 or higher for grades 9-12;
4. A required four credits of English
5. Advisory Committee composed of counselor, current teacher, administrator, and a Board representative (this committee approves/disapproves the possibility of early graduation for an applying student)

The student may appeal the decision of the Advisory Committee to the Board of Education within 30 days.

GUESTS/VISITORS

Students wishing to bring a guest to school dances must make arrangements at least 24 hours in advance and if approved must secure a guest pass. The guest must come with a student from this school and is subject to all school rules. The guest's sponsor is responsible for the behavior of the guest. Administration reserves the right to approve or deny any visitor requests. In general, student guests are not allowed during the school day. Note: students not legally excused from their home school or dropouts are never allowed a visitor's pass. Alumni are encouraged to visit teachers before or after school, and not during the school day. All visitors must register in the office.

GUIDANCE

Guidance services are available for every student in the school. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, study helps, help with home, school and/or social concerns the student may feel he/she would like to discuss with the counselor.

GROUP ACCIDENT PLAN

The school district has a group accident benefit plan. If you have insurance the school policy acts as a secondary policy. Please check with the office for claim forms and procedures. Your child is covered only during the school hours.

Filing of the claim is the parent's responsibility.

1. Parents notify the school and obtain a claim form immediately. The school will fill out Part A if it's a school injury.
2. Parents complete Part B. Answer all questions.
3. Dental accidents are often covered by health insurance; please submit charges for all dental accidents to your family health insurance first.
4. Parents submit copies of your itemized bills to your own family insurance first, even if you have a large deductible. You will be sent a report called an Explanation of Benefits (EOB).

NOTE: a licensed physician must treat Students within 60 days of the date of injury. Proof of claim should be submitted within 90 days from the date of the accident, or a reasonable time thereafter not to exceed one year. The company is responsible only for expenses incurred within one year.

A copy of the Summary of Coverage is included in the Back-to-School mailing annually.

ACCESS TO PATIENT HEALTH CARE RECORDS

(Section 146.83, Wisconsin Statutes)

Wisconsin Law requires a health care provider to provide each patient with a statement of access rights to patient health care records. The statement must be provided either upon admission to an in-patient health care facility or upon the first provision of services by the health care provider. The law provides that if the patient or other person submits a statement consenting to the disclosure of information from patient health care records, the patient or person may:

- After providing reasonable notice, inspect the health care records of a healthcare provider relating to that patient at any time during regular business hours.
- After payment of reasonable costs, receive a copy of the patient's health care records.
- After payment of reasonable costs, receive a copy of the health care provider's x-ray reports or have the x-rays referred to another health care provider of the patient's choice.

The statement consenting to the disclosure of information from patient health care records must be written and

include all of the following: the name of the patient whose record is being disclosed; the type of information to be disclosed; the types of healthcare providers making the disclosure; the purpose of the disclosure; the party to whom disclosure may be made; the signature of the patient or person authorized by the patient; and if signed by a person authorized by the patient, the relationship of that person to the patient or the authority of the person. The health care provider must note the time and the date of each request by a patient or person authorized by the patient to inspect the patient's health care records. Also the health care provider must note the name of the inspecting person, the time and date of inspection, and the records released for inspection. A parent who has been denied periods of physical placement by a court in an action relating to annulment, divorce, or legal separation does not have the rights of a parent or guardian with respect to access of that child's patient health care records. No person may do any of the following:

- Intentionally falsify a patient healthcare record.
- Conceal or withhold a patient healthcare record with intent to prevent its release to the patient, to his or her guardian, or to a person with the informed written consent of the patient or obstruct an investigation or prosecution.
- Intentionally destroy or damage records in order to prevent or obstruct an investigation or prosecution.

HEALTH SERVICES

If a student becomes ill in school, he/she should report to the main office. A decision will be made at that time as to what will be done. Students must not leave the building because of illness without authorization and parent contact.

HOMELESS EDUCATION

"Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who resident in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel."

A homeless individual is someone who lacks a fixed, regular, and adequate nighttime residence. This includes anyone who, due to a lack of housing, lives:

- In emergency or transitional shelters
- In motels, hotels, trailer parks, campgrounds, abandoned in hospitals, awaiting foster care
- In cars, parks, public places, bus or train stations, abandoned buildings
- Doubled up with relatives or friends
- Migratory children living with these conditions

Homeless students face multiple challenges and barriers to success in school. The Education for Homeless Children and Youth Program provides resources and technical assistance to ensure homeless students are enrolled in school and have the support and resources necessary to succeed.

Eligible children have the right to:

- Receive a free public education
- Receive free meals while at school
- Enroll in and receive transportation to and from the school of origin, if that is your preference and it is feasible.

If you have questions related to the education of homeless children and youth, or would like additional information, please contact Danielle Mikula, District Administrator, P O Box 40, Port Wing, WI 54865, email - dmikula@sshore.org or call at 715-774-3500 ext. 610.

If you need further assistance, call the National Center for Homeless Education at the toll-free Helpline number: 1-800-308-2145 or by e-mail at www.serve.org/nche.

HONOR ROLL

Honor rolls shall be published and posted in the South Shore School District after each nine-week grading period. Students in the junior/senior high school who maintain the following grade point average shall be eligible for honor rolls.

High Honor Roll

A student shall have a grade point average of 3.75 or better with no grade below a B and is taking at least 6 graded classes.

Honor Roll

A student shall have a grade point average of 3.00 or above with no grade below a C and is taking at least 6 graded classes.

All graded classes shall be counted for placement on the honor rolls and class ranking.

HOURS OF OPERATION

School Day: 8:10 A.M. – 3:20 P.M.

HUMAN GROWTH & DEVELOPMENT

Human Growth and Development is taught in the South Shore School District. The following outline lists the subjects in this area taught to the various grade levels:

Grades PreK-4: No formal human growth and development subjects are taught

Grades 5- 6: Basic Anatomy and Hygiene presentation (one time event)

Grades 7- 8: Basic Anatomy and Hygiene presentation (one time event). In addition, utilization of Goodheart-Wilcox Publishers: *Health Skills for Middle School*, copyright 2019.

Units covered:

- Promoting Healthy Relationships
- Understanding Violent Behavior
- Human Development
- Anatomy of the Body
- Understanding Sexuality
- Making Responsible Sexual Decisions
- Pregnancy Prevention

Grades 9-12 - Utilization of Goodheart-Wilcox Publishers: *Comprehensive Health*, copyright 2018.

Units covered:

- Reproduction and Pregnancy
- Childbirth and Parenting
- Human Development Across the LifeSpan
- Pregnancy Prevention
- Understanding Sexuality
- Body Systems

If any parent/guardian has any concerns or questions about this curriculum, or wishes their child to be excused/exempted from participating in this curriculum may do so by sending a letter to the principal stating this request. The curriculum may be reviewed by contacting the Health teacher directly.

INTERNET SAFETY and ACCEPTABLE USE

Students at South Shore School District, in grades K-12 have the opportunity to participate in the 1:1 computer device program. This program allows for each student to have access to a laptop computer (9-12) or Chromebook (K-8) during the school day and after school hours, provided they comply with the rules of the program (detailed below).

The laptop computer or Chromebook (devices), the device charger, and bag that have been issued to students in grades K-12 are the property of the South Shore School District. These are on loan to the student, and must be used in accordance with the following Policies and Procedures, the South Shore School District's Acceptable Use Policy and any applicable laws. Use of these devices and accessories, as well as access to the computer network, the Internet and e-mail are a privilege and not a right. These items are provided for educational purposes only, and are intended to support the learning objectives of South Shore High School and the South Shore School District.

Using the Devices at School:

- Each device is assigned to an individual student. Students should never “swap” or “share” their device with another student. Devices should be in a student’s possession, or secured in their locker (laptops) or Chromebook cart at all times.
- When being transported, the device must be in its bag, and the student must carry the bag with the strap, if equipped, across their body, over the opposite shoulder. This prevents the device bag from being dropped, if the student is distracted or bumped. Do not swing the device by the case or strap. You are responsible for your device - do not carry a device that belongs to another student.
- If a student is participating in an activity that is not conducive to using their laptop (9-12) (i.e., field trip, game, assembly, etc.), they are required to leave their laptop in their school locker (never in a gym locker). Students in K-8 will return their Chromebook to the cart.
- Students may never share their password with another student. Passwords should always be kept confidential.
- Students in grade 9-12 have permission to take their laptops home upon completion of the South Shore School District’s Acceptable Use Policy. Students in grade K-8 are not normally allowed to take their Chromebook home or outside of the School District building. Exceptions to this are made by administration based on extenuating circumstances with the student or with the teaching environment
- Students that have brought their device home are responsible for bringing their device, fully charged, to school each day. Additionally, the device charger must always accompany the device. Students are responsible for making sure their laptop is plugged in for recharging each night. If a student fails to bring their fully charged device to school each day and results in inability to complete in-school assignments the student may face disciplinary action to include not being allowed to take the device home in the future.
- The device must not be charged with any charger other than the charger issued with the device.
- Laptops will be checked occasionally to determine if students have the appropriate laptop.
- Students are responsible for saving or backing up their documents to their Google Drive.
- Devices are to be used only in the classroom, or designated areas, and at home for homework.
- Students are not allowed to download or install any software or other materials at any time.

Using the Devices at Home:

- Students in grade 9-12 must have the written permission of their parent or guardian before they will be allowed to take their laptop home (South Shore School District’s Acceptable Use Policy).
- Students in grade K-8 must have the written permission of the parent or guardian (South Shore School District’s Acceptable Use Policy) and express permission of the instructor and administration before they will be allowed to take their Chromebook home.
- Parents/guardians will be given the child’s login name and password, so that they can supervise the student’s use of the device at home.
- When at home, the device should always be used under adult supervision in a common family location (i.e., kitchen, living room, dining room).
- If the device is lost, stolen, or damaged by another party, parents/guardians should immediately report

the loss or theft to the Bayfield County Sheriff's Department, and South Shore School District administration.

- If the device is damaged or not working properly, it must be turned in to South Shore School District Technology staff for repair or replacement. Neither students nor parents/guardians are authorized to attempt repairs themselves, or contract with any other individual or business for the repair of the device. Devices turned into the Technology Dept. must also have its appropriate charger turned in as well.

Using the Device for Internet and E-mail:

- Students and parents/guardians understand that the South Shore School District does not have control over information found on the Internet. While every attempt is made to block access from inappropriate material while the student is at school, the district is not able to monitor student usage of the laptop while at home. It is the parent/guardian's responsibility to supervise the information that a student is accessing from the Internet while at home. Unannounced background checks will be done and students with inappropriate material will be disciplined accordingly.
- Students should never share personal information about themselves or others while using the Internet or e-mail. This includes a student's name, age, address, phone number or school name.
- Parents/guardians and students are required to read and agree to the District's Acceptable Use Policy prior to receiving Internet and e-mail access.
- Students should be aware that Internet access and e-mail, and other media that are accessed, created or stored on their laptops are the sole property of the District. The District has the right to review these items for appropriateness, and to limit or revoke a student's access to them at any time, and for any reason.

General Use and Care of the Device:

- When transporting their device to and from school, students should always be sure it is placed in the laptop bag, and the bag is fully closed. The device has a tag that identifies it as South Shore School District property, and identifies the student that the device is on loan to. The tag **MUST** remain on the device at all times.
- Device bags should not be placed inside the student's book bag or backpack where it may be compressed by other heavy books, etc.
- Students are expected to treat their device with care and respect. The device, charger, and bag are the property of the South Shore School District, and should be kept clean and free of marks at all times. Placing stickers, writing or drawing on, engraving or otherwise defacing the device or bag are not allowed and will result in loss of privileges.
- Commercially designed laptop "skins" are generally allowed, as long as the content of the skin is appropriate as per District guidelines. If you are not sure if the content is appropriate, it probably isn't. Consult a teacher or administrator for guidance. If you are considering purchasing a skin for your laptop, understand that the District is not responsible for how well the skin adheres to the laptop. Also, as you will be turning in the laptop each year, and may not receive the same laptop each year, consider that the skin may not adhere as well on the next laptop you receive.
- Students are encouraged to help each other in learning to operate their device. However, such help should be provided verbally without touching the other person's device. Students should operate only their own device at all times.
- Any inappropriate or careless use of a device should be reported to a teacher or other staff member immediately.
- Students should not use their device while walking, on the bus, or otherwise being transported. Devices should only be used while they are on a flat, stable surface such as a table. Laptops can be fragile, and if they are dropped they may break.
- Students should protect their laptop from extreme heat or cold. Devices should never be left in a car, even if the car is locked.
- Devices should be protected from the weather, water or other liquid, food, and pets. Students should never eat or drink while using their device, or use their device near others who are eating and drinking.
- Heavy objects should never be placed or stacked on top of your device. This includes books, musical instruments, sports equipment, etc.
- Students should use care when plugging in their power cord, phone cord and when using their CD ROM

drive.

- Devices should never be placed in their bag while they are turned on. The device should either be turned off or in “sleep” mode. In addition, devices should not be placed on or under soft items such as pillows, chairs or sofa cushions, or blankets. This will cause the device to overheat, and will result in damage to the device. The district is not responsible if the device computer causes any damage to student/parent property (i.e. fires, etc.).
- In some circumstances, students may need to use a laptop computer for all or part of the summer. Decisions on permitting this will be made by administration on a case-by-case basis.

Consequences of Inappropriate Use:

- The use of any district technology is a privilege and not a right. Students are expected to use their device in accordance with these Policies and Procedures, and District Acceptable Use Policy and any applicable laws. Failure to use this device in an appropriate manner will result in the following consequences, as determined by the staff and administration of the South Shore School District:
 - Suspension/Cancellation of student use or access privileges, including the privilege of taking the device home
 - Suspension from school
 - Expulsion from school
 - Civil or criminal liability under applicable laws

JOB SHADOWING

Students in middle and senior high are offered the opportunity to shadow a job or career that they are interested in once per school year. Prior to shadowing, the students will be required to fill out a form explaining why they are interested in shadowing this particular job or career, an interview sheet during the shadowing experience, and an evaluation upon completion of the shadowing. Job Shadowing will be arranged through a mutual agreement between the student and the School-to-Work Coordinator. Students participating in the program will receive credit for the school day upon completion of the pre-shadowing form, interview questions, and evaluation.

JUNIOR HIGH OFFERINGS

The curriculum offered to junior high school students is more structured than that offered to the high school students. The following is a list of disciplines that junior high students are exposed to: math by Ms. Sullivan, Ms. Knaack, science by Ms. Hoagland; social studies by Ms. Franson; art by Ms. Irwin, technology education by Mr. Olkowski; choir, and and/or general music by Ms. Kavajecz; Phy Ed/Health by Mr. Tiberg; Language Arts, Reading by Ms. Kimball and Ms. Franson, and Information Processing by Ms. Benedict.

LETTERING (ACADEMIC)

Students may earn an academic letter by meeting the following criteria:

1. Students in grades 9-12 are eligible.
2. Students are required to earn 150 points. The points are cumulative beginning with the students' first year in the senior high school. A student will not be allowed to earn more than one academic letter per year. Students must make an application each year.

The following activities are point values to be used as a guide. Other academic achievements and activities will be given consideration upon the request of students/staff to the administration.

- 10 points – 3.25+ grade point average in any quarter and on the honor roll
- 30 points – valedictorian or salutatorian
- 10 points – member of National Honor Society

- 10 points – State competitions (drama, forensics, music, Spanish pronunciation, etc.)
 - 10 points – Presidential Academic Fitness Award
 - 5-10-20 points – Writing/Art publishing/awards at the local-state-national level
 - 5 points – class officer
 - 5 points – student council member
 - 10 points – member of recognized positive community club or group
 - Business education skills contest participants: 1st place = 15 points, 2nd place = 10 points, 3rd place = 5 points
 - 5 points – participation in various clubs sponsored by the school
 - Achievement on normed standardized tests administered by the school/state/national board: Composite 90th percentile and above = 20 points; 80th to 89th percentile – 15 points
 - 3-2 points – receiving a semester grade of A or B (A=3 points; B=2 points) in a class on report card
3. A chenille will be awarded when a student has accumulated 150 points for the first time.
 4. A metal insert will be awarded for each successive qualification (achieving 150 points).
 5. A certificate of achievement will be awarded each time as the student meets the criteria.
 6. Students interested in this award may apply when they feel they have accumulated the required number of points.

LEAVING SCHOOL

If it is necessary for a student to leave the building during school hours they must first receive permission from the principal and then sign out in the office. All excuses should be brought to the office prior to the beginning of the school day. If an emergency arises, the student should obtain permission from the principal to leave. A closed campus policy is in effect for students attending the South Shore Jr.-Sr. High School. **Generally, students are not allowed to leave the school grounds during the school day.**

LIBRARY MEDIA CENTER

The library and its resources are to be used for study, research, education, and recreational reading. It is important that we all work to create and maintain an environment that allows these activities to take place. Activities that disturb the concentration of others are unacceptable. Students involved in such activities will be asked to leave the library and to return to their assigned classroom. Food or beverages will not be allowed in the library. **E-mail will not be allowed in the library.**

LOCKERS/LOCKER ROOM PRIVACY

Each student will be assigned a locker. Use only the lockers assigned to you and **KEEP IT LOCKED AT ALL TIMES.** All personal items and books, when not in use, are to be kept in lockers. Do not tamper with another locker or give your combination to another person. If, for valid reasons, a student feels it is best to change his/her locker a request must be made in the office.

Valuable items should not ordinarily be brought to school. If it is necessary to have something of value here, such as money, jewelry, cameras, radio, CD players, please bring it to the office for safe keeping. Outside adornments of lockers is prohibited, except for specific events approved by school administration.

School lockers are the property of South Shore School District. At no time does the school district relinquish its control of lockers provided for the convenience of students. Periodic general inspection of lockers may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant.

The District shall observe measures intended to protect the privacy rights of individuals using school locker rooms. The following provisions outline the extent to which that protection can and will be provided:

Locker rooms are provided for the use of physical education students, athletes and other activity groups and individuals authorized by the building principal or by District policy. No one will be permitted to enter into the locker room or remain in the locker room to interview or seek information from an individual in the locker room at any time. Such interviews may take place outside of the locker room consistent with applicable District policies and/or school rules.

No cameras, video recorders or other devices that can be used to record or transfer images may be used in the locker room at any time.

No person may use a cell phone to capture, record or transfer a representation of a nude or partially nude person in the locker room or to take any other photo or video image of a person in the locker room.

Students and staff violating this policy shall be subject to school disciplinary action and possible legal referral, if applicable. Other persons violating the policy may be subject to penalties outlined in state law. The building principal or his/her designee shall be responsible for enforcing this policy.

MEDICATIONS

Medications should be administered to school children at home rather than at school whenever possible. School personnel, authorized in writing by the principal, may administer medications to students under established conditions.

Before any prescription medication may be administered to a student, school personnel must receive written parental consent and written instructions from the child's physician, dentist or podiatrist. Written consent and instructions must be obtained before administering any non-prescription medications to students. All medications **MUST** appear in its original container with directions clearly written.

MENINGOCOCCAL DISEASE

Meningococcal disease is often misdiagnosed as something less serious because early symptoms are similar to common viral illnesses. Symptoms of meningococcal disease may include high fever, severe headache, stiff neck, nausea, vomiting, sensitivity to light, confusion, exhaustion and/or a rash.

Teenagers and college students are at increased risk for meningococcal disease compared to the general population, accounting for nearly 30 percent of all U.S. cases every year. Meningococcal disease can be misdiagnosed as something less serious, because early symptoms like high fever, severe headache, nausea, vomiting and stiff neck, are similar to those of common viral illnesses. The disease can progress rapidly and can cause death or permanent disability within 48 hours of initial symptoms.

Meningococcal disease is spread through direct contact with respiratory and/or oral secretions from infected persons (for example, kissing or sharing drinking containers). It can develop and spread quickly throughout the body, so early diagnosis and treatment are very important. Even with immediate treatment, the disease can kill an otherwise healthy young person within hours of first symptoms. Of those who survive, up to 20 percent may endure permanent disabilities, including brain damage, deafness and limb amputations.

Lifestyle factors common among teenagers, college students and military personnel are believed to put them at increased risk of contracting meningococcal disease. These lifestyle factors include crowded living situations (for example, dormitories, sleep-away camps), active or passive smoking and irregular sleeping habits. Teens should avoid sharing eating utensils and drinking out of the same container, since infections may spread through this type of close contact.

To learn more about meningococcal disease, vaccine information, and public health resources visit the following web sites.

Center for Disease Control and Prevention meningococcal meningitis information

- General information regarding meningitis disease
- Meningitis Fact Sheet

- American Committee of Immunization Practice Recommendations for Prevention and Control of Meningitis

National Association of School Nurses – Voices of Meningitis

A list of local Wisconsin public health departments and contact information

- Meningitis Foundation of America
- National Meningitis Association
- American Academy of Family Physicians
- American Academy of Pediatrics

CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION OBTAINED THROUGH CHILD FIND ACTIVITIES

The South Shore School District is required to locate, identify, and evaluate all children with disabilities, including children with disabilities attending private schools in the school district, and homeless children. The process of locating, identifying, and evaluating children with disabilities is known as child find. The South Shore School District conducts developmental screening of preschool children in collaboration with area Early Childhood Centers and Child Wellness Days. This notice informs parents of the records the school district will develop and maintain as part of its child find activities. This notice also informs parents of their rights regarding any records developed.

The school district gathers personally identifiable information on any child who participates in child find activities. Parents, teachers, and other professionals provide information to the school related to the child's academic performance, behavior, and health. This information is used to determine whether the child needs special education services. Personally identifiable information directly related to a child and maintained by the school is a pupil record. Pupil records include records maintained in any way including, but not limited to, computer storage media, video and audiotape, film, microfilm, and microfiche. Records maintained for personal use by a teacher and not available to others and records available only to persons involved in the psychological treatment of a child are **not** pupil records.

The school district maintains several classes of pupil records.

- "Progress records" include grades, courses the child has taken, the child's attendance record, immunization records, required lead screening records, and records of school extra-curricular activities. Progress records must be maintained for at least five years after the child ceases to be enrolled.
- "Behavioral records" include such records as psychological tests, personality evaluations, records of conversations, written statements relating specifically to the pupil's behavior, tests relating specifically to achievement or measurement of ability, physical health records other than immunization and lead screening records, law enforcement officers' records, and other pupil records that are not "progress records." Law enforcement officers' records are maintained separately from other pupil records. Behavioral records may be maintained for no longer than one year after the child graduates or otherwise ceases to be enrolled, unless the parent specifies in writing that the records may be maintained for a longer period of time. The school district informs parents when pupil records are no longer needed to provide special education. At the request of the child's parents, the school district destroys the information that is no longer needed.
- "Directory data" includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently previously attended by the student.
- "Pupil physical health records" include basic health information about a pupil, including the pupil's immunization records, an emergency medical card, a log of first aid and medicine administered to the pupil, an athletic permit card, a record concerning the pupil's ability to participate in an education program, any required lead screening records, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to the test, and any other basic health information, as determined by the state superintendent. Any pupil record relating to a pupil's physical health that is not a pupil physical health record is treated as a patient health care record under sections 146.81 to 146.84,

Wisconsin Statutes. Any pupil record concerning HIV testing is treated as provided under section 252.15, Wisconsin Statutes.

The Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and section 118.125, Wisconsin Statutes, afford parents and students over 18 years of age (“eligible students”) the following rights with respect to education records:

- The right to inspect and review the student's education records within 45 days of receipt of the request. Parents or eligible students should submit to the school principal a written request that identifies the records(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The school district will comply with the request without unnecessary delay and before any meeting about an individualized education program, or any due process hearing, and in no case more than 45 days after the request has been made. If any record includes information on more than one child, the parents of those children have the right to inspect and review only the information about their child or to be informed of that specific information. Upon request, the school district will give a parent or eligible student a copy of the progress records and a copy of the behavioral records. Upon request, the school district will give the parent or eligible student a list of the types and locations of education records collected, maintained, or used by the district for special education. The school district will respond to reasonable requests for explanations and interpretations of the records. A representative of the parent may inspect and review the records.
- The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask School Districts to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record, the district will notify the parent or eligible student of the decision and the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information in the student's education records, except to the extent that federal and state law authorize disclosure without consent. The exceptions are stated in 34 CFR 99.31, Family Educational Rights and Privacy Act regulations; Sec. 9528, PL107-110, No Child Left Behind Act of 2001; and section 118.125(2)(a) to (m) and sub. (2m), Wisconsin Statutes. One exception that permits disclosure without consent is disclosures to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Also the district discloses “directory data” without consent, unless the parent notifies the district that it may not be released without prior parental consent.
- The right to file a complaint with the U. S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.
- Contacts for questions about educating special students can be made to:
School District of South Shore
Danielle Mikula, Director of Special Education
Port Wing, WI 54865
715) 774-3500 ext. 610

PROFESSIONAL QUALIFICATIONS OF TEACHERS AND PARAPROFESSIONALS

As a parent of a student in the district, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teacher. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

1. Is my child's teacher licensed to teach the grades/subjects assigned?
2. Has the state waived any requirements for my child's teacher?
3. What was the college major of my child's teacher?
4. What degrees does my child's teacher hold?
5. Are there instructional assistants working with my child? If so, what are their qualifications?

If you would like to receive any of this information, please call your child's building principal.

USDA NONDISCRIMINATION STATEMENT

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [How to File a Complaint](#), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
2. fax: (202) 690-7442; or
3. email: program.intake@usda.gov.

USDA is an equal opportunity provider and employer.

NOTIFICATION OF ACADEMIC STANDARDS THAT ARE IN EFFECT FOR THE 2022-23 SCHOOL YEAR

State law requires the South Shore School District to provide the parents and guardians of all enrolled students with notice of the academic standards in mathematics, science, reading and writing, geography, and history that have been adopted by the School Board and that will be in effect during each school year. The district has adopted the Wisconsin State Academic Standards, and the academic standards that will be in effect in these specific content areas for this school year are listed below. Electronic links to the detailed version of the applicable standards are provided when available. If a parent/guardian would like to review a copy of any of the standards in an alternative format, please contact the district administrator.

English Language Arts (includes reading and writing)

The District has adopted the Wisconsin Academic Standards for English Language Arts. This includes standards

for reading, writing, speaking and listening, and language in grades K-12. A complete copy of these standards can be located at the following Internet address:

<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ELAStandards2020.pdf>

The District has also adopted the Wisconsin Academic Standards for Literacy in All Subjects. A complete copy of these standards can be located at the following Internet address:

<https://dpi.wi.gov/sites/default/files/imce/standards/pdf/las-stds.pdf>

Mathematics

The District has adopted the Wisconsin Academic Standards for Mathematics. A complete copy of these standards can be located at the following Internet address:

<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/MathematicsStandards2021.pdf>

Science

The District has adopted the Wisconsin Academic Standards for Science. A complete copy of these standards can be located at the following Internet address:

<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ScienceStandards2017.pdf>

Social Studies (Includes Geography and History)

The District has adopted the Wisconsin Academic Standards for Social Studies. A complete copy of these standards can be located at the following Internet address:

https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/2018_WI_Social_Studies_Standards.pdf

If you have any questions about this notice, please contact Michelle Simpson at msimpson@sshore.k12.wi.us

This notice is issued pursuant to section 120.12(13) of the state statutes.

ACADEMIC AND CAREER PLAN

All students in grades 6-12 will create Academic Career Plans (ACP). ACPs are a student-driven, adult-supported process obtained through self-exploration, career exploration, and the development of career management and planning skills. The ACP is a collection of material that reflects students' academic progress, personal development, and future aspirations.

Through their ACP, students in the South Shore School District will:

- Utilize an online academic and career planning platform(XELLO), to log accomplishments and goals while exploring career options through interactive lessons and exercises,
- Participate in hands-on opportunities to explore careers in greater depth, and
- Work with their teachers, guidance counselor, community members, and peers to discuss and explore academic plans and/or career options.

For more information or questions about Academic and Career Planning, please contact Michelle Simpson, 4K-12 Principal and Director of Instruction, at msimpson@sshore.k12.wi.us.

NOTICE OF EDUCATIONAL OPTIONS FOR STUDENTS WHO RESIDE IN THE SCHOOL DISTRICT

The South Shore School District offers students a variety of educational options to children who reside in the South Shore School District. The South Shore School District's primary educational pathway and instructional program for students involves a progression from 4-year-old kindergarten through 12th grade, leading to a high school diploma.

The South Shore School District's schools, and each school's most recent state-assigned school performance category are listed below:

South Shore School District Report Card: 83.6 - Significantly Exceeds Expectations (2020 - 21 School Year Report Card)

South Shore Elementary (grades 4K - 6): 84.9 - Significantly Exceeds Expectations (2020 - 21 School Year Report Card)

South Shore Jr/Sr High School (grades 7-12): 81 - Exceeds Expectations (2020 - 21 School Year Report Card)

Some of the specific education programs offered to eligible students who are enrolled in or attending the District's schools include the following:

- Early childhood special education (for students who are at least 3 years old but not yet school age)
- Special education for students with disabilities
- Gifted and talented activities
- Career and Technical Education (CTE) programs
- Curriculum modifications
- Summer school programming
- Online and ITV programming
- Project-Based Learning
- AP courses
- School-to-Work classes and opportunities

The full version of the District's most recent school and school district accountability report, as issued by the Wisconsin Department of Public Instruction under section 115.385 of the state statutes, can be accessed via the following page (which is also on the District's website): <https://apps2.dpi.wi.gov/reportcards>

Educational options for students who are enrolled in the South Shore School District that involve part-time attendance at an educational institution other than a school of the South Shore School District include the following:

- Part Time Open Enrollment Program, which – provides opportunities to apply for approval to take up to 2 courses at a time at another educational institution; – is subject to state and local eligibility requirements, including the limitation that the courses must satisfy a high school graduation requirement; and – includes certain District-approved dual credit opportunities that the District offers in conjunction with a partner institution of higher education.
- The Early College Credit Program (ECCP), which – provides opportunities to apply for approval to take courses at certain institutions of higher education; and – is available only to students who have completed 10th grade.
- Additional educational options for children who reside in the District that involve full-time enrollment/attendance at a school, program, or other educational institution that is not a school or instrumentality of the South Shore School District include the following:
- Full-time Open Enrollment involves physical attendance in a public school of a nonresident school district or attendance through a virtual charter school that is associated with a nonresident school district.
- Beginning in the 2016-17 school year, a child with a disability who meets the program's specific eligibility requirements may apply to attend an eligible, participating private school under a scholarship awarded through the state's Special Needs Scholarship/Voucher Program, as established under section 115.7915 of the Wisconsin state statutes.
- Enrollment in a private school of the family's choosing (at the family's own cost, as applicable).
- Enrollment in a home-based private educational program as provided under state law.
- Educational options for children who reside in the South Shore School District but who are enrolled in and attending a private school or home-based private educational program include the following:
- Such students have the opportunity to attend summer school classes/programs offered in the District.
- Private school students in the high school grades have the opportunity to apply for approval to take up two courses per semester in a District school, pursuant to section 118.145(4) of the state statutes.

Students who are enrolled in a home-based private educational program have the opportunity to:

- Apply for approval to take up two courses per semester in public schools as provided under section 118.53.
- Participate in District interscholastic athletics and other District extracurricular activities as provided under section 118.133.

For more information about any of the educational options listed in this notice, please contact the South Shore School District office at (715) 774-3500 or the Wisconsin Department of Public Instruction.

- Ensure that financial literacy is taught (checks, taxes, insurance, etc.)

NOTIFICATION OF CAREER & TECHNICAL EDUCATION OPPORTUNITIES

Each year South Shore School District offers Career & Technical education programs to prepare students for a broad range of high-skill/high-wage employment and training services offered under the guidance of certified teachers, counselors, and Co-op and Youth Apprenticeship coordinators.

Career & Technical Education programs are offered in the areas of Business, Marketing, and Engineering & Technology. Interested students should contact their counselor or refer to the course catalog for prerequisites and admission criteria.

All Career & Technical Education programs follow the district's policies of nondiscrimination in all activities and employment. A lack of English language skills is not a barrier to admission or participation.

For general information about these programs contact: Name: Danielle Mikula, District Administrator, South Shore School District, 715-774-3500 ext. 611 or email at dmikula@sshore.k12.wi.us

NOTICE OF NONDISCRIMINATION

It is the policy of the South Shore School District that no person may be denied the benefits of, or be discriminated against in any curricular, extra-curricular, pupil service, recreational, or other program or activity based on traits of sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws. . This policy does not intend to prohibit the provision of special programs or services based on objective standards of individual need or performance to meet the needs of pupils, including gifted/talented, special education, school-age parents, bilingual, bicultural, at risk, and other special programs or programs designed to overcome the effects of past discrimination. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972(sex), Age Discrimination Act of 1975, Title IV of the Civil Rights Act of 1964 (race and national origin), and Section 504 (handicap) of the Rehabilitation Act of 1973.

All District career and technical education opportunities will be offered to students on a nondiscriminatory basis. Information regarding such program offerings and admission criteria is available upon request from the school counselor's office.

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend separate schools or programs for homeless children and shall not be stigmatized by school personnel.

The District shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for religious accommodations shall be made in writing and approved by the building principal.

The District encourages informal resolution of student discrimination complaints. A formal complaint resolution procedure is available. To address allegations of violations of this policy in the School District or to ask any questions concerning Section 118.13 Wisconsin Statutes, or Title IX of the Educational Amendments of 1972 which prohibits discrimination on the basis of sex, complaints or concerns should be directed to:

School District of South Shore
Danielle Mikula, District Administrator
P O Box 40
Port Wing, WI 54865
715-774-3500 x 610

113 Nondiscrimination in District Programs, Activities and Operations policy can be obtained by going to the school website at sshore.org or contacting the district office.

This institution is an equal opportunity provider.

NOTIFICATION OF ONLINE/VIRTUAL PROGRAM

During the 2022-2023 school year, the South Shore School District will be offering virtual learning opportunities through partnerships with accredited, virtual schools. These include, but are not limited to, the Wisconsin Virtual School (CESA #9) and Educere. This is open for any student in grades 6-12 in the South Shore School District, including students who are currently home-schooled.

For more information on enrollment and course opportunities, please contact Michelle Simpson, 4K-12 Principal and Director of Instruction at msimpson@sshore.k12.wi.us.

PERMIT TO DROP A CLASS

To drop a course, a special form must be secured from the guidance office, filled in and signed by the student, parent, subject teacher, and guidance counselor. **Permission to drop a course is difficult to obtain.** When you elect a course, you are expected to complete it. Students will only be allowed to drop a course during the **first week** of each semester.

PHOTOCOPYING

Photocopies for student use must be made in the library for \$.10 per copy. Students are not allowed to use the copy machines in the office area without special permission.

PROMOTION AND RETENTION OF STUDENTS

The promotion or retention of students shall be based upon the student's achievement according to his/her aptitudes and abilities. The promotion or retention of students shall be the responsibility of the principal in consultation with teachers, other support staff, and the student's parent(s) or guardian. Before a decision to retain a student is made, the principal shall ensure that appropriate communication between the district and the student's parent(s) or guardian has taken place at the appropriate times as to the child's educational and related difficulties. The principal shall make the final decision as to retention. Decisions on promotion or retention shall be made prior to the conclusion of the school year whenever possible, and prior to the commencement of the next school year if conditions so require.

Second through Eighth Grade Advancement

Because the promotion of students in grades 2 through 8 is affected by law, the following applies to such promotions, in addition to the policy outlined above.

All students in grades 2 through 8 will be tested as required by state statutes unless:

1. The parent(s) or guardian(s) provide written notification stating that they do not want their child tested.

Students may not be promoted from the fourth to the fifth grade or from the eighth to the ninth grade unless the student satisfies one of the following criteria:

1. Achievement of a score of *Proficient* or above in each of the six categories tested on the Wisconsin Knowledge and Concepts Examination (WKCE). The categories are language arts, reading, mathematics, science, social studies and writing.
2. Achievement of a score of at least *Basic* in each of the six categories AND a grade point average at or above 2.0 or “C” or “Basic” in each of the core classes – mathematics, English, science and social studies (plus reading for fourth grade). If the student’s parents opted not to allow the student to partake in the WKCE, promotion will be based on grade point average.
3. The student has met the requirements of their individualized educational plan (IEP).
4. If the student does not meet any of the above criteria, a conference consisting of the school principal, classroom teacher(s), guidance counselor, and the student’s parent(s) or guardian(s) will convene. The principal, teacher(s), and counselor will determine by thorough examination of the student’s total academic progress if the student will be promoted or retained. The decision will be based solely on the student’s remediation plan designed by the principal, teacher, and parent team if the plan can be satisfactorily fulfilled prior to the upcoming Fall school start date.

RELIGIOUS BELIEFS

The South Shore School District shall provide for the reasonable accommodation of a student’s sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal.

Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity or certain curricular offerings, alternative assignments, released time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

Complaints regarding the interpretation or application of this policy shall be referred to the principal.

REPORTING PUPIL PROGRESS

Pupil progress is reported in the form of a report card each quarter. Report cards are given to the parent/guardians at the fall and spring parent/teacher conferences and sent home with the student in the other quarters.

SCHOLARSHIPS

The following is a list of scholarships available on a yearly basis to South Shore students. Seniors and graduates are encouraged to request application forms from the guidance office.

Rev. Leslie A. Bechtel, Berni Gustafson-Klobucher Memorial, Norvado, South Shore Lion’s Club, South Shore Alumni, South Shore Education Association, South Shore Bowhunters, Bayfield Electric Cooperative, Willard & Jeri Ogren Athletic, Wisconsin Towns Association, Elk’s Scholarship, South Shore Support Staff, American Legion Korpus-Johnson Post 531, Fish Boil Club, Erica Hoagland Simpson Memorial, Iron River Area Foundation, Monday Evening Club, Rozz Wilcox Memorial, Rebekah Lodge, Iron River Cooperatives, Herbster Community Club, and Whitetails Unlimited. (*Some scholarships are not awarded every year*)

NOTICE OF SPECIAL NEEDS SCHOLARSHIP PROGRAM

(issued pursuant to section 115.79(5)(a) of the state statutes)

This notice serves to inform parents and guardians of students with disabilities that the State of Wisconsin has established the "Special Needs Scholarship Program." Under this scholarship program, a child with a disability may be eligible to receive a scholarship from the Department of Public Instruction (DPI) that allows the child to attend a private school that is participating in the scholarship program. Students who apply for and receive a scholarship may first attend an eligible private school under the program beginning in the 2016-17 school year.

A parent or guardian who is interested in the Special Needs Scholarship Program should independently verify the participating private schools and the specific terms, eligibility criteria, and application procedures of the scholarship program with the DPI. However, the following are some of the initial eligibility requirements that a child must meet in order to receive a program scholarship that covers attendance at an eligible private school beginning in the 2016-17 school year:

The child, or the child's parent or guardian on behalf of the child, must have submitted the required application for a program scholarship to the eligible private school that the child will attend.

An individualized education program, or a services plan as defined under 34 C.F.R. §300.37 of the federal special education regulations must have been completed for the child.

The child must have applied to attend a public school in one or more nonresident school districts under the state's full-time open enrollment program (see section 118.51 of the statutes) for either the 2011-12, 2012-13, 2013-14, 2014-15, or 2015-16 school year, and all of the open enrollment application(s) submitted for any of those school years must have been denied for one of several specified reasons (including have the DPI affirm the denials if the parent or guardian submitted an appeal).

The child must have attended a public school in Wisconsin for the 2015-16 school year.

The initial eligibility requirements that a child must meet in order to receive a program scholarship that covers attendance at an eligible private school beginning the 2017-18 school year (or beginning in any later school year) are different from the requirements listed above. Additional information about the special Needs Scholarship Program should be available on the website of the Wisconsin Department of Public Instruction: <http://dpi.wi.gov/>.

SCHOOL CLOSING PROCEDURE

We will use the South Shore School District for all announcements. WDIO-Channel 10 TV, KJJR-Channel 6.2 TV, and KDLH-Channel 3 TV as our emergency stations. Decisions related to school closing and late starts will be made by 6:30 a.m. Should weather conditions become worse during the day, we will dismiss early and the announcements will be made on the same stations.

The South Shore School District has been using a mass message notification system called "Remind". This messaging system allows the District to quickly send out notifications in an emergency situation and also allows us to send out early release, school closing, special events, etc. Please take the time to register by going to remind.com, register as a user, and then click "join a class". **South Shore School District's class code for school alerts is 9d2e2e.** If you have questions please feel to contact Danielle Mikula, District Administrator at 715-774-3500 ext. 610.

All bus routes - <https://remind.com/join/8ehg248>

If you have questions regarding the bus route notification, please contact Roger Branham at 715-209-2030 or 715-779-3357.

CO-CURRICULAR ACTIVITIES ON INCLEMENT DAYS

In the event that school is closed because of inclement weather (either a full-day closing or an early release because of weather), all after-school activities (clubs, sports, meetings, etc.) will also be automatically canceled. No sports practices or games, or any other events are allowed to be held in these instances. The only exception would be a mandatory playoff game scheduled by the WIAA could be played if there are no other reschedule alternatives, and if weather permits, and it is deemed safe to travel to the playoff destination. These rare instances will be evaluated on a case by case basis.

The building is also closed to community groups on inclement weather days.

SCHOOL MEAL ACCOUNT CHARGES, COLLECTIONS & NOTIFICATION

In accordance with requirements established by federal and state oversight agencies, the School Board will adopt, and approve any proposed revisions to, a written rule on the subject of meal charges and the collection of funds within the District's food service program. The District Administrator shall have primary administrative responsibility for overseeing the consistent implementation of the rule that accompanies this policy, including all of the following:

Ensuring that the rule is clearly communicated to school families and to District employees who have responsibility for the application and enforcement of the rule.

Monitoring the nutritional, fiscal, and operational impacts of the District's approach to meal charges and collections, and, at their own initiative or upon the request of the Board, providing the Board with reports and recommendations for changes and improvements.

Coordinating the implementation and enforcement of the rule with the management and staff at any contracted food service company that the District may work with.

In addition to the rule accompanying this policy addressing student meal charges and account collections, it is the policy of the District that non-student adults who are permitted to purchase meals or other items through the food service program may be authorized to charge items resulting in a negative balance in an amount up to \$100, with payment due immediately upon notice of the balance.

Reclassification of delinquent debt as bad debt within the Nonprofit School Food Service Account (NSFSA). In consultation with the District's financial auditors as needed, the District Administrator shall develop procedures and criteria for the reclassification of long-term delinquent debt within student food service accounts as uncollectible bad debt. Such procedures and criteria shall be consistent with the following general parameters:

Unless an active payment plan is in place or other attempts at collection are actively being pursued, delinquent debt in a student food service account that has not been repaid of that academic year shall normally be reclassified as bad debt for purposes of the District's NSFSA.

The reclassification of a delinquent debt to a bad debt as an accounting of allowed costs within the District's NSFSA does not prevent the District from (a) continuing to track the unpaid debt, (b) accepting payment for the debt, (c) refusing to extend further credit or offer other payment plans to the debtor household, or (d) applying other District policies and rules related to unpaid charges and fees.

SCHOOL PERFORMANCE REPORT

Parents/guardians of each student enrolled in the district have the right to request a school and school district performance report. Requests must be made by May 1st of each year.

WHAT STUDENTS SHOULD KNOW ABOUT SEXUAL HARASSMENT

Read through this information with your parent/guardian so that you know what to do should you be involved in a harassment situation. Harassment can be as minor as a word or as major as rape. The harassment could be against a boy or girl of any age. The harassment could be against you or you could merely be the one observing.

Being harassed? — Read through this information and learn what you can do to stop it.

Are you a harasser? — Read through this and learn what can happen to you if you are convicted of harassment.

I. Review these questions regarding harassment.

- Do you know and understand your school's sexual harassment policy? Yes/No
- Do you know how to report sexual harassment? Yes/no
- Do you know what sexual harassment is? Yes/No
- Can you get in trouble for sexually harassing someone? Yes/No
- Do you know what to do if you are sexually harassed? Yes/No

II. Purpose

The purpose of this information is to help you answer these questions by (1) providing students with information about the South Shore School's sexual harassment policy involving students; (2) informing students of what is sexual harassment; (3) telling students what they can do if they are sexually harassed; and (4) advising students and adults of what can happen to them if they are engaging in sexual harassment.

III. Board Policy Against Sexual Harassment

The South Shore School District Board of Education has approved a policy prohibiting sexual harassment. The policy states that pupils have a right to be in a school environment that is free from all forms of harassment, including sexual harassment, and that anyone who engages in harassing behavior will be disciplined.

IV. Definition

Sexual harassment is defined as any deliberate, unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark which is offensive or objectionable to the recipient, or which causes the recipient discomfort or humiliation or which interferes with the recipient's academic or work performance.

Sexual harassment can take the form of unwanted sexual attention, ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material, and subtle or express pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals.

V. Examples of Possible Harassment

- A teacher basing a decision of what grade a student gets on whether sexual favors are provided by the student is an example of sexual harassment.
- If you are the only girl in an Auto Shop class and the boys really give you a hard time.
- In the hallway between classes the girls hold their books in front of their chest because some of the boys try to brush up against them.
- Some teachers stare at a student all the time or make suggestive comments about personal matters, and this makes the student feel uncomfortable.
- There are places in school where the girls don't feel safe because boys think that they can get away with making inappropriate comments.

Other examples of Harassment are:

- Offensive words, physical contact, including touching, pinching and brushing the body;

- Statements or jokes with sexual overtones;
- The display of graphic, sexually explicit objects, posters or pictures that show people in a degrading or humiliating manner;
- Persistent requests for social/sexual encounters and favors;
- Sexual assaults;
- Comments repeatedly emphasizing the sexuality or sexual identity of an individual;
- Obscene gestures, nonverbal suggestive behavior (leering) or insulting sounds (whistling).

VI. What's the Big Deal???

Sexual harassment is a way that people:

1. Force sexual attention on someone who doesn't want it;
2. Dominate others by unfairly taking advantage of a situation; intimidate others to force their consent;
3. Take pleasure from someone else's pain or discomfort;
4. Abuse power that they have over people;
5. Violate someone's right

VII. Who are the Victims?

The majority of victims of sexual harassment are female students who are sexually harassed by males. Sometimes students are sexually harassed by members of their own sex, and occasionally male students are sexually harassed by females.

VIII. Why are Students Sexually Harassed?

No one really knows why some people are sexually harassed. One reason may be that they think they can get away with doing it. Another may be that harassment gives a person a feeling of power.

IX. Why Has Sexual Harassment Been Kept Secret

Most sexual harassment goes unreported because the victims are somehow made to feel ashamed of what happened to them. They may be afraid others will say they "asked for it" or that no one will believe them, they won't be able to prove it or they will be labeled a troublemaker. Rather than face embarrassment and/or reprisals, many victims do not say anything. This leaves the harasser free to victimize others.

X. How Do You Know If You Are Being Harassed?

Students and adults say that they are sometimes unsure about whether they are being sexually harassed. Sometimes they say it is difficult to tell the difference between sexual harassment and flirting or teasing. There is a difference, though. Harassment feels bad. Harassment is unwanted. It makes people feel trapped and helpless, frustrated, confused, resentful and angry. If you are being harassed, your own thoughts and feelings are usually pretty good signals about what is happening to you.

XI. Here Are Some Things You Can Do:

- Avoid being alone with the person
- Talk to a friend
- Talk to a school counselor, principal or a teacher
- Talk to an adult you can trust
- Think about how you feel
- Keep a record
- Tell the person you don't like it
- Talk to someone in your family
- Ask a friend for help

XI. "Deciding" What to Do:

Whether you decide to do something yourself, get help from a friend, or talk to an adult, you have to do something. When trying to decide what to do, ask yourself these questions:

- Am I acting helpless? Am I doing what I can on my own to stop it?
- Is it a safe thing to do?
- Am I trying to solve the problem or get even?
- Is it really a solution or am I hoping that the problem will go away by itself?
- Am I acting like it is my fault?
- Am I acting as if I have no rights?
- Are there other things that I can do that make more sense?

If your answers don't sound right to you, or if you are unsure about them, think again about your decision. Talk it over with a friend or trusted adult. Do something to help yourself. Tune in to your rights.

XIII. When Should You Definitely Talk to Someone Else?

- If the harassment is affecting your performance in school
- If the harasser tries to make you promise to keep the harassment secret
- If the harasser is an adult
- If the harassment happens when you are alone with the person
- If you are being physically threatened or hurt
- If you are being touched by the harasser

XIV. How You Can Help as A Bystander

What should you do if you see someone being harassed? Some people feel like they can't do anything, like they are a captive audience. There are, however, some things that you can do to help. You can --

- Say that you don't think it's funny
- Tell the person to stop
- Walk away

Don't do or say anything that will encourage the harasser. Don't giggle, stare at the person being harassed, add more jokes or gossip about what happened. These actions will probably make the situation worse, because they make people feel like you approve of their behavior.

XV. How You Can Help as A Friend

Friends can be very helpful. Sometimes they can do more than anyone else. A friend can help someone figure out what is happening and what to do about it.

If you are a friend of someone being harassed, be a good listener. Don't act on your own, with the person's permission. That might make your friend feel even more helpless. Help your friend file a complaint. Offer to accompany them. Suggest an adult to talk with.

XVI. Prohibited Conduct

Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual employment.

Submission to or rejection of such conduct by an individual is used as the basis for employment or educational

decisions affecting such individuals; or

Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive work or learning environment.

Examples of prohibited conduct include, but are not limited to, lewd or sexually suggestive comments; sexual flirtations, touching, advances or propositions; off-color language or jokes of a sexual nature; slurs and other verbal, graphics or physical conduct relating to an individual's gender; or any display of sexually explicit pictures, greeting cards, articles, books, magazines, photos or cartoons.

XVII. Informal Complaint Procedure

A student who believes she or he may have been the target of sexual harassment may contact the student advocate to lodge an informal complaint and to discuss the situation and possible courses of action. If the student chooses to file a formal complaint, the advocate can assist the student in preparing the formal written complaint. The advocate is also available to assist the student during the investigation of the formal complaint.

XVIII. Formal Complaint Procedure

An employee who believes he or she has been subjected to sexual harassment by anyone, including supervisors, co-workers, students or School Board members, shall immediately report the sexual harassment to either the principal of the employee's building or to the district administrator. If an employee's complaint involved someone in the employee's direct line of supervision, or if the employee is uncomfortable discussing the matter with either of the designated persons, the employee is urged to contact the School Board President with the complaint.

A student who believes he or she has been subjected to sexual harassment by anyone shall report the sexual harassment to the principal, the guidance counselor, the student advocate or to the district administrator.

Any student who is aware of sexual harassment whether or not that student is a victim of harassment has an obligation to report such harassment to either the school principal, the guidance counselor, the student advocate or the district administrator.

Any district employee who is aware of sexual harassment, whether or not that employee is a victim of harassment, has an obligation to report such harassment to either the school principal or the district administrator.

Any School Board member who is aware of sexual harassment, whether or not that Board Member is a victim of harassment, has an obligation to report such harassment to either the School Board president or the district administrator.

The formal complaint must be filed in writing.

XIX. Confidentiality and Non-Retaliation

It is the policy of the District to keep the identity of the complainant and the alleged harasser confidential unless there are compelling reasons to disclose such identity. If there are compelling reasons to disclose the identity of the complainant, then the complainant shall be asked if he/she wants his/her identity disclosed. If the complainant does not want his/her identity disclosed, then the identity shall be kept confidential. The complainant wishes to keep his/her identity confidential, and should it become impossible to process or investigate the complaint as a result of the complainant not disclosing his/her identity, then the complaint may be dismissed. Confidentiality will be released only upon court order.

Retaliation is prohibited. Retaliation may include, but are not limited to, the possibilities of harassment escalation, unsatisfactory academic evaluations, and difference in academic treatment, sarcasm, or unwarranted comments to or by peers.

XX. Investigation of the Complaint

The district shall provide prompt, complete, independent and impartial investigation of the complaint. The investigation will be conducted by the district administrator or his/her designee. In a case report by a School Board member, the investigation will be conducted by the School Board President or his/her designee.

The investigator shall, in accordance with existing District policies, thoroughly investigate the complaint, notify the person who has been accused of harassment, and obtain a response to the allegation. If possible, the investigation shall be completed within ten (10) working days after receipt of the written complaint. The investigator shall prepare a written report summarizing the finding of the investigation within fifteen (15) working days after completion of the investigation.

The objective of the investigation shall be:

To establish, if possible, whether the allegations are true.

To determine whether the alleged conduct constitutes sexual harassment.

To determine whether remedial action is needed, and if so, to act within fifteen (15) working days unless extenuating circumstances exist.

To maintain confidentiality to the greatest extent possible. However, there shall be no promise or guarantee of strict or absolute confidentiality.

The investigator shall prepare a written report which shall include:

1. A summary of the allegations and accused's response;
2. A summary of the persons interviewed and an assessment of their credibility;
3. A presentation of the findings of fact;
4. A discussion of the conclusions about the allegation; and
5. A discussion of the recommendation for the remedial or other corrective action.

The complainant and the alleged harasser will be advised as quickly as possible of the specific and conclusions of the investigation.

If a conclusion is reached that harassment has occurred, the harasser shall be subject to such disciplinary action, up to and including discharge, as shall be deemed appropriate by the District. If the harasser is a School Board member, the harasser shall be subject to such disciplinary action up to and including censuring by the School Board and/or removal from committee chairs or other committee assignments.

If the conclusion is reached that no harassment has occurred, the alleged harasser should be informed that no disciplinary action will occur and that no documentation of the complaint or the investigation will be placed in his or her personnel or student file.

If the complainant wishes to appeal the decision of the investigator, he/she may submit a signed statement of appeal to the School District Administrator within five (5) school/business days after receipt of the investigator's response. The School District Administrator shall review the investigator's report and all supporting documentation, formulate a conclusion, and respond in writing to the appeal within ten (10) school/business days. In a case reported by a School Board member, an appeal must be submitted to the School Board.

If the complainant remains unsatisfied, he/she may appeal through a signed written statement to the School Board within five (5) school business days of his/her receipt of the School District Administrator response. The School Board will review the investigators report and any supporting documentation at the next regular School Board meeting or within fifteen (15) days of the receipt of such appeal. A copy of the School Board's deposition of the appeal shall be sent by the School Board to each concerned party within ten (10) school/business days of this meeting. A School Board member cannot appeal beyond Step 8.

XXI. Monitoring

The District will, at periodic intervals, follow-up to make sure that any sexual harassment that has been found to have occurred has not been repeated and to insure that no retaliatory action has been taken against the complainant.

XXII. Fixed Point of Complaint - Rationale

The guidance counselor will be the fixed point for complaints, to assure that any individual who is subject of, or accused in more than one harassing incident, is given proper attention and is not lost due to poor communication procedure.

After a determination has been made, the student files will be maintained in the guidance office. If there is a case in which the guidance counselor has been named in the complaint, the files will be maintained in the office of the District Administrator.

XXIII. Steps for the Complainant

1. If the complainant is a student, then parents are to be notified.
2. The complainant may be given time with a counselor, and names of therapists will be suggested.
3. Staff notification will be on a need to know basis only.

XXIV. Student Disciplinary Action

Disciplinary action against a student will be taken as a result of being found guilty of sexual harassment. In the case of a major infraction, disciplinary action may be taken prior to the case being settled.

Minor Infraction - including not limited to sexually related comments, graphically explicit pictures or unwelcome touching.

Within one academic year:

First Offense

Written warning. Parents notified. Written or verbal, face to face apology.

Second Offense

Written or verbal, face-to-face apology. Student will serve detention. Parents and student will meet with the administrator within five (5) days of the infraction.

Third Offense

Transferred to Major Infraction, first offense category.

Major Infraction - including but not limited to inappropriate sexual touch, sexual assault, persistent pressure for sex, exposing self or retaliation of any sort. Sexual assault requires immediate referral to law enforcement and suspension until pending case is settled.

First Offense (depending on severity)

One to three days' suspension. Parents are to accompany student upon return to school.

Student must see an off campus counselor and is to be removed from school until the therapist can assure, within possible limits, that there will be no repeated offenses.

Go before the School Board for expulsion.

Second Offense

1. Expulsion

SPECIAL EDUCATION PROGRAMS

Special education programs in the South Shore School District are provided for students with the following disabilities: physical or orthopedic disability, cognitive disability or other developmental disability, hearing impairment, speech/language disability, emotional disturbance, learning disability, other health impairment, or any combination of conditions listed above or named by the State Superintendent of Public Instruction.

Delivery of services for special education is arranged cross-categorically depending on the needs of individual students and teacher knowledge. Elementary students receive services in the elementary wing with an elementary licensed special education teacher. The middle and high school students receive cross-categorical services provided by two special education teachers with one having a greater emphasis on serving students with emotional disturbance and cognitive disabilities. The early childhood special education program is an inclusive program with 4K students. Speech and physical therapy services are provided by the district with contracted services through CESA #12 for occupational therapy, vision services and cognitive disabilities consultation.

Student needs are used to identify the amount of special instruction provided out of the regular education setting. Options considered include resource room for specific instruction as determined by the IEP committee of each student, special education support in the regular education classroom, aide assistance and support for individual students, and self-contained instruction.

DISTRICT SPECIAL EDUCATION SCREENING

Any person aware of a child between the ages of 3 and 21 who may be experiencing physical, mental, emotional, or learning problems may contact the School Psychologist, South Shore School District, P O Box 40, Port Wing, WI 54865 (774-3500) to initiate screening services that will determine if a referral for special education is appropriate.

REFERRAL PROCEDURE

The school district shall solicit and receive referrals of students with suspected disabilities from all persons who have reasonable cause to believe that such needs exist. Specific state criteria will be adhered to in determining eligibility for specific handicapping conditions. Referrals of suspected children with disabilities shall be referred to the Director of Special Education and/or designee (School Psychologist).

DISTRICT SPECIAL EDUCATION REFERRAL PROCEDURE

IEP Team Process -- Referral Evaluation

Evaluation is an essential part of the special education process for children with disabilities. Children are evaluated initially to see whether or not they have an impairment and whether because of that impairment they need special education and related services. Information gathered during the evaluation helps to determine the educational needs of the child and to guide the IEP team in determining the services that are appropriate for the child. Federal and state special education law is specific about requirements for evaluating students. This section will briefly highlight those provisions of the law. Further details can be found in Section 115.782, Wis. Stats and in federal Individuals with Disabilities Education Act of 1997 (IDEA) regulations 34 CFR 300.530.536.

Referral:

Any person who reasonably believes that a child is a child with a disability may refer the child to a local education agency.

Certain individuals such as physicians, nurses, psychologists, social workers, administrators of social agencies, and school personnel are required to make a referral when they suspect a child has a disability.

All referrals must be in writing.

Prior to submitting the referral, a person required to make a referral must inform the child's parent.

When the LEA receives the referral, the 90-day timeline from receipt of referral to sending placement notice begins.

As part of the pre-referral strategies, the following is the recommended process prior to obtaining a referral from

the building principal.
Has the teacher:

1. Reviewed the accumulative and, if appropriate, confidential file?
2. Had at least one contact with the parent to discuss or develop regular education strategies such as modifications with the classroom, use of buddy system or mentoring, parent volunteer, etc.?
3. Referred to the appropriate support services in regular education such as Chapter 1 for eligibility of services?
4. Allowed a significant period of time (4-6 weeks as a suggestion) using intervention strategies in the classroom, so assessment of such strategies can take place in determining the success or failure of that approach?
5. Meet with the school psychologist and special education teacher to discuss the student's current situation?
6. Notified the parent of the intent to refer and document how the parent was contacted?
7. Written documentation of the above attempts on the referral form?

The IEP Team

When a child is referred, the LEA appoints an IEP team (s 115.777). The IEP team includes:

The parent of the child. Parents are equal participants on the IEP team throughout the process. At least one regular education teacher if the child is or may be participating in a regular education environment. It is the intent of the law that the regular educator should be one who is or will be teaching the child.

At least one special education teacher who has extensive and recent training and experience related to the child's known or suspected disability or, where appropriate at least one special education provider of the child.

A Local Education Agency (LEA) representative who is qualified to provide, or supervise the provision of special education, is knowledgeable about the general curriculum and is knowledgeable about the availability of and authorized to commit LEA resources. This individual can also fill another role if the individual meets the requirements for another role.

An individual who can interpret the instructional implications of evaluation results.
This individual can also fill another role.

Other individuals at the discretion of the parent or LEA, including related services personnel as appropriate. It is important to be aware that the occupational therapy, physical therapy, and school nursing practice acts and professional standards require an evaluation prior to providing services. A representative from birth to three programs or Head Start should be included when referring preschool children.

The child, whenever appropriate. The student must be invited to any IEP meeting where transition is discussed.

IEP Team Duties

The IEP team is responsible for three basic activities:

First, to evaluate the child to determine whether the child has or continues to have a disability and to identify the child's educational needs,

Second, for each child who has a disability, to develop, review, and revise the child's IEP,

And, third, to determine a special education placement for each child who has a disability.

It is important to remember that these activities are part of a unified process. The IEP team can complete these activities in one meeting or more than one. Evaluation information is used to identify appropriate goals and objectives for the student to work on throughout the year. The basic idea is that those who know and care about the child collaborate to identify and meet the child's needs.

Evaluation Activities

The IEP team completes three basic activities during any evaluation. These activities are common to both initial and reevaluations although there are some procedural differences between the two.

First, the IEP team reviews existing data and determines whether additional data is needed. A review of existing data is always the first step of any evaluation.

If additional data is needed, the IEP team conducts any necessary tests and other evaluation materials in order to determine if the child is or continues to be a child with a disability.

The LEA assesses the child in all areas of suspected disability and conducts an on-discriminatory evaluation. (The provisions for a non-discriminatory evaluation are found at 115.782(2).

Each participant who administers new tests or evaluation materials completes an individual summary of findings.

The IEP team then completes an evaluation report.

Initial Evaluation

Following the receipt of an initial referral, the LEA provides the parent with a notice that a referral has been made.

The notice includes the individuals the LEA has appointed as IEP team participants in addition to the parent and student as appropriate, and the qualifications of those participants.

The IEP team reviews existing data and determines whether additional data must be collected in order to determine whether the child is a child with a disability and to identify the child's educational needs.

The IEP team must review existing data including information provided by the parents, previous interventions and their effects, current classroom-based assessments and observations by teachers and others. After doing so, the IEP team decides whether additional data is needed. Existing data would include any information from outside sources including evaluation data for a child transitioning from a Birth to three or Head Start program.

It is not required to have an IEP team meeting to review existing data, however the IEP team may decide to do this in a meeting.

If the IEP team, which includes the parents, finds that no additional data is needed, the LEA notifies the parents in writing of the findings and reasons for it.

The next step is to invite the parents to an IEP team meeting and make a determination about whether the child has a disability based on existing data.

If there is a disagreement between the parent and the LEA that cannot be resolved about whether additional data is needed, the parent or LEA may pursue mediation, due process and/or complaints (as at all stages of the IEP process).

If the IEP team, which includes the parent, determines additional information is needed, the IEP team specifies what data is needed and the qualifications of evaluators who will collect the data.

Parents are notified of this decision in writing. The notification includes all evaluation procedures, tests, or other evaluation materials that will be used, who will be conducting the assessment (if known) and their qualifications.

Parental consent is needed before administering new tests or other evaluation materials. Parents may revoke their consent at any time prior to the completion of the evaluation.

Following the administration of tests and other evaluation materials, the IEP team meets, reviews all evaluation information, and makes a determination as to whether the child is a child with a disability.

Evaluation IEP Team Determination

Based on the review of existing data (and the results of new tests and other evaluation materials if administered), the IEP team determines:

1. Whether the child has an impairment listed in state statute, S.115.76 (a) Wis. Stats.
2. The present levels of performance and educational needs;
3. Whether the child needs special education; and
4. Whether additions or modifications to the special education and related services are needed to enable the child to meet the measurable, annual goals specified on the child's IEP and to participate, as appropriate, in the general curriculum.

This determination is an important bridge between evaluation and program planning and is documented as part of the IEP development and review process.

The IEP team may not determine that a child is a child with a disability solely because the child has received insufficient instruction in reading or math or because the child has limited proficiency in English.

Evaluation Participant Summary of Findings

Each IEP participant who conducts new tests, assessments, or other evaluation materials submits a summary of their findings.

This summary is made available to all IEP team participants at the IEP team meeting when the data is discussed. It is also attached to the evaluation report.

The summary of findings is:

- in writing
- about one page in length
- understandable to all IEP team participants, and
- includes information about the child's strengths and needs that will be useful to program planning

It is not intended to be a lengthy report nor just a list of standardized test scores.

Each Summary of Findings becomes part of the Evaluation Report and is not a stand-alone document.

Please note: It is not appropriate for an IEP team participant to make recommendations about whether a child meets eligibility criteria on their individual summary of findings. This decision rests with the IEP team as a group.

Evaluation Report

The IEP team documents the evaluation findings in its Evaluation Report. This includes information from:

1. review of existing data
2. findings from any new or additional tests or evaluation materials administered including Participants' Summaries of findings; and
3. determination of eligibility for Special Education including:
 - a. whether the child has an impairment and
 - b. if the child needs special education
 - c. additional required documentation if the child was evaluated for a learning disability. In addition, for a child suspected of having a specific learning disability, each IEP team member must certify in writing whether the report reflects his or her conclusion. If it does not, the IEP team member must submit a separate statement presenting his or her conclusions; and
 - d. additional required documentation if the child was evaluated for a visual impairment or if a child with a visual impairment requires Braille.

The LEA informs all IEP team participants that they may request a copy of the evaluation report or additional time before the IEP team develops an IEP for the child.

The LEA asks each IEP team participant if they would like a copy of the report or additional time prior to moving forward to develop the Individualized Educational Program.

Any IEP team participant may request a copy of the evaluation report at any time, following the evaluation.

Unless provided earlier at an IEP team participant's request, a copy of the evaluation report is provided to parents with the placement notice.

If the IEP team determines the child is not a child with a disability, it identifies any educational needs of the child and any LEA or non-LEA services that may benefit the child.

Unless provided earlier, a copy of the evaluation report is provided with notice of IEP team findings that the child does not have a disability.

SERVICE ANIMALS

The South Shore School District Board of Education has adopted a policy on service animals. In the event that the district receives a request for a service animal placement, there are strict rules that must be followed. Please contact the District office for a copy of the policy.

SPEECH

Speech correction evaluations can be arranged for any student without charge to the parent. Parents interested may contact the Principal's office for further information.

START COLLEGE NOW/EARLY COLLEGE CREDIT PROGRAMS

The purpose of the Start College Now/Early College Credit programs is to allow public high school juniors and seniors to take courses through Wisconsin Technical Colleges, the University of Wisconsin system, private, non-profit colleges, or tribally controlled colleges located in the state of Wisconsin.

To participate in the Start College Now/Early College Credit programs at Wisconsin Technical Colleges, a South Shore Students must be in good academic standing, defined as the following:

Minimum or 2.5 Grade Point Average in the four core subjects (math, English, science, social studies).

- No out of school suspensions in the previous semester.
- No expulsions.
- No failures in the previous two quarters.

For all students currently enrolled in College Now/Early College Credit- approval for the next semester course(s) is contingent upon successful completion of current courses.

The South Shore Board of Education may make exceptions to the above policy based upon a student's extraordinary circumstances.

Please note that the State of Wisconsin in 2004 modified the Start College Now/Early College Credit regulations and allowed schools to put a limit to the number of credits that a school district may allow students to enroll in (18 credits total in junior + senior year). Also, if a student fails or drops a Start College Now/Early College Credit course, a school district may require reimbursement for the cost of the course.

Applications for enrollment for obtaining high school credit courses must be made by March 1, for the fall semester, and by October 1, for courses to be taken during the spring semester.

Youth options credits transferred to high school credits will adhere to the following scale: 1 college/tech credit = ¼ high school credit.

If you have questions, please contact the high school office at 715-774-3500.

STUDENT COUNCIL

The Student Council has a highly active role. Its purpose is not to govern the students, but to serve as a meeting place between the student body and the administration, where the students can assume as much of the responsibility of organizing their high school activities as they are able to handle. It is the place where problems or questions arising from either the students or the administration can be presented for discussion and consideration.

The Student Council's principle purposes are as follows:

- To unify student activities under one control and promote the general activities of the school
- To aid in the internal administration of the school.
- To teach students the value of working in a democracy.

Officers of the Student Council are elected in school-wide balloting. Each class elects two representatives to the Council during an all-class meeting.

STUDENT HARASSMENT

The South Shore Board of Education supports an environment that is free of harassment of any kind. It is the policy of this district that neither students nor employees will be allowed to engage in any form of harassment or intimidation toward other students or school employees. It is the responsibility of the administrators, staff members, and all students to ensure that prohibited activities do not occur.

“Harassment” means unwanted physical contact or attempting or threatening to do the same; name calling; or engaging in a course of conduct or repeatedly committing acts which intimidate, cause discomfort, or humiliate another person or which interfere with the recipient's academic performance. This includes creating a school social and academic climate that is uncomfortable to others, even if an individual claims to not be bothered by harassing behaviors. “Intimidate” means to make timid or fearful, to frighten, or to compel or deter by threats. Harassment includes, but is not limited to, verbal comments or other expressions that insult or degrade any individual.

Any individual who believes they have been subjected to harassment or any parents/guardians who believe their student has been subjected to harassment should report the incident(s) to the building principal in writing. Students may report incidents to any school employee in writing with the understanding that incidents must be reported to administration for review and action. The employee receiving the complaint shall report the complaint to the principal and superintendent.

The administration and staff will inform students that the South Shore School District does not tolerate harassment in any form and will take all necessary and appropriate action to eliminate it up to, and including, discipline of offenders. Students will be informed of this policy annually and the complaint procedure will be made available to any students or parent/guardian wishing to file a complaint.

STUDENT PRIVACY/PROTECTION OF PUPIL RIGHTS

South Shore School District does not collect, disclose or use personal information of students for the purposes of marketing, nor does the District sell this information to others for that purpose. Student surveys in the District will not generally include any of the following as they relate to students or the student's family: political affiliations or beliefs; mental or psychological problems; sex behavior or attitudes; illegal, incriminating, or demeaning behavior; critical appraisals of other individuals; legally recognized relationships; religious practices;

income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance). If such a survey is to be used for a particular program in the district, parents/guardians will be notified of the survey, what it contains, when it will be administered, and who to contact to excuse their child from that survey. In addition, parents/guardians will be notified of any non-emergency, invasive physical exams that are required as a condition of attendance and administered by the schools in advance and not necessary to protect the immediate health and safety of the student or other students. This notification may be in the form of one or more of the following: phone call, parent meeting, letter or school newsletter.

STUDENT RECORDS

Student records shall be maintained to assist school personnel in providing appropriate educational experiences for each child in the District. Student records shall include all records relating to an individual student other than notes or records maintained for personal use by teachers or other certified personnel, and records necessary for the psychological treatment of a student. The District recognizes the need for confidentiality of student records. Therefore, student records shall be available for inspection or release only with prior approval of the parent/guardian or adult student, except in situations where legal requirements specify release of records without such prior approval.

Parents/guardians and adult students have the right to inspect, review and obtain copies of student 's record; the right to request the amendment of the student's school records if they believe the records are inaccurate, misleading or otherwise in violation of the student's rights of privacy; the right to consent to the disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent; and the categories of student record information which have been designated as directory data and their right to deny the release of such information.

Parents and adult students have the right to file complaints concerning alleged violations of their rights with regard to educational records under Section 438 of the Family Educational Rights and privacy Act. Written complaints should be addressed to: The Family Educational Rights & Privacy Act Office (FERPA Office), US Department of Education, 330 Independence Avenue SW, Washington D.C., 20201.

Every school year, occasions come along when it is customary to release certain basic information about students for a variety of reasons, such as names for a class list at Valentine's Day, announcements in the school newsletter about student awards, team roster, etc. This sort of "Directory Information" about students is only released with good judgment, and always for legitimate school-related purposes. The South Shore School District has designated the following student-related data as Directory Information: Student's name, address, major field of study, photograph, and date of birth; student's participation in officially-recognized activities and sports, and the student's weight and height if a member of an athletic team; dates of attendance and school previously attended; and student's awards, degrees, or diplomas received. Parents have a legal right to restrict the release of this Directory Information by submitting to the school written notification that they wish to exercise this option and prevent release of this data for their son or daughter. For further information, contact the District Administrator at 774-3500.

STUDENT POSSESSION OF FIREARMS

No one shall possess a weapon and/or ammunition while on school premises, in any district vehicle or at any school event without written authorization from the building principal or his/her designee. Authorization may be given when a weapon and/or ammunition is handled in a legal manner for the purpose of education and other cases when possession does not violate a state law.

The only exceptions to this policy are:

1. Weapons and/or ammunition under the control of law enforcement personnel.
2. Weapons and/or ammunition under the control of military personnel who go armed in the line of duty.
3. Possession and/or use of a starter gun by school personnel or their designee during a sporting event which requires such a device.

The Board defines a weapon as, but not limited to, any gun, knife, razor, karate sticks, martial arts weapon, metal knuckle, ammunition, clubs explosive devices, chemical or biological weapons, toy or look-alike weapon or other object that by the manner in which it is used or is intended to be used, is capable of inflicting harm. The use of any weapon or object in a threatening manner toward any other person is also a violation of this policy.

The building principal or his/her designee if present, or the person in charge of the school event or his/her designee, shall contact law enforcement officers as soon as possible when there is reason to believe a person is in possession of a weapon and/or ammunition and presents a potential danger to others. All weapons and/or ammunition shall be confiscated by staff members or law enforcement officers. Any weapon and/or ammunition confiscated by staff members shall be disposed of in an appropriate manner.

When staff members or law enforcement officers confiscate a weapon and/or ammunition from a student, the building principal or designee shall report the incident to the child's parent/guardian.

Any person who knowingly possesses or goes armed with a weapon while on school premises, in any district vehicle or at any school event is subject to school disciplinary measures up to and including referral to the criminal justice system or juvenile delinquency system. Disciplinary measures within the school shall be the responsibility of the building principal or his/her designee.

Student suspension and commencement of an expulsion hearing process will occur under the following circumstances:

1. Possession of a firearm on school premises, in any district vehicle or at any school event.
2. The use of a weapon or object in a threatening manner toward any other person.

If the event is substantiated, the student will be expelled from the school district for one year. (Exceptions to expulsion may be made on a case by case basis by Board action at the recommendation of the district administrator.)

The District shall also provide the Department of Public Instruction with a description of the circumstances surrounding any expulsions imposed under this policy.

STUDENT TESTING

The South Shore School District conducts a comprehensive student testing program designed to assess and evaluate student strengths and weaknesses in a variety of subject matter and skill areas. The District's testing program includes all tests required by state and federal law. The District shall not discriminate in the methods, practices and materials used for testing, evaluating and counseling students on the basis of sex, race, national origin, religion, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or handicap.

Parents of students enrolled in 8th or 10th grades are hereby notified that they may request the District to excuse their son or daughter from taking the state-mandated 8th and 10th grades examinations.

STUDENT USE OF TOBACCO, ALCOHOL AND OTHER DRUGS

The use of tobacco, alcohol, or other drugs is not allowed on any school properties.

Guidelines for Dealing with Student Drug & Alcohol Abuse

Definitions

Intoxicants: All fermented malt beverages including beer and malt liquor and intoxicating liquors as defined by state law.

Drugs: All controlled substances, prescription drugs and narcotics as defined by state law.

Alcohol abuse problem: Anyone under the influence of intoxicants while involved in any school-related activity.

Drug abuse problem: Anyone under the influence of drugs, who is not under the supervision of a licensed physician, while on school premises or while involved in any school-related activity.

School Employee Referrals

When a student is found to be using, in possession of or under the influence of any quantity of illegal drugs or intoxicants while on the school premises or while involved in any school-related activity, the student will be referred to the principal's office. The principal will notify the student's parent/guardian. A thorough investigation will follow during which the student's locker will be subject to search by school administrators. **Any illegal drugs or intoxicants confiscated will be turned over to the police.**

Working with the student's parent/guardian, the principal or designee will determine if a counselor should see the student. The counselor will follow the situation after referral is recommended by the principal or designee. Confidentiality shall be maintained as outlined in Section 2(c).

The student may be subject to suspension from school following a referral for use, possession or being under the influence of illegal drugs or intoxicants while on school premises or while involved in any school related activity.

Student Self-Referral

A counselor sought out by a student concerning drug or alcohol abuse-related problems will seek to help the student.

Confidentiality will be maintained and respected. The counselor shall keep all information received from a student that the student or another student is using or experiencing problems resulting from the use of alcohol or other drugs confidential except under the following conditions:

With the written consent of the student.

If the counselor believes there is serious and imminent danger to the health, safety or life of any person and that disclosure of the information will alleviate the serious and imminent danger; or;

The information is required for child abuse or neglect reporting purposes.

Illegal Distribution of Drugs/Intoxicants

If a student is suspected or found to be exchanging, distributing, selling or possessing with the intention of selling illegal drugs or intoxicants on the school premises or while involved in any school-related activity, the following procedures will be adhered to:

The student will be immediately referred to the principal or designee who will call for and escort the student to the office.

A thorough investigation will follow during which the student's locker will be subject to search by school administrators. Any illegal drugs or intoxicants confiscated will be turned over to the police, and the student's parent/guardian will be notified at once.

Suspension from school will follow unless the principal working with the student's parent/guardian and authorities, determines the suspension would not be in the best interest of the student and the school.

Expulsion procedures may be initiated following suspension. Re-admission following an expulsion period, may be achieved by a conference with the student, the student's parent/guardian, law enforcement personnel, school board and other officials involved.

STUDENT USE OF TWO-WAY COMMUNICATION DEVICES

Students are hereby notified that Board Policy prohibits student use or possession of electronic paging or two-way communication devices on school premises, except as specifically authorized by the building principal. Cell phones, though not prohibited, **may not** be used during class. Any student found violating this policy shall be disciplined accordingly.

All parents are further notified that they may request reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Parents with concerns, please contact the District Administrator at 774-3500.

STRUCTURED STUDY HALL

Students in grades seven and eight will be assigned to a structured study hall each day (8th period). Students are expected to work on school assignments during the entire period. If students are through with all school work, they are expected to bring a book and read, or notebook, etc. and write. This is a graded (pass/fail) class. In order to receive a grade of “pass” in the study hall, a student must be compliant and on task during the course of the study hall.

Students in grades nine, ten, eleven, and twelve will also be assigned a structured study hall each day (8th period). Students are expected to work on school assignments during the entire period. If students are through with all school work, they are expected to bring a book and read, or notebook, etc. and write. This is a graded (pass/fail) class. In order to receive a grade of “pass” in the study hall, a student must be compliant and on task during the course of the study hall. Students who have all quarter/semester grades of a C- or better may be allowed, with teacher permission, to attend open art, music, business education, technology education, or Project-Based Learning areas to pursue studies in these areas. If a student receives progress notes that indicate a grade of less than a C- during the quarter, the open area access is rescinded and the student will be back in the study hall for the remainder of the quarter. A grade check will be again administered at the end of the quarter to determine if a student is eligible to again participate in the open areas during this time.

TELEPHONE

Students will be allowed to use the office telephone for emergencies only. The secretary will place the call. Students are not allowed to use the telephone in the staff workroom/lounge. Students may not receive personal phone calls in the office. **Only in the case of an emergency will a student be summoned to the office for a personal call.** In all other situations, a message will be delivered to the student.

TEXTBOOK REPLACEMENT

It is important that class materials distributed to students, such as textbooks, be treated with care, as they need to last several years. Students who have a textbook assigned to them that is returned damaged may be financially responsible for its replacement.

TITLE I PROGRAMS - PARENT INVOLVEMENT – REGARDING RIGHTS TO RECEIVE TEACHER INFORMATION

The entire School District of South Shore believes that parents and teachers need to share the responsibility of educating children and making the educational process an enjoyable and valuable experience. To ensure this shared responsibility, all parents need to feel comfortable in the school environment and feel that they are equal partners in all steps of the educational process including decision-making and policy development. To accomplish this open relationship, the channels of communication between home and school must be kept open and frequently used. Parents need to be kept abreast of their child’s progress and informed of their rights to be involved in program planning and development, and the contributions they can make to encourage their child to become an accomplished learner.

To meet these goals, South Shore Elementary School will:

1. Hold an annual meeting to explain the Title I program and parent’s rights to be involved.
2. Share student assessment results with parents throughout the school year.
3. Encourage parent involvement through volunteering and school wide activities.
4. Conducts an annual review meeting for parents to discuss needs assessment results and provide time for shared decision making of program implementation and policies.
5. Jointly develop with parents and students a school/parent compact that outlines shared responsibilities.
6. Provide timely and frequent information regarding the school via newsletter, letters, and phone calls.
7. Encourage coordination between school and community groups and in so doing provide for a broader base of school use and community involvement.

Federal law requires that we share with you the qualifications of teachers and paraprofessionals in the South Shore School District. Following is a list of qualifications that you may ask, including:

1. Whether the teacher has met state licensing criteria for the grade level(s) and subject area(s) taught;
2. Whether the teacher is teaching under emergency or provisional status through which state licensing criteria have been waived;
3. The undergraduate degree major of the teacher, and any graduate certification or degree held by the teacher, including the field of discipline of the certification or degree.
4. Professional qualifications of paraprofessionals providing instructional-related services to their child.

TITLE IX

Title IX provides “no person in the U.S. shall on the basis of sex, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving federal financial assistance: with certain minor exceptions.”

TRANSFER FROM ONE SPORT TO ANOTHER

Students will be allowed to move from one sport to another within the first five (5) days of the season without restriction.

If students wish to switch activities after the first five (5) days they need to petition the Co-Curricular Council. Their petitions should include their reasons for leaving one activity in favor of another.

The students would appear before the Co-Curricular Council to answer any questions the Council might have.

The Council will make its decision based on the information provided.

If a student is not satisfied with the decision of the Council, he/she may appeal the decision to the Board of Education.

TRANSGENDER AND STUDENTS NONCONFORMING TO GENDER ROLE STEREOTYPES NONDISCRIMINATION

The following guidelines relate to students who are transgender and students who do not conform to gender role stereotypes. These guidelines serve two important purposes. First, significant portions of the guidelines facilitate compliance with the District’s legal obligations. Under many circumstances, an individual’s transgender or gender nonconforming status serves as a basis for legal rights and protections. Second, even where specific actions may not be required by applicable law, these guidelines are intended to further the District’s local goals concerning the creation and maintenance of positive and supportive environments that appropriately provide for the education, safety, and welfare of all students.

While the guidelines established in this rule provide important direction to District employees, students, school families, and other persons, the guidelines do not anticipate every situation that might occur with respect to students who are transgender or gender nonconforming. When an issue or concern arises that is not adequately addressed by these guidelines, the needs and concerns of each student will be assessed on an individualized basis with consultation with parents/guardians where appropriate.

Definitions

The definitions below are not intended to label students, but rather to assist in understanding these guidelines and the expectations of staff in complying with District policies and legal requirements. Students might or might not use these terms to describe themselves.

1. “Transgender” describes people whose gender identity is different than their biological sex assigned at birth.
2. “Gender identity” is a person’s deeply held sense or psychological knowledge of their own gender, regardless of the biological sex they were assigned at birth. Everyone has a gender identity.
3. “Gender nonconforming” describes people whose gender expression differs from stereotypical or prevailing social expectations, such as “feminine” boys or “masculine” girls, or those who are perceived as androgynous.
4. “Gender expression” refers to the way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms.

Discrimination, Harassment, and Bullying

The District prohibits all forms of discrimination against any transgender student or any student who does not conform to gender role stereotypes. Further, existing District policies that prohibit the harassment and bullying of students apply to any such actions that are based on a student’s actual or perceived transgender status or gender nonconformity. This includes ensuring that any incident or complaint of discrimination, harassment, or bullying is given prompt attention, including taking appropriate corrective and/or disciplinary action. Complaints alleging discrimination, harassment, or bullying based on a person’s actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination, harassment, and bullying complaints.

Student Privacy, Names and Pronouns, and Official School Records

Certain records and personally-identifiable information related to the student’s gender status or biological sex may be protected not only as an education record, but also as a confidential medical or patient healthcare record. The District further recognizes that a student may have a strong individual interest in maintaining the privacy of his/her transgender status or his/her gender nonconforming presentation at school. Accordingly, in addition to adhering to all legal standards of confidentiality, school personnel with knowledge of any student’s transgender status or gender nonconforming presentation are expected to treat that information as being particularly sensitive, even internally among school staff and school officials. District employees are expected to refer any questions they may have about student privacy and possible disclosures of a student’s transgender or gender nonconforming status to the school administrator or designee. The District strongly encourages transgender and gender nonconforming students and their families to maintain ongoing communication with the school employees who are working directly with the student in order to address, among other issues, relevant privacy concerns and privacy preferences.

When referring to students at school and in connection with school activities, school personnel will normally use the student’s legal name and the pronouns that correspond to the student’s biological sex assigned at birth. However, an adult student or the parent/guardian of a minor student may determine the name and gender pronouns that school employees will use to address the student at school and in connection with school-related activities. A court-ordered name change or medical treatment or medical procedure is not required to initiate such a request. Upon being informed by parents or an adult student at least 18 years old that a student intends to regularly use a particular name and/or prefers to be addressed using particular pronouns that correspond to the student’s gender identity, school personnel are expected to respect that decision.

The District’s approach of respecting a student’s decision to regularly use a name and the pronouns that correspond to the student’s gender identity is not a commitment to change all existing school records in order to reflect those preferences. Further, there may be situations where the District is required to use or report the legal name or biological sex of the student as that data is reflected in the District’s official records. The extent to which official records of the District are modified will depend on a case-by-case evaluation of the information that the District receives and the type(s) of school records affected by the information that is received. For example, when a student changes his/her legal name and that change is sufficiently substantiated, the District will issue a high school transcript under the student’s new legal name.

Restroom and Locker Room Accessibility

Generally, a student who is transgender and has held the belief deeply, followed the belief consistently over a period of time, is supported by the student’s parent or guardian, and for which the student has sought guidance or

counseling in coming to the decision, will be permitted to access the segregated restrooms that correspond to the gender identity that the student consistently asserts at school and elsewhere. Any student who does not wish to use the segregated restrooms may be given access to unisex restrooms if such a facility is reasonably available. No student shall be required to use a unisex restroom solely because of the student's transgender or gender nonconforming status. If the transgender or gender nonconforming student's parent or guardian disagrees with the student's decision to be transgender or gender nonconforming, then the District will attempt to meet with the student and parent/guardian and the situation will be addressed on a case-by-case basis.

If a transgender student makes any request regarding the use of segregated restrooms, the use of segregated locker rooms, or any similar type of changing area, the request shall be assessed on a case-by-case basis, taking into account all relevant interests of the student, the school district, and other students affected by the request. The school district will consider, in addition to all other relevant factors, such things as the ability of the transgender student to access the District's physical education curriculum and co-curricular programs and the need to respect the privacy and safety of all students. The District will consider the physical layout of the facility, the availability of single access showers and changing areas, and the degree of undress required when changing for the applicable activity. There is no absolute rule that, in all cases, will require a transgender student to access and use only the restrooms, locker rooms, and other changing areas that correspond to the biological sex that the student was assigned at birth.

Any student who has a need or desire for increased privacy, regardless of the underlying reason, may be provided (to the extent reasonably available) with a reasonable alternative changing area (for example, a nearby restroom stall with a locker room, or a nearby unisex restroom) or provided with an alternative changing schedule. Any alternative arrangement should be provided in a way that gives adequate consideration to relevant privacy concerns.

These guidelines related to restrooms and changing areas generally assume that a student has a special concern or is in some way uncomfortable with consistently using the facilities that correspond to the biological sex that the student was assigned at birth. However, all students have the option of consistently accessing the facilities that correspond to the biological sex that the student was assigned at birth.

Participation in Physical Education Classes and Sports Activities

A student who is transgender shall be permitted to participate in physical education classes and intramural sports in a manner consistent with the gender identity that the student regularly asserts at school and in other social environments.

Students who are transgender shall be permitted to participate in interscholastic athletics in a manner consistent with the requirements and policies of the Wisconsin Interscholastic Athletic Association (WIAA).

The WIAA has stated the following:

Transgender Participation Policy

The following definitions apply to this policy:

1. "Transgender" means having a gender identity or gender expression that differs from societal expectations based on gender assigned at birth.
 - a. Female-to-Male (FTM) transgender person means one who was born with a female body but who identifies as a boy or man.
 - b. Male-to-Female (MTF) transgender person means one who was born with a male body but who identifies as a girl or woman.
2. "Gender identity" means an innate sense of one's own gender.
3. "Gender expression" means external appearance, characteristics or behaviors typically associated with a specific gender. The WIAA Transgender Policy only addresses bona fide transgender students and does not alter existing WIAA rules prohibiting boys playing on girls' teams or girls playing on boys' teams when a comparable girls team is provided. Privacy Statement: Protecting the privacy of transgender student athletes must be a priority for all athletic department and affiliated school personnel. All medical information shall be kept confidential in accordance with applicable state, local and federal privacy laws. All discussions and documentation in each level of the process by the member school,

appeals panel and the WIAA shall be kept confidential unless the student and family make a specific request otherwise.

Procedures:

1. The student's member school will be responsible for determining the student's eligibility to participate in WIAA sponsored interscholastic athletics. The school's policy shall provide that the student and parents/guardian must notify the school in writing that the student is a transgender individual, having a consistent gender identity different than the gender of the student's birth certificate, and list the WIAA sport(s) in which the student would like to participate. The following information and criteria should be used by the school to determine which gender the student will participate on the school's teams:
 - a. Current school registration information
 - b. A written statement from the student and parent(s)/guardian(s) affirming the consistent gender identity and expression to which the student self-relates
 - c. Documentation from individuals such as, but not limited to, parents, friends, and/or teachers, which affirm the actions, attitudes, dress and manner and demonstrate the student's consistent gender identification and expression
 - d. Written verification from an appropriate healthcare professional (physician, psychologist) of the student's consistent gender identification and expression
 - e. Medical documentation (hormonal therapy, sexual re-assignment surgery, counseling, etc.)
 - i. An FTM student who has started hormone therapy (example: testosterone) is only eligible for male teams. Hormone supplementation is allowable in this situation consistent with WIAA policy. Note that a FTM student who has NOT started hormone therapy may participate on female teams if desired by the student, as there would be no concern about safety or competitive equity without biological interventions having been implemented.
 - ii. An MTF student must have one calendar year of medically documented testosterone suppression therapy to be eligible to participate on a female team, consistent with WIAA policy. Note that a MTF student who has NOT started testosterone suppression therapy may participate on male teams if desired by the student, as there would be no concern about safety or competitive equity without biological interventions having been implemented.
 - iii. Hormone supplementation/suppression therapy under the supervision of a licensed physician when taken as prescribed does not violate WIAA Performance Enhancing Supplement policy.
2. Once the member school has rendered a decision, a school administrator shall communicate with the WIAA office in writing of the decision. The school shall list the student's classified gender and WIAA sport(s) in which the student-participant intends to participate if he/she meets all WIAA eligibility requirements and is selected through the team try-out process.
3. If a school approves participation as a transgender student athlete in WIAA sport(s), the student may not return to his/her gender identified on the birth certificate for athletics participation purposes unless another evaluation is undertaken by the member school because of a change in circumstances.
4. If a school denies participation as a transgender student athlete in WIAA sport(s), the student's eligibility remains with the school's teams as determined by birth gender.

Appeal:

If denied participation as a transgender student athlete in WIAA sport(s), the school's policy shall provide that the student and/or parent(s)/guardian(s), may file an appeal in writing with the school within the time period specified and in the manner dictated by school appeal policy, consistent With the Wisconsin Pupil Nondiscrimination Guidelines. The WIAA recommends that each school have the ability to convene an appeals panel when determining the eligibility of transgender students. Ideally, this panel should include a licensed physician or psychologist and a school administrator. Ideally all are familiar with transgender, gender identity and gender expression issues. The student-participant with his/her parents/guardians

should be provided the opportunity to address the appeals panel. All documentation submitted on behalf of the student-participant and documents used in the decision making process by the school shall be available for review by the appeals panel. The appeals panel must send a written decision to the WIAA and to participants in the appeal process within three business days.

Dress Codes

Within the constraints of the District's dress code policy and dress codes adopted by the school, students may dress in accordance with their gender identity. School personnel shall not enforce a dress code more strictly against transgender and gender nonconforming students than other students.

VIRTUAL ONLINE PROGRAM

During the 2022-2023 school year, the South Shore School District will be offering virtual learning opportunities through partnerships with accredited, virtual schools. These include, but are not limited to, the Wisconsin Virtual School (CESA #9) and Educere. This is open for any student in grades 6-12 in the South Shore School District, including students who are currently home-schooled.

For more information on enrollment and course opportunities, please contact Michelle Simpson, 4K-12 Principal and Director of Instruction at msimpson@sshore.k12.wi.us.

VOTER REGISTRATION

State Law requires that all high school students be informed of the following elector registration information:

All citizens of the United States are eligible to vote beginning on their 18th birthday. A voter must reside in the city or town for 28 consecutive days prior to the election to be qualified to vote. They must present identification to prove they are legal residents of that address.

WEIGHTED GRADES POLICY

Trigonometry, Algebra II/III/IV, Pre-calculus, Calculus, Physics, Chemistry, Spanish III/IV, & AP courses-any approved youth options college level courses will be given extra weight. Under this system the letter grades will be assigned the numerical values as shown: A=5.00, A-=4.58, B+=4.17, B=3.75, B-=3.33, C+=2.92, C=2.50, C-=2.08, D+=1.33, D=1.0, D-=0.67, and F=0.

This policy is not meant to imply that one course is more valuable than another, only that some courses are more demanding academically and require greater amounts of outside study time. This policy is meant to encourage students to take more challenging courses by modifying the possible negative impact of carrying a heavy academic load.

WELLNESS POLICY

Nutrition and physical activity are known to influence a child's development, potential for learning, overall sense of well-being, and risk of illness through adulthood. Students who practice good nutrition and engage in daily physical activity attend school with bodies and minds ready to take advantage of the learning environment. The District, therefore, encourages all members of the community to help create and support a school environment that emphasizes healthy, life-long habits of good nutrition and physical activity.

The District shall also maintain, implement, and inform the school community and general public about a local school wellness policy that meets the requirements of federal law. The local school wellness policy required by federal law (hereinafter referred to as the District's "Wellness Plan") is a written plan that includes methods to promote student wellness, prevent and reduce childhood obesity, and provide assurance that school meals and

other food and beverages sold and otherwise made available to students on the school campus during the school day are consistent with applicable minimum nutritional guidelines and standards.

Various stakeholders will be given the opportunity to participate in the development, implementation, and periodic review and updating of the District's Wellness Plan. However, the content of the Plan is subject to the School Board's review and approval, and the Board retains authority to modify the specific content of the Wellness Plan and to accept, reject, or modify recommendations for updates and other changes.

The Board delegates primary administrative oversight of this policy and the District's local Wellness Plan to the District Administrator who shall:

Direct and monitor the District-wide implementation of the District's Wellness Plan and related nutrition guidelines, including monitoring school-level compliance with the Plan;

Oversee the periodic evaluation of the Wellness Plan and its implementation at least as often as such formal assessments are required under applicable regulations, including having primary responsibility for ensuring the timely preparation of a written report following each such assessment;

Ensure opportunities for stakeholder group involvement in the development, implementation, and periodic review and updating of the District's Wellness Plan in a manner that is consistent with the requirements of applicable federal regulations and the specific content of the Wellness Plan;

Keep the Board and the broader community informed of the Wellness Plan, the District's and each applicable school's progress toward achieving Wellness Plan goals, and any recommendations for changes and improvements to the Plan, including any changes that are based on the results of a formal assessment; and

Establish record keeping procedures that are consistent with applicable federal regulations and any Department of Public Instruction (DPI) guidelines.

Nothing in this policy or in the District's formal Wellness Plan shall be construed to prohibit District schools from undertaking additional school-level wellness initiatives, provided that such initiatives (1) do not either conflict with the formal Wellness Plan or unilaterally supplant or replace portions of the Plan; and (2) have otherwise been properly authorized within the District. However, the Board strongly encourages the administration and staff at individual schools to coordinate their student wellness initiatives with the formal Wellness Plan for the benefit of documenting such efforts and sharing ideas across the entire District.

NOTICE: The United States Department of Agriculture is an equal opportunity provider and employer. The South Shore School District is also an equal opportunity provider and employer.

WITHDRAWAL AND TRANSFER

The procedure for withdrawal or transferring is as follows:

- Secure authorization withdrawal or transfer note from your parent or guardian.
- Obtain appropriate forms from the Main Office.
- Have the forms filled out by teachers, return all schoolbooks and property, and make sure all fees are paid.
- Take completed forms to the Main Office for final clearance.