



Student and Family Handbook

Sun Prairie Area School District
Sun Prairie, WI 53590

www.sunprairie.k12.wi.us

Sun Prairie High School

2011-2012

If a student or parent/guardian would prefer to have this information translated into Spanish, please contact us at 834-6655.

Si un estudiante, padre ó guardian prefiere tener esta información traducida en Español, por favor contactenos en el 834-6655.

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If a student or parent/guardian would prefer to have this information translated into Hmong, please contact us at 318-8087.

Yog tus me nyuam lub xiv los yog niam thiab txiv/tus neeg muaj cai saib xyuas tus me nyuam xav tau qhov ntawv ntawm no ua lus Hmoob, thov hais rau peb paub rau ntawm 318-8087.

STATEMENT OF NONDISCRIMINATION

No student may be discriminated against in any school programs, activities or in facilities usage because of the student's sex, color, religion, profession or demonstration of belief or non-belief, race, national origin, ancestry, creed, pregnancy, marital or parental status, homelessness status, sexual orientation or physical, mental, emotional or learning disability. Harassment is a form of discrimination and shall not be tolerated in the district. It is the responsibility of administrators, staff members and all students to ensure that student discrimination or harassment does not occur. (SPASD Policy JB)

**Sun Prairie High School
888 Grove Street
Sun Prairie, WI 53590
Main Office (608) 834-6700**

		<u>Phone</u>
Principal	Mrs. Heipp	834-6701
Secretary	Ms. Omeja	834-6717
Assistant Principal	Ms. Bollinger	834-6711
Assistant Principal	Mr. McGee	834-6710
Assistant Principal	Mr. Rouse	834-6712
Police Liaison Officer	Officer Wilkinson	834-6882
Secretary	Ms. O'Neill	834-6714
Attendance Secretary	Mrs. Shogren	834-6993
Financial Secretary	Ms. Wayland	834-6716
Athletic Director	Mr. McClowry	834-6713
Secretary	Ms. Harbort	834-6719
School Nurse	Ms. Gill-Ladish	834-6702
School Counselor (students A – E)	Ms. Zeman	834-6723
School Counselor (students F – K)	Mr. Hobson	834-6726
School Counselor (students L – R)	Dr. Smith-Charleston	834-6730
School Counselor (students S – Z)	Ms. Wagner	834-6722
Secretary	Ms. Burns	834-6729
LMC	Ms. Coller	834-6801
LMC Assistant	Ms. Plomedahl	834-6801
Custodial Staff		834-6887
Prairie Phoenix Academy Principal	Mrs. Tavs	834-6901

**Attendance Line
834-6704**

Welcome

Welcome to Sun Prairie High School. We hope our students will find this school year rewarding and enjoyable as they engage in the fine academic, extra-curricular, and co-curricular programs that we offer at Sun Prairie High School. Success depends on Respect and Responsibility. Each member of our Cardinal Community must know and understand the expectations regarding Respect and Responsibility and act in accordance with those expectations. We ask that students and parents/guardians work together to discuss how to make the most of what Sun Prairie High School has to offer and that students involve themselves to the fullest extent their talents will allow. The high school years can provide some of the most rewarding experiences of your life. We ask that you take advantage of our programs in gaining those life experiences. Best wishes for a good year.

Mission and Goals

- A. **Our Vision:** All students, families, school employees, and community members unified by mutual respect and the shared purpose of seeking successful learning for every student.
- B. **Our Mission:** To maximize each student's learning by:
- Partnering with parents, community and businesses;
 - Implementing rigorous, multi-cultural curriculum focused on essential learning;
 - Ensuring best practices in instruction and assessment;
 - Using data to drive instructional decision-making;
 - Incorporating students' diverse performance styles, cultural knowledge, and prior experiences to make learning relevant and effective;
 - Building relationships to ensure the connectedness of every student and family; and
 - Inspiring lifelong learning for all students and staff members.
- C. **Our Priority Goals:** Each goal will have an action plan and monitoring report with measurement of results reviewed at least annually.
1. Improve literacy achievement for all students.
 2. Improve mathematics achievement for all students.
 3. Improve and expand learning opportunities so that every graduate is prepared and inspired to successfully and productively pursue any option after high school.
 4. Develop a highly qualified, diverse, and culturally proficient district workforce.
 5. Transform instruction, classrooms, and schools to ensure that equitable learning opportunities are accessed by all students, including those from diverse, cultural, linguistic, or ability backgrounds.

The Cardinal Way: Sun Prairie High School Expectations of Excellence

"Respect" and "Responsibility" are cornerstones of a successful culture, and we trust that each student, every staff member, all parents/guardians, and community members will respect our learning environment and be responsible for positively impacting our Cardinal Community. We are united by a common purpose: high level student engagement in learning that will lead to successful futures for all.

What does The Cardinal Way look like?

The Cardinal Way is a team-based, systematic approach in teaching behavioral expectations throughout the school. It is based on Positive Behavioral Interventions and Supports (PBIS), a proactive model which teaches the behaviors, reinforces and recognizes students who are able to model these behaviors and has systems in place to support students who have a difficult time or may present more challenging behaviors.

The team approach is what truly makes this system work and we really need every family's support to help us be successful.

The Cardinal Approach

Instead of using a patchwork of individual behavioral management plans, we have moved to a school-wide discipline system that addresses the entire school, the classroom, areas outside the classroom (such as hallways, restrooms, offices, cafeteria, school grounds, etc.).

Every person who works in the school is aware of the behavioral expectations and works to ensure students are consistently getting the same message, regardless of the setting they are in or the adult they come in contact with.

The Cardinal Implementation Plan

We are very proud of the progress that students have made over the last few years but we must keep working to improve our success. In order to accomplish this task, several components are in place.

They are as follows:

Communicate Behavioral Expectations: A number of clearly defined behavioral expectations are simply stated in positive terms. Sun Prairie High School identifies its expectations. For example: Be Respectful and Responsible.

Teaching Behavioral Expectations: Behavioral expectations are identified for various settings in the high school. The behaviors are taught to all students in the school through direct teaching with the help of staff.

Acknowledge Appropriate Behaviors: Once appropriate behaviors have been defined and taught, they are acknowledged in various ways on a regular basis. Examples of reinforcements used are: Perfect Attendance Awards, Positive Office Referrals, Good Citizen Postcards and Cardinal Way To-Go celebrations.

Data Collection: Office Discipline data is collected on school-wide behavior and a team reviews the data regularly to determine when and where the problems are occurring. The committee then brainstorms ways to proactively address the problems and to re-teach and reinforce positive behaviors.

Individual Support: Is provided for students not responding to the school-wide system. Sun Prairie High School has a system for developing plans for individual students who may have a difficult time and need more support in a school setting. The high school CARE Team meets regularly and involves parents/guardians as active partners in helping students to succeed.

Active Support by All Stakeholders: The entire school community is needed to be actively involved in order to make the system successful. PBIS is a district-wide system for establishing a positive culture in each building. This is not just an initiative, this is what we do!

Benefits of The Cardinal Way (PBIS research-based):

Increases attendance

Student self-reports of a more positive and calm environment

Teacher reports of a more positive and calm environment

Reduction in the proportion of students who engage in behavioral disruptions

Reduction in the number of behavioral disruptions



What is the “Cardinal Way To-Go” Program?

The Sun Prairie High School Cardinal Way program is a part of a devoted leadership program with an objective to help motivate individual attendance, academic excellence, and citizenship. The Cardinal Way not only reaches out to the entire campus, but it also strives to recognize all individual students. The Cardinal Way program is based on the principles of performance, promotion, and partnership. The four target areas of the Cardinal Way program are:

- To improve overall academic performance
- To increase graduation rates
- To create a positive, safe school environment
- To increase student attendance



Why is it important?

- Promotes a good academic atmosphere
- Reinforces good study habits and positive behavior
- Rewards students who deserve recognition
- The data has shown with programs similar to The Cardinal Way, positive progress in areas such as:
 - Grade point averages (GPA)
 - Standardize test scores
 - Attendance
 - Discipline
 - Overall positive behavior



Who is rewarded?

Academic Excellence:

- All students who receive a 3.8 GPA or higher each quarter are rewarded and recognized.
- No Behavior referrals
- Students can have only 1 unexcused absence. Students are awarded for each quarter.

OR

- 1.0 GPA increase from quarter to quarter.



How are students rewarded?

Quarter Awards

Each quarter we reward students who have accomplished the requirements of any of The Cardinal Way categories. Every quarter about 150-300 students from the previous categories win Cardinal Way awards. The awards include items such as: a free lunch, school supplies, spirit items, discount cards, t-shirts, coffee mugs, key chains, and free meals to local restaurants. Hopefully every year over 1,100 students will win Cardinal Way at least one quarter.



Sun Prairie High School Expectations of Excellence: The Cardinal Way

	Classrooms/ Instructional Settings	Hallways/Office Area/ School Grounds	LMC/Computer Labs/ Learning Resource Center	Restrooms/ Cafeteria	Athletic Facilities/ Performance Areas
Respect	<p>Treat others with compassion.</p> <p>Be actively engaged in all teaching and learning opportunities.</p> <p>Use equipment and resources as instructed.</p> <p>Use electronic devices as instructed by the teacher.</p> <p>Stand, participate, or sit quietly during the Pledge of Allegiance.</p>	<p>Use appropriate and positive language and volume.</p> <p>Be aware of everyone's personal space.</p> <p>Keep displays of affection appropriate to school setting/staffs' workplace.</p> <p>Care for and maintain all school property.</p> <p>Follow instructions and/or directions given by any adult in the building.</p>	<p>Be considerate of others' learning.</p> <p>Use appropriate language and volume.</p> <p>Be kind and courteous to staff and peers.</p> <p>Leave the environment better than you found it.</p> <p>Keep food/drink in backpack or locker so as not to damage computers or books.</p>	<p>Dispose of food and trash in the trashcans.</p> <p>Wait patiently in line and be courteous to others.</p> <p>Keep restrooms and cafeteria graffiti-free.</p> <p>In restrooms, maintain the privacy of others as well as yourself.</p> <p>Wash your hands before meals and after using the restroom.</p>	<p>Participate in or silently respect the National Anthem.</p> <p>Cheer positively and enthusiastically.</p> <p>Listen attentively to guests/speakers.</p> <p>Applaud appropriately.</p> <p>Demonstrate school pride.</p> <p>Use electronic devices appropriately.</p>
Responsibility	<p>Follow school dress code.</p> <p>Be truthful and honest.</p> <p>Treat the environment with care and consideration.</p> <p>Use technology devices as instructed.</p> <p>Be an active listener.</p> <p>Attend school daily, be on time, and be prepared.</p> <p>Use your time efficiently and productively.</p>	<p>Follow school dress code.</p> <p>Report any damage, vandalism, and unsafe behavior.</p> <p>Park in designated areas.</p> <p>Clean up after yourself and use trashcans.</p> <p>Carry a hall pass and present it if asked.</p> <p>Be on time.</p> <p>Use locker assigned to you.</p> <p>Be where you are supposed to be.</p>	<p>Follow Internet usage policy.</p> <ul style="list-style-type: none"> • Password • Appropriate sites <p>Report damage and inappropriate use.</p> <p>Share and return materials.</p> <p>Follow study hall procedures</p> <ul style="list-style-type: none"> • Check in/out • Pass usage • Attendance <p>Use your time wisely/efficiently.</p> <p>Ask for assistance.</p>	<p>Take responsibility by washing your hands after use of restrooms and using hand sanitizer as necessary.</p> <p>Be responsible for your food and/or trash by disposing it properly.</p> <p>Report acts of vandalism, smoking, or drug use.</p> <p>Use of cell phones in the restrooms is prohibited to protect the privacy of others.</p> <p>Be responsible for helping to create a safe environment.</p>	<p>Represent our school and community in a positive way (both as a fan and/or player) by being your best self.</p> <p>Be a positive Cardinal fan/audience member.</p> <p>Practice positive sportsmanship.</p> <p>Be in your designated area.</p> <p>Be on time and be prepared.</p> <p>Treat event sites safely and with care and consideration.</p> <p>Food/Drink only when appropriate.</p> <p>Support your peers in the activities they do.</p> <p style="text-align: center;">Have fun!</p>

Link Crew

Link Crew will help with the transition of welcoming 10th grade students and making them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew trains members of the junior and senior classes to be Link Leaders. As positive role models, Link Leaders are motivators, leaders and teachers who guide the 10th grade students to discover what it takes to be successful during the transition to high school and help facilitate sophomore success. More and more studies show that if students have a positive experience their first year in high school, their chance for success increases dramatically. The Link Crew high school transition program provides the structure for 10th grade students at Sun Prairie High School to receive support and guidance from juniors and seniors who have been through the challenges that high school poses, and understand that the transition to a larger school can sometimes be overwhelming.

General Information

Attendance

State statutes mandate a full day of school for all students, grades 10-12. A full day of school for Sun Prairie High School students is defined by the Sun Prairie School Board as seven full periods. All students are required by Wisconsin Statute 118.33 to be in school all seven full periods unless they are in an accredited work program.

All students are required to schedule a minimum of six credit classes each semester. Specific course requirements are listed in the Course Guide.

EXCUSED Full Day Absences

Excused student absences must be reported by a parent/guardian to the attendance secretary (608) 834-6993 before 9:00 a.m. on the day of the absence. Excused absences are granted for reasons of personal illness, illness in the family or family emergency, personal appointments of a professional nature, death in the family or attendance at a funeral, religious holidays, court appearances, special educational events, approved school activities and special circumstances that show good cause and are approved in advance by an assistant principal. Excuses may be in the form of a note or phone call from a parent/guardian. Pre-arranged absences should be documented with a parent/guardian note to the attendance secretary. In case of an absence, parent(s)/guardian(s) will have up to two weeks after the absence to excuse it.

EXCUSED Partial Day Absences

Any student coming or going during the school day must check in and out with the attendance secretary at the attendance desk. This allows the school to maintain an accurate record of who is in our building at all times in case of emergency.

Illness – If a student comes to school late due to illness, he/she must check in at the office. A parent/guardian note or phone call on that same day will allow this partial day absence to be excused. If a student becomes ill during the school day, he/she must get a pass to the health room adjacent to the main office. Students are responsible for signing in at the health office. In order for a student to be excused to go home ill during the day, the school nurse or assistant principal must make contact with the student's parent/guardian. **STUDENTS WHO DO NOT CHECK IN OR OUT OF THE OFFICE WILL NOT BE CONSIDERED EXCUSED.**

Appointment or Personal/Family Emergency – If a student comes to school late due to an appointment or emergency, he/she must check in at the office. A parent/guardian note or phone call on that same day will allow this partial day absence to be excused. If a student has an appointment or emergency during the school day, he/she must check out from the main office. In order for the student to be excused from school for the appointment or emergency, a parent/guardian note must be presented or phone contact must be made with the parent/guardian. **STUDENTS WHO DO NOT CHECK IN OR OUT OF THE OFFICE WILL NOT BE CONSIDERED EXCUSED.** Students who leave school with an excused absence other than illness may be allowed to participate in or be a spectator at a school-sponsored event that same day.

Medical Absences – The school nurse or an administrator may require written documentation from an attending physician if excessive absences accrue due to illness.

Make-Up Procedures – Students must assume responsibility to make-up work missed during an excused absence. A student has one day to make-up work for each day absent. If circumstances require additional time, arrangements must be made with an assistant principal and the teacher immediately after the student returns to school. Students are expected to take a

scheduled test the day they return if they have not missed more than one class period in that subject. Suspended students may make-up any work missed according to these procedures.

UNEXCUSED Absences

Students who incur unexcused absences will be subject to disciplinary action including parent/guardian contact, detentions, in-school suspension, revocation of extra-curricular privileges, and legal action under the state and municipal attendance laws. Teachers are not required to allow students to make-up work missed due to an unexcused absence.

Students who do not attend school for the day are not allowed to attend practice, or participate in any extra-curricular activity, athletic event, school musical, club meeting, plays, dances, etc., that same day, and on Saturday, if the absence occurs on a Friday. The school nurse or an administrator may require written documentation from an attending physician if excessive absences accrue due to illness. Oversleeping is not excused. Parents/Guardians may excuse their student up to ten (10) days per year.

Tardiness

- Students need to practice being on time to class in order to be ready to learn and prepare for the world of work and college.
- Teachers need to *model* high expectations for punctuality and class participation *by starting each class with a meaningful learning activity when the bell rings.*
- When students come to class with a pass, they will be admitted and considered "present" in the attendance record.
- When students come to class late WITHOUT a pass, they will be admitted and marked tardy in Infinite Campus.
 - The first, second, and third time that a student is tardy to an individual class will require an intervention from the classroom teacher.
 - These interventions should be documented and by the third time, if not sooner, the parent/guardian should be directly contacted about this emerging pattern of disruption to learning.

Teacher interventions should be defined in the class syllabus/expectations document and should be shared with parents/guardians at the beginning of each semester.

Teacher interventions could include:

- Verbal reminder (*This should be done in a private, respectful, non-demeaning way*)
- Verbal warning
- Extra work activity to reinforce punctuality and the importance of class time
- Detention/appointment/conference with teacher before or after school *to make-up lost learning*
- Parent/Guardian contact with student

Upon the **fourth tardy to the class**, the teacher has the option of further progressive discipline. This can include issuing a detention slip to the student. Information about previous teacher interventions and documentation of parent/guardian contact is required to be shared with the student's principal at this step via the detention slip.

- The student will be assigned a tardy detention to be served through the office. These detentions will be from 3:30-4:30 p.m. (or for appropriate release for the late bus), and will be served under the supervision of a principal.
- The student is to be assigned a specific date of detention and is expected to serve that on the assigned date.
- All teachers will receive a daily list of students assigned to detention so they can send missing or enrichment work for their student to complete.
- Students will not be admitted to detention unless they have work to do.
- Teachers who would like to have students spend detention time working with them will be allowed to retrieve the student from detention.
- Parents/Guardians and students should also be reminded that a tardy detention is something that appears on the student school discipline record, whereas managing the issue before a fourth tardy is handled without that level of documentation.
- A student's failure to serve detention will result in a referral to the student's principal for refusal to serve detention and will result in further disciplinary action including, but not limited to, time spent in the ALE (Alternative Learning Environment), out of school suspension, parent/guardian conference, behavior plan development and implementation.

- Students who fail to serve detention will also not be allowed to participate in after-school activities, attend home sporting events or dances. Attendance/Participation in these events are privileges that are available to students who follow the expectations of following the tardy policy.

Students who know they will be late to a class due to staying with a teacher or office staff from the last bell are required to get a pass from the teacher.

In certain cases, the assistant principals (or designees) may issue passes to students for unforeseen circumstances.

A pattern of tardiness will be identified through attendance reports and will be addressed with individual students and families on a case-by-case basis by the assistant principals.

Bell Schedules

Passing time between classes is six (6) minutes. A bell indicates the beginning or end of a period; however, dismissal of students from a class or study hall is determined by the teacher or supervisor.

DAILY SCHEDULE

Period 1	8:00 – 8:52	Period 1	8:00 – 8:52
Period 2	8:58 – 9:54 (Announcements)	Period 2	8:58 – 9:54 (Announcements)
Period 3	10:00 – 10:52	Period 3	10:00 – 10:52
A Lunch	10:52 – 11:28	Period 4	10:58 – 11:50
Period 4	11:28 – 12:20	B Lunch	11:50 – 12:26
Period 5	12:26 – 1:18	Period 5	12:26 – 1:18
Period 6	1:24 – 2:16	Period 6	1:24 – 2:16
Period 7	2:22 – 3:14	Period 7	2:22 – 3:14

EXTENDED 1ST HOUR SCHEDULE

Period 1	8:00 – 9:11	Period 1	8:00 – 9:11
Period 2	9:17 – 10:06	Period 2	9:17 – 10:06
Period 3	10:12 – 11:02	Period 3	10:12 – 11:02
A Lunch	11:02 – 11:38	Period 4	11:08 – 11:57
Period 4	11:38 – 12:27	B Lunch	11:57 – 12:33
Period 5	12:33 – 1:22	Period 5	12:33 – 1:22
Period 6	1:28 – 2:18	Period 6	1:28 – 2:18
Period 7	2:24 – 3:14	Period 7	2:24 – 3:14

Hours 1, 3, 6, and 7 are 50 minutes in length, lunches are 36 minutes and Hours 2, 4 and 5 are 49 minutes.

TWO HOUR DELAY

Period 1	10:00 – 10:35	Period 1	10:00 – 10:35
Period 2	10:41 – 11:19 (Announcements)	Period 2	10:41 – 11:19 (Announcements)
Period 3	11:25 – 12:00	Period 3	11:25 – 12:00
A Lunch	12:00 – 12:36	Period 4	12:06 – 12:41
Period 4	12:36 – 1:11	B Lunch	12:41 – 1:17
Period 5	1:17 – 1:52	Period 5	1:17 – 1:52
Period 6	1:58 – 2:33	Period 6	1:58 – 2:33
Period 7	2:39 – 3:14	Period 7	2:39 – 3:14

All classes are 35 minutes in length except for Hour 2, which is 38 minutes (to allow for announcements), and lunches are 36 minutes.

Book Issue and Return

Books and other assigned school property must be returned in a usable condition or the student is charged the replacement cost of the book or property. Normal wear is expected and will be taken into consideration.

Bus Evacuation Drills

Each yellow school bus carrying public or parochial pupils will hold two emergency evacuation drills during the school year. Such drills will follow guidelines which are developed jointly by the district and the contractor. One evacuation drill will be held prior to the last day of October and another drill will be held prior to the last day of April in accordance with the Wisconsin Handbook for School Bus Drivers.

Course Fees

Specific courses require a project fee to purchase materials. In courses requiring a project fee, students will be asked to choose a project(s) and discuss costs with the teacher. Students that are unable to pay fees may pick up a fee waiver form from the main office. Students who have not paid fees will not participate in commencement.

Deliveries: Balloons (Latex Allergies), Flowers, and UPS

No balloons or balloon bouquets with latex balloons will be allowed in the school setting. Latex balloons pose a problem for students with a latex allergy. Mylar balloons do not pose a threat and can be used as an alternative. Local florists will not accept orders for deliveries to schools that include latex balloons.

Families and friends are discouraged from sending flowers and other gifts in order to minimize disruptions in school. Please note **all** UPS orders are delivered to the School District Office and not to the high school. The School District Office must follow a predetermined schedule for mail delivery to each school. Therefore, a package sent via UPS may not reach the high school on the sender's desired date.

Emergency, Weather and School Closings

If school is closed, delayed, or releasing early due to severe weather, you may log-on to the district website, www.sunprairie.k12.wi.us; listen to a local radio station or tune into one of the Madison television stations for an announcement. You may also access school closing information through the district's voice mail system by dialing 834-6688, Ext. 2561. Families will also be notified through the Blackboard Connect notification system. Phone calls, emails, and text messages will be sent directly to parents/guardians at the time the decision is made.

Tornado alert drills are conducted to acquaint the students to tornado warning procedures. Teachers will advise their classes regarding appropriate procedures to be followed.

In case of emergency evacuation during the school day, the students will be housed with their teachers in their designated safe area. The designated safe area for Sun Prairie High School is either Angell Park or Copp's Supermarket (East). They will remain there until it is safe for them to return to their classrooms and daily schedule. In the event that school cannot resume, the parents/guardians will be notified of the emergency situation and the pick up site. The Blackboard Connect notification system will also be activated to inform families with all pertinent information and necessary instructions. Bus services will continue as normal.

Fire Drill Procedures

Fire drills are held throughout the school year. Directions posted in each room should be followed carefully.

Check the fire drill information posted in each room, and when the alarm sounds, follow the directions. All persons must leave the building promptly and quietly. Teachers will designate a classroom meeting area.

Food or Beverage in the Classroom, Study Halls, Offices and LMC

All food and beverages are to be consumed in the cafeteria, not in the halls, LMC, or computer lab. Individual teachers may allow food and water in the classroom.

Hall Passes

Students may not be in the halls during scheduled classes, study halls, or their lunch period without a hall pass. Valid hall passes must be in the form of the pass page of their student planner, or in the form of a printed school pass. If a student abuses his or her pass privileges, they may be revoked by the assistant principal. Students without a pass are brought to the office. Further, students habitually in halls without a pass may be subject to police contact and citation for unauthorized presence.

Infinite Campus

Parents/Guardians may access their child's daily schedule, attendance, assignments, and grade for each course by accessing Infinite Campus located on the district website at www.sunprairie.k12.wi.us >For Parents & Families >Infinite Campus Portal. Upon request, a User Name and Password will be sent to parents/guardians.

Locks and Lockers

Lockers are the property of the Sun Prairie Area School District and can be inspected by school administrators at any time without notice or warrant. Student lockers are provided to students for personal and school material storage. Lockers are assigned to students alphabetically by grade level. Locker assignments and supervision will be monitored through the 1st Hour teacher. Students are required to use only their assigned locker and are expected to keep it locked. In addition, when students have a Physical Education class, lockers are available for their use. These lockers should be locked before and after students dress for Physical Education.

Each locker will be equipped with a lock.

Locker decorations must not be disruptive to the school environment. All decorations in lockers must comply with school regulations against inappropriate dress; sexual innuendo; discrimination; references to drugs, tobacco, or alcohol. No structural changes may be made to the lockers.

Individual lockers will be searched if a reasonable suspicion exists that some material that is inappropriate, illegal and/or dangerous may be in that locker. Individual lockers may also be searched for outstanding library books or textbooks, or for other materials that should have been returned to school personnel. School authorities may remove any unauthorized, inappropriate, or illegal item found in the locker. Items removed from the locker may be held by the school for return to the parent/guardian of the student or retained for disciplinary proceedings or discarded.

Students will be held responsible for any and all items found in their assigned lockers. If a suspicion exists that a dangerous weapon or device may be in a locker, the locker will be searched by law enforcement or fire department personnel.

The school is not responsible for items lost or stolen from lockers. The school will not be responsible for items left in the lockers at the end of the school year. Students should not bring valuables or large amounts of money to school or leave such items in their lockers.

Non-compliance with these procedures will be considered a violation of school rules and be subject to disciplinary action.

Parent/Guardian Contact Information

It is very important that the school has an up-to-date address, telephone number and email address on file for each parent/guardian. The school office needs to have current:

- Home address
- Home, work and mobile telephone numbers
- Email addresses

Please let the school office know right away if this contact information changes at any time during the school year. If you have students at several schools, you only need to contact one school and the changes can be made for all members of your family.

The district has an electronic communication system that can be used to alert families with general information as well as to quickly communicate in the event of an emergency. This system can be used to report:

- Unexcused absences
- Low or negative lunch account balance
- Upcoming school events related to the student's grade, class or school
- Late start or school closing
- Information updates during and follow up to emergency situations

Parking and Student Vehicles (Automobiles, Bicycles, Motorcycles)

Students must go to the office to get permission from an administrator to go to their car during regular school hours.

Student parking areas are furnished to students as a courtesy. Availability of student parking spaces is limited, so students who drive to school or leave during the school day should plan accordingly.

Parking is authorized by permit only and permits must be purchased and appropriately displayed. All rules and regulations apply to all motor-driven vehicles. Ability to purchase a parking permit cannot be guaranteed.

Parking permits will be issued during registration week in August on a seniority basis by credit standing. Credit deficient students may lose parking privileges. Students will receive a list of parking lot and permit regulations at the time of registration. Due to parking limitations, only one student parking permit may be purchased per household.

When purchasing a parking permit, the student and parent/guardian will be required to sign a notice that parking illegally may cause the vehicle to be ticketed and/or towed. Students and parents/guardians will be responsible for all fines and towing charges. Acceptance of a permit gives consent to school officials to search vehicles with reasonable suspicion.

Students who receive parking permits must be in regular attendance at Sun Prairie High School. Students must have a valid drivers license in order to obtain a parking permit. A student who becomes an habitual truant may have their parking privilege revoked. Students who have their parking permit revoked because of truancy may reapply, and repurchase a permit if they are no longer considered an habitual truant.

Personal Electronic Devices

Students' use of personal electronic devices during the instructional day can be disruptive to the learning environment.

"Personal electronic devices" are defined as personally owned cellular telephones, personal digital assistants, personal media devices, electronic games, digital cameras, or any other electronic device with communications functions and/or the capability to capture, record, transmit and/or play back voice or image information. (Policy JFCK)

Students may use electronic devices before and after school and during passing periods as long as the device is used appropriately. This means that students are on time to class, does not use the cell phone to harass or to bully, and in general, does not use the device in any way that would disrupt the learning environment for themselves or others. This is a privilege and may be revoked for certain students.

Electronic devices are prohibited in all classroom settings unless the teacher approves the use.

Police Interview

General Requirements Regarding Student/Law Enforcement Interviews on School Premises (Procedure JFG-R)

It is understood that law supercedes district policy, therefore, except as otherwise specifically provided, all student interviews with law enforcement officers on school premises shall be governed by the following guidelines:

1. The principal or designee must issue prior approval for interviews to be conducted by law enforcement on school grounds. Appeals can be made to the District Administrator.
2. Law enforcement officers shall make every reasonable attempt to interview students outside of the school setting except in cases where the school has requested law enforcement assistance, officers are responding to emergencies, or as specifically required by law and shall be conducted according to procedure.
3. All student interviews with law enforcement officers on school premises shall be conducted in such a way as to minimize school disruptions.
 - a. Interviews shall be coordinated with the student's schedule if at all possible.
 - b. Interviews shall not be allowed during an exam, except in an emergency. Some instances that might constitute an emergency are as follows: a delay may result in the flight of a suspect, destruction of evidence, opportunity to cover up the crime or an unacceptable threat to the community.
 - c. The principal, or his/her designee, shall summon the student from his/her class rather than the law enforcement officer, unless the police department and principal or designee feel the situation warrants personal contact by the officer.
 - d. Interviews shall be conducted in a private room as to promote confidentiality.
4. Reasonable and appropriate attempts will be made by all means on record with the district to notify the parent(s)/guardian(s) of any student who is interviewed by a law enforcement officer(s).
5. If a student suspect interview is to be conducted, the law enforcement interview may proceed without prior parent/guardian notification only if an emergency exists as determined by the principal or designee and the law enforcement officer(s), or as required by law. A student's parent/guardian will be given an opportunity to be present during a student suspect interview whenever possible.

6. A school official shall be present during any student suspect interview with a law enforcement officer on school premises unless the parent/guardian requests otherwise. School officials present during a student suspect interview with law enforcement officers shall not participate in the questioning, but reserve the opportunity to interview the student separately for disciplinary purposes. Any information obtained may also be used for disciplinary purposes.
7. If the student is younger than age 17 and leaves the building accompanied by law enforcement to the police station, the police department is responsible for contacting the student's parent or guardian. In all instances, the building principal or designee will notify the parent or guardian. If there are any complaints regarding the removal of a student from school, or notification, the complainant shall be directed to the district attorney.
8. Interviews related to child abuse and neglect shall be governed by policy JHG, Reporting Child Abuse/Neglect; and procedure JHG-R, Procedures for Reporting Suspected Child Abuse/Neglect.
9. An interpreter will be offered for all non-English speaking, including deaf and hard of hearing, students and parents.

Posters

Posters publicizing various school activities are to be displayed only on student posting boards. Many student posting boards are positioned throughout the building – for example, across from the LMC, in the commons area, and in the academic wings.

All groups must get permission from a principal before posting materials (Student Council, class elections, drama and musical productions, food sales, athletic events, etc.). Advertising of non-school approved items is not permitted.

Property

Students are expected to use school property responsibly. School property that is assigned for student use is expected to be protected and returned with minimal wear and tear. Desks, lockers, books, and equipment loaned to students remain school property while in possession of the student. Students are encouraged to report thefts or vandalism to school officials or the Police Liaison Officer.

Personal property that is brought to school must not disrupt the learning environment. Property deemed to be disruptive or causing a disturbance will be confiscated and may not be returned. In-line skates, shoes with skate wheels, and scooters are not allowed in the building. Skateboards may not be used on school grounds. Students who bring them to school **MUST** carry them when on school property.

Publications

School-sponsored publications have faculty advisors. Students are expected to publish under the advice and direction of the assigned faculty advisor and are expected to exercise responsible journalism.

Independent publications are expected to be distributed in a non-disruptive manner to be established in consultation with the principal or designee. Posters or any publication for display/distribution on school premises must be approved beforehand by a principal. No student shall distribute in school any student publication that is obscene, libelous, or disruptive of the operation of the school.

School Lunch

All students are expected to eat lunch at the high school. All lunch periods are closed campus.

The Sun Prairie Area School District provides meals at no charge or reduced rates **to those students who are eligible under the USDA federal guidelines**. Application forms for these meals are available in the school office or on the district website, www.sunprairie.k12.wi.us (School Nutrition link).

For high school students, the lunch price is \$2.30, reduced lunch is \$.40, breakfast is \$1.20, and reduced breakfast is \$.30. Milk is \$.35.

Student Planner

A student planner is a helpful organizational tool and use should be encouraged for all students. Sophomore students will receive a student planner free of charge. All other students may purchase a Sun Prairie High School student planner and pass book for a cost of \$3.00 in the main office. Students are encouraged to purchase a book to assist in recording assignments, test dates, and school events.

Surveillance Cameras

It is the policy of the Sun Prairie Area School District to provide a safe and healthy environment for all persons on its premises or attending any of its activities or functions. Surveillance cameras are utilized to assist in accomplishing this goal.

Only individuals authorized by the district administrator or building principal may monitor and/or review surveillance broadcasts. Should surveillance recordings become part of a student disciplinary action, they become part of that student's record and shall be dealt with consistent with the district's student records policy and procedures. (Policy JFHA)

Visitors

All visitors to the school are required to sign in at the main office. A picture ID is required, and visitors will be asked for their vehicle and license plate information. School-age visitors are not permitted unless accompanied by their parent/guardian and guidance counselor or administrator. Other visitors are required to have an appointment or other official business with school personnel. Parents/Guardians who wish to visit classes with their students are encouraged to give at least 24 hours notice to the administration.

Volunteers

Volunteers are required to have a criminal background check. Volunteers will be approved for a three year time period.

Wellness

The Sun Prairie Area School District has a wellness policy that promotes life-long wellness behaviors, and links healthy nutrition and exercise to students' overall physical well-being. Healthy eating behaviors and regular physical activity are essential for students to achieve their full academic and life potential. (Policy JHK, Procedure JHK-R)

Academics

Curriculum Review by Parents/Guardians

The curriculum in the Sun Prairie Area School District is designed to provide students with a balanced and well-rounded education. We also recognize the right of parents/guardians to inspect instructional materials and to deny their child's participation in certain curricular activities. The School Board also recognizes that reasonable accommodations with regard to academic requirements may have to be made from time to time because of a student's sincerely held religious beliefs. Please contact your principal with specific requests. (Policy IFF and IND)

Academic Practice

The teaching staff at Sun Prairie High School recognizes the importance of academic practice to supplement and enhance classroom activities to help students do well on classroom assessment. The amount of academic practice required varies with each course. To meet certain class requirements, it may also be necessary to do work in a laboratory or other setting outside of regular class time including at home. Homework is a form of academic practice.

Academic practice serves to assist a student by:

- Reinforcing concepts and ideas which have been presented in the classroom.
- Helping a student to become more proficient in specific skills.
- Providing a student with an opportunity to develop the personal discipline that individual study demands.

Aware that students may have assignments in other courses, classroom teachers provide students with methods for approaching out-of-class work effectively. These range from organizing study time to step-by-step directions for satisfactory completion of out-of-class study.

Parents/Guardians are encouraged to stress the importance of academic practice and its relationship to academic success.

Sun Prairie High School Contribution Grade	4: Exceeds Proficiency	3: Meets Proficiency	2: Approaching Proficiency	1: Needs Improvement to Meet Proficiency
RESPONSIBILITY	<p>Consistently comes prepared to class with materials and ready to learn</p> <p>Consistently demonstrates kindness and respect through words and actions towards people and property</p> <p>Consistently supports peers and promotes quality learning environment</p>	<p>Usually comes prepared to class with materials and ready to learn</p> <p>Usually demonstrates kindness and respect through words and actions towards people and property</p> <p>Usually supports peers and promotes quality learning environment</p>	<p>Sometimes comes prepared to class with materials and ready to learn after prompting</p> <p>Sometimes demonstrates kindness and respect through words and actions towards people and property</p> <p>Sometimes supports peers and promotes quality learning environment</p>	<p>Rarely comes prepared to class with materials and ready to learn after prompting</p> <p>Rarely demonstrates kindness and respect through words and actions towards people and property</p> <p>At times disrupts peers and learning environment</p>
EFFORT	<p>Consistently engages in learning through asking questions, participates and demonstrates interest in learning activities and encourages others to engage in learning</p> <p>Consistently takes advantage of available resources inside and outside of the classroom as needed</p>	<p>Usually engages in learning through asking questions, participates and demonstrates interest in learning activities</p> <p>Usually takes advantage of available resources inside and outside of the classroom as needed</p>	<p>Sometimes engages in learning through asking questions, participates and demonstrates interest in learning activities after prompting</p> <p>Sometimes takes advantage of available resources inside and outside of the classroom after prompting</p>	<p>Rarely engages in learning through asking questions, participates and demonstrates interest in learning activities after prompting</p> <p>Rarely takes advantage of available resources inside and outside of the classroom after prompting</p>
PRACTICE	<p>Chooses advanced or challenge options</p> <p>Consistently self-motivated to reflect on work and implement feedback</p> <p>Consistently shows evidence of growth in knowledge and skill</p>	<p>Completes learning activities according to set expectations in a timely fashion</p> <p>Usually self-motivated to reflect on work and implement feedback</p> <p>Usually shows growth in knowledge and skill</p>	<p>Sometimes completes learning activities</p> <p>Sometimes self-motivated to reflect on work and implement feedback</p> <p>Sometimes shows growth in knowledge and skill</p>	<p>Rarely completes learning activities</p> <p>Rarely self-motivated to reflect on work and implement feedback</p> <p>Rarely shows growth in knowledge and skill</p>

Grading

Grade Reports

Grade reports are issued twice each semester. One grade is recorded for each class taken during a quarter grading period. The grade is a measure of accomplishment in the subject. Further, it serves as a tool designed to communicate to parents/guardians and students the progress the student is making in terms of the specific skills and understanding of course content. Daily class attendance does not guarantee a grade. However, exemplary attendance should enhance classroom performance and final grades because of the student's regular engagement and participation in the learning process.

Academic Awards

Beginning their sophomore year, students receive academic awards for consistently demonstrating academic excellence. The award levels and earning of points is explained below. Students may earn one award at each level and be recognized during their sophomore, junior, and senior year. A ceremony is held for students and their families to honor student academic accomplishments.

Academic Award System

<u>Level</u>	<u>Award</u>	<u>Point Accumulation</u>
1	Certificate	9
2	Chenille Letter	12
3	Third Level Plaque	18
4	Highest Academic Recognition Award	21

Points are awarded each semester as shown:

<u>Semester Grade Point Average</u>	<u>Points</u>
3.75-4.0	3
3.25-3.74	2
3.0-3.24	1

Credit

All classes meet five (5) days per week and carry ½ credit for one semester of work, except for Traffic Safety and Career Workshop, which meet for one quarter each and offer ¼ credit.

Grade Point Average (GPA)

Students earn the following letter grades and corresponding grade points per credit: A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = .7 or F = 0, Inc (incomplete) = 0, or ME (medical excuse) = 0. The following is an example of how a Grade Point Average (GPA) is calculated at the end of each semester by multiplying the course credit by grade points (e.g. .5 X 2.0 = 1.0 grade points earned).

<u>CLASS</u>	<u>CREDIT</u>	<u>GRADE</u>	<u>GRADE POINTS EARNED</u>
Physical Education	0.5	C	1.0
English	0.5	B	1.5
Biology	0.5	A	2.0
Traffic Safety	0.25	D	0.25
Algebra	0.5	B	1.5
French	0.5	C	1.0
History	<u>0.5</u>	A	<u>2.0</u>
Totals	3.25		9.25

The GPA is calculated by dividing the total grade points earned by the total number of credits - 9.25 divided by 3.25. The GPA in this example is 2.846.

Grade Scale

Students will receive a grade of A-F or no grade if the teacher and counselor make this recommendation for a dropped course. The following grade symbols are used in recording student achievement.

Letter A	Outstanding work and achievement. Grade points 4.0 93-100%
Letter A-	Grade point 3.7 90-92%
Letter B+	Grade point 3.3 87-89%
Letter B	Above average work and achievement. Grade points 3.0 83-86%
Letter B-	Grade point 2.7 80-82%
Letter C+	Grade point 2.3 77-79%
Letter C	Average work and achievement. Grade points 2.0 73-76%
Letter C-	Grade point 1.7 70-72%
Letter D+	Grade point 1.3 67-69%
Letter D	Below average work and achievement. Grade points 1.0 63-66%
Letter D-	Grade point .7 60-62%
F	Work and achievement so poor that credit for the course cannot be given. No credit - No grade points.
Inc	Incomplete. Work necessary for success in course has not been completed. Grade will become an "F" if not completed within two (2) weeks of the end of a quarter or semester, unless mitigating circumstances exist.
ME	Given to students who are temporarily excused for medical reasons.

Contribution Grade

The district has worked on creating a grading and reporting system that clearly communicates students' academic abilities and that also, separately, communicates about students' habits, attitudes, and dispositions that contribute to overall academic achievement.

At the middle school and upper middle school levels, a conduct grade accompanies the academic grade on report cards. At the high school, students will still receive their academic grades as usual. Only academic grades will be used for determining GPA and class rank. However, there will now be additional information shared on report cards – The Contribution Grade.

Three areas of focus – Responsibility, Effort, and Practice – will be assessed. How students perform in these three areas does matter. Are students responsible in class? Do they put forth effort? Do they practice the concepts and skills that are taught in class so that they can become better? The link between work habits, attitudes, and dispositions to a student's ultimate academic performance is significant. We want students to be responsible in the learning process, to put forth regular and consistent effort, and to take advantage of practice opportunities so that they know their strengths and areas to improve.

We hope that students and parents will find the additional information shared through the use of a Contribution Grade as meaningful. Please engage with teachers and as a family about students' responsibility, effort, and practice.

According to Ken O'Connor, author of How to Grade for Learning, "Grades are broken when they do not accurately communicate achievement...teachers have no way to communicate separately about the behaviors that they think are important, and so the behaviors are blended together with achievement. Reporting achievement separately from behaviors means that everyone can know as accurately as possible what a grade means in achievement terms." (O'Connor 18)

Honor Roll

The honor roll is published four times each year. It includes those students who have a nine-week grade point average of 3.2 or better. These students are recognized in the local newspaper.

Incomplete Grades

Students are given ten school days after the quarter or semester ends to make up an incomplete grade. If a student does not make up the incomplete grade within ten days, the student will receive a failing grade. Some incomplete grades may be extended by a principal for special circumstances.

Progress Reports

At the end of the fifth week of each marking period, a progress report will be sent to parents/guardians of students who are failing or near failing in one or more subjects, or who are not working up to their abilities. Parents/Guardians are invited to discuss the progress reports with the teachers involved. It is possible that a student could fail the semester without having received a progress report for that marking period. Parents/Guardians are encouraged to access Infinite Campus. Infinite Campus is where parents/guardians can check their student's grades and attendance. If a concern arises, parents/guardians are encouraged to email individual teachers. Parents/Guardians who wish to access their child's records through Infinite Campus will find instructions on the school's website as well as in the Cardinal Link newsletters.

Report Card

Report cards are issued four times during the school year. Grades for all classes are printed in a single report. Credit is earned on a semester basis. Thus, if a student passes one semester, but fails the other one, 1/2 credit will be earned. If the course is a required course, the student must make up the semester failed. Class rank is based on semester grades only.

Scholarships and Awards

Seniors may obtain information and applications for scholarships and awards from Student Services. Scholarship information is provided through the Senior Bulletins and announcements.

Graduation

Graduation Requirements

Students must meet specific course requirements in order to graduate from Sun Prairie High School. Courses that are required may vary depending on the year that the student entered the 9th grade. For details on these requirements, parents/guardians are referred to the Course Guide available in the Student Services Office or online.

To be eligible for a high school diploma, a student must earn a minimum of 23 credits, at least three of which were earned while in residence during their senior year at Sun Prairie High School (exception: mid-year graduate). One-half credit is earned for successful completion of a course meeting for one class period per school day, for one semester, or for a learning experience that is the equivalent of such a course. These credits include certain basic requirements or the satisfactory completion of the student's prescribed Individual Educational Plan (I.E.P.).

Note: Please be aware that requirements for graduation may differ from requirements for admission to post-secondary schools. Please consult with a school counselor for specific admission requirements to post-secondary schools.

Mid-year Graduation

The majority of high school students will complete the graduation requirements in eight semesters. However, a student may graduate as soon as he/she meets all graduation requirements for his/her class. A student wishing to graduate ahead of his/her class must submit a written request, signed by the student's parent(s)/guardian, to the high school principal at least two months prior to the requested graduation date. Under specific and extenuating circumstances, the principal may waive the timeline for a written request. Invitation to the graduation ceremony will be extended to all early graduates.

Graduation Ceremony

Participation in the graduation ceremony is a privilege. Only students who have completed all necessary requirements prior to graduation day will be invited to participate.

The graduation ceremony is a dignified event intended to honor the accomplishments of our graduates. All students choosing to participate in the ceremony must agree to behave in a dignified way and refrain from inappropriate and disruptive behavior.

Student Support Services and Activities

Activity and Identification Cards

All students will be issued a photo identification card at no cost to the student. An ID card that is lost or stolen will be replaced at a cost of \$5.00. Students have the option of paying an activity fee of \$16.00. Students who have paid their activity fee will have their photo ID validated, and the card may also be used as an ACTIVITY CARD. The ACTIVITY CARD provides free admission to all home athletic events (except tournaments), band and choir concerts, plays, and the school musical. The ACTIVITY CARD does not provide admittance to school dances.

Without a validated activity card, students will be charged the adult rate at all events. If more than two students from the same family are enrolled in the high school, the \$16.00 fee is charged only for the first two students. Additional siblings can purchase the activity card for \$5.00. Refunds for students leaving prior to the second semester are \$5.00. There is no refund after the beginning of the second semester.

All students must have and carry their ID card. To check out materials from the LMC, students must show either a student ID OR ACTIVITY CARD. School staff members may ask students to identify themselves by showing their ID or ACTIVITY CARD at any time and for any activity. Students must use their ID cards to access their cafeteria account.

Daily Announcements

Notices to be placed in the announcements must be in the Library Media Center (LMC) by 8:00 a.m. of the day on which they are to be read and must be signed by a faculty member.

Dances

Except after athletic events, dances begin at 9:00 p.m. All dances close at 11:30 p.m. The dance cost is left to the discretion of the sponsoring group and supervising assistant principal.

A student will NOT be allowed to attend a dance on a school day if the student was not in school and attending all scheduled classes (including study hall) the day of the dance without an approved excused absence by the activity director or assistant principal. Attendance in a physical education class means participation. Additionally, a student who has an unexcused absence on a Friday, may not participate in a scheduled weekend event.

Students must present an activity card or student identification card before being admitted. Guests attending with a student from Sun Prairie High School must have a guest card (Sun Prairie High School student may obtain the card from an assistant principal) and a photo ID.

Field Trips

Students must travel by bus or other school-provided transportation to and from all school-sponsored activities and field trips. The chaperones accompanying students have the same authority as a classroom teacher, and all school rules remain in effect.

Students are expected to make up missing work due to a field trip absence within a day of return.

Students in violation of any school rules while on activity or field trips may be subject to suspension from school and suspension from subsequent bus/field trips (curricular), and parents/guardians are notified.

Library Media Center (LMC)

The LMC provides students, faculty, and all members of the school community with materials in a variety of formats, topics and levels. LMC users are encouraged to use the LMC to meet their unique, personal, academic, and recreational needs for information.

The LMC staff is available to assist users in locating, selecting, and using any of the print and/or electronic materials. The online catalog and databases are available on computer workstations in the LMC, and remotely on the Internet.

LMC users must be considerate of the needs of others. No food or drinks are allowed in the LMC. Students are expected to follow all behavioral policies outlined by the school administration. Students coming to the LMC from a class or study hall must have a pass issued by a teacher.

Independent use of the Internet requires that students use this resource in a manner appropriate for the school environment. Please see the Internet policies for the school included in the Appendix (IIBGA and IIBGA-R). All computer users are expected to use the equipment in a responsible manner to meet her/his information needs. Any use that may result in damage to the equipment or system will result in the loss of privileges by that user.

Students must present their ID at the circulation desk when checking out materials. All materials must be checked out prior to leaving the LMC. General circulating materials may be kept out for three (3) weeks. LMC users will be charged replacement fees on any lost or damaged materials.

Power of Positive Students Program (P.O.P.S.)

The Power of Positive Students Program began in 1995 to reinforce positive accomplishments of students at the high school. Each week teachers have the opportunity to recognize effort, accomplishment or improvement of students in their classrooms. The teacher can then issue a Power of Positive Students slip. This slip is turned into the student services office for weekly drawings of gift certificates. Academic accomplishments, effort, perfect or highly improved attendance and a general department that enhances our school community are the general guidelines for issuing a P.O.P.S. slip.

Student Assistance Program

Sun Prairie High School offers support groups throughout the school year to provide assistance to students whose behaviors indicate they may be experiencing barriers to learning. Behaviors that may indicate potential barriers include poor attendance, a sudden drop in grades, depression, changes in friends, choosing older friends, weight loss, etc.

Each support group focuses on appropriate topics such as making healthy decisions, improving self-esteem or building positive relationships. The groups are co-facilitated by school counselors or social workers paired with trained teachers. The groups meet for one rotating period each week during the school day for eight weeks. This will result in a student missing one class period per week during a different period each week. The absence is excused under the attendance policy and students are responsible for making up any missed class work.

There are a variety of groups offered throughout the school year. Following are some possible topics that may be covered: Alcohol and Other Drug Use/Abuse Concerned Others (family members and friends who use/abuse), Anger Management, Depression, Attention Deficit Hyperactivity Disorder (ADHD), Family Change, Body Image/Awareness (eating disorders), Relationship Issues/Dating Violence, New Student Group (students entering at mid-year that may need extra guidance and support).

Parents/Guardians, friends, teachers, counselors, coaches, administrators and anyone else who are concerned may refer a student for the Student Assistance Program. Students may also individually speak to a school counselor or social worker at the high school about the groups. For more information or questions please contact School Social Workers Brian Dean at 834-6728 or Christy Sheppelman at 834-6727.

Student Council

Students are encouraged to participate in student government through the Student Council as a means for developing positive human relations skills and wholesome attitudes.

Student Services Staff

CARE (Children At-Risk in Education) Team

The CARE Team is a problem-solving group of teachers, student services staff, and administrators who meet to address individual student needs. The CARE Team assists in:

- Clarifying concerns about students
- Brainstorming ideas to support students
- Reviewing information and discussing options for working with students in regular education
- Meeting with parents/guardians, teachers and other support personnel about students to coordinate the efforts of school staff in meeting student needs
- Assisting administration with 504 implementation
- Developing 504 Educational Accommodation Plan

Parents/Guardians can refer their concerns through phone contacts or written communications to their child's teacher, principal, school counselor, social worker, psychologist or Executive Director of Student Services. Parents/Guardians will be notified if their child is referred for a CARE Team staffing.

Learning Center

Located at the back of the LMC and across from the Commons/Cafeteria, the Learning Center is available for all students. Staffed by the reading specialists and other resource staff, the Learning Center provides services such as tutoring, study skills improvement, test-taking skills, ACT/SAT preparation, and enrichment. Students may ask their teachers about a referral to the Learning Center.

Reading Specialists

If students need help with reading and study skills, the reading specialists may be able to help. The reading specialist may find a tutor willing to work with them. Reading specialists are located in the Learning Center.

Police Liaison Officer (PLO)

If students have been a victim of a crime such as an assault, battery, theft, vandalism, or if they wish to provide information about gangs, drugs, or weapons in a confidential setting, they should feel free to speak with the PLO. The PLO office is located in the main office complex. The PLO can also provide answers to law related questions or help to refer the student to various social service agencies.

School Nurse

A school nurse is available in the main office of the high school to assist students who are not feeling well during the school day. The school nurse also supervises a "sick room" located adjacent to the nurse's office. Students who are ill should contact the school nurse prior to leaving the building.

School Psychologist

If students need to do some problem-solving because they find that they can't read, write, or remember easily, they have a hard time understanding their teachers during class, they keep falling behind or getting into trouble, or their family or friends don't seem to understand their needs and concerns, the school psychologist may be able to help them. The school psychologist is located in the student services department.

School Social Worker

If students have family or personal problems that are interfering with their school attendance, if they are having trouble fitting in at school, or are not learning and achieving as well as they would like to, the school social worker may be able to help them. The school social worker is located in the student services department.

Study Skills and Tutoring

Students who would be helped through tutoring, need assistance catching up in a class, or would simply like to stay on track in their classes, may request a tutoring arrangement through any of their teachers or they may walk-in. Study skills assistance is available on Tuesdays, Wednesdays, and Thursdays after school in the LMC from 3:30 – 4:30 p.m. Anyone arriving after 3:30 p.m. must have a pass from the teacher they were with just prior to that time. Any student needing assistance during athletic practices may go to tutoring and will then be written a pass to go to practice.

Youth Advocates

The youth advocate identifies and assists students who are regularly truant or otherwise disengaged from school. The youth advocate acts as a role model, resource, and support person for students; provides crisis intervention and conflict resolution assistance to teachers, students, and family members; participates in teacher-student, parent-student, and student-student mediation as indicated or requested; identifies student needs and makes referrals to community agencies and/or to student services as indicated; maintains daily communication with school administration relative to potential safety or security concerns; and promotes safety and security by monitoring activities in the school building and on school grounds.

Student Rights and Responsible Behavior

There is a commitment at Sun Prairie High School to maintain a school environment that provides our students an opportunity to learn. Sun Prairie High School offers a diverse educational program designed to meet the academic, career, and social needs of its students. Just as students have the right to expect this program to be of high quality, and one in which they can fully develop their knowledge and skills, the school also expects all students to participate in a positive and productive manner. The maintenance of a sound learning atmosphere depends upon a sustained and cooperative effort on the part of students, parents/guardians, teachers, and administrators.

The Cardinal Way sets forth expectations that are essential to maintain an appropriate learning environment for all students at Sun Prairie High School. The success of The Cardinal Way requires the support of students, parents/guardians, and school district personnel, as well as basic respect for the worth of each individual and the individual's ability to contribute to society. When expectations are not met, the Code of Conduct is used to help address violations. (See Appendix for the Code of Classroom Conduct – Policy JFCE/Procedure JFCE-R)

Code of Conduct Violations

The following rules and expectations apply whenever students are on or adjacent to school grounds, riding school buses, or attending any school-sponsored activity, including events off school grounds. Disciplinary actions at Sun Prairie High School are progressive in nature. In general, a student's consequence for rule violations begins with the least restrictive consequence and progresses to more restrictive actions. This does not prevent an immediate and restrictive consequence if the seriousness of the behavior warrants such action. These determinations will be made by the administration on a case-by-case basis. Items/Actions not specifically listed are subject to administrative review and consequences assigned through the discretion of the administrator.

All out-of-school suspensions will include a parent/guardian contact by phone or conference. In the event that we are unable to contact a parent/guardian, the emergency contact listed in the student's enrollment information will be contacted. All out-of-school suspensions from school will be further documented in writing to the parent/guardian.

Academic Honesty

Academic honesty requires that a student's work reflects the student's own academic efforts. Students and staff are expected to share the responsibility for maintaining high standards of honesty and integrity in their academic work. Student learning is measured through assessment tools such as tests, quizzes, projects, presentations, and performances.

Cheating includes communicating with another student during an assessment, using any written material or electronic device not permitted by the teacher, asking another student about the assessment without permission to do so, leaving answers exposed, or attempts to read another student's assessment. A regular pattern of absences on the date of assessments or the due date for projects raises concerns of cheating.

Plagiarism is an especially serious offense. Plagiarism involves using another person's ideas, works, or research, and presenting it as one's own by not properly crediting the author. Plagiarism also includes downloading papers from the Internet and downloading parts of a paper from the Internet without enclosing the downloaded material within quotation marks and/or without crediting the source. If you are unsure about the proper way to credit the source, ask your teacher.

Bullying, Cyber-Bullying, and Hazing

All types of bullying, cyber-bullying, and hazing are prohibited. "Bullying" is defined as systematically or persistently inflicting physical hurt or psychological distress on one or more students. "Cyber-bullying" is defined as bullying that involves the use of digital technologies, including but not limited to, email, cell phones, text messages, instant messages, chat rooms, and social websites. "Hazing" is defined as any intentional or reckless act which endangers the physical health or safety of a student, or is meant to induce pain or humiliation, or that results in property damage or theft and is directed against another student or students for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization, class, club or team sponsored or supported by a school or the school district regardless of students' willingness to participate. (Policy JBA)

Dress Code

The administration and faculty of Sun Prairie High School feel that young adults should take pride in their appearance and dress. Through the dress code, we seek to protect students and to prepare students for the expectations of the work and academic worlds beyond high school. Dress with self-respect and decency in mind. Appropriate dress is the responsibility of the student and his/her parents or guardians. However, in the interests of maintaining the required school climate essential to meaningful teaching and learning, the administration will ban dress that is inappropriate due to health, safety, or a disruption of the educational environment.

Special dress may be allowed on special occasions, (i.e., homecoming week, dress-up days, etc.) but this dress is left to the discretion of the school administration.

In the event that a student's choice of dress is deemed to be out of compliance by any member of the staff, discreet and respectful efforts will be made to remediate the situation. Remediation may include contacting the parents/guardians or providing clothing to temporarily cover the offensive garment. Students refusing to change or cover inappropriate dress will be viewed as insubordinate and may face disciplinary consequences.

The school prohibits anything deemed to be disruptive, distracting, provocative, provoking, and/or intimidating that rises to the level in the school's view as having a detrimental effect on the safe and educational atmosphere in the school environment. Prohibited clothing includes, but is not limited to the following:

1. Hats, sweatshirt hoods, headbands, caps, scarves, bandanas, nets, doo rags and/or head coverings of any kind may not be worn in the building except for medical or religious purposes. Bandana print paraphernalia, gang insignia and tagging of any sort are not allowed at school, on any book, book bag, skin or any other item.
2. Any clothing with writings, pictures, or logos that in the opinion of school officials is lewd, obscene, or suggestive is not acceptable during school hours, including arrival and dismissal times. This includes advertisement of substances such as drugs and alcohol, or clothes that can be perceived as gang paraphernalia or sexually suggestive.
3. Students must wear shoes at all times.

4. Sunglasses are not permitted to be worn inside the school building.
5. The neckline of all garments must not be low or revealing. The shoulder seam of the garment must be at least 2 inches wide and worn on the natural shoulder. **(NO SPAGHETTI STRAPS)** While standing, no skin may show at the waistline, front or back.
6. All students' pants should be "waist-appropriate" (i.e., pants that hang below the waist are unacceptable). Skirts and shorts must fall at the approximate length or longer than the fingertips. (i.e., skirts and shorts must extend to the approximate length of the fingertips when your hands are held by your side).
Leggings or biking shorts may not be worn alone as pants. No undergarments may be visible at any time.
7. Coats must be stored in lockers and NOT worn to class due to the safety hazard coats can create.

Level I – Behavioral Responses

Level I offenses are minor acts of misconduct that interfere with the orderly operation of the classroom, a school function, extracurricular/co-curricular program or approved transportation. *All disciplinary actions are subject to administrative discretion.*

Infraction	Teacher Managed
<i>Cheating/Lying/Forgery</i>	Willful or deliberate unauthorized use of the work of another person for academic purposes, or unauthorized use of notes or other material in the completion of an academic assignment or test. In addition to disciplinary responses, the student may receive no credit for the assignment, test, or exam at the discretion of the teacher. Intentionally providing false or misleading information to, or withholding valid information from a school employee. This includes falsifying attendance information. The making of a false or misleading written communication to a school staff member with either the intent to deceive the staff member or under circumstances which would be reasonably calculated to deceive the staff member.
<i>Classroom Disruption (Brief/Minor)</i>	Conduct or behavior that interferes with or disrupts the teaching/learning process.
<i>Electronic Devices</i>	Student use of electronic paging or two-way communication devices (i.e. pagers, cell phones) is prohibited during classroom instruction and passing time, except as specifically authorized by a district employee. Electronic devices are to be "silenced" during school hours.
<i>Horseplay</i>	Conduct or behavior that does not cause injury but interferes with or disrupts the orderly process of the school environment, a school function, or extracurricular/co-curricular activity.
<i>Insubordination (1st or 2nd offense)</i>	Refusal or failure to comply with a direction in a classroom setting that minimally disrupts.
<i>Minor Disrespect</i>	Conduct or behavior that lacks regard, civility, politeness, and/or courteous consideration which goes beyond the bounds of acceptable student behavior. This may include, but is not limited to, teasing, name calling, gossiping, spreading or starting rumors, and purposely embarrassing or humiliating another student.
<i>Profane or Obscene Language/Materials (1st offense)</i>	The use of either oral or written language, electronic messages, computers, gestures, objects, or pictures which are disrespectful or socially unacceptable and which tend to disrupt the school environment, a school function, or an extracurricular/co-curricular activity. Severity of the offense could move this to a Level II right away.
<i>Tardiness</i>	Unexcused late arrival to school or class. After 3 tardies to a class, this infraction moves to a Level II.
<i>Other</i>	Any other minor act of misconduct which interferes with the orderly operation of the classroom, the school program, a school function or activity, an extracurricular/co-curricular program, or approved transportation.

Possible Consequences

- Parental contact recommended
- Verbal reprimand
- Withdrawal of privileges
- Classroom detention (Parent contact mandatory)
- After-school detention (Parent contact mandatory)

Positive Behavior Supports may include:

- Counseling and re-direction
- Peer Mediation
- Return of property, payment for same, or restitution for damages
- Behavior plan/contract
- Student Assistance Program
- Check in, Check out
- Mentor/Mentee Program
- Referral to Truancy Board

Level II – Behavioral Responses

Intermediate acts of misconduct that are more serious or disruptive examples of the offenses in Level I. Level II also includes repeated acts of misconduct from Level I and acts directed against people or property that do not seriously endanger the health or safety of others. *All disciplinary actions are subject to administrative discretion.*

Infraction	Administrator Managed
<i>Attendance Policy Violation/ Truancy (Unauthorized Absence from School or Class)</i>	Violation of the state attendance laws or school district policy relating to compulsory attendance. Students must attend school or classes as required. (Policy JE)
<i>Bullying (1st offense)</i>	Aggressive, intimidating or threatening behavior that is directed toward another person on school property or off school grounds if it adversely impacts the educational environment at school for students or staff. This may include, but is not limited to, name calling with profanity, purposeful exclusion, slander, cyber-bullying, and verbal cruelty. (Policy JBA)
<i>Destruction of Property/ Vandalism (under \$100)</i>	The willful or malicious destruction of school system property or the property of others.
<i>Dress Code</i>	Non-conformity to established dress code.
<i>Failure to Report to Teacher-Assigned Detention</i>	Failure to report to teacher-assigned detention.
<i>Gross Disrespect</i>	Conduct or behavior that lacks regard, civility, politeness, and/or courteous consideration which goes beyond the bounds of acceptable student behavior. (More serious than Level I)
<i>Inciting/Instigating Disruptions</i>	Inciting, instigating, or causing disruptions to the learning environment by repeating antagonistic comments, perpetuating conflict.
<i>Intimidation/Threats</i>	The verbal or physical threat to do harm or violence to another student(s) or to the property of another person. This includes posturing and other pre-fight behavior.
<i>Misconduct on School Bus or Other School Approved Transportation</i>	Repeated or serious misconduct which interferes with the orderly, safe, and expeditious transportation of students or other authorized riders. (Policy EE, Procedure EE-R)
<i>Open Defiance</i>	Either verbal or non-verbal refusal to comply with school rules or directions from school staff that disrupts the educational environment.
<i>Physical Altercation</i>	Minor physical contact between two or more students that is harmful or disruptive, but is quickly de-escalated.
<i>Possession of Incendiary Device</i>	Possession of lighter, matches, etc. that could damage, cause fire in school.
<i>Profane, Obscene, or Abusive Language/Materials (2nd or subsequent offenses)</i>	Any profane, obscene, or abusive language/materials directed at a staff member, or the 2 nd or subsequent offense of either oral or written language, electronic messages, computers, gestures, objects, or pictures which are disrespectful or socially unacceptable and which tend to disrupt the school environment, a school function, or an extracurricular/co-curricular activity.
<i>Repeated Misconduct of a Less Serious Nature</i>	Repeated misconduct which tends to disrupt an orderly school environment or extracurricular/co-curricular program or activity.
<i>Smoking and Other Use of Tobacco Products</i>	The possession, use, distribution, or sale of tobacco products on school system property, at a school function, or extracurricular/co-curricular activity. (Policy KGB, Procedure KGB-R)
<i>Stealing (under \$50)</i>	Taking the property of another without permission of the person.
<i>Tardiness</i>	Fourth or succeeding late arrival unexcused to school or class.
<i>Other Serious Misconduct</i>	Any other intermediate act of misconduct or any more serious, harmful, or disruptive example of any of the offenses described in Level I.

Possible Consequences

- Mandatory parental contact
- Detention(s)
- In-school suspension (1/2 day-5 days)
- Suspension from bus (1-5 days)
- Possible police contact
- Out-of-school suspension (1-3 days) with parent/student re-admit meeting

Positive Behavior Supports may include:

- Counseling and re-direction
- Peer Mediation
- Return of property, payment for same, or restitution for damages
- Student Assistance Program
- Behavior plan/contract
- Mentor/Mentee Program
- Re-admit meeting after a suspension

Level III – Behavioral Responses

Level III infractions are major acts of misconduct. They include repeated misconduct acts from Level II; serious disruptions of school order; threats to the health, safety, and property of others; and other acts of serious misconduct. *All disciplinary actions are subject to administrative discretion.*

Infraction	Administrator Managed
Battery	When one student physically attacks another student with the intent to do bodily harm.
Bullying (2nd offense or more)	Repeated aggressive, intimidating or threatening behavior that is directed toward another person on school property or off school grounds if it adversely impacts the educational environment at school for students or staff. This may include, but is not limited to, name calling with profanity, purposeful exclusion, slander, cyber-bullying, and verbal cruelty. (Policy JBA)
Criminal Trespass	Students may not unlawfully enter or attempt entry into a building or other structure with the intent to commit a crime. To be guilty of criminal trespass, it is not necessary that force be used in gaining entry or that property loss occurs.
Destruction of Property/ Vandalism (over \$100)	The willful or malicious destruction of school system property or the property of others.
Disorderly Conduct	Any other major act of misconduct which seriously disrupts the orderly operation of the school program.
Fighting	Physical contact between two or more students, which is harmful or disruptive. (More serious than physical altercation.) <i>Note: Self-defense is described as an action taken to block an attack by another person or to shield yourself from being hit by another person. Retaliating by hitting a person back is not self-defense and will be considered as fighting.</i>
Gang-Related Activity	Students may not engage in any activities or behaviors intended to encourage or facilitate gang or gang-related activities or purposes. For purposes of this rule, 'gang' is defined as a group using common identifying signs, symbols and/or colors demonstrating their common purpose to engage in criminal, violent or anti-social activity. Such forms might include but are not limited to graffiti, tattoos, slashed eyebrows, emblems, symbolism, hand signs and hand shakes, slang, jewelry, discussions and/or clothing that encourages gang-related activity. Students may not recruit or aid in the recruitment of gang members; may not wear or display any clothing or accessories which indicate membership in or affiliation with any gang; may not threaten or intimidate students, school personnel, or others lawfully on school premises. The principal or designee shall have final authority in determining if a violation had occurred. Enforcement of this rule is necessary for the safety and protection of the school environment. Gang-related apparel worn at school draws attention away from the school's learning environment and directs it toward thoughts of aggression, violence, and criminal behavior.
Gross Insubordination/ Repeated Defiance	Willful refusal to submit to or comply with authority; exhibiting contempt or open resistance to a direct order or repeated verbal or non-verbal refusal to comply with school rules or directions from school staff.
Harassment, Discriminatory	(Physical, Verbal or Psychological) – Students may not engage in any physical or verbal conduct or communication that creates an intimidating, hostile, or offensive educational or work environment based on another person's sex, color, religion, profession or demonstration of belief or non-belief, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. (Policy JB)
Harassment, Nondiscriminatory	(Physical, Verbal or Psychological) – Students may not bully, haze, attack, tease or repeatedly annoy another student or group of students or other persons in such a way that it creates an intimidating or hostile educational or work environment. (Policy JB)
Possession of Contraband Material	Possession and/or distribution of materials or items on school grounds, other than weapons or firearms, which are forbidden. Examples include pepper spray, mace, sharp objects, etc.
Repeated Misconduct of a More Serious Nature	Repeated misconduct which tends to substantially disrupt the orderly conduct of school, a school function, or extracurricular/co-curricular activity.
Stealing (\$50 to \$300)	Taking the property of another without permission of the person.
Threats	A threat to cause physical harm to another person.

Possible Consequences

- Mandatory parental contact
- In-school suspension (3-5 days)
- Out-of-school suspension from school (1-5 days)
- Suspension from bus (1-10 days)
- Expulsion from bus (for bus-related offenses)
- Possible police contact
- Temporary or permanent removal from participation in extracurricular/co-curricular program or activity

Positive Behavior Supports may include:

- Counseling and re-direction
- Peer Mediation
- Return of property, payment for same, or restitution for damages
- Programming
- Behavior plan/contract
- Re-admit meeting after a suspension
- Check and Connect

Level IV – Behavioral Responses

Level IV acts of misconduct are the most serious. Any Level IV act is grounds for expulsion and will result in a mandatory 5-day out-of-school suspension with consideration for a recommendation for expulsion. A pre-expulsion hearing will be held with the District Administrator within 5 days of the referral. *All disciplinary actions are subject to administrative discretion.*

If a student commits an offense or offenses that are serious enough to warrant expulsion, parents/guardians will be referred to School Board Procedure JG-R. Expulsion from school means being removed from school for a very long period of time, possibly until the age of 21. Rights and privileges of attending class and other school functions are removed by School Board action.

Infraction	Administrator Managed
<i>Alcohol</i>	Students are prohibited from the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. (Policy JFCH)
<i>Arson (Mandatory referral to an appropriate agency)</i>	Students may not intentionally damage or attempt to damage any school or personal property by fire or incendiary device. Firecrackers, fireworks, and matches are included in this category if they are factors in a damaging fire.
<i>Battery</i>	An actual or intentional touching or striking of a school employee, volunteer, or student against his/her will or intentionally causing bodily harm to an individual.
<i>Bomb Threats</i>	Any communication which has the effect of threatening an explosion to do malicious, destructive, or bodily harm to school system property at a school function or extracurricular/co-curricular activity, or to the person in or on that property or attending the function. This includes preparing, possessing, or igniting explosives, including unauthorized fireworks, on school system property or at a school function or extracurricular/co-curricular activity.
<i>Drugs</i>	The possession, use, or being under the influence of illegal or illicit drugs, or any other substance capable of modifying mood or behavior or the possession or use of any substance represented to be of said nature. (Policy JFCH) The possession of drug paraphernalia is also included. This includes prescription drugs not prescribed to the possessor or user.
<i>False Fire Alarm</i>	The willful and/or malicious activation of a fire alarm system or the willful and/or malicious reporting of a false fire.
<i>Firearms</i>	The possession, use, or control of any firearm (operable or inoperable, loaded or unloaded) including, but not limited to, zip, pistol, revolver, rifle, or shot gun and/or destructive devices.
<i>Other Weapons</i>	Any student who possesses, uses, simulates use of, or stores a weapon or a look-alike weapon or explosive on school property, on school buses, or at any school-related event shall be suspended for 1-15 days and referred for expulsion. (Policy JFCJ, Procedure JFCJ-R)
<i>Repeated Misconduct of a More Serious Nature</i>	Repeated misconduct which tends to substantially disrupt the orderly conduct of a school, school function, or extracurricular/co-curricular program or activity. Recommendations for expulsion relative to repeated misconduct must be based on documented referrals and a variety of intervention strategies.
<i>Sexual Offenses</i>	Any willful and/or deliberate act, behavior, or conduct intended to instill fear/humiliation in another person and/or result in sexual gratification for the aggressor, or any acts, lewd or lascivious in nature; any unsolicited sexual proposal or offensive touching of another person; or any act of indecent exposure, including streaking.
<i>Other</i>	Any other intentional or wanton act which significantly harms or poses a realistic threat of serious harm to oneself or another person and/or which is clearly beyond the bounds of acceptable and tolerable student conduct in the community. This may include hate crimes, use of pepper spray or mace.

Consequences

- Mandatory parental contact
- Mandatory District Administrator contact
- Possible Executive Director of Student Services contact
- Mandatory police contact
- Possible referral to alternative program/school
- Mandatory 5-day suspension from school with consideration of a recommendation for expulsion
- Referral to appropriate agency mandatory for arson
- Referral to substance abuse program for first time drug or alcohol violations
- Re-admit meeting after a suspension

Procedures for Handling Public Concerns and Complaints

Please refer to Policy BDDI and Procedure BDDI-R. These are available in the appendix and/or online.

Notification of Rights Under the Protection of Pupil Rights Amendment

Protection of Pupil Rights Amendment (PPRA) affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding our conduct of surveys, collection and use of information for marketing purposes and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education.

1. Political affiliations or beliefs of the student or the student's parent.
2. Mental and psychological problems of the student or the student's family.
3. Sex behavior or attitudes.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers.
7. Religious practices, affiliations or beliefs of the student or student's parent.
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings, or any physical exam or screening permitted or required under state law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

The District will directly notify parents and eligible students on an annual basis of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

Academic Support-Interventions for Students

Should students find they are having difficulties in their classes, the following are interventions that can be utilized:

1. Ask for help from a teacher – Students are encouraged to ask their teachers for help. Teachers are available before and after school and during prep periods.
2. Resource Teachers – Throughout the day teachers are available to help students in the LMC and the Learning Center.
3. After School Tutoring – Students are encouraged to attend after school tutoring in the LMC from 3:25 – 4:25 p.m. for academic practice.
4. Extended Learning Opportunities (ELO) – Students may have the opportunity to access lost credit in the quarterly ELO program. Details are available upon request.
5. Summer School – Credit may be recovered by taking summer school courses.

6. Progress Monitoring – Parents may request daily or weekly grade reports from their child's teachers.
7. Outreach/At-Risk – Students receive support and instruction from an at-risk teacher.
8. English as a Second Language – Students who are English Language Learners (ELL) receive support and instruction from an ELL teacher.
9. Special Education
10. Section 504 of Rehabilitation Act of 1973 – Section 504 is civil rights legislation which has been in effect since 1973. It seeks to ensure that people are not discriminated against in the workplace or in schools because of a disability. As it impacts schools, a student will be provided access to education and related opportunities/benefits equal to those of non-disabled peers. Please refer to the Appendix for further information or contact the Executive Director of Student Services at 834-6520 or the 504 Coordinator (School Psychologist) at the high school at 834-6724.
11. Prairie Phoenix Academy – Alternative Education Programs include S.O.A.R. (School of Alternative Resources), S.T.A.R. (Success Through Alternative Resources), GEDO2 (General Equivalency Diploma Option #2), and Credit Recovery. Alternative Education programming is available to students in grades 11 and 12. These programs are intended to support students who are at-risk of not graduating or are otherwise not finding success in the traditional high school structure.

Students who qualify for the Alternative Education Programs have an opportunity to learn in a smaller learning environment supported by teachers who will offer instruction using a variety of teaching methods. The program will focus on core academic areas and other required courses. There are opportunities to earn credit for independent study, school-to-work programs, and community/volunteer service as well. In addition, students will have access to elective coursework through the regular high school program.

Students who qualify for Alternative Education Programs generally are credit deficient and have other issues such as chronic truancy, underachievement, behavioral concerns, and/or family/life circumstances that are impacting their ability to succeed in school. Students may be recommended for, or can apply to, the Alternative Education Programs. Students will be selected for programs based on factors outlined within the application process and by space availability. Input by teachers, school counselors, and other support staff will be considered within the application process. Administrative approval is required for a student to enter the Alternative Education Programs.

For further information on these programs, students should contact their school counselor.

2011-2012 SCHOOL YEAR CALENDAR

Thurs.	Sept. 1	First Day of School - 1/2 Day
		Elementary dismissal 11:35 a.m.
		Middle School dismissal 11:15 a.m.
		Upper Middle School dismissal 11:25 a.m.
		High School dismissal 11:40 a.m.
Fri.	Sept. 2	First Full Day of School
Mon.	Sept. 5	Labor Day - No School
Thurs.	Oct. 27	No School
Fri.	Oct. 28	No School
Fri.	Nov. 4	Last Day of 1st Quarter
Mon.	Nov. 7	No School
Mon.	Nov. 14	Parent/Teacher Conferences - No School
Wed.	Nov. 23	No School
Thurs.	Nov. 24	Thanksgiving Holiday - No School
Fri.	Nov. 25	No School
Thurs.	Dec. 22	Last Day of School before Winter Break
Mon.	Jan. 2	First Day Back from Winter Break
Mon.	Jan. 16	Martin Luther King Day - No School
Thurs.	Jan. 19	Last Day of 2nd Quarter/1st Semester
Fri.	Jan. 20	No School
Fri.	Feb. 24	No School
Mon.	Feb. 27	Parent/Teacher Conferences – No School
Fri.	Mar. 30	Last Day of 3rd Quarter
Mon.	Apr. 2	First Day of Spring Break
Mon.	Apr. 9	First Day Back from Spring Break
Mon.	May 28	Memorial Day - No School
Fri.	June 8	Last Day of School – 1/2 Day
		End of 4th Quarter/2nd Semester
		Elementary dismissal 11:35 a.m.
		Middle School dismissal 11:15 a.m.
		Upper Middle School dismissal 11:25 a.m.
		High School dismissal 11:40 a.m.

SUN PRAIRIE AREA SCHOOL DISTRICT
 501 S. Bird Street, Sun Prairie, WI 53590
 (608) 834-6500 www.sunprairie.k12.wi.us

SCHOOL BOARD MEMBERS		
John Whalen, President	834-3340	jewhale@spasd.k12.wi.us
John Welke, Vice President	825-7960	jmwelke@spasd.k12.wi.us
Jim McCourt, Treasurer	834-6113	jrmccou@spasd.k12.wi.us
Jill Camber Davidson, Clerk	834-0172	jacambe@spasd.k12.wi.us
Terry Shimek, Deputy Clerk	837-3222	twshime@spasd.k12.wi.us
Caren Diedrich	825-6473	crdiedr@spasd.k12.wi.us
Tom Weber	235-0963	tweber@spasd.k12.wi.us

DISTRICT ADMINISTRATIVE STAFF	
Tim Culver, District Administrator, 834-6501 tculver@spasd.k12.wi.us	Superintendent, Board Relations, Government and Community Relations
Phil Frei, Deputy District Administrator, 834-6510 pfrei@spasd.k12.wi.us	Business & Financial Matters, Open Enrollment, Donations to District
Alice Murphy, Assistant District Administrator of Instructional Programs, 834-6516 aamurph@spasd.k12.wi.us	Curriculum, Instructional Programs, Specific Learning Programs, Enrollment, Instructional Technology, Summer School, Grants and Entitlements, At-Risk Programs, Sun Prairie Four Kids (SP4K) Program
Jennifer Apodaca, Executive Director of Student Services, 834-6520 jjapoda@spasd.k12.wi.us	Special Education Programs, Early Entrance, Transition Services, Section 504, Counseling Programs, At-Risk Programs
Annette Mikula, Executive Director of Human Resources, 834-6551 amikula@spasd.k12.wi.us	Personnel, Teacher Licensure, Substitute Staff

SUPPORT SERVICES STAFF	
Tom Brooks, Buildings & Grounds Supervisor, 834-6567	Building Facilities, Construction, Facility Rental Scheduling
Debra Brown, District Health Nurse, 834-6583	Health Services, Immunization Requirements
Rhonda Page, Business Services Manager, 834-6512	Transportation
Renee Slotten-Beauchamp, Director of School Nutrition, 834-6527	Breakfast & Lunch Programs

EDUCATIONAL SERVICES STAFF	
Michael Mades, Supervisor of District Technology, 834-6509	Computer Technology, Hardware & Software Purchasing
Jim McClowry, High School Athletics and Activities Director, 834-6713	Athletic Scheduling and Coaches, Supervision of Co-curricular and Extra-curricular Activities
Marggie Banker, Instructional Program Manager: Resource Development, 834-6521	Grant Development and Management, Community Outreach, New Program Development
Kris Mueller, Instructional Program Manager: Assessment & Accountability, 834-6531	District Assessments, Data Management, Grading, Research and Reporting
Nancy Nikolay, Instructional Program Manager: Staff Development, 834-6506	Staff Development, Teacher Mentor Program, Grades K-5 Literacy, Grades K-5 Math
Karyn Stocks-Glover, Instructional Program Manager: Learning Support, 834-6572	English as a Second Language, Reading Resource, Talented and Gifted, Title I, Grades 6-12 Math, Grades 6-12 Reading
Rebecca Penticoff, Student Services Program Manager-Elementary, 834-7421	Early Childhood, Eastside and Northside Elementary Special Education Programs
Jan Chynoweth, Student Services Program Manager-Elementary, 834-7560	Westside Elementary Special Education Program
Katrina Krych, Student Services Program Manager-Elementary, 834-7907	Horizon and Royal Oaks Elementary Special Education Programs
Cynthia Moore, Student Services Program Manager-Elementary, 834-7707	C.H. Bird and Creekside Elementary Special Education Programs
Kayla Gauwitz, Student Services Program Manager-Middle School & Prairie Phoenix Academy, 834-7656	Patrick Marsh Middle School, Prairie View Middle School and Prairie Phoenix Academy Special Education Programs
, Student Services Program Manager-Upper Middle School & High School, 834-6708	Cardinal Heights Upper Middle School and High School Special Education Programs

APPENDIX

ALL MATERIAL IN THIS HANDBOOK IS SUBJECT TO CHANGE BASED ON CHANGES IN SCHOOL BOARD POLICY, STATE AND LOCAL LAWS, AND INDIVIDUAL CIRCUMSTANCES. THE MATERIAL INCLUDED IN THIS HANDBOOK IS NOT ALL-INCLUSIVE AND CAN BE EXPANDED.

Administrative policies and procedures in the Appendix:

Section 504 of Rehabilitation Act of 1973

Policy BDDI, Public Concerns and Complaints

Procedure BDDI-R, Procedures for Handling Public Concerns and Complaints

Administrative Guidelines for Students Providing Their Own Transportation

Policy EE, Transportation Services

Procedure EE-R, Transportation Services

Policy IFF, Parent Rights and Educational Programs/Activities

Policy IIBGA, Technology and Communication Resources Use

Procedure IIBGA-R, Technology and Communication Resources, Acceptable Use Procedure

IIBGA-F, Student Internet Use Consent Form

Policy IND, Accommodating a Student's Beliefs

Policy JB, Student Discrimination and Harassment

Procedure JB-R, Student Discrimination and Harassment Complaint Procedures

Notice to Students Regarding Discrimination & Harassment

JB-F(1), School-Based Discrimination or Discriminatory Harassment Report Form

Policy JBA, Bullying, Cyber-Bullying, and Hazing

Policy JE, Student Attendance

Procedure JE-R, Student Attendance Procedures

Policy JFCE, Code of Classroom Conduct

Procedure JFCE-R, Code of Classroom Conduct Procedures

Policy JFCH, Alcohol and Other Drug Use by Students

Policy JFCJ, Weapons in School

Procedure JFCJ-R, Weapons in School

Policy JFCK, Possession of Personal Electronic Devices

Policy JFH, Searches of Property

Policy JFHA, Cameras, Surveillance

Policy JHK, Wellness

Procedure JHK-R, Wellness Policy Implementation

Policy JO, Student Records

JO-E(1), Student Records Notice

JO-F(2), Directory Information Declaration Form

Accessing School Board Policies and Procedures

If you wish to access policies using the Internet, go to the district website at www.sunprairie.k12.wi.us.

On the left-hand side of the page under Our District, click on "Policies and Procedures."
Click on the second item, "Click here for a list of Policies and Procedures by Category on Board Docs."
Click on the "Policies" tab.
Scroll down and click on the policy or procedure.

To search for a policy or procedure:
Click on the first item, "Click here to search Policies and Procedures on Board Docs."
Change Search type to Policies.
Type in a search word in the Containing box and press enter.
Click on the policy or procedure.

Upon request, a policy or procedure can be obtained at the School District Office, 501 S. Bird Street, or at individual school offices.

Policies and Procedures Available Online:

Procedure DN-R, Food Service Program Fiscal Management Procedures

Policy IGBJ, Response to Intervention

Policy IKF, Graduation Requirements

Procedure IKF-R, Graduation Requirements (For Students Entering 9th Grade in the Fall of 2011 or Later)

Procedure JFCH-R, Disciplinary Procedures for Alcohol or Other Drug Policy Violations by Students

Policy JFG, Student Interviews with Law Enforcement Officers

Procedure JFG-R, Procedures for Conducting Student/Law Enforcement Interviews on School Premises

Policy JG, Discipline, Suspensions, and Expulsions of Students

Procedure JG-R, Considering Student Expulsions

Policy JHCD, Administering Medication to Students

Procedure JHCD-R, Procedure for Administering Prescription/Non-Prescription Medication

Exhibit JHCD-E(1), Prescription Medication Administration Consent Form

Exhibit JHCD-E(1A), Non-Prescription (Over the Counter) Medication Administration Consent Form

Policy JHG, Reporting Child Abuse/Neglect

Procedure JHG-R, Procedures for Reporting Suspected Child Abuse/Neglect

Procedure JO-R, Guidelines for the Maintenance and Confidentiality of Student Records

Policy KGB, Tobacco Use on School Premises

Procedure KGB-R, Tobacco Use on School Premises Procedures