

**AUGUST
2023**

Official Publication of the South Shore School District
THE CARDINAL REPORT

Serving students, parents and our community



Generosity Sweeps the South Shore

Danielle Mikula, Superintendent

Students in the South Shore School District are luckier than most. Anyone who lives here can see that we live in a community that constantly supports and celebrates the district. Some people show their support by being champions in the way they speak of the district. Others give their time. There are also local organizations and individuals who make generous financial donations. Each month at our Board meetings, we recognize and celebrate donations we receive. I'd like to highlight the most recent donations that we have received over the past several weeks that impact every student in our district.

1. The Bernie Gustafson Klobucher Memorial Scholarship Fund has generously decided to donate the school supplies for all students in our district, 4K-12. Families everywhere are feeling the impact of rising costs of living, and this act of kindness will directly impact hundreds of parents and children in our community. Not only are they providing funding for the supplies, but they are also going to go out themselves and do the shopping and delivery of supplies to the school. Parents will only need to purchase backpacks and gym shoes for their children. We cannot adequately express our gratitude for this incredible donation!



2. Isaak Ostrander, a second grader at South Shore, won the South Shore Lions Club Annual Fishing Contest. This young man decided to donate his \$150 in winnings to the school. Isaak and I met to decide something meaningful for him to spend the donation on. To celebrate his love of reading, Isaak's donation will be used to purchase a variety of books for elementary students to be able to choose from when they get drawn for special recognitions. Generosity is moving when it comes from anyone, but coming from a 7 year old, it is truly exceptional.

3. The Fig Leaf in Iron River is an organization that has been a strong supporter of our school that has made regular donations benefiting our students for years. A few weeks ago, they shared that they are donating \$1000 toward school supplies and needs of our students! We will use these funds to have

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backpacks, shoes, boots, and other extra essentials for students in need. Thank you to the Fig Leaf for your support of South Shore and all of the kids who attend here.

4. The South Shore Education Foundation vision is to touch the lives of every South Shore student. They do this by providing countless extra opportunities for our students through experiences with the arts, purchasing special equipment like mountain bikes, and sending our students on special trips that they may not otherwise be able to access. Most recently the SSEF made a large donation to provide updated technology to support getting more digital cameras in the hands of our students as they explore opportunities like Digital Photography, covering athletics and activities, and developing their ability to capture memories through photos. We are incredibly grateful to the Foundation and everyone who makes donations to support them. You can learn more about the South Shore Education Foundation at www.ssef.us.

From the bottom of our hearts, thank you to each of the donors above, and to each of you who supports our school whether it be through your words, your time or through various donations. The communities that make up the South Shore School District are full of incredible people. Together, each of you helps to open doors for our students. Together, you strengthen our communities. Together we soar.

Spotlight on Student Learning: The Right to Read Act

by Ms. Simpson, Principal

On July 19th, Governor Evers signed the *2023 Wisconsin Act 20* into law. This act, also known as the Right to Read Act, is rooted in the recent research around the Science of Reading and will impact reading instruction across the state.



What is the Science of Reading?

Throughout history, reading instruction has often been referred to as a pendulum with two, contrasting opinions on how best to teach students how to read. At one end of the pendulum, there is research that supports using direct, whole group instruction and practice to build reading skills, specifically when delivering systematic instruction for phonics. On the other end of the pendulum, there is a desire to develop the love of reading in students which is often accompanied by instructional practices rooted in a whole language approach. In this approach, students are taught to recognize words as whole pieces of language and instruction is often integrated into reading experiences that focus on developing the love of reading. In the late 1990's, the National Reading Panel released a report that clarified neither approach on their own developed strong readers because learning to read is complex and requires instruction and practice in five different areas: phonological awareness, phonics, fluency, vocabulary, and comprehension. Rather than only learning through whole language instruction or direct phonics instruction, students need a balance of both practices to learn to read. Thus, the term Balanced Literacy was born, and this loose approach has guided reading instruction for the past several years.

Unfortunately, even with the knowledge that reading is complex and students need instruction and practice in a variety of ways in different areas of reading, there are many students across the nation that still struggle with learning to read. This led to additional research on instructional reading practices, which focused on the Science of Reading. Research around the Science of Reading clarifies that learning to read is complex and requires instruction and practice in many different areas for reading. However, unlike Balanced Literacy, the Science of Reading emphasizes and defines the explicit, systematic instruction in all areas of reading. This includes defining the explicit, systematic instruction in phonological awareness and phonics that is essential for early learners.

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What are the Highlights?

The *Right to Read Act* can be summarized in one sentence: It is now a requirement that all curricular resources and instructional practices in the State of Wisconsin are aligned with practices outlined in the research on the Science of Reading. The bill has four main avenues in which it will ensure the transition from Balanced Literacy to the Science of Reading across the state: structures, curriculum & instruction, assessments and intervention, and professional development.

The bill created the state level Office of Literacy and the Council of Literacy to guide the state's literacy work, including providing support for districts and defining which literacy curricular resources schools can utilize. These two structures will support the second avenue of implementing the Science of Reading across the state - curriculum and instruction. The bill clarifies that curricular resources and instructional practice must support the Science of Reading. Beginning in January 2024, if a district chooses to invest in new curricular resources for early literacy, it must adopt a resource recommended by the state. To ensure educators are effectively implementing instructional strategies aligned with the Science of Reading, the bill also outlines professional development requirements for 4K through third grade teachers.

In addition to guidance for curricular resources, instructional practices, and professional development, the *Right to Read Act* clarifies how districts will use assessments and interventions to support student learning. Wisconsin public schools are currently required to screen students in 4K-2nd grade on early literacy skills once a year. The Right to Read Act requires that schools screen students in 4K on early literacy skills twice a year, and students in kindergarten through third grade three times a year. In addition, students in grades kindergarten through twelve must participate in a universal reading screener three times a year. The bill clarifies that districts will share the results of these assessments with parents and use diagnostic assessments to further identify students' reading strengths and areas of growth for all students in grades K-3 who score below the 25th percentile rank. Based on the results of the reading assessments, students in grades K-3 may have a personal reading plan developed by the school and family. This plan will identify specific reading goals and the reading interventions that will be used to support the student with building reading skills they have not yet mastered. The bill also highlights that the state will develop guidelines for the promotion of students from third grade to fourth grade to ensure that students entering fourth grade are proficient readers or have the designated supports in place to become proficient readers.

What does this mean for South Shore?

South Shore is already in alignment with many elements of the bill. From the lens of curriculum, instruction, and professional development, South Shore recently adopted new K-12 core reading curricular resources. This resource is grounded in the Science of Reading, and staff engaged in professional development around the implementation of this resource during the 2022-2023 school year. This year, the district will continue to review any supplemental resources that are currently used, and will ensure that any new supplemental resources are aligned with state guidance and follow current research on best practices. The district will also continue to explore opportunities for staff professional development around best instructional practices.



From the lens of assessment and intervention, South Shore already does reading screenings three times a year. Beginning this year the district planned to transition to utilizing the tool FastBridge as a universal Early Literacy and Reading Screener and diagnostic tool. This tool includes multiple resources to support interventions on early literacy skills. As a district, we will continue to closely watch the work being done by the Office of Literacy and the Council of Literacy, as that may determine which assessments we are required to use in the future. It is the right of every student to learn how to read, and as a district we are committed to ensuring we use the best resources and practices to support all students as they become readers.

SOUTH SHORE FAMILY NIGHT



**WEDNESDAY AUGUST 30
4-7 PM**

- Visit Classrooms
- Attend Optional Meetings
- Meet Teachers & Staff
- Walking Tacos
- Music & Activities
- Complete Paperwork

EVENING SCHEDULE

4:00-7:00: Come as you can for food and connections!

4:00-4:45: Title I Family Engagement & Input

(Open to K-12 families interested in learning more about South Shore's Reading Plan)

5:30-6:00: 7th Grade Orientation

6:00-6:30: Student Travel Informational Meeting

(Open to 11th & 12th grade families interested in optional overseas trip Summer 24')



**9135 School Road
Port Wing, WI**



SOUTH SHORE SCHOOL DISTRICT VACANCIES

Application Instructions for ALL Positions: Interested applicants should submit the following materials to District Administrator Danielle Mikula (dmikula@sshore.k12.wi.us): cover letter, resume, and three letters of recommendation.

For additional information please contact District Administrator Danielle Mikula at 715.774.3167 or email at dmikula@sshore.k12.wi.us

Head Coach Boys Basketball & Middle School Basketball Coach



Position Description Summary:

The South Shore School District is seeking two dynamic and student-centered individuals to join our Athletic Department as the Boys Basketball Coaches. South Shore coaches must exemplify integrity, character and a commitment to improving the lives of students through athletics. The individuals we seek understand that athletics are one important part of a comprehensive school experience. We expect our coaches to utilize positive and supportive methods to motivate and inspire our student athletes. Coaches must be committed to continuous improvement for themselves and their team. South Shore coaches support the athletics department as a whole and model integrity on and off the court.

Paraprofessional

Position Description Summary: The South Shore School District has a need for limited-term special education aide. This position is for 7.5 hours per day. The successful candidate will work with special education students under the direction of a teacher. The position also requires playground/outside supervision, lifting of students and/or objects equal to or greater than 50 pounds, and any other duties as assigned.



Reading Corp Tutor

Help our students build their skills – Become a Tutor!

South Shore Elementary School is looking for a part-time Reading Corps tutor for the 2023-24 school year. Tutors work one-on-one or in small groups with students during school hours throughout the school year. No matter if you're a recent grad, career changer, stay-at-home parent or retiree, you can make a great tutor. No experience? No problem. With training and on-site coaching, our tutors are prepared to help kids succeed.

Perks as a Tutor:

- Build your skills, network, and resume
 - Receive a paid stipend every two weeks
 - Earn money for college tuition or student loans. Tutors 55 and older may gift the award to their child, grandchild, stepchild or foster child.

Ready to put your passion into action? Learn more at Join.ReadingandMath.org.

For more information about the Reading Corps tutor position at South Shore, contact Michelle Simpson (msimpson@sshore.k12.wi.us).

Athletic Director



Athletic Director Job Responsibilities

- Administer guidance for sports programming
- Confer with coaches to establish games, events, and practice schedules
- Establish conference and league schedules
- Select, recruit, and oversee coaching staff
- Maintain orderly, clean, and safe facilities and equipment
- Generate and file team statistics promptly
- Comply with school, WIAA, and other association rules

Athletic Director Qualifications and Skills

- Strong interpersonal communication
- Ability to manage relationships with coaches, school administrators, and the public
- Skilled at providing motivation and direction to the coaches
- A resourceful leader that delegates tasks effectively
- Conference attendance and ongoing professional development are necessary
- Strong analytical, administrative, and multitasking skills



Afterschool Program Coordinator

The South Shore School District seeks a dynamic individual as an Afterschool Program Coordinator. The Program Coordinator must enjoy working with school aged children. She/he is responsible for planning activities, ensuring safety of all children in the program, serving after school snack, interacting with children and their families, and creating a fun and safe environment. The candidate must have a positive attitude and serve as a role model to participants in the program. This position is ideal for someone who is looking to work a few hours in the afternoon, is creative, child-oriented, responsible, and dedicated.

PUBLIC RELEASE
NATIONAL SCHOOL LUNCH AND BREAKFAST PROGRAMS, SPECIAL MILK PROGRAM

This is the public release that we will send to: Ashland Daily Press and The Connection on Monday, August 7, 2023 as an informative notice.

RELEASE STATEMENT

The School Districts of Drummond Area, South Shore and Washburn today announced its policy for children unable to pay the full price of meals served under the National School Lunch Program and School Breakfast Program or milk served under the Special Milk Program. Household applications are required to receive free or reduced price meals at the following site(s): Drummond, South Shore and Washburn District offices.

The following household size and income criteria will be used for determining eligibility. Children from families whose annual income is at or below the levels shown are eligible for free and reduced price meals or free milk if a split-session student does not have access to the school lunch or breakfast service. Each school office and the central office has a copy of the policy, which may be reviewed by any interested party.

FAMILY SIZE INCOME SCALE
For Determining Eligibility for Free and Reduced Price Meals or Milk

Family (Household) Size	ANNUAL INCOME LEVEL				MONTHLY INCOME LEVEL			
	Free <i>Must be at or below figure listed</i>	Reduced Price <i>Must be at or between figures listed</i>			Free <i>Must be at or below figure listed</i>	Reduced Price <i>Must be at or between figures listed</i>		
1	\$16,237	\$ 16,237.01	and	\$23,107	\$ 1,354	\$1,354.01	and	\$1,926
2	21,983	21,983.01	and	31,284	1,832	1,832.01	and	2,607
3	27,729	27,729.01	and	39,461	2,311	2,311.01	and	3,289
4	33,475	33,475.01	and	47,638	2,790	2,790.01	and	3,970
5	39,221	39,221.01	and	55,815	3,269	3,269.01	and	4,652
6	44,967	44,967.01	and	63,992	3,748	3,748.01	and	5,333
7	50,713	50,713.01	and	72,169	4,227	4,227.01	and	6,015
8	56,459	56,459.01	and	80,346	4,705	4,705.01	and	6,696
For each additional household member, add	+ 5,746	+ 5,746	and	+8,177	+ 479	+ 479	and	+ 682

Application forms are being sent to all homes with a notice to parents or guardians. To apply for free or reduced price meals or free milk, households must fill out the application and return it to the school (unless notified at the start of the school year that children are eligible through direct certification). Additional copies are available at the office in each school. The information provided on the application will be used for the purpose of determining eligibility and may be verified at any time during the school year by agency or other program officials. Applications may be submitted at any time during the year.

To obtain free or reduced price meals or free milk for children in a household where one or more household members receive FoodShare, FDIPIR, or Wisconsin Works (W-2) cash benefits, list the FoodShare, FDIPIR or W-2 case number, list the names of all school children, sign the application, and return it to the school office.

For the school officials to determine eligibility for free or reduced price meals or free milk of households not receiving FoodShare, FDIPIR or W-2 cash benefits, the household must provide the following information requested on the application: names of all household members, total number of household members, and the adult signing the application form must also list the last four digits of his or her Social Security Number or mark the box to the right of "Check if no SSN". Also, the income received by each household member must be provided by amount and source (wages, welfare, child support, etc.).

Under the provisions of the free and reduced price meal and free milk policy Penny Pierce, Administrative Assistant (Drummond), Diana Reijo, Executive Administrative Assistant (South Shore) Heather Doubek, Financial Assistant (Washburn) will review applications and determine eligibility. If a parent or guardian is dissatisfied with the ruling of the official, he/she may wish to discuss the decision with the determining official on an informal basis. If the parent/guardian wishes to make a formal appeal, he/she may make a request either orally or in writing to: Drummond Area School District – Melissa Altmann, District Administrator, P O Box 40, Drummond, WI 54832, 715-372-6669 ext. 178, South Shore School District, Danielle Mikula, District Administrator, P O Box 40, Port Wing, WI 54865, 715-774-3167, Washburn School District, Janet Kozeneski, Financial Manager, P O Box 730, Washburn, WI 54891, 715-373-6188 ext. 104.

If a hearing is needed to appeal the decision, the policy contains an outline of the hearing procedure.

If a household member becomes unemployed or if the household size changes, the family should contact the school. Such changes may make the household eligible for reduced price meals or free meals or free milk if the household income falls at or below the levels shown above, and they may reapply at that time.

Children formally placed in foster care are also eligible for free meal benefits. Foster children may be certified as eligible without a household application. Households with foster children and non-foster children may choose to include the foster child as a household member, as well as any personal income available to the foster child, on the same application that includes their non-foster children.

The information provided by the household on the application is confidential. Public Law 103-448 limits the release of student free and reduced price school meal eligibility status to persons directly connected with the administration and enforcement of federal or state educational programs. Consent of the parent/guardian is needed for other purposes such as waiver of text book fees.

Non-discrimination Statement:

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

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

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

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

This institution is an equal opportunity provider.

Any questions regarding the application should be directed to the determining official.

**South Shore School District
Board of Education Meeting Agenda
In Compliance with the Wisconsin
Open Meeting Law**

Public Notice §19.84 (3)

Mark Hoeftling, President
Rebecca Kavajecz, Clerk

A Regular Meeting of the Board of Education will be held in the Instructional Media Center (IMC) at South Shore Jr-Sr High School, Port Wing, WI at 5:30 p.m. on Wednesday, August 16, 2023.

Members of public may attend in person or through ZOOM. All public participants' phones, microphones, and chat dialog boxes will be muted or disabled during the meeting. Members of the public who do not wish to appear in person may email dmikula@sshore.k12.wi.us with "Public Comment" in the subject line. Those messages received prior to the start of the meeting will be provided to the Board President who may then allow them to speak during Public Participation.

Any person wishing to attend who, because of a disability, requires special accommodations, should contact the office at least 24 hours before the scheduled meeting time, so appropriate arrangements can be made.

**Regular School Board Meeting Agenda
Wednesday, August 16, 2023
5:30 p.m.
Jr-Sr High School IMC**

1. Welcome
 - 1.01 Call to Order /Roll Call
 - 1.02 Pledge of Allegiance
2. Recognition/Highlight
 - 2.01 We Are South Shore
 - 2.02 Acknowledge and Accept Donations
3. Audience Participation
 - 3.01 Audience Participation Guidelines – limited to five (5) minutes
4. Agenda Modifications
 - 4.01 Modifications to Agenda Items or Prior Minutes
5. Consent Agenda
 - 5.01 Approve Meeting Minutes - July 19, 2023 Regular Board Meeting
 - 5.02 Approval of Bills and Budget Report (Ending July 2023)
 - 5.03 Approve Personnel Report
6. Committee Report/s
 - 6.01 Finance & Operations
 - 6.02 Teaching & Learning
7. New Business
 - 7.01 Facilities Assessment Presentation
 - 7.02 2023-24 Preliminary Budget
 - 7.03 LEA Representatives 23-24 School Year
 - 7.04 Staff, Student Co-Curricular, Coaches & Advisors Handbooks

(Continued from previous column)

8. Policy 2nd Reading
 - 8.01 po8120 Volunteers
 - 8.02 po8141 Required Reporting of Staff Conduct
 - 8.03 po8145 Annual Reports
 - 8.04 po1846 Notification of Educational Options
 - 8.05 po8220 School Day
 - 8.06 po8305 Information Security
 - 8.07 po8309 Open Meetings for Non-Board Committees
 - 8.08 po8310 Public Records
 - 8.09 po8315 Information Management
 - 8.10 po8320 Personnel Records
 - 8.11 po8320.01 Unauthorized Acquisition of Staff Personal Information
 - 8.12 po8325 Receipt of Legal Documents by District Employees
 - 8.13 po8330 Student Records
 - 8.14 po8330.01 Unauthorized Acquisition of Student Personal Information
 - 8.15 po8350 Confidentiality
 - 8.16 po8390 Animals on District Property
 - 8.17 po8410 Crisis Intervention
 - 8.18 po8420 School Safety
 - 8.19 po8431 Preparedness for Toxic Hazards
 - 8.20 po8442 Reporting Accidents
 - 8.21 po8450 Control of Casual-Contact Communicable Diseases
 - 8.22 po8451 Pediculosis (Head Lice)
 - 8.23 po8452 Automated External Defibrillators (AED)
 - 8.24 po8453 Direct Contact Communicable Diseases
 - 8.25 po8453.01 Control of Blood-Borne Pathogens
 - 8.26 po8462 Child Abuse and Neglect
 - 8.27 po8462.01 Threats of Violence
 - 8.28 po8500 Food Services
 - 8.29 po8531 Free and Reduced-Price Meals
 - 8.30 po8600 Transportation
 - 8.31 po8605 Use of Electronic Wireless Communication Devices by District Employees Who Operate Board-Owned or Operated Vehicles
 - 8.32 po8640 Transportation for Field and Other District-Sponsored Trips
 - 8.33 po8710 Insurance
 - 8.34 po8740 Protection of District Funds
 - 8.35 po8800 Religious Activities and Observances
 - 8.36 po8802 Patriotic Activities and Observances
 - 8.37 po8900 Fraud
 - 8.38 po9130 Public Requests, Suggestions, or Complaints
 - 8.39 po9150 School Visitors
 - 8.40 po9151 Use of Cameras and Other Recording Devices in Locker Rooms
 - 8.41 po9160 Public Attendance at School Events
 - 8.42 po9211 District-Support Organizations
 - 8.43 po9270 Home-Based, Private, or Tribal Schooling
 - 8.44 po9700 Relations with Non-School Affiliated Groups
 - 8.45 po9700.01 Advertising and Commercial Activities
 - 8.46 po9800 High School Diplomas to Veterans

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- 8.47 po9800.01 Veterans as Classroom Volunteers
- 9. Superintendent's Report
 - 9.01 Superintendent's Report
- 10. Upcoming Dates
 - 11.01 Upcoming Dates
- 11. Meeting Closing
 - 11.01 Meeting Closing

• **Board of Education** •

Board of Education Regular Meeting Minutes

Meeting Held Wednesday, July 19, 2023

5:30 pm -7:15 p.m.

(Minutes to be approved at the 8-16-23 Board meeting)

A REGULAR BOARD OF EDUCATION MEETING was held on Wednesday, July 19, 2023, in Room 11 at South Shore Elementary School, Port Wing, WI. The meeting had been properly publicized in compliance with the Wisconsin Open Meeting Law.

1. Welcome

1.01 Call to Order / Roll Call

The meeting was called to order by President Hoefling at 5:30 p.m.

Roll call: Present: K. Terry Burhans, Clyde Clauson, Merlyn Coy, Mark Hoefling, Rebecca Kavajecz, James Stemwedel. Also present, Danielle Mikula, Superintendent. Justine Broderson (6:19 pm)

1.02 Pledge of Allegiance

Board recited the Pledge of Allegiance.

2. Recognition/Highlight

We Are South Shore

- Isaac Ostrander won the Lions Club Fishing Contest and donated his winnings to the school to order books for the elementary students for awards.

2.01 Acknowledge and Accept Donations

- The South Shore School District is grateful to the Fig Leaf for their generous donation of \$1000 toward school supplies for students for the 23-24 school year.
- The South Shore School District is grateful to Isaac Ostrander for \$150.

3. Audience Participation

3.01 Audience Participation Guidelines

4. Agenda Modifications

4.01 Modifications to Agenda Items or Prior Minutes

5. Consent Agenda

5.01 Approve Meeting Minutes of June 21, 2023 Regular Board Meeting

5.02 Approval of Bills and Budget (ending June 2023)

5.03 Approve Personnel Report

- Trevor Paulus, Head Boys Basketball Coach, effective immediately.

Motion by Clauson, second by Coy approve the consent agenda as presented. Absent: Broderson. Motion carried unanimously by voice vote.

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6. Committee Reports

6.01 Finance & Operations

Met on July 5 and discussed handbooks and general facilities planning.

6.02 Approve Roof Repairs

\$14,975 for emergency repairs as quoted by Jamar. Motion by Stemwedel, second by Clauson approve the roof repairs as presented. Absent: Broderson. Motion carried unanimously by voice vote.

7. New Business

7.01 Adopt Academic Standards for English/Language Arts,

Mathematics, Science and Social Studies for the 2023-24 School Year

Motion by Burhans, second by Kavajecz to adopt the following Student Standards as follows:

- The Next Generation Science Standards (NGSS) for Science,
- The WI Social & Emotional Learning Competencies, and
- The Wisconsin Academic Standards in all other content areas, including: ELA, Math, Social Studies, Music Education, Art & Design Education, Physical Education, Health Education, World Languages, Early Learning, Literacy in All Subjects, Personal Financial Literacy, Essential Elements for ELA, Mathematics, and Science, Marketing, Management, & Entrepreneurship, Business

Absent: Broderson. Motion carried unanimously by voice vote.

7.02 Occupational Therapist Cooperative Agreement with School District of Maple

Motion by Clauson, second by Burhans to approve the cooperative agreement between the Maple and South Shore School Districts for the cost of Occupational Therapy services for the 23-24 school year. Absent: Broderson. Motion carried unanimously by voice vote.

7.03 Athletics Admission Fee for the 2023-24 School Year

Motion by Stemwedel, second by Kavajecz to continue no admission fee for athletic events. Absent: Broderson. Motion carried unanimously by voice vote.

7.04 Award Propane Bid for the 2023-24 School Year

Motion by Burhans, second by Stemwedel to award the propane bid of \$1.28/gallon to Midland Services as presented. Absent: Broderson. Motion carried unanimously by voice vote.

7.05 Award Food Service Vendor (including milk bid) for the 2023-24 School Year

Motion by Clauson, second by Burhans to approve the food service bid submitted by Sysco. Absent: Broderson. Motion carried unanimously by voice vote.

7.06 Student Handbook

Student Handbook first draft was presented and discussed.

8. Policy 2nd Reading

8.01 po3230 ETHICS AND CONFLICT OF INTEREST

8.02 po6108 AUTHORIZATION TO MAKE ELECTRONIC FUND TRANSFERS

8.03 po6110 FEDERAL FUNDS

8.04 po6111 INTERNAL CONTROLS

8.05 po6112 CASH MANagements OF GRANTS

8.06 po6114 COST PRINCIPLES-SPENDING FEDERAL FUNDS

8.07 po6116 TIME AND EFFORT REPORTING

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- 8.01 po3230 ETHICS AND CONFLICT OF INTEREST
- 8.02 po6108 AUTHORIZATION TO MAKE ELECTRONIC FUND TRANSFERS
- 8.03 po6110 FEDERAL FUNDS
- 8.04 po6111 INTERNAL CONTROLS
- 8.05 po6112 CASH MANagements OF GRANTS
- 8.06 po6114 COST PRINCIPLES-SPENDING FEDERAL FUNDS
- 8.07 po6116 TIME AND EFFORT REPORTING
- 8.08 po6146 POST-ISSUANCE TAX-EXEMPT BOND COMPLIANCE
- 8.09 po6147 DEBT MANAGEMENT
- 8.10 po6152 STUDENT FEES, FINES AND CHARGES
- 8.11 po6152.01 WAIVER OF SCHOOL FEES OR FINES
- 8.12 po6210 FISCAL PLANNING
- 8.13 po6220 BUDGET PREPARATION
- 8.14 po6230 BUDGET HEARING
- 8.15 po6231 BUDGET IMPLEMENTATION
- 8.16 po6235 FUND BALANCE
- 8.17 po6320 PURCHASING
- 8.18 po6325 PROCUREMENT - FEDERAL GRANTS/FUNDS
- 8.19 po6423 USE OF CREDIT CARDS
- 8.20 po6440 COOPERATIVE PURCHASING
- 8.21 po6450 LOCAL PURCHASING
- 8.22 po6510 PAYROLL AUTHORIZATION
- 8.23 po6520 PAYROLL DEDUCTIONS
- 8.24 po6605 CROWDFUNDING
- 8.25 po6610 STUDENT ACTIVITY FUND
- 8.26 po6620 PETTY CASH
- 8.27 po6630 CASH HANDLING AND DEPOSITS
- 8.28 po6700 FAIR LABOR STANDARDS ACT (FLSA)
- 8.29 po6800 SYSTEM OF ACCOUNTING
- 8.30 po6830 AUDIT
- 8.31 po7100 FACILITIES PLANNING
- 8.32 po7217 WEAPONS
- 8.33 po7230 GIFTS, GRANTS AND BEQUESTS
- 8.34 po7300 DISPOSITION OF REAL PROPERTY
- 8.35 po7310 DISPOSITION OF PERSONAL PROPERTY
- 8.36 po7410 MAINTENANCE
- 8.37 po7420 HYGIENIC MANAGEMENT
- 8.38 po7430 SAFETY STANDARDS
- 8.39 po7434 USE OF TOBACCO AND NICOTINE ON SCHOOL PREMISES
- 8.40 po7440 FACILITY SECURITY
- 8.41 po7440.01 VIDEO SURVEILLANCE AND ELECTRONIC MONITORING
- 8.42 po7440.03 SMALL UNMANNED AIRCRAFT SYSTEMS (sUAS)
- 8.43 po7450 PROPERTY INVENTORY
- 8.44 po7455 ACCOUNTING SYSTEM FOR CAPITAL ASSETS
- 8.45 po7510 USE OF DISTRICT FACILITIES
- 8.46 po7530.02 STAFF AND SCHOOL OFFICIALS USE OF PERSONAL COMMUNICATION DEVICES
- 8.47 po7540 TECHNOLOGY
- 8.48 po7540.01 TECHNOLOGY PRIVACY
- 8.49 po7540.03 STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY
- 8.50 po7540.04 STAFF TECHNOLOGY ACCEPTABLE USE AND SAFETY
- 8.51 po7540.05 ASSISTIVE TECHNOLOGY AND SERVICES
- 8.52 po7540.06 DISTRICT ISSUED STAFF E-MAIL ACCOUNT
- 8.53 po7540.07 DISTRICT ISSUED STUDENT E-MAIL

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- ACCOUNT
 - 8.54 po7541 ELECTRONIC DATA PROCESSING DISASTER
 - 8.55 po7542 ON-SITE ACCESS TO DISTRICT TECHNOLOGY RESOURCES FROM PERSONALLY-OWNED COMMUNICATION DEVICES
 - 8.56 po7543 REMOTE ACCESS TO THE DISTRICT'S NETWORK
 - 8.57 po7544 USE OF SOCIAL MEDIA
 - 8.58 po7550 COOPERATION WITH LOCAL GOVERNMENTS
- Motion by Clauson, second by Kavajecz approve the second reading of the policies as presented. Motion carried unanimously by voice vote.
9. Policy 1st Reading
- 9.01 po8120 VOLUNTEERS - revisions suggested
 - 9.02 po8141 REQUIRED REPORTING OF STAFF CONDUCT
 - 9.03 po8145 ANNUAL REPORTS
 - 9.04 po8146 NOTIFICATION OF EDUCATIONAL OPTIONS
 - 9.05 po8220 SCHOOL DAY
 - 9.06 po8305 INFORMATION SECURITY
 - 9.08 po8310 PUBLIC RECORDS
 - 9.09 po8315 INFORMATION MANAGEMENT
 - 9.10 po8320 PERSONNEL RECORDS
 - 9.11 po8320.01 UNAUTHORIZED ACQUISITION OF STAFF PERSONAL INFORMATION
 - 9.12 po8325 RECEIPT OF LEGAL DOCUMENTS BY DISTRICT EMPLOYEES
 - 9.13 po8330 STUDENT RECORDS
 - 9.14 po8330.01 UNAUTHORIZED ACQUISITION OF STUDENT PERSONAL INFORMATION
 - 9.15 po8350 CONFIDENTIALITY
 - 9.16 po8390 ANIMALS ON DISTRICT PROPERTY
 - 9.17 po8410 CRISIS INTERVENTION
 - 9.18 po8420 SCHOOL SAFETY
 - 9.19 po8431 PREPAREDNESS FOR TOXIC HAZARDS
 - clarifications needed, revision suggested
 - 9.20 po8442 REPORTING ACCIDENTS
 - 9.21 po8450 CONTROL OF CASUAL - CONTACT COMMUNICABLE DISEASES
 - 9.22 po8451 PEDICULOSIS (HEAD LICE)
 - 9.23 po8452 AUTOMATED EXTERNAL DEFIBRILLATORS (AED)
 - 9.24 po8453 DIRECT CONTACT COMMUNICABLE DISEASES
 - 9.25 po8453.01 CONTROL OF BLOOD-BORNE PATHOGENS
 - 9.26 po8462 CHILD ABUSE AND NEGLECT
 - 9.27 po8462.01 THREATS OF VIOLENCE
 - 9.28 po8500 FOOD SERVICES
 - 9.29 po8531 FREE AND REDUCED-PRICE MEALS
 - 9.30 po8600 TRANSPORTATION
 - 9.31 po8605 USE OF ELECTRONIC WIRELESS COMMUNICATION DEVICES BY DISTRICT EMPLOYEES WHO OPERATE BOARD-OWNED OR OPERATED VEHICLES
 - 9.32 po8640 TRANSPORTATION FOR FIELD AND OTHER DISTRICT-SPONSORED TRIPS
 - 9.33 po8710 INSURANCE
 - 9.34 po8740 PROTECTION OF DISTRICT FUNDS
 - 9.35 po8800 RELIGIOUS ACTIVITIES AND OBSERVANCES
 - 9.36 po8802 PATRIOTIC ACTIVITIES AND OBSERVANCES
 - 9.37 po8900 FRAUD
 - 9.38 po9130 PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS
 - 9.39 po9150 SCHOOL VISITORS

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9.40 po9151 USE OF CAMERAS AND OTHER RECORDING
DEVICES IN LOCKER ROOMS

9.41 po9160 PUBLIC ATTENDANCE AT SCHOOL EVENTS

9.42 po9211 DISTRICT-SUPPORT ORGANIZATIONS

9.43 po9270 HOME-BASED, PRIVATE, OR TRIBAL
SCHOOLING

9.44 po9700 RELATIONS WITH NON-SCHOOL AFFILIATED
GROUPS

9.45 po9700.01 ADVERTISING AND COMMERCIAL
ACTIVITIES

9.46 po9800 HIGH SCHOOL DIPLOMAS TO VETERANS

9.47 po9800.01 VETERANS AS CLASSROOM VOLUNTEERS

10. Superintendent's Report

10.01 Superintendent's Report

- Oulu Heritage Center play on Friday, July 21 at Noon - some summer school funds were used to prepare this.

11. Upcoming Dates

11.01 Upcoming Dates

- August 2, 2023 - Teaching & Learning Committee at 4:30 PM
- August 2, 2023 - Finance & Operations Committee at 5:30 PM
- August 9, 2023 - Policy & Governance at 5:30 PM
- August 16, 2023 - Regular Board meeting at 5:30 PM

12. Closed Session 19.85(1) (f) as Specified per Agenda Item.

12.01 Motion by Burhans, second by Stemwedel to adjourn into closed session as per WI State Statutes 19.85 (1)(f) at 6:59 p.m. to consider financial, medical, social or personal histories or disciplinary data of specific persons, preliminary consideration of specific personnel problems or the investigation of charges against specific person except where par. (b) applies which, if discussed in public, would be likely to have a substantial adverse effect upon the reputation of any person referred to in such histories or data, or involved in such problems or investigations. Roll call vote. Yes: Broderson, Burhans, Clauson, Coy, Hoeftling, Kavajecz, Stemwedel. No. None. Absent: None. Abstain: None. Motion carried unanimously by roll call vote.

13. Meeting Closing

13.01 Motion by Clauson, second by Burhans to adjourn. Motion carried unanimously by voice vote. Meeting adjourned at 7:15 PM.

Respectfully submitted,
Rebecca Kavajecz

Back to School Packet Information



The "Back-to-School" informational packet which includes application forms for free or reduced priced lunches, school calendar, emergency cards, student accident insurance information, bus route details, handbooks, field trip permission forms, bus regulations, etc. will be distributed only to those households which have children registered for the upcoming school year.

This informational packet will be mailed the week of August 21st, 2023.

If you do not receive a packet
please call the school at 715.774.3159.

Student & Staff Nondiscrimination: Student Access to Equal Opportunity

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

All district opportunities, including Career and Technical Education opportunities, will be offered to students on a nondiscriminatory basis. Information regarding such program offerings and admission criteria is available upon request from the school counselor's office.

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

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

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

School District of South Shore
Danielle Mikula, District Administrator
P O Box 40
Port Wing, WI 54865
715-774-3167

If a complainant wishes to appeal a negative determination by the discrimination/harassment officer, they have the right to appeal the decision to the Office for Civil Rights at:

Office for Civil Rights, Chicago Office, U.S. Department of
Education,
500 W. Madison Street, Ste. 1475,
Chicago, IL 60661

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Phone: (312) 730-1560; (312) 730-1576

FAX: (312) 730-1609 TDD;

E-Mail: ocr.chicago@ed.gov.

The South Shore School District is an equal opportunity provider.

Title IX Sexual Harassment

NOTICE OF SCHOOL DISTRICT POLICIES ON SEX DISCRIMINATION, THE DISTRICT'S TITLE IX COORDINATOR(S), AND PROCEDURES FOR REPORTING OR FILING A COMPLAINT OF SEX DISCRIMINATION

Title IX Nondiscrimination Policy Statement: As mandated by the current provisions of Title IX of the Education Amendments of 1972 and under the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations"), the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to a District Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both. The District's commitment to nondiscrimination under Title IX and under other state and federal laws is further defined in the following policies of the School Board: Policy 2266, Policy 5517, Policy 5517.01, Policy 2260, Policy 2260.01, Policy 3362, Policy 3362.01, Policy 4362, 4362.01.

District Title IX Coordinators: The District employees who hold each of the positions identified below serve as Title IX Coordinators for the District:

Danielle Mikula
District Administrator
9135 School Road
Port Wing, WI 54865
(715) 774-3167

Reporting Sex Discrimination: Any person (including a person who is not claiming to have been personally harmed/victimized by the alleged discrimination) may report a concern or allegation regarding prohibited sex discrimination (including sexual harassment) to the District. Such reports may be submitted as follows:

To a District Title IX Coordinator, either in person, by U.S. mail, by telephone, or by electronic mail, using the contact information listed above. In person reports should be made when the Title IX Coordinator is reasonably available during regular working hours. Reports submitted by telephone, mail, or electronic mail may be made at any time. By any other means that results in a Title IX Coordinator actually receiving the person's verbal or written report.

Filing Formal Complaints of Title IX Sexual Harassment: As required by the federal Title IX regulations, the District has established a formal grievance process for investigating and resolving "formal complaints" of "sexual harassment," as those terms are defined in the regulations. An individual who is alleged to be the victim of conduct that could constitute sexual harassment under the federal Title IX regulations (i.e., a Title IX "complainant"), or a parent or guardian who has a legal right to act on behalf of such an individual, may file a formal

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complaint of sexual harassment. No Title IX complainant is obligated to file a formal complaint, but a qualifying formal complaint is necessary for the District to start an investigation using the District's formal Title IX grievance process. Complainants are expected to file formal complaints of sexual harassment with a District Title IX Coordinator by submitting a document or electronic submission in person, by U.S. mail, or by electronic mail, using the contact information specified above. Additional requirements for formal complaints of Title IX sexual harassment, including a description of the required content for a formal complaint, are set forth in Policy 2266 within the School Board's policies.

District Response to Reports and Complaints of Sex Discrimination and to Formal Complaints of Sexual Harassment under Title IX:

The District has established grievance procedures through which the District structures its response to reports that allege unlawful discrimination on the basis of sex in any education program or activity of the District. Those procedures are set forth in Policy 2266 as published on the District's website. The purpose of such procedures is to provide for the prompt and equitable resolution of any report or complaint of alleged sex discrimination, excluding formal complaints of sexual harassment under Title IX (which are subject to a different process). Any time that the District has actual knowledge of sexual harassment or allegations of sexual harassment that could constitute a violation of Title IX, the District has obligations to respond to such knowledge in a manner that is not deliberately indifferent and in a manner that treats the alleged victim(s) of sexual harassment and the alleged perpetrator(s) of sexual harassment equitably. Such a response includes, but is not limited to, offering supportive measures to a complainant and investigating and resolving any formal complaint that presents allegations of Title IX sexual harassment using the formal grievance process that the District has adopted for such formal complaints. District procedures for responding to alleged sexual harassment under Title IX, including the formal grievance process, are set forth in Policy 2266 as published on the District's website.

Student Nondiscrimination in Career & Technical Education

The South Shore School District offers Career & Technical education programs to prepare students for a broad range of high-skill and high-wage employment and training services offered under the guidance of certified teachers, counselors, and Youth Apprenticeship coordinators. Career & Technical Education programs are offered in the areas of Business, Marketing, and Engineering & Technology. Interested students should contact their counselor or refer to the course catalog for prerequisites and admission criteria. All Career & Technical Education programs follow the district's policies of nondiscrimination in all activities and employment. A lack of English language skills is not a barrier to admission or participation. For general information about these programs contact:

Michelle Simpson
4K-12 Principal & Director of Curriculum & Instruction
South Shore School District
715-774-3500 ext. 614
msimpson@sshore.k12.wi.us

Student Records & Directory Information

An accurate record shall be maintained for all students attending the South Shore School District. Records of a student shall be available only to students and their parents, students who are 18 or older, designated school officials who have a legitimate educational interest in

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the information, or other individuals or organizations as permitted by law. Student records shall remain confidential. Parents and eligible students are permitted to inspect and review their educational records upon the issuance of a written request to the principal or District Administrator. Board policy 8330 - Student Records.

Accommodation of Sincerely Held Religious Beliefs

The South Shore School District shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regards to examination and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily limited to, exclusion from participation in an activity of certain curricular offerings, alternative assignments, release time from school to participate in religious activities and opportunity to make up work due to religious observations. Any accommodations granted under this policy shall be provided to students without prejudicial effect. Complaints regarding the interpretation or application of this policy shall be referred to the principal.

Human Growth & Development

Any parent that wishes to have their child excused from the Human Growth & Development portion of the health class may do so by sending a letter to the principal stating this request. The curriculum may be reviewed by contacting the health teacher directly.

Parents Right to Inspect Instructional Materials & Surveys, Student Privacy, and Parental Review and Access

No student shall be required to participate in any survey associated with a school program, the district's curriculum, or which is administered by a third party in the schools, if the survey includes one or more of the following items:

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

The superintendent or designee shall notify parent(s)/guardian(s) the exact or approximate dates during the school year when the above surveys are expected to be scheduled. Parent(s)/guardian(s) shall be given the opportunity to request that their child not participate in a survey containing the above information. Parents and guardians who wish to inspect survey material and curricular resources may reach out to Michelle Simpson, 4K-12 Principal. Surveys include a School Perception Survey, which is administered in the fall, and the Youth Risk Behavior Survey will be given annually to all middle school and high school students in the late winter or early spring.

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Program or Curriculum Modification

The South Shore School District recognizes that the regular school program may not be appropriate for all students. Some students may need program or curriculum modifications to successfully meet the District's academic goals and/or graduation requirements. Any student's parent, or the student if the parent is notified, may submit a written request to provide the student with program or curriculum modifications, including, but not limited to:

- Modifications within the student's current academic program;
- A school work training or work-study program;
- Enrollment in an alternative public school or program located in the School District in which the student resides;
- Enrollment in any nonsectarian private school or program, or tribal school, located in the School District in which the student resides, which complies with the requirements of State and Federal law;
- Homebound study, including nonsectarian correspondence courses or other courses of study approved by the Board or nonsectarian tutoring provided by the school in which the child is enrolled;
- Enrollment in any public educational program located outside the School District in which the student resides, pursuant to a contractual agreement between school districts.

The district will render its decision, in writing, within ninety (90) days of a request. If the request relates to a student who has been evaluated by an Individualized Education Program team and has not been recommended for special education, the district will render its decision in thirty (30) days of the request. A parent may request reconsideration of any decision made by the Board or the designated administrator in response to a request for program or curriculum modifications and such request must be reviewed by the Board. The Board is required to render its determination upon review in writing.

Title I Parent & Family Member Participation

South Shore School District has a Title I Parent Involvement Policy, which details ways you can be involved in your child's education. These items are available on our district website. In addition, the district has a Parent Participation in Title I Programs Policy available on our website. In the district, we want to establish regular, two-way, meaningful communication between our parents and our school personnel. Our school will inform you about academic standards, your child's progress, school and district activities, and educational issues. At the same time, it is important our schools receive your parental input and involvement in matters that affect your children's education. Board policy 2261 - Title I Services; Board policy 2261.01 - Family and Parent Engagement in Title I Programs; and Board policy 2261.02 - Title I Parents' Right to Know.

Title I Parents Right to Know

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

- Is my child's teacher licensed to teach the grades/subjects assigned?
- Has the state waived any requirements for my child's teacher?
- What was the college major of my child's teacher?

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- What degrees does my child's teacher hold?
- Are there instructional assistants working with my child? If so, what are their qualifications?

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

Title I Assessment Information

School Assessments: Students in grades 4K-12 participate in various classroom assessments that monitor their mastery towards specific, grade level skills. Teachers may use additional assessments to identify In addition, the district monitors:

- **Early Literacy Screening:** Students in grades 4K-3 participate in an early literacy screener through FastBridge three times a year. This identifies individual students strengths and areas of growth in early literacy skills.
- **Reading and Math Screeners:** Students in grades K-12 participate in a district-wide reading and math screener three times a year through FastBridge. The information from these screeners are used to provide educators with a snapshot on our students' strengths and areas of growth in reading and math.
- **Social, Emotional, and Academic Behavioral Screener:** Beginning in the 2023-2024 school year, the district will implement a social, emotional, and academic behavior screener through FastBridge. The information from this quick screener is used to provide educators with a snapshot on our students' strengths and areas of growth with their social and emotional skills.

State Assessments: Across the State of Wisconsin, students in grades 3-11 complete at least one state assessment during a Spring testing window:

- **Wisconsin Forward Exam:** Completed by students in grades 3-8 for ELA and Math; students in grades 4, 8, and 10 for Social Studies, and students in grades 4 & 8 for Science.
- **Pre-ACT:** Completed by students in grades 9 & 10 for English, Math, Reading, and Science.
- **ACT:** Completed by students in grades 9 & 10 for English, Writing, Math, Reading, and Science.
- **DLM:** Completed by a limited number of students in place of the above assessment. This must be indicated in the student's IEP.

Title I State Assessment Opt-Out

More information on state assessments is provided to families during the second semester of the school year. Families may choose to submit a written request for a student to opt out of assessment testing to the principal or the School Board. Per Wis. Stats. 118.30(2)(b)3.

Programs for English Learners

Families of students with limited language proficiency should reach out to the building principal for more information on how the South Shore School District can support their child's success and language acquisition at school.

Education of Homeless Children and Youth

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According to the McKinney-Vento Homeless Assistance Act (MVHAA), homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence. Children who are identified as meeting the Federal definition of "homeless" will be provided a free appropriate public education (FAPE) in the same manner as all other students of the District. The District will provide services to homeless students that are comparable to other students in the District, including transportation services, public preschool programs, and other educational programs.

School Stability: Maintaining a stable school environment is crucial to a homeless student's success in school. To ensure stability, the District must make school placement determinations based on the "best interest" of the homeless child or youth based on student-centered factors. The District must:

- Continue the student's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or
- Enroll the student in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

Immediate Enrollment: A school chosen on the basis of a best interest determination must immediately enroll the homeless student, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate or previous academic records.

Transportation: The District provides homeless students with transportation services that are comparable to those available to non-homeless students. The District also provides or arranges for transportation to and from the school of origin at the parent or guardian's request, or the liaison's request in the case of an unaccompanied youth. The District determines the mode of transportation in consultation with the parent or guardian and based on the best interest of the student.

Dispute Resolution: Homeless families and youths have the right to challenge placement and enrollment decisions. If a dispute arises between a school and a parent, guardian or unaccompanied youth regarding eligibility, school selection, or enrollment of a homeless student, the District must follow its dispute resolution procedures, consistent with the State established procedures.

For more information on homeless students, refer to Board policy 5111.01 - Homeless Students.

Early College Credit Program

As part of the Start College Now and Early College Credit program, students in the South Shore School District may enroll in courses through Northwoods Technical College and UW-Superior to earn up to eighteen college credits while still enrolled in high school. Students must submit an application for these courses by October 1st for the spring semester and March 1st for the summer and fall semesters.

Child Nutrition Programs, Free/Reduced Meals, and Meal Charge Policy

The South Shore School district offers free breakfast and lunch to all
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students. The district also provides all students with a snack each day. The food-service program complies with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current USDA's school meal pattern requirements and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. Policy 8500 - Food Services.

In alignment with USDA and District Policy, the Food Service policy and any implementing guidelines shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year. The policy and implementing guidelines will also be provided to all District staff with responsibility for enforcing the policies. The policy and guidelines will be posted on the District website.

Free & Reduced Meal Forms: Every family is encouraged to fill out an application for free or reduced-price meals. An application will be sent to households at the beginning of each school year, and is also available at each school building or on the District website at <https://www.sshore.org>. It is required to complete a new form each school year, even if approved the previous school year. In accordance with federal law and the U.S. Department of Agriculture policy, the district is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination write to:

USDA, Office of Civil Rights
1400 Independence Avenue, SW,
Washington, D.C. 20250
(800) 795-3272 or (202) 720-6382 (TTY)

Meal Charges: Lunches sold by the school may be purchased by students and staff members and community residents in accordance with the rules of the District's school lunch program. The operation and supervision of the food-service program shall be the responsibility of the District Administrator or their designee. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

A periodic review of the food-service accounts shall be made by the District Administrator or their designee. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

Bad Debt: Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectible are also unallowable. District efforts to collect bad debt shall be in accordance with Policy 6152 - Student Fees, Fines, and Charges.

Bad debt is uncollectible/delinquent debt that has been determined to be uncollectible no sooner than the end of the school year in which the debt was incurred and after the District Administrator determines that sufficient reasonable effort and approaches to collecting the debt have been made. If the uncollectible/delinquent debt cannot be recovered by the School Meals Program in the year when the debt was incurred, then this is classified as bad debt. Once classified as bad debt, non-Federal

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funding sources must reimburse the NSFS for the total amount of the bad debt. The funds may come from the District general fund, State or local funding, school or community organizations such as the PTA, or any other non-federal source. Once the uncollectible/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements in 7 CFR 210.9(b) (17) and 7 CFR 210.15(b).

Negative Account Balances: Students will be permitted to purchase meals from the District's food service using either cash on hand or a food service account. A student may be allowed to incur a negative food service account balance subject to the following conditions. Students may be permitted to accumulate negative food service account balance as determined by the District Administrator. The District Administrator shall determine the manner of determining permissible account balances by grade level.

A student who has exceeded the permissible negative balance amount in their account and does not have cash on hand sufficient to purchase a meal will be treated respectfully. The District will provide meals to students with unpaid meal balances without stigmatizing them, will provide parents of students who charge meals with notification when a student charges a meal, and will make efforts to collect the charges incurred by the students so that the unpaid charges are not classified as bad debt at the end of the school year. If a student has a significant negative lunch account balance, they shall be provided a regular reimbursable meal that follows the USDA meal pattern, the cost of which shall continue to accrue to a negative lunch account balance.

Food & Beverage Sales: No foods or beverages, other than those associated with the District's food-service program, are to be sold during food-service hours. The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Any competitive food items and beverages that are available for sale to students a la carte in the dining area between midnight and thirty (30) minutes following the end of the school day shall also comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines, and may only be sold in accordance with Board Policy 8550. Foods and beverages unassociated with the food-service program may be vended in accordance with the rules and regulations set forth in Board Policy 8540.

Standards of Nutrition: The District Administrator will require that the food service program serve foods in the schools of the District that are wholesome and nutritious and reinforce the concepts taught in the classroom. The District Administrator is responsible for implementing the food service program in accordance with the adopted nutrition standards and shall provide a report regarding the District's compliance with the standards at one of its regular meetings annually.

Nondiscrimination in Food Service Program

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

- In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national

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origin, sex (including gender status, change of sex, sexual orientation, or gender identity), disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

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

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

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

This institution is an equal opportunity provider. All verbal or written civil rights complaints regarding the school nutrition programs that are filed with the District must be forwarded to the Civil Rights Division of

Confidentiality of Personally Identifiable Information Obtained Through Child Find Activities

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

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

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the child's attendance record, immunization records, required lead screening records, and records of school extra-curricular activities. Progress records must be maintained for at least five years after the child ceases to be enrolled.

- "Behavioral records" include such records as psychological tests, personality evaluations, records of conversations, written statements relating specifically to the pupil's behavior, tests relating specifically to achievement or measurement of ability, physical health records other than immunization and lead screening records, law enforcement officers' records, and other pupil records that are not "progress records." Law enforcement officers' records are maintained separately from other pupil records, Behavioral records may be maintained for no longer than one year after the child graduates or otherwise ceases to be enrolled, unless the parent specifies in writing that the records may be maintained for a longer period of time. The school district informs parents when pupil records are no longer needed to provide special education. At the request of the child's parents, the school district destroys the information that is no longer needed.
- "Directory data" includes the student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, photographs, degrees and awards received and the name of the school most recently attended by the student. Parents/guardians must inform the school, in writing (form in back of booklet) that all or any part of the directory data may not be released without the prior consent of the parent, guardian. Parents and guardians may also request that their child's name, address, and telephone number be withheld from branches of the U.S. Armed Forces or colleges/universities.
- "Pupil physical health records" include basic health information about a pupil, including the pupil's immunization records, an emergency medical card, a log of first aid and medicine administered to the pupil, an athletic permit card, a record concerning the pupil's ability to participate in an education program, any required lead screening records, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to the test, and any other basic health information, as determined by the state superintendent. Any pupil record relating to a pupil's physical health that is not a pupil physical health record is treated as a patient health care record under sections 146.81 to 146.84, Wisconsin Statutes. Any pupil record concerning HIV testing is treated as provided under section 252.15, Wisconsin Statutes.

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

- The right to inspect and review the student's education records within 45 days of receipt of the request. Parents or eligible students should submit to the school principal a written request that identifies the records(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The school district will comply with the request without unnecessary delay and before any meeting about an individualized education program, or any due process hearing, and in no case more than 45 days after the request has been made. If any record includes information on more than one child, the parents of those children have the right to inspect and review

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only the information about their child or to be informed of that specific information. Upon request, the school district will give a parent or eligible student a copy of the progress records and a copy of the behavioral records. Upon request, the school district will give the parent or eligible student a list of the types and locations of education records collected, maintained, or used by the district for special education. The school district will respond to reasonable requests for explanations and interpretations of the records. A representative of the parent may inspect and review the records.

- The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask School Districts to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record, the district will notify the parent or eligible student of the decision and the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information in the student's education records, except to the extent that federal and state law authorizes disclosure without consent. The exceptions are stated in 34 CFR 99.31, Family Educational Rights and Privacy Act regulations; Sec. 9528, PL107-110, No Child Left Behind Act of 2001; and section 25(2)(a) to (m) and sub. (2m), Wisconsin Statutes. One exception that permits disclosure without consent is disclosures to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Also the district discloses "directory data" without consent, unless the parent notifies the district that it may not be released without prior parental consent. The right to file a complaint with the U. S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

Meningococcal Disease:

Meningococcal disease is often misdiagnosed as something less serious because early symptoms are similar to common viral illnesses. Symptoms of meningococcal disease may include high fever, severe headache, stiff neck, nausea, vomiting, sensitivity to light, confusion, exhaustion and/or a rash. Teenagers and college students are at increased risk for meningococcal disease compared to the general population, ac-

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

What is meningitis? Meningitis is an inflammation of the covering of the brain and spinal cord. It can be caused by viruses, parasites, fungi, and bacteria. Viral meningitis is most common and the least serious. Bacterial meningitis is the most common form of serious bacterial infection with the potential for serious, long-term complications. It is an uncommon disease, but requires urgent treatment with antibiotics to prevent permanent damage or death.

What are the symptoms? Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over 1 year old) and adults with meningitis may have a headache, high temperature, vomiting, sensitivity to bright lights, neck stiffness or joint pains, and drowsiness or confusion. In both children and adults, there may be a rash of tiny, red-purple spots. These can occur anywhere on the body. The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is bacterial meningitis? If it is diagnosed early and treated promptly, the majority of people make a complete recovery. In some cases it can be fatal or a person may be left with a permanent disability.

How is bacterial meningitis spread? None of the bacteria that cause meningitis are as contagious as diseases like the common cold or flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, utensils, or cigarettes). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented? Don't share food, drinks, utensils, toothbrushes, or cigarettes. While there are vaccines for some other strains of bacterial meningitis, they are used only in special circumstances. These include when there is a disease outbreak in a community or for people traveling to a country where there is a high risk of getting the disease. Also, a vaccine is recommended by some groups for college students, particularly freshmen living in dorms or residence halls. The vaccine is safe and effective (85-90 percent). It can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for up to five years.

Where can you get more information? Your family doctor and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Department of State Health Services office to ask about a meningococcal vaccine. Additional information may be found at the Centers for Disease Control and Prevention (www.cdc.gov).

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Asbestos Abatement Notification

The South Shore School District recognizes its responsibility to provide students, employees, and visitors with a safe and healthful environment. The district is developing a comprehensive program designed to provide a healthy, safe, and secure environment on District property and at District-sponsored activities, including assessing for and addressing asbestos. To achieve this, it is the intent of the Board that the District will avail itself of current, proven technologies in the fields of health, safety, and environmental sciences. Board Policy 8405 - Environmental Health & Safety Program

Staff Family and Medical Leave Act (FMLA)

The South Shore School District will grant family, medical and military leaves to qualified employees in accordance with the Wisconsin Family and Medical Leave Law and the federal Family and Medical Leave Act. Policy 3430.01 – Family & Medical Leave of Absence (“FMLA”) (Professional Staff) Policy 4430.01 – Family & Medical Leave of Absence (“FMLA”) (Support Staff)

School and District Performance Reports

The School Accountability Reports can be found at:

- District and School Report Cards (<http://dpi.wi.gov/accountability/report-cards>)
- WISEdash Portal (<http://wisedash.dpi.wi.gov>)
- School and District Report Cards (<https://apps2.dpi.wi.gov/reportcards/>)

Contact the District Office at (715) 774-3500 if you would like a printed copy.

Job Recruitment Materials & Job Announcements

The South Shore School District Board of Education does not discriminate on the basis of the Protected Classes of race, color, national origin, age, sex (including gender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, WI Stats.), ancestry, arrest record, conviction record, use of non-use of lawful products off the District’s premises during non-working sponsored meeting or to participate in any communication the employer about religious matters or political matters, or any other characteristic protect by law in its employment practices.

Notice of Board’s Adopted Academic Standards

State law requires the South Shore School District to provide the parents and guardians of all enrolled students with notice of the academic standards in mathematics, science, reading and writing, geography, and history that have been adopted by the School Board and that will be in effect during each school year. The district has adopted the Next Generation Science Standards for Science, the Wisconsin Social Emotional Competencies, and the Wisconsin State Academic Standards for all additional taught content areas. An electronic version of the stan-

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dards is available at <https://www.nextgenscience.org/search-standards> and <https://dpi.wi.gov/standards>. If a parent/guardian would like to review a copy of any of the standards in an alternative format, please contact the district administrator.

If you have any questions about this notice, please contact Michelle Simpson at msimpson@sshore.k12.wi.us. This notice is issued pursuant to section 120.12(13) of the state statutes.

Notice of Educational Options

Annually, each public school must provide to the parent or guardian of each pupil enrolled in or attending the school a list of the educational options available to children who reside in the pupil’s resident school district. This list includes public schools, private schools participating in a parental choice program, project-based virtual schools, full-time open enrollment, Early College Credit/Start College Now options, and options for pupils enrolled in a home-based private educational program.

Public Schools:

- South Shore Junior & Senior High (Grades 7-12)
- South Shore Elementary School (Grades 4K-6)
- Full Time Online Learning Option Through Stride K-12 (Grades K-12) - Must be enrolled in the South Shore School District

Additional Options:

- Advanced Placement Courses (Grades 11 & 12)
- CTE: Work Based Learning Programs Certified (Grades 11 & 12)
- CTE: Work Based Learning Programs Uncertified (Grades 11 & 12)
- Early College Credit Program (Grades 11 & 12)
- Gifted and Talented Program (All grades)
- Home-Based Private Education Program (All grades)
- Start College Now Program (Grades 11 & 12)
- Online Learning Option Through Stride K-12 & WVS (Grades 7-12) - Must be enrolled in the South Shore School District
- Open-Enrollment (All grades)
- Youth Apprenticeships (Grades 11 & 12)

Students Who Are Homeschooled:

The part-time attendance law, s.118.53, Wis. Stats., allows home-schooled students to attend a public school on a part-time basis. A school district is required, space permitting, to allow pupils who are enrolled in a homeschool program to take up to two courses per semester at any public school. Students must satisfy the minimum standards for admission to a course offered by the school district.

DPI School Accountability Report

The School Accountability Reports can be found at: District and School Report Cards (<http://dpi.wi.gov/accountability/report-cards>), WISEdash Portal (<http://wisedash.dpi.wi.gov>), and School and District Report Cards (<https://apps2.dpi.wi.gov/reportcards/>). Contact the District Office at (715) 774-3500 if you would like a printed copy.

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Notice of Special Needs Scholarship

In alignment with section 115.7915(5) (a) of the state statutes, this notice serves to inform parents and guardians of students with disabilities that the State of Wisconsin has established the "Special Needs Scholarship Program." Under this scholarship program, a child with a disability may be eligible to receive a scholarship from the Department of Public Instruction (DPI) that allows the child to attend a private school that is participating in the scholarship program. Students who apply for and receive a scholarship may first attend an eligible private school under the program beginning in the 2016-17 school year. A parent or guardian who is interested in the Special Needs Scholarship Program should independently verify the participating private schools and the specific terms, eligibility criteria, and application procedures of the scholarship program with the DPI.

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

State Assessments

Across the State of Wisconsin, students in grades 3-11 complete at least one state assessment during a Spring testing window:

- **Wisconsin Forward Exam:** Completed by students in grades 3-8 for ELA and Math; students in grades 4, 8, and 10 for Social Studies, and students in grades 4 & 8 for Science.
- **Pre-ACT:** Completed by students in grades 9 & 10 for English, Math, Reading, and Science.
- **ACT:** Completed by students in grades 9 & 10 for English, Writing, Math, Reading, and Science.
- **DLM:** Completed by a limited number of students in place of the above assessment. This must be indicated in the student's IEP.

More information on state assessments is provided to families during the second semester of the school year. Families may choose to submit a written request for a student to opt out of assessment testing to the principal or the School Board. Per Wis. Stats. 118.30(2)(b)3.

Academic & Career Planning Services

The South Shore School District believes that all students should graduate college and career ready. To achieve this goal, South Shore's College and Career Readiness program supports students in building the five competencies outlined in its profile of a graduate. These competencies include:

- **Responsible Citizen:** Impactful global citizens whose character, skills, self-presentation, and environmental awareness demonstrate that they are truly ready for their future
- **Resilient Character:** Flexible individuals who mindfully pursue excellence, treat others with respect, and demonstrate integrity, even when faced with adversity, in all facets of their life
- **Creative Problem Solver:** Inspired innovators who apply their critical thinking and problem solving skills throughout life's journey, who are unafraid to take their own path
- **Intentional Learner:** Dependable individuals who demonstrate

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- a growth mindset, who take ownership of their education, and understand that learning is a lifelong process
- **Collaborative Communicator:** Effective team members who communicate responsibly, confidently, and empathetically with all people in various settings

To achieve these competencies, the district is developing a comprehensive College and Career Readiness Scope and Sequence to guide the learning for students in grades 4K-12. In addition to the learning and instruction identified in the scope and sequence, all elementary students utilize Xello and work with the school's guidance counselor on specific learning objectives for College and Career Readiness. When students enter the seventh grade, they are connected with an advisory teacher who works with their class throughout the rest of their middle and high school experience. In addition to working with a grade level advisor, various courses in grades 7-12 support students with learning about different career opportunities. All students in grades seven and eight engage in a Career and Technical Education course as well as a Business Education course. As students enter ninth grade, they work with their advisor or the guidance counselor to develop their schedule in alignment with their post-graduation goals. All students are required to take a Life Skills course to graduate from high school; in this course students explore careers, develop resumes, gather letters or recommendations, and engage in mock interviews. Students in grades eleven and twelve have opportunities to earn college credit through Northland Technical College or UW Superior. The district's guidance counselor also supports all juniors and seniors as they begin to plan for life after high school graduation.

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

Education for Employment

The South Shore School District is committed to fostering success in every student. This includes preparing our students for life beyond the South Shore School District. On April 19, 2023, the Board of Education approved the district's Education for Employment Plan, which outlines the district's plan for ensuring every student graduates college and is career ready. The Education for Employment Plan is located on the district's website.

Special Education Procedures and Services

Under the Individuals with Disabilities Act (IDEA), parents or guardians who suspect their child has a disability that affects their learning can initiate an evaluation process in which their child will be tested and evaluated to determine if the child qualifies for special education services. Teachers who suspect a child has a disability may also contact parents to initiate the process. If a parent or teacher initiates the process, the parents will be given complete information regarding their rights in this process.

Once an evaluation has been completed, an Individual Education Plan (IEP) team will be established with parents, teacher, administration, school psychologist, and district evaluators to discuss outcomes of the evaluation process and if services can be provided. Parents and guardians control the process and give permission from beginning to end. Contact your child's teacher, the principal, or the District Administrator at 715-774-3167 if you wish to find out more information about these services. Students are permitted to inspect and review their educational records upon the issuance of a written request to the principal.

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Special Education Procedural Notice to Parents of a Student with Disabilities

In alignment with section 115.7915(5) (a) of the state statutes, this notice serves to inform parents and guardians of students with disabilities that the State of Wisconsin has established the "Special Needs Scholarship Program." Under this scholarship program, a child with a disability may be eligible to receive a scholarship from the Department of Public Instruction (DPI) that allows the child to attend a private school that is participating in the scholarship program. Students who apply for and receive a scholarship may first attend an eligible private school under the program beginning in the 2016-17 school year. A parent or guardian who is interested in the Special Needs Scholarship Program should independently verify the participating private schools and the specific terms, eligibility criteria, and application procedures of the scholarship program with the DPI.

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

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act, or FERPA, is a federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when a student reaches the age of 18 or attends a school beyond the high school level.

Inspection of Records: Parents or students who are 18 years or older have the right to inspect and review the student's education records maintained by the school. The district is not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. To review a student's record, a parent/guardian must contact the school's guidance counselor or principal and bring proper photo identification. Files may not leave the school office.

Request for Correction to Records: Parents or eligible students have the right to request that a school correct records they believe to be inaccurate or misleading. This request shall be in writing to the District Administrator 9135 School Road, Port Wing, WI 54865, who will review the request and respond to the parent/guardian. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth their view about the contested information.

Release of Records: Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools

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to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- A school to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations; to comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific state law.

Directory Information: The district may disclose, without consent, "directory" information, such as a student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, photographs, degrees and awards received and the name of the school most recently attended by the student. Parents/guardians must inform the school, in writing (form in back of booklet) that all or any part of the directory data may not be released without the prior consent of the parent, guardian. Parents and guardians may also request that their child's name, address, and telephone number be withheld from branches of the U.S. Armed Forces or colleges/universities.



CORN & BRAT FEST
Herbster Historic Log Gym
Saturday, August 19, 2023
12:00 noon - 5:00 pm
86870 Lenawee Rd.

Corn, Brats, Hot Dogs, Beans,
Cole Slaw, Condiments, Beverages, Dessert
Profit for Various Community Projects

Take a break with us while on the
Herbster Studio Art Tour

Bake Sale for
Scholarships

Check website for information
herbstercommunityclub.org

Duck Race on Cranberry River - 5:00 pm

1st, 2nd & 3rd place win a cash prize!
Duck #
\$5.00 each

Proceeds go to HCC Scholarship Fund
Sponsored by the Herbster Community Club - Nonprofit 501c3
herbstercommunityclub.org email@herbstercommunityclub.org

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SEEKING BIDS for Bridgeport Mill

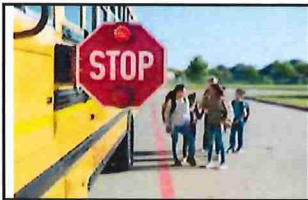
1962 Bridgeport Milling Machine - Model 2J Series I

Heavily used vertical milling machine that has seen some better days. The "Y" axis has recently had a new lead screw and nut installed. Nearly everything works on it excluding the self oiling system (Included) and the "X" axis power feed motor. This machine will be sold with the following accessories:

- Digital Readout (Not installed, but does work and includes all needed hardware)
- Multiple R8 collets of different sizes & holder

For additional information regarding the Bridgeport Mill please email Aidan Olkowski at aolkowski@sshore.k12.wi.us.

Please submit your sealed bids to Dani Mikula, Superintendent, South Shore School District, P O Box 40, Port Wing, WI 54865. **Deadline for bids is Tuesday, August 29, 2023, 4pm.**



REMINDER: DO NOT Pass a Stopped School Bus

Don't pass a stopped school bus.

Drivers must stop on the street or highway 20 feet or more from any school bus that has stopped and is flashing red warning lights.

- This applies both to vehicles approaching from the rear and from the opposing lanes.
- All lanes of traffic must stop for the school bus, except in opposing lanes if the highway is divided with a center median.

- No vehicle may proceed until the bus resumes motion and has turned off the red warning lights watch for children along the side of the road. Do not go until they have completely left the roadway.
- The stop arm on the bus is an added communication to other drivers, but the lack of an extended stop arm is not reason to pass a bus whose red lights are flashing.

After the school bus red lights have stopped flashing, A vehicle owner can be cited when the driver of a car passes a school bus illegally. A law enforcement officer need not witness this violation if the school bus driver reports it to the law enforcement agency within 24 hours. Fines can be quite high for illegally passing a school bus, but the risk of hitting a child is even higher.

BUS DRIVERS WANTED

- Now hiring drivers for routes, substitutes and trips
- Training provided
- Contact Roger at (715) 209-2030 or email at jrmw@sshore.k12.wi.us



SEEKING BIDS ON THE FOLLOWING:

Allied Three Point Back Blade

Starting Bid: \$250.00

The back blade is in decent working condition.
Some rust, but altogether structurally sound.



Multiple Work Benches

Starting Bid: \$100.00 each

We have four (4) of these workbenches available
and will be selling them individually.

Please specify in your bid if the amount is for one
workbench or multiple. The workbenches have
solid maple tops.



New Holland 91" Three Point Flail Mower

Starting Bid: \$800.00

The flail mower is in good working condition and has been stored inside the
majority of its life.



For additional information regarding the mower, benches or 3-point back blade please email Aidan Olkowski at aolkowski@sshore.k12.wi.us.

Please submit your sealed bids to Dani Mikula, Superintendent, South Shore School District, P O Box 40, Port Wing, WI 54865. **Deadline for bids is Tuesday, August 29, 2023, 4pm.**

September Activity Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Football at Northwood MSGBB at Butternut	2
3	4 Labor Day - No School	5 First Day of School Volleyball at Butternut MSGBB vs Washburn at Home	6 Finance/Operations Committee Meeting	7 Cross Country Scrimmage - TBD Volleyball vs Mellen at Home	8 MSGBB at Drummond	9 Football at Flambeau
10	11 MSGBB at Home	12 Volleyball vs Mercer at Home MSGBB at Bayfield	13	14 Volleyball vs Bessemer at Home MS/HS Cross Country at Solon Springs	15 MSGBB at Mellen Football at Bessemer	16
17	18 MSGBB vs Solon Springs at Home Volleyball at Solon Springs	19 MSGBB at LCO	20 Regular School Board Meeting	21 MS/HS Cross Country at Glidden Marion Park Volleyball at Bayfield	22 MSGBB at Chequamegon	23 Varsity Volleyball at Winter Football at Hurley
24	25 Cross Country at Drummond Volleyball at Washburn	26	27	28 MS/HS Cross Country Copperud Open at Bayfield	29 Volleyball at Butternut Football at Ironwood MSGBB vs LCO at Home	30 Varsity Volleyball Tournament at Hurley

SOUTH SHORE SCHOOL DISTRICT
P O BOX 40
PORT WING, WI 54865

NON-PROFIT ORG.
U.S. POSTAGE PAID
PORT WING, WI 54865
PERMIT NO. 1
CAR-RT-SORT

AUGUST 2023 NEWSLETTER

POSTAL CUSTOMER SOUTH SHORE SCHOOL DISTRICT

District Mission:

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