

****This is a working document that can change at any time,
pending School Board Approval****

BRUCE Public School



2025-2026

STUDENT HANDBOOK

[Introductory Information](#)

[Bruce School Board](#)

[District and School Administration](#)

[The Bruce School District](#)

[Bruce School District Staff Extension/Room # and Email](#)

[Office Hours](#)

[A message from Mr. Augustine](#)

[2025 - 2026 Bruce School Calendar](#)

[STUDENT EXPECTATIONS](#)

[BREAKFAST AND LUNCH](#)

[STUDENT HEALTH SERVICES](#)

[Bruce School Behavior Threat Assessment Protocol](#)

[Bruce School Suicide Prevention Assessment Protocol](#)

[EMERGENCY DRILLS](#)

[PERSONAL PROPERTY](#)

[ATTENDANCE](#)

[SCHOOL DAY](#)

[CLOSED CAMPUS](#)

[TRUANCY POLICY](#)

[ATTENDANCE AND BEHAVIOR AT SCHOOL EVENTS](#)

[REPORTING TO PARENTS](#)

[VISITORS](#)

[TELEPHONE](#)

[CHANGE OF ADDRESS](#)

[DISCIPLINARY ACTION](#)

[SAFE SCHOOLS](#)

[LIBRARY](#)

[Grading Scale for Grades 6-12](#)

[High School Grade Level Status](#)

[High School GPA Grade Point Scale](#)

[HIGH SCHOOL HIGH HONORS – COME LATE – LEAVE EARLY SYSTEM](#)

[GRADUATION REQUIREMENTS](#)

[GRADUATION EXERCISES](#)

[BRUCE HIGH SCHOOL VALEDICTORIAN, SALUTATORIAN AND HIGHER](#)

[EDUCATION ACADEMIC EXCELLENCE SCHOLARSHIP PROCEDURES](#)

[TOBACCO, ALCOHOL, ILLICIT DRUGS OR ANY TYPE OF INHALANT](#)

[STUDENT DRESS](#)

[COMMUNICATION AND OTHER ELECTRONIC DEVICES](#)

[Restorative Practices 6-STEP SYSTEM](#)

[DISCIPLINE GOOD CONDUCT CLAUSE](#)

[STUDENT CONSEQUENCES FOR OFFICE REFERRALS](#)

[FOR Disrespectful Behavior OR HARASSMENT](#)

[DISTRICT PLAGIARISM POLICY](#)

[NEW COMPUTER MONITORING SYSTEM](#)

[PROGRESS GRADE REPORTS](#)

[PARENT CONFERENCES](#)

[STUDENT RECORD NOTICE](#)

[SCHEDULE CHANGES](#)

[CORRESPONDENCE COURSES](#)

[LOCKERS](#)

[VOCATIONAL OPPORTUNITIES](#)

[USDA NONDISCRIMINATION STATEMENT UPDATE](#)

[LOCKER ROOM PRIVACY](#)

[PUPIL NONDISCRIMINATION POLICY](#)

[PUPIL DISCRIMINATION COMPLAINT PROCEDURE](#)

[TITLE VI COMPLAINT PROCEDURE](#)

[SECTION 504 COMPLAINT PROCEDURE](#)

[LEGAL COMPLIANCE](#)

[IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED](#)

[Codification](#)

[CODE OF CLASSROOM CONDUCT](#)

[STATEMENT OF PRINCIPLE](#)

[Student Suspension/Expulsion](#)

[SUSPENSION](#)

[EXPULSION](#)

[POSSESSION OR USE OF WEAPONS](#)

[SEARCH AND SEIZURE](#)

[SCHOOL PROPERTY](#)

[Student Person and Possessions](#)

[Parking Permit Not Required](#)

[Use of Dogs](#)

[USE OF SURVEILLANCE AND VIDEO MONITORING](#)

[BRUCE SCHOOL DISTRICT - ELECTRONIC](#)

[DEVICE USE STUDENT CONTRACT FOR 2025 - 2026](#)

[RULES](#)

[DAMAGE/LIABILITY](#)

[DEVICE VIOLATIONS](#)

[SIGNATURES](#)

[2025 - 2026 Semester Bell Schedule](#)

[Parents Right to Know](#)

Introductory Information

This Student/Parent Handbook is based in significant part on [policies adopted by the Board of Education and Administrative Guideline](#). The Policies and Guidelines are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this handbook since it was printed. If you have questions or would like more information about a specific issue, contact the school principal.

****Notice: This handbook is subject to Federal and State Laws and School Board Policy, and it may be modified at any time.****

Bruce School Board

Roxie Kemmitz - Board President
Steve Golat - Vice-President
Andrea Vohs - Clerk
Craig Chaffer - Director
Dan Roberts - Director
Jodi Schweitzer Hopkins - Director
Brittany Leer - Director

District and School Administration

Mr. Anthony Bosco	District Administrator	715-868-2585 ext 227
Mr. Travis Augustine	MS/HS Principal	715-868-2585 ext 224
Mr. James Schlauderaff	ES Principal	715-868-2585 ext 223
Ms. Summer Cody	Director of Special Education	715-868-2585 ext 240
Ms. Hailey Hansen	School Counselor	715-868-2585 ext 231
Ms. Molly Fabbri	School Counselor	715-868-2585 ext 232
Mr. Jonathan Wallner	IT Director	715-868-2585 ext 258
Ms. Lori Villiard	Administrative Assistant	715-868-2585 ext 221
Ms. Jeanne Weisser	Administrative Assistant	715-868-2585 ext 225

The Bruce School District

Vision Statement

We envision providing our students with all available resources to reach their full potential

Mission Statement

We cultivate a community of lifelong learners

Bruce School District Staff Extension/Room # and Email

Office Hours

Monday-Friday: 7:30 A.M. — 4:00 P.M.

OFFICE PHONE 715-868-2585

A message from Mr. Augustine

School District of Bruce

104 W. Washington Ave., Bruce, WI 54819

Central Office: 715/868-2585 District Office: 715/868-2533 Auto Attendant: 715/868-2598 FAX: 715/868-2534

Dear Student, Parents, and Guardians,

Welcome to another school year! The mission of the Bruce School District is to provide a safe educational environment that cultivates students to become lifelong learners. Achieving this mission depends on all of us working together as partners in education. Our commitment to you is that all students will receive the time and support necessary to help them achieve their greatest potential. Students, your responsibility is to consistently give your best effort and communicate your needs effectively.

Parents and guardians, your active involvement is crucial to your child's success in the classroom. To accomplish our common goals, we need good communication with you! Learning is hard work, and sometimes students may express frustration. This is a positive sign that they are being challenged to think deeply and grow academically. Together, as a dedicated educational community, we can ensure every student's growth and academic achievement.

As we begin this year's journey, we need to focus not only on immediate academic goals, but also instill a love for learning that extends beyond the classroom. We aim to cultivate a sense of curiosity and eagerness to explore new ideas, to embrace challenges as opportunities for growth, and to develop the skills they will need as lifelong learners. By nurturing a passion for learning, we empower our students to adapt to the ever-changing demands of the future and to become thoughtful contributors to our global society.

Our school's website, <https://bruce.k12.wi.us> provides a wide variety of information including food service menus, newsletters, answers to frequently asked questions, event calendars, and more. Direct access to our Parent Portal for grade information, attendance, lunch accounts, etc., can be found at <https://wicloud1.infinitecampus.org/campus/bruce.jsp>.

The teachers and staff of Bruce Schools sincerely welcome you to the 2025-2026 school year! We want to emphasize that our school community is defined not just by physical spaces, but by the positive relationships and experiences developed within our walls. We look forward to partnering with you in supporting your student's educational journey.

Sincerely,



Travis Augustine
MS/HS Principal, Bruce School District
104 W. Washington Ave., Bruce, WI 54819

2025 - 2026 Bruce School Calendar

2025-2026 Academic Year Calendar							Events																																																																																																	
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STUDENT EXPECTATIONS

As a student in the Bruce School we expect you to know and understand what is contained in this handbook. Parents of elementary students should help them read and understand what pertains to them in this handbook. This document contains very valuable information that is needed during the school year. School is primarily a place of learning and we expect you to conduct yourselves with that in mind. Yes, there are also plenty of opportunities for school to be fun so make the most of those as well. A positive attitude and willingness to cooperate with others will go a long way in making your school year successful.

Our three Major Expectations for all students are: *Be Respectful, Be Responsible and Be Safe.*

If you always meet these three expectations in all areas of school involvement you will have a great school year! We expect all students to maintain excellent school attendance. It is very hard to learn the material and skills taught if you are not here in school. Remember that we are a Pre-K through 12th grade school and we expect our older students to be positive role models for our younger students. We realize that from middle school through high school that boy/girl relationships become common but we also expect those relationships to be healthy and appropriate for our school setting. With that in mind, hand holding is **ALL** that is allowed for physical contact, nothing more. We are now a PBIS (Positive Behavior Interventions and Supports) school where we want to reward you when you continually meet the three major expectations.

BREAKFAST AND LUNCH

Our school breakfast and lunch programs attempt to provide excellent, well balanced and nutritional meals to the students. Breakfast and lunch times are provided to allow students an opportunity to relax, eat and visit with friends. Proper behavior is expected at all times. Everyone is expected to clean up after themselves.

All meals are to be eaten in the cafeteria, whether students are eating hot lunch or carrying lunch from home. Students who eat hot lunch will be encouraged to try each item on the menu, as parents assume their child will be eating a nutritionally balanced meal.

Meal prices are listed below. The price of a carton of milk is \$0.35. All lunch money is collected in the office and credited to family accounts.

	<u>Adults</u>	<u>M.S Students</u>	<u>Elem. Students</u>	<u>HS Students</u>
Breakfast prices:	\$3.00	1st Meal FREE	1st Meal FREE	1st Meal FREE
Lunch prices:	\$5.00	1st Meal FREE	1st Meal FREE	1st Meal FREE
Milk - .35 cents				

Due to the CEP Program, all student meals are free for the 2025-26 school year. One meal per student, additional meals are charged. Extra student breakfast meals are \$1.20 per meal. Extra student lunch meals are \$2.60 per meal.

STUDENT HEALTH SERVICES

The school nurse is available from 8:00 to 3:25 most days that school is in session. Students who become ill or are injured at school should report to the nurse's office.

Any child injured at school must notify the school nurse or principal as soon as possible after the injury occurs. Accidents that occur at school are covered by student insurance, secondary coverage. The policy has a \$100.00 deductible and a 20% co-pay, **both of which are the parent/guardian responsibility**. An accident report on all injuries must be completed by the school nurse. If a medical evaluation of the injury is necessary, parents should inform the doctor it was a school accident and then check to make sure the injury was reported to the nurse.

If you have any questions or concerns about your child's health, don't hesitate to call the school nurse. When children become ill at school, a health room is provided for them to be assessed for illness. Parents are then notified and are asked to pick up children if it appears they cannot return to classes.

Please keep your child home from school if they have any of the following illness symptoms:

- | | |
|--|---|
| <input type="checkbox"/> Cough | <input type="checkbox"/> Runny nose or stuffy nose (nasal congestion) |
| <input type="checkbox"/> Shortness of breath or difficulty breathing | <input type="checkbox"/> Nausea or vomiting |
| <input type="checkbox"/> Fever | <input type="checkbox"/> Diarrhea |
| <input type="checkbox"/> Loss of taste or smell | <input type="checkbox"/> Muscle or body aches |
| <input type="checkbox"/> Headache | <input type="checkbox"/> Unusual or extreme fatigue or tiredness |
| <input type="checkbox"/> Sore throat | |

Your child can return to school when they are free of symptoms for 24 hours, without the use of medication to treat symptoms. Anyone experiencing symptoms outside of their baseline should stay home from school. You may be asked to provide a medical note for your child to return to school. It is very important that school staff are able to contact someone if your child becomes ill or injured while at school. Children need to be picked up from school in a timely manner. We will attempt to contact parents or emergency contacts in the event of illness or accidents. If necessary, in an emergency, EMS may be called or school personnel may take children to the local clinic, although it is preferred that parents handle this responsibility.

A form authorizing school personnel to administer over-the-counter or prescription medication must be completed before your child will be given any medication. The form identifies your child's name, medication, dosage, time and/or circumstances for administration, date permission is given, a statement releasing school district personnel administering medication from liability and parent/guardian signature. The medication must be in the original container and must be labeled with the child's name. The form may be obtained by contacting the school nurse or the school principal.

State law requires that every student being admitted to a Wisconsin elementary school for the first time must provide evidence of complete immunization or choose one of the other three compliance alternatives which follow:

- a. Personal conviction (parent does not want the child immunized)
- b. Medical exemption signed by a physician
- c. Religious exemption signed by a parent or church officer.

Bruce School Behavior Threat Assessment Protocol

Threat is any expression of intent to harm someone. A threat may be communicated in many various ways:

- Directly spoken, in person
- Written
- Electronically
- Through a 3rd party
- Through behavior (e.g; carrying a weapon)
- Specific (I'm going to kill you")
- Veiled (e.g; " Watch your back")

Important Note to ALL students and families

The FBI and Secret Service point out that almost all of the students who attacked their schools had communicated their intentions to attack through threats (and warnings) to their peers. Had these threats been reported to authorities and investigated, the shootings might have been prevented. In fact, the FBI identified a number of potential school shootings that were prevented because students reported a threat to authorities that was investigated and determined to be serious (Fein, et al., 2002; O'Toole, 2000).

What to do in response to a perceived threat:

- Report to a teacher, counselor, any school employee or administrator immediately.
- Tell a friend or classmate.
- Tell a parent or another adult.

What will occur after a threat is reported:

1. The threat will be evaluated for both risk and protective factors.
2. If the threat is considered valid and intentional, students' property and personal belongings may be investigated further to ensure the safety of all school staff and students.

Bruce School Suicide Prevention Assessment Protocol

Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students in 6-12 will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur in all health classes.
2. The school will designate a suicide prevention Coordinator, Ms. Hansen or Mrs. Fabbri, to serve as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by a school employed mental health professional, the guidance counselors, or nurse, who will work with the student and help connect them to appropriate local resources.
4. Students will have access to local and national resources which they can contact for additional support, such as:nurse

Crisis Text Lines

- **Embrace Text** — If you need support text us at 715-532-6976. Both our phone and text crisis lines are 100% confidential and available 24/7.
- **TrevorText** — If you're thinking about suicide, you deserve immediate help. Text "START" to 678678. Available 24/7/365.
- **HOPELINE Text** — to 741741 — from anywhere, anytime, about any type of challenge or struggle. Help and hope is just a text away.

Crisis Call Lines

- Rusk County Mental Health Crisis Line 1-888-636-6655
- Sawyer County Mental Health Crisis Line 1-866-317-9362
<http://www.familyservicesnew.org/crisis-center>
- Embrace Crisis Line 715-532-6976 or 1-800-924-0556
- The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK) or text 988
www.suicidepreventionlifeline.org
- The Trevor Lifeline – 1.866.488.7386 www.thetrevorproject.org

Apps for download:



<https://teenlineonline.org/teentalkapp/> Download the free app to vent, share and get support from a trained teen.



Ulster County SPEAK: Do a quick check in on friends, family or yourself for suicide risk. Learn how to get help when in serious danger. Tips provided to help get through a difficult time.



MY3: With MY3, you define your network and your plan to stay safe. With MY3 you can be prepared to help yourself and reach out to others when you are having thoughts of suicide.



What's Up?: Use CBT methods to cope with depression, anxiety, anger, stress and more. Grounding techniques to help you re-center. _



MoodTools: Depression aid to combat negative feelings. Record thoughts, make a safety plan, take questionnaires, track activity and watch videos to improve mood.

5. All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.

6. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.

EMERGENCY DRILLS

Emergency tornado, evacuation and lock-down drills will be conducted at least once each school year. Fire drills will be held at regular intervals throughout the year. It is essential that all students and staff follow directions completely when the emergency signal or announcement is given. Everyone must immediately move to their designated area during the emergency drill to ensure the safety of all students and staff. Each classroom teacher will inform the students of proper procedures for emergency drills.

PERSONAL PROPERTY

It is the student's responsibility to care for all personal items they may bring to school. We strongly encourage students not to bring any item of value to school, including money, electronic equipment, jewelry or toys because of the potential of those items being lost, stolen or broken. Any items of clothing, school supplies, book bags, shoes, boots, winter wear, etc. should be labeled with the child's full name to help identify them if they are misplaced.

ATTENDANCE

It is very important for both parents and students to take school attendance very seriously. Regular attendance is not only required by state and school district policy, it is also very important to success in school. Good attendance practices should begin at an early age. **A dated note, phone call, or email with an explanation of the reason for the absence, signed by a parent/guardian, must be sent with your child upon his/her return to school.**

A student will have one day for each day missed to make up work for an excused absence. Students are NOT allowed any additional time to make up work from an unexcused absence. However, they will be allowed to take any missed tests but must do so on the day they return. **Students must be in attendance no later than 11:45 am in order to participate in any after school co-curricular event unless excused by a medical excuse, school function or by permission of the principal. Students who leave school after noon are not allowed to return for after school events unless approved by the principal.**

Parents may excuse their student for any reason for "**any part or all of a school day**" **ten (10) times**. Absences in excess of ten (10) will be unexcused unless there is a legal or medical reason for the absence documented by the provider or emergencies that are approved by the building Principal. Please try to schedule medical and dental appointments after-school if possible. If you have any questions about excused or unexcused absences please call Mr. Schlauderaff (elementary) or Mr. Augustine (middle/high).

A student is considered truant if they are absent for part or all of one or more school days without a legal excuse, and the school has not been notified by a parent or guardian.

TARDINESS

Tardy means being late to school (arriving after the 8:00 bell) or being late to any class period (arriving after the bell has rung to start the period). Students who report to the office tardy before 8:45 will be sent to class with a pass. Students who report to school late after 8:00 will be checked in through the office and given a pass to class. Students will be given a truancy warning when they accumulate three unexcused tardies in a quarter. Students will be issued a truancy violation on the next unexcused tardy over three. Truancy action will continue on all unexcused tardies.

SCHOOL DAY

The school day begins at 8:00 a.m., and classes end at 3:25 p.m. each day. Students are not allowed in the school building after 3:25 unless they are part of a supervised event or co-curricular activity.

CLOSED CAMPUS

We operate on a closed campus policy. To leave school for any reason, students must have a note from a parent that is approved by the principal prior to leaving. Students must stay on the school grounds from the time they arrive, even if the first period has not started, until dismissal or until they are picked up by the bus. Students who leave school without permission of the building principal or acting administrator are considered TRUANT and will be warned on first offenses and issued a citation on second and subsequent offenses. High School students are also NOT allowed to be by or in their vehicles during the school day without permission from the principal.

TRUANCY POLICY

Truancy is defined by the State of Wisconsin as absence for part or all of one or more days from school during which the Building Attendance Officer has not been notified of the legal cause of such absence by the parent or guardian of the absent student, and also means intermittent attendance carried on for the purpose of defeating the intent of the State or county attendance statutes. "Habitually truant" is a student who is absent from school without an acceptable excuse for five or more days on which school is held during a semester. The Building Attendance Officer is an employee designated by the Bruce Board of Education to deal with matters relating to school attendance and truancy.

ATTENDANCE AND BEHAVIOR AT SCHOOL EVENTS

All students are welcome to attend school events that occur after school hours, but must be accompanied by a parent or other responsible adult if they are under the age of 12. Inappropriate behavior reflects on parents, other students, and the school. Students who misbehave will be instructed to leave the event. The school dress code is included in school events that are held after school hours. The students are to remain in the activity area and are not to be allowed to wander around the building or playing field. Students who are ***absent from school during the day are not allowed to attend extra-curricular or school events after school unless approved by the building principal.***

REPORTING TO PARENTS

MS and HS Parent Teacher Conferences will be under a new format this year with the purpose of transitioning from H. In order to facilitate this transition, conferences will be “Student-Led”. Parents and Students will meet with their child’s advisor, view and discuss their schedule, post-secondary plans, assessment data, any interventions and student & parent questions and interests. HS parents will be scheduled at specific times and all times will be held to 15 minutes or under. The conferences are designed to inform parents/guardians about their child’s academic and behavioral progress, to provide information on the needs and/or ability of the child and to answer questions parents may have about their child. Conferences at other times of the year may be arranged by contacting the teacher. Performance reports will be sent home after each quarter for elementary and middle school students. Parents will need to download the Infinite Campus app for quarter and semester grades, transcripts, and to stay up to date on any missing work.

VISITORS

Parents are always welcome to join their child for breakfast or lunch. Anyone visiting the Bruce School must check in through the office and receive a visitor’s pass. If you will be visiting your child’s classroom you must make arrangements with the classroom teacher prior to the visitation. Student visitors are NOT allowed during the school unless being given a school tour by an Administrator.

TELEPHONE

School telephone lines are for business, important messages and emergencies only. Students are only allowed access to the phone for important matters. Whenever possible, parents are asked to limit their calls or messages to unforeseen emergencies or essential last minute changes in plans. All staff members have voicemail and messages may be left for a teacher when it is necessary to contact them.

CHANGE OF ADDRESS

If a student moves during the school year, please report the change of address and phone number to the school office. Also, please notify the office if there is a change in the emergency number or emergency contact person for your child.

DISCIPLINARY ACTION

Understanding student misconduct as an opportunity for learning is fundamental to a positive approach to discipline. The school uses progressive responses to misconduct in the form of incremental intervention and discipline strategies to address inappropriate behavior with the ultimate goal of teaching positive behavior.

Each classroom teacher will establish rules within his/her specific classroom. The following are the basic rules we expect all of our students to follow: **Be Respectful - Be Responsible - Be Safe**

In most cases of misconduct, classroom teachers will take appropriate action following the Code of Classroom Conduct printed at the end of this handbook. When necessary, the principal, district administrator, director of special education and/or guidance counselor may assist. Parent cooperation is expected when dealing with certain disciplinary problems. Serious behavior infractions may warrant immediate suspension. If a child will be kept after school or suspended from school or the bus parents will be notified. It will be the responsibility of the parent to provide transportation for their child from any after school time or to school if suspended from riding the bus.

Consequences of acting in an irresponsible manner may result in a referral to the principal or guidance counselor. Students referred to the principal will enter into a six step discipline system. This is a progressive step system where consequences increase with each step. This system also contains a good conduct clause that allows students to back up a step after each 20 school days without an office referral.

This procedure will be in effect except when major more serious incidents occur. In these situations, or at the discretion of the principal or guidance counselor, the parent will be contacted. At the discretion of the principal, a suspension from school for up to 3 days may result from the student's misconduct.

SAFE SCHOOLS

Every child has the right to feel safe and secure in the school environment. There will be no tolerance of harassment, intimidation or bullying. Reports of these behaviors should be made to the principal and will be handled very seriously. Students guilty of harassment will be subjected to the Consequences for Office Referrals for disrespect and Harassment listed elsewhere in this handbook, including suspensions, referral to authorities and/or expulsion proceedings.

LIBRARY

The IMC (Instructional Media Center) or library is designed to foster a love for books and reading. All students in the Elementary will have an assigned library period once a week.

Grading Scale for Grades 6-12

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D+ 67-69

D 63-66

D- 60-62

F 59 and Below

High School Grade Level Status

Students will be considered to be at the following grade levels if they meet the prerequisites listed.

FRESHMAN - Promoted from 8th grade

SOPHOMORE – Completion of 2 Semesters and at least 6 credits.

JUNIOR – Completion of 6 Semesters and at least 12 credits.

SENIOR – Completion of 9 Semesters and at least 18 credits

High School GPA Grade Point Scale

A+ - A - 4.0

A – 3.6667

B+ - 3.3333

B – 3.0

B- - 2.6667

C+ - 2.3333

C – 2.0

C- - 1.6667

D+ - 1.3333

D – 1.0

D- - 0.6667

F – 0

HIGH SCHOOL HIGH HONORS – COME LATE – LEAVE EARLY SYSTEM

High honors: (3.5 GPA or higher)

Come late (1st hour) leave 6th

GRADUATION REQUIREMENTS

The successful completion of 27 credits shall be required for graduation from Bruce High School for the 2025 - 2026 school year. Students shall take a minimum of 6.5 credits each year and shall be in attendance eight semesters(16 quarters), unless otherwise provided.

Due to the changing from Trimesters to Semesters, graduation requirements are adjusted from the electives accordingly:

- Seniors (class of 2026): 27 Credits
- Juniors (class of 2027): 25 Credits
- Sophomores (class of 2028): 24 Credits

The following are graduation requirements for Bruce High School and credits will be required in the following areas:

English	4 Credits
History	3 Credits
Math	3 Credits
Science	3 Credits
Physical Education	1.5 Credits
Electives	8.5-13.5 Credits
Health	.5 Credits
Personal Finance	.5 Credits
Total	24-29 Credits

Adjustments and accommodations in the requirement for the 24-29 credits may be made at the discretion of the guidance counselor, with the approval of the building principal, in individual situations such as transfer students or students with an Individual Education Plan (IEP).

Beginning September 1, 2003, in addition to the above requirements, students must meet one of the following two criteria in order to be eligible to receive a high school diploma:

1. Demonstrate academic performance by maintaining an overall grade point average (GPA) of 2.000 for 11 Trimesters/Semesters determined by the guidance counselor of high school, or, if the student has not met this requirement, then,
2. Recommendation from the High School Graduation Committee which consists of the high school principal, guidance counselor, and one or more classroom teachers who have worked with the student within the last year. The committee will determine the criterion that the student must meet which may include, but is not limited to, written teacher recommendations examples of student's work, attendance and performance on previous tests.

The only method for exceptions to the graduation policy would be made through the formal IEP process. Students with exceptional educational needs will meet graduation requirements except as otherwise specified in their Individual Education Plan.

GRADUATION EXERCISES

Graduation exercises shall be held each spring for the graduating class of Bruce High School. Students who complete current graduation requirements, including all coursework in correspondence courses, independent studies, and incompletes that have been approved by the principal shall be eligible to receive a diploma and participate in graduation exercises. In order to participate in the ceremony, the alternative coursework cannot have been taken to substitute for required courses that were allowed to be dropped or in which the student received a failing grade during the same semester in which the alternative course was completed.

In addition to meeting the above requirements, seniors must complete all required course work and pay any and all bills to participate in the ceremony.

BRUCE HIGH SCHOOL VALEDICTORIAN, SALUTATORIAN AND HIGHER EDUCATION ACADEMIC EXCELLENCE SCHOLARSHIP PROCEDURES

The Bruce School determines a Valedictorian and Salutatorian each school year. Valedictorian and Salutatorian will now be determined following the completion of the 2nd quarter of their senior year. To be eligible, senior students must have attended the Bruce school for four semesters for the 2025-26 school year and six trimesters or four semesters thereafter.

Valedictorians will be selected based upon the highest GPA for the class over that time period. In the case of a tie Co-Valedictorians will be named. The second highest GPA will be named the Salutatorian. In the case of a tie there Co-Salutatorians will also be named.

For the Higher Education Excellence Scholarship, this award goes to the student with the highest GPA that will attend a post-secondary school in Wisconsin. In the case of a tie the following procedure will be used to determine the scholarship recipient:

- a. Highest ACT score by January of current academic school year.
- b. Total credits earned by end of 2nd semester
- c. If a tie still remains the recipient will be named following an interview with a committee.

An alternate will be chosen based upon the above criteria and will be awarded the scholarship in the event the first choice does not use the scholarship.

TOBACCO, ALCOHOL, ILLICIT DRUGS OR ANY TYPE OF INHALANT

Students involved in distribution of illegal or illicit drugs, including distribution of prescribed medication, will also be suspended, referred to local authorities, and be referred to the school board for possible expulsion. The use or possession of tobacco, vape or E-cigarette, alcohol, illicit drugs or any type of inhalant (including butane lighters and/or lighter fluid), and any fire starting device such as matches, lighter, etc. shall not be permitted in the school building, school buses, or on the school grounds. The above items are not to be brought to school at any time. This applies to all school-sponsored activities as well as the regular day. Use or possession of the above items will result in the parents being called and an in-school suspension and successfully completing a class on tobacco cessation or alcohol consumption (depending on infraction) while serving the suspension. Should the class not be completed within a reasonable amount of time as determined by the principal or administrator in charge, the suspension will be increased. The suspension could be out of school, depending on severity and number of offenses and will be determined by principal, administrator, or acting administrator. Any further infractions will result in further suspension and a mandatory meeting with parents and principal. Any infraction after this meeting will result in a meeting before the school board and possible expulsion and/or suspension. Students suspected of using or possessing any of the above substances may be asked, with approval of parents, to submit to a urine/drug test and their lockers and or personal belongings may be searched by school administration. If students/parents refuse the test, the student will be suspended for the remainder of that day. **Use or possession of any illicit drug on school property or at any school sponsored event will result in referral to the Sheriff's Dept. and to the School Board for expulsion proceedings.**

STUDENT DRESS

Student appearance affects attitudes toward self, peers, and school. While personal expression through clothing is respected, attire that disrupts the educational environment is not permitted.

Prohibited clothing includes:

- Items with obscenities, offensive language, pornographic images, or hate speech
- Clothing with references to drugs, alcohol, tobacco, violence, death, or suicide
- Suggestive material, including “double meaning” messages
- Hats, caps, hoods, bandanas, and head coverings (unless for religious or medical reasons)
- Halter tops, spaghetti straps (less than 1 inch), midriff shirts, pajamas, mesh tops (unless layered), and excessively torn or revealing clothing
- Pants worn below the waist/hip level
- Bedroom slippers
- Coats, jackets, and sunglasses during the school day
- Chains, safety pins, studded accessories, or jewelry/accessories that could be considered dangerous

Additional Guidelines:

- Shirts must fully cover the torso and extend over the top of pants or shorts.
- Tank tops must have straps at least 1 inch wide.
- Shoes or appropriate footwear are required at all times.
- Students carrying hats or caps during the school day will have them confiscated until the end of the day.

Posters are displayed throughout the school with visual examples of acceptable and unacceptable dress to help guide students and staff.

Students not in compliance will be asked to change or may be sent home.

COMMUNICATION AND OTHER ELECTRONIC DEVICES

High school students are not allowed to use any personal electronic devices during the normal school day from 8:00 a.m. to 3:25 p.m. EXCEPT during their school lunch period and during passing time between classes. K-8 students will only be allowed to use their phones before and after school. Phones will be given to their homeroom teachers in the morning and will be given back at the end of the school day.

Coaches and Advisors of all co-curricular activities have the authority to allow cell phone use by student/athletes for the purpose of arranging transportation home from an activity.

It is the responsibility of the student to follow these rules by keeping their phones off during school hours. School hours are defined as from the 1st bell at 7:57 a.m. to the final bell at 3:25 p.m. Students are allowed to use their electronic devices, including cell phones, during the school lunch period and high school students can also use them between classes. Students are also required to have their phones shut off and placed in a designated area upon entering each and every classroom during the school day. Failure to do so or using their device during a class will result in their phone being taken away for the rest of the day, two days, a week, or the year in accordance with our cell phone expectations. If a student can remain free of a cell phone violation for 20 days, they will go back one step.

Restorative Practices 6-STEP SYSTEM

Consequences for failure to meet expectations, failure to follow the code of classroom conduct or for an office and/or bus referral:

- 1) The classroom instructor will be the initial judge of misbehavior.
- 2) The classroom instructor will deal with your misbehavior in the classroom and possible parent notification.
- 3) The following step system will be used for general discipline action (other than minor) when students are referred to the principal's office.

Steps

1. 1st referral to principal Conference with principal and possible parent notification using restorative practices
2. 2nd referral to principal Call parents and use restorative practices.
3. 3rd referral to principal Call parents and use restorative practices.
4. 4th referral to principal Assign one day suspension or alternate restorative practice.
5. 5th referral to principal Call parents and assign 2 to 3 days suspension.

6. 6th referral to principal Call parents and potentially set up meeting before the School Board for possible expulsion hearing and assign 5 days suspension.

DISCIPLINE GOOD CONDUCT CLAUSE

Students may work their way back up the step system by demonstrating good behavior. For each 20-day period without an office referral a student will move back one step on the step system.

Students being CAUGHT demonstrating the three major expectations of Being Respectful, Safe, and Responsible will be rewarded with Bruce Bucks to purchase items at the school store!

Any makeup time not served or arranged with the principal will result in a suspension or time will be added to make-up time owed.

Direct insubordination (outright refusal to follow a staff member's directions) will result in an automatic one day suspension.

STUDENT CONSEQUENCES FOR OFFICE REFERRALS FOR Disrespectful Behavior OR HARASSMENT

Disrespectful Behavior and harassment issues will be dealt with by the school counselor, school principal, and/or administrator.

******SIGN AND RETURN THE *SCHOOL Disrespectful Behavior SHEET*. THERE IS A COPY OF IT TOWARDS THE END OF THIS BOOKLET. YOU WILL ALSO RECEIVE A FORM AT THE START OF THE SCHOOL YEAR THAT WILL REFERENCE SEVERAL ITEMS OF WHICH PARENTS NEED TO READ, SIGN AND RETURN. THIS FORM WILL INCLUDE THE DISRESPECTFUL BEHAVIOR PLEDGE.**

DISTRICT PLAGIARISM POLICY

The Bruce School District expects students to demonstrate academic honesty in all aspects of their work and that it is each the responsibility of each student to be honest in using material for research. Using ideas, words, or creations without giving proper credit undermines the learning process and violates the principles of academic integrity. Whether intentional or unintentional, plagiarism is considered a serious offense and hinders a student's educational growth.

What is plagiarism?

Plagiarism is when someone uses another person's thoughts or ideas without providing accurate documentation of the source. Plagiarism is the act of presenting work, ideas, or phrasing as your own without appropriate acknowledgment. This includes content drawn from books, articles, websites, or any other source. Work that appears to be generated or significantly influenced by tools or services not authored by the student may be considered plagiarism at the discretion of the teacher, especially when it does not reflect the student's own thinking, voice, or level of understanding. The use of AI generated work will be considered plagiarism based on the teacher's assessment of the work accepted.

What will happen if you plagiarize material?

Consequences for plagiarizing include any or all of the following:

- Conference with student
- Students will receive a zero. This may result in failing the semester.
- Phone call to the parent.
- Office referral.
- Conference with parent, teacher and administration.

The following are examples of situations in which a student will need to cite the original source:

- Direct quotations of another person's idea, theory or words
- Any information that is specific and not common knowledge including: statistics, facts, graphs, drawings.
- When paraphrasing someone else's written or oral material.

NEW COMPUTER MONITORING SYSTEM

Students are advised that we have installed a new monitoring system on our entire network. This system will target inappropriate use, vulgar language and anything not intended for school use. This will also include slang terms, which are NOT acceptable language here in school. The system will send a signal to Mr. Wallner and he will be able to instantly identify where the problem is. Students responsible for the misuse on the computer network will be handled according to the regular discipline step system.

******SIGN AND RETURN THE *BRUCE SCHOOL DISTRICT COMPUTER USE CONTRACT* LOCATED AT THE END OF THIS BOOKLET.**

PROGRESS GRADE REPORTS

Progress grade reports for MS students are handed out to students to bring home to parents at mid quarters, for HS students they will be posted on the Infinite Campus app.

These grades will give you an idea where you stand within classes so that you will know whether you are doing well or need to improve in school work. It is highly recommended that students and parents/guardians download the Infinite Campus app to get up to date grade and attendance information.

PARENT CONFERENCES

Parents/Guardians may request appointments for conferences with teachers.

STUDENT RECORD NOTICE

Directory Information such as the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, date of attendance, photographs, degrees and awards received and the name of the school most recently or previously attended by the student shall be considered public information and may be released unless parents

or adult students refuse the release in writing of their own initiation.

SCHEDULE CHANGES

Changes will be permitted only in rare situations and must meet the following criteria:

- 1) Possible in terms of your existing schedule and the change will not overload a particular class.
- 2) The change results in a reasonable program of studies in terms of the existing curriculum.
- 3) The change is approved by parents, teacher, counselor, and principal.
- 4) No changes are permitted past a week within a new quarter unless it is by instructor recommendation and counselor approval.

CORRESPONDENCE COURSES

A student wishing to take a course not offered at Bruce High or who wishes a course which is offered at the high school but cannot be worked into his/her schedule should contact the Guidance Counselor. The details will be explained by the Counselor.

LOCKERS

All High School, Middle School and 5th grade students are assigned to hall lockers for their books, and personal items. Students may also request to have and use a school lock or bring their own lock if they wish to keep their locker locked. The school is not responsible for anything missing from an unlocked locker. These lockers are school property and are thus subject to search by school officials. Students are encouraged to never keep money or valuables in their locker without the locker being locked. Students are also responsible for any damage or misuse of their locker.

VOCATIONAL OPPORTUNITIES

Each year the Bruce School District offers vocational education programs at Bruce High School. These programs are designed to prepare youth for a broad range of employment and training services and are offered under the instruction of certified teachers.

All vocational programs follow the district's policies of non-discrimination on the basis of race, color, national origin, sex, age or handicap in all activities and in employment. In addition, arrangements can be made to insure that the lack of English language skills is not a barrier to admission or participation.

For general information about these programs and/or inquiries concerning equal opportunity on the basis of sex, contact: Anthony Bosco, District Administrator, Bruce Schools, Bruce, WI, 54819, (715) 868-2533. Inquiries concerning equal opportunities for the handicapped should be directed to: Summer Cody, Special Education Director, 715-868-2598 ext 240.

USDA NONDISCRIMINATION STATEMENT UPDATE

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

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

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: 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.

LOCKER ROOM PRIVACY

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

1. Locker rooms are provided for the use of physical education students, athletes and other activity groups and individuals authorized by the building principal or by District policy. No one will be permitted to enter into the locker room or remain in the locker room to interview or seek information from an individual in the locker room at any time. Such interviews may take place outside of the locker room consistent with applicable District policies and/or school rules.
2. No cameras, video recorders or other devices that can be used to record or transfer images may be used in the locker room at any time.
3. No person may use a cell phone to capture, record or transfer a representation of a nude or partially nude person in the locker room or to take any other photo or video image of a person in the locker room.

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

This policy shall be publicized annually and posted in each locker room in the District.

Approved September 8, 2008

PUPIL NONDISCRIMINATION POLICY

The School District of Bruce is committed to equal educational opportunity for all students in the district. It is the policy of the School District of Bruce, pursuant to s.118.13, Wis. Stats., and P19, that no person, on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, may be denied admission to any school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreation, or other program.

This policy also prohibits discrimination under related federal statutes including Title VI of the Civil Rights Act of 1964 (race and national origin), Title IX of the Education Amendments of 1972 (sex), and Section 504 of the Rehabilitation Act of 1973 (handicap).

It is the intent of the School District of Bruce to comply with both the letter and the spirit of the law in making certain discrimination does not exist in its policies, regulations, and operations. Complaint procedures for Title IX and Section 504 have been established for students, their parents and employees who feel discrimination has been shown by the School/District/Agency.

It shall be the responsibility of the District Administrator to examine existing policies and develop new policies where needed to ensure that the School District of Bruce does not discriminate pursuant to federal and state law. The District Administrator shall ensure that an employee is designated annually to receive complaints filed under s. 118.13, Wis. Stats., PI9, Wis. Admin. Code, Title IX of the Education Amendments, and Section 504 of the Rehabilitation Act of 1973. That employee shall assure adoption of a complaint procedure to resolve complaints alleging violation of these laws, assure that an evaluation of the district's compliance with s. 118.13., Wis. Stats., is completed every five years under PI9, Wis. Admin. Code and submit Form PI-1197 to the Department of Public Instruction annually.

Any questions concerning s. 118.13, Wis. Stats., or Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, should be directed to: Anthony Bosco, District Administrator, School District of Bruce, Bruce, WI 54819, 715-868-2533.

Inquiries related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, would be directed to: CESA #10, Chippewa Falls, WI 54729, 715-724-0341.

PUPIL DISCRIMINATION COMPLAINT PROCEDURE

If any person believes that the School District of Bruce, or any part of the school organization, has failed to follow the law and rules of s. 118.13, Wis. Stats., or in some way discriminates against pupils on the basis of sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability, he/she may bring or send a complaint to the Administration Office at the following address: School District of Bruce, Bruce, WI 54819

Step 1--A written statement of the complaint shall be prepared by the complainant and signed. This complaint shall be presented to the district employee designated to receive complaints. That employee shall send a written acknowledgment of receipt of the complaint within 45 days.

Step 2--A written determination of the complaint shall be made by the board within 90 days of receipt of the complaint unless the parties agree to an extension of time; appeals under 20 USC s. 1415 and ch. 115, Wis. Stats., relating to the identification, evaluation, educational placement, or the provision of a free appropriate public education of a child with an exceptional educational need shall be resolved through the procedures authorized by ch. 115, subch. V, Wis. Stats. Complaints under 20 USC s. 1231-3 and 34 CFR ss. 76.780-76.782, commonly referred to as EDGAR complaints, that the state or a sub grantee is violating a federal statute or regulation that applies to a program shall be referred directly to the state superintendent.

Step 3--If a complainant wishes to appeal a negative determination by the board, he/she has the right to appeal the decision to the state superintendent within 30 days of the board's decision. In addition, the complainant may appeal directly to the state superintendent if the board has not provided written acknowledgment within 45 days of receipt of the complaint or made a determination within 90 days of receipt of the written complaint. Appeals should be addressed to: State Superintendent, Wisconsin Department of Public Instruction, 125 South Webster Street, PO Box 7841, Madison, WI 53707

Step 4--Discrimination complaints on some of the above bases may also be filed within the federal government at: The Office for Civil Rights, US Department of Education, 300 South Wacker Drive, 8th Floor, Chicago, IL 60606

TITLE VI COMPLAINT PROCEDURE

If any person believes that Bruce School District or any part of the school organization has inadequately applied the principles and/or regulations of Title VI or is in some way discriminatory on the basis of race, color or national origin, he/she may bring forward a complaint to the Administration Office at the following address: School District of Bruce, Bruce, WI 54819

Informal Procedure

The person who believes he/she has a valid basis for complaint shall discuss the concern with the Local Title VI Coordinator, who shall in turn investigate the complaint and reply to the complainant in writing within two (2) business days. If this reply is not acceptable to the complainant, he/she may initiate formal procedures according to the steps listed below.

Formal Grievance Procedures

Step 1: A written statement of the grievance shall be prepared by the complainant and signed. This grievance shall be presented to the Local Title VI Coordinator within five (5) business days by certified mail.

Step 2: If the complainant wishes to appeal the decision of the Local Title VI Coordinator, he/she may submit a signed statement of appeal to the Board of Education within five (5) business days after the receipt of the Local Coordinator's response to the grievance. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their representatives within fifteen (15) days of the receipt of such an appeal. A copy of the board's disposition of the appeal shall be sent by the board secretary to each concerned party within ten (10) business days of this meeting by certified mail.

Step 3: If, at this point, the grievance has not been settled satisfactorily, further appeal may be made to the Office for Civil Rights, U.S. Department of Education, Washington, D.C. 20201

SECTION 504 COMPLAINT PROCEDURE

The Bruce School District, in compliance with Section 504 of the Rehabilitation Act of 1973 regarding discrimination against the handicapped adopted by the Department of Health and Human Services, publishes the following complaint procedures.

A complaint is defined as an alleged action prohibited under the Act identified above, and a complainant is a student or employee who submits a complaint.

Step 1: The complainant must submit to the Section 504 Coordinator a signed, written, "Statement of Complaint". The "Statement of Complaint" shall name the complainant; shall state the facts giving rise to the complaint; shall identify all the provisions of the Rules and Regulations alleged to be violated; shall state the contention of the complainant with respect to those provisions; shall indicate the relief requested; and shall be signed by the complainant involved. The Coordinator shall give the complainant answer in writing no later than five (5) business days after receipt of the written complaint.

Step 2: If the complaint is not resolved in Step 1 above, the complainant shall have the right to file said complaint with the Clerk of the Board of Education within five (5) days of the response as provided in Step 1. The Board shall have thirty (30) days to render its decision in writing to the complainant.

Any complaint submitted under this procedure shall be filed at Step 1 within twenty (20) business days after the complainant became aware, or reasonably should have been aware of the complaint. If the complaint is not served within the time, the complaint will not be considered. Failure by the complainant to appeal the complaint from Step 1 to Step 2 within the time limit provided shall also bar the complaint.

LEGAL COMPLIANCE

In compliance with the Executive Order 11246; Title II of the Education Amendment of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age of Discrimination Act of 1975 and all other Federal, State School rules, laws, regulations, and policies, the **SCHOOL DISTRICT OF BRUCE** shall not discriminate on the basis of sex, age, race, color, national origin, religion or handicap in the educational programs or activities which it operates and in employment.

It is the intent of the School District of Bruce to comply with both the letter and the spirit of the law in making certain discrimination does not exist in its policies, regulations and operations. Grievance procedures for Title IX and Section 504 have been established for students, their parents and employees who feel discrimination has been shown by the School/District/Agency.

Specific complaints of alleged discrimination under Title IX (sex) and Section 504 (handicap) should be referred to: Anthony Bosco, Superintendent of Schools, School District of Bruce, Bruce, WI 54819, 715-868-2533.

Complaints can be filed with the Office of Civil Rights at: Office for Civil Rights - Region 5, 300 South Wacker Drive, 8th floor, Chicago, IL 60606

IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

CODIFICATION

Title I of the Elementary and Secondary Education Act of 1965, comprising this subchapter, was originally enacted as part of Pub. L. 89–10, Apr. 11, 1965, 79 Stat. 27, amended, and subsequently revised, restated, and amended by other public laws. Title I is shown, herein, as having been added by Pub. L. 107–110, title I, §101, Jan. 8, 2002, 115 Stat. 1439, without reference to earlier amendments because of the extensive revision of the title's provisions by Pub. L. 107–110.

<https://www.govinfo.gov/content/pkg/USCODE-2017-title20/html/USCODE-2017-title20-chap70-subchapI.htm>

CODE OF CLASSROOM CONDUCT

STATEMENT OF PRINCIPLE

The District recognizes and accepts its responsibility to create, foster, and maintain an orderly and safe class environment, conducive to teaching and to the learning processes. Every member of the school community is expected to cooperate in this central mission. Staff, including administrators and teachers, must use their training, experience and authority to create schools and classes where effective learning is possible. Students are expected to come to school, and to every class, ready and willing to learn. Parents should be aware of their children's activities, performance and behavior in school, and are asked to cooperate and consult with the school to prevent or address problems.

The District has a legal duty to make its schools as free as possible of the dangers of violence, weapons, drugs, and other behavior harmful to the educational environment. This duty is enforced through the District's policy on suspension and expulsion, which provides procedures by which students may be removed from the school community either temporarily, or in the case of certain expulsions, permanently.

But equally important, the District owes its students, as a group, the opportunity to attend school as free as reasonably possible from unnecessary and unwarranted distraction and disruption, particularly by those relatively few students who, for whatever reason, are unwilling, unready or unable to avail themselves of the opportunity for an education. Such behavior, while not necessarily so serious or pervasive to warrant suspension or expulsion, can be nearly as destructive to the educational environment. Such behavior warrants, at a minimum, that the student be removed temporarily from the class or activity ("short term removal" or "temporary removal"). Such removal serves the multiple purposes of eliminating (or minimizing) the disruption, of reinforcing the District's strong commitment to an appropriate educational environment, and of allowing a "cooling off" period, for disciplinary or other reasons, short of suspension or expulsion.

In other circumstances, the student's conduct, or the best interests of the student and the other members of the class, may warrant longer term removal from the class ("long term removal"). Long term removal may, but need not always, be for disciplinary purposes.

Beginning August 1, 1999, a teacher employed by the District may temporarily remove a pupil from the teacher's class if the pupil violates the terms of this Code of Student Conduct (the "Code"). In addition, long term removal of a student will be possible if the building administrator upholds a teacher's recommendation that a student be removed from the class for a longer period of time. Removal from class under this Code does not prohibit the District from pursuing or implementing other disciplinary measures, including but not limited to makeup time, suspension or expulsion, for the conduct for which the student was removed.

1. WHAT ARE THE GROUNDS FOR DISCIPLINARY REMOVAL FROM CLASS?

A student may be removed from class for conduct or behavior which (a) violates the District's policies regarding suspension or expulsion; (b) violates the behavioral rules and expectations set forth in the Student Handbook; (c) is disruptive, dangerous or unruly; (d) which otherwise interferes with the ability of the teacher to teach effectively; or (e) which is incompatible with effective teaching and learning in the class.

Removal is a serious measure, and should not be imposed in an arbitrary, casual or inconsistent manner. Behavioral expectations are always more constructive, and more likely to be followed, where their terms are communicated as clearly as possible to students and staff. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every inappropriate circumstance, that would justify removal under this Code. A teacher's primary responsibility is to maintain an appropriate educational environment for the class as a whole. Therefore, notwithstanding the provisions of this Code, in every circumstance the teacher should exercise his or her best judgment in deciding whether it is appropriate to remove a student temporarily from class.

In ordinary circumstances and in practical terms, a teacher's decision to remove a student temporarily from class will stand. However, there may be circumstances when the building administrator may, exercising his or her discretion, overrule the teacher's decision to remove the student, and return the student to class.

(a) Behavior that violates the District's policies on suspension and expulsion

The District Policies regarding suspension and expulsion are set forth in School Board policy number po5610. It should be noted that decisions regarding suspension are made by building administrators, and recommendations for expulsion are made by the District's central administration. Thus, a teacher's decision to remove a student from class for behavior that violates the District's policies regarding suspension and expulsion may, but does not necessarily, mean that the student will also be suspended or expelled.

(b) Behavior that violates the behavioral rules and expectations in the Student Handbook

The Student Handbook contains behavioral expectations for the individual schools in the District. These rules and expectations are generally explained and discussed with the students near the beginning of each school year. Such discussions should include an explanation of this Code, and the District's policy regarding removal.

(c) Behavior which is disruptive, dangerous or unruly

Notwithstanding any inconsistent or contrary provisions in the District's policies regarding suspension and expulsion, or in the Student Handbook, for the purposes of this Code the following behavior, by way of example and without limitation, may be determined to be disruptive, dangerous or unruly so as to warrant removal from class:

Inappropriate physical contact intended or likely to hurt, distract or annoy others, such as hitting, biting, pushing, shoving, poking, pinching or grabbing.

Inappropriate verbal conduct intended or likely to upset, distract or annoy others, such as name calling, teasing or baiting.

Behavior that may constitute sexual or other harassment.

Repeated or extremely inappropriate verbal conduct is likely to disrupt the educational environment, particularly when others are talking (e.g. lecture by teacher, response by other student, presentation by visitor) or during quiet (study) time.

Throwing any object, particularly one likely to cause harm or damage, such as books, pencils, scissors, etc.

Inciting other students to act inappropriately or to disobey the teacher or school or class rules, including without limitation inciting others to walk out.

Destroying the property of the school or another student.

Loud, obnoxious or outrageous behavior.

(d) Behavior which interferes with the ability of the teacher to teach effectively

Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly

and responding appropriately when called upon. A student's non-compliance may, in turn, distract others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior. By way of example and without limitation, a student may be removed for behavior which constitutes:

- Open defiance of the teacher, manifest in words, gestures or other overt behavior;
- Open disrespect of the teacher, manifest in words, gestures, or other overt behavior;
- Other behavior likely or intended to sabotage or undermine the instruction.

(e) Behavior which is inconsistent with class decorum and the ability of other to learn

In addition, there may be grounds for removal for behavior which, though not necessarily violative of the provisions of (a) through (d) [above], is inconsistent with basic classroom decorum. Such behavior may, in the determination of the teacher, warrant removal because of its interference with the ability of others to learn effectively. Such behavior may include, without limitation, sleeping in class, blatant inattention, or other overt or passive refusal or inability to engage in class activities.

2. WHAT ARE OTHER, NON-DISCIPLINARY REASONS FOR REMOVAL OF A STUDENT FROM CLASS?

In some cases, a teacher may believe that a student should be removed from the class for the good of the student and in the best interests of the class as a whole. Such reasons may, but need not, be disciplinary in nature, and include, for purposes of illustration and without limitation, irreconcilable personality differences or issues between the student and other students, or in rare circumstances, between the student and the teacher.

3. WHO MAY REMOVE A STUDENT FROM CLASS?

Any student may be temporarily removed from class under this Code by a teacher of that class. For the purpose of this Code, "student" means any student enrolled in the District, exchange student, or student visitor to the District's schools.

Any student may be removed on a long-term basis from a class based upon the request of a teacher as upheld and implemented at the discretion of the building administrator.

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

A "teacher" is any certified instructor, counselor, nurse or administrator in the employ of the District.

A "teacher of that class" means the regularly assigned teacher of the class, or any teacher assigned to teach, monitor, assist in or oversee the class. This definition includes, without limitation, any assigned substitute teacher, proctor, monitor, or group leader. Where there is more than one teacher in a class, any teacher may remove a student from that class, upon informing the other teacher(s) of his/her intent to do so. It is advisable, though not absolutely required, that all teachers of a class assent to the removal of the student.

A "building administrator" means a principal of a school, or other individual duly designated by the building administrator or District Administrator.

4. WHAT PROCEDURES MUST BE FOLLOWED IN TEMPORARILY REMOVING A STUDENT FROM CLASS?

Except where the behavior is extreme, a teacher should generally warn a student that continued

misbehavior may lead to temporary removal from class. When the teacher determines that removal is appropriate, the teacher should take one of the following courses of action.

- (a) Instruct the student to go to the main office for the period of removal. In such cases, the teacher should send a note with the student or use the intercom to notify the office.
- (b) Obtain coverage for the class and escort the student to the main office.
- (c) Seek assistance from the main office or other available staff. When assistance arrives, the teacher or the other adult should accompany the student to the main office.

When the student arrives at the main office, the building administrator or designee should give the student an opportunity to briefly explain the situation. If the building administrator or designee is not available immediately upon the student's arrival, the student should be taken to the removal area, and the administrator or designee should speak to the student as soon as practical thereafter. For the purposes of short term removal, it is not necessary to obtain witnesses or to otherwise verify the student's or teacher's accounts of the situation.

Within twenty-four (24) hours or one business day of the removal, whichever is longer, the teacher shall submit to the building principal or designee a short and concise written explanation of the basis for the removal. Such information may be submitted on a form provided by the building administrator or designee.

As soon as practical, the building administrator shall inform the student's parents that the student was removed from class. Such notice may be by telephone. The parents of the student shall be sent written notice of the removal postmarked within two business days of the removal. Such written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher. The building administrator or designee shall keep written logs or records regarding unsuccessful attempts to contact the parents in accordance with this provision.

5. WHERE SHALL STUDENTS BE SENT PENDING, AND DURING SHORT TERM REMOVAL FROM CLASS?

Prior to the initiation of the 1999-2000 school year, each building administrator shall designate a room or other suitable place where students shall remain during any period of removal from the classroom (the "short-term removal area").

Students who are removed by their teachers must immediately and directly go or be taken to the main office. For the duration of the removal, the student shall stay in the short term removal area. At the discretion of the building administrator or designee, the student may instead be sent to another appropriate class, program or educational setting, provided the student is supervised in such an alternative setting. The building administrator should also take steps to ensure that the students are supervised while in the short term removal area. In general, students should be required to do work of an academic nature while in the short term removal area. Such work should ordinarily be related to the work in the class from which the student was removed, or may be related to the student's misconduct (e.g. writing an apology or account of the situation). In no event should students' time in the removal area be recreation or other free time.

6. HOW LONG SHALL A SHORT TERM REMOVAL LAST?

Removal is a serious matter, and should not be taken lightly either by the teacher or the student. In most cases, a student shall remain in the short term removal area for at least the duration of the class or activity from which she or he was removed. Prior to allowing the student to resume his/her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appears to be, ready and able to return to class without a recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the building administrator or designee shall

either retain the student in short term removal, or, where necessary, appropriate and practicable, shall take steps to have the student sent home.

7. WHAT ARE THE PROCEDURES FOR LONG-TERM REMOVAL?

Long-term removal is an extremely serious step, which should not be undertaken hastily or for less than compelling reasons. Such a step could have profound consequences for the affected student and his or her class, as well as any new class or teacher to which the student may then be assigned. For these reasons, long-term removal should not ordinarily be considered or implemented except after a thorough consultation, including a thorough consideration of alternatives between the teacher(s) and the building principal or designee. For the same reasons, long term removal should not ordinarily be considered on the basis of a single incident. Unlike short term removal, the ultimate decision regarding long-term removal rests with the building administrator.

Where a teacher believes that the best interests of the student and/or the class require long term removal, the teacher should notify the building administrator in writing. Such statement should set forth as clearly and completely as possible (a) the basis for the removal request; (b) the alternatives, approaches and other steps considered or taken to avoid the need for the removal; (c) the impact, positive and negative, on the removed student; and (d) the impact, positive and negative, on the rest of the class.

Upon receipt of such a statement, the building administrator may, in his/her discretion, consult with the teacher and/or other District staff. In most cases, it is appropriate to inform and consult with the parents of the student, and the student, involved in the request for long-term removal.

Following consideration of the teacher's statement and any other information, the building administrator shall, in his/her discretion, take one of the following steps:

- (a) Place the student in an alternative education program as defined by law.
- (b) Place the student in another class in the school, or in another appropriate place in the school.
- (c) Place the student in another instructional setting; or
- (d) Return the student to, or retain the student in, the class from which he or she was removed or proposed to be removed.

In any event, a student in long-term removal must continue to receive an educational program and services comparable to, though not necessarily identical with, those of the class from which he/she was removed. Such programs need not be in the precise academic subject of the student's former class.

Long-term removal is an administrative decision not subject to a formal right of appeal. However, the parents of the student, and/or the student, shall have the right to meet with the building administrator and/or the teacher(s) who made the request for removal. Where possible, such meeting shall take place within three (3) business days of the request for a meeting. At the meeting, the building administrator shall inform the parents and/or student as fully as possible regarding the basis for the removal, the alternatives considered, and the basis for any decision. However, nothing in this Code shall prevent the building administrator from implementing a removal to another class, placement or setting prior to any meeting, and notwithstanding the objection of the parent(s) or student.

8. WHAT DISCRETION OR FLEXIBILITY IS APPROPRIATE FOR INDIVIDUAL TEACHERS, ADMINISTRATORS, AND SCHOOLS?

It is expected that administrators and teachers will meet prior to the implementation of this Code to arrive at a consensus regarding how its provisions should be interpreted and applied. However, this Code, and the procedures regarding removal, is intended primarily as tools to assist teachers to maintain an appropriate educational environment in their classes.

Similarly, there are many clear differences between the needs and practices of schools serving different grade levels. Just as there are different behavioral expectations for elementary and high school students, the

standards for removal may well differ from one school, grade or class to the next.

Teachers and administrators of each school are encouraged to discuss their individual views, philosophies and practices regarding removal of students.

9. TO WHAT EXTENT IS REMOVAL APPLICABLE TO STUDENTS IDENTIFIED AS DISABLED UNDER THE IDEA?

Some different rules and considerations apply for students identified as requiring special education services under the IDEA or Section 504. In particular, placement for such students is a decision of the student's IEP team, subject to stringent procedural safeguards, and cannot be made unilaterally by teachers or the administration. In addition, most students covered by the IDEA should have a behavior plan, which will address, (a) whether and to what extent the student should be expected to conform to the behavioral requirements applicable to non-disabled students; and (b) alternative consequences or procedures for addressing behavioral issues. It is highly advisable that all IEP teams address these issues, and this Code, at least annually, setting forth the consensus of the IEP team regarding behavioral expectations and consequences.

Notwithstanding these issues, students identified as requiring special education services under the IDEA or Section 504 may, in general, be temporarily removed from class under the same terms and conditions as non-disabled students.

For the reasons noted above, no change in placement for more than ten (10) school days may be made for a student with disabilities outside of the IEP process. This ten (10) day limit applies to out of school suspensions as well as days of removal.

10. HOW WILL THIS CODE BE COMMUNICATED TO PARENTS AND STUDENTS?

This code is part of both the student and staff handbooks located on the school website at www.bruce.k12.wi.us. A hard copy will also be printed for any student or parent requesting one.

Student Suspension/Expulsion

SUSPENSION

A student may be suspended from school for a violation of school rules, or for knowingly conveying any threat or false information concerning an attempt being made or to be made to destroy any school property by means of explosives, or for conduct while at school or under the supervision of a school authority which endangers the health, safety or property of others, or while not at school or under supervision of a school authority. The Superintendent of Schools or any principal or teacher designated by him/her shall have the power to suspend a student for not more than 5 school days, unless a notice of expulsion hearing has been sent, and then for not more than 15 consecutive days. Prior to any suspension, the student shall be advised of the reason for the proposed suspension. The student will be suspended if it is determined that he/she is guilty of noncompliance with the school rule or of the conduct charge, and that his/her suspension is reasonably justified.

The parent or guardian of a suspended minor student shall be given prompt notice of the suspension and the reason therefore. The suspended student or his/her parent or guardian may, within five school days following the commencement of the suspension, have a conference with the Superintendent of Schools or his/her designee who shall be someone other than a principal, administrator or teacher in the suspended student's school. If the Superintendent of Schools, or his/her designee, finds that the student was suspended unfairly or unjustly or that the suspension was inappropriate, given the nature of the alleged offense, or that the student suffered undue consequences or penalties as a result of the suspension, reference to the suspension on the student's school record shall be expunged. Such a finding shall be made within 15 days of said conference.

A suspended student shall not be denied the opportunity to take any mid-semester or semester or grading period examinations missed during the suspension period.

EXPULSION

The Board may expel a student from school when it finds the student guilty of repeated refusal or neglect to obey school rules or regulations, or finds that a pupil knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives, or finds that the student engaged in conduct while at school or while under the supervision of a school authority which endangered the property, health or safety of others, or finds that a student, while not at school or under the supervision of a school authority, engaged in conduct which endanger the property, health or safety of others at school or under the supervision of a school authority, and is satisfied that the interest of the school demands the student's expulsion.

In addition to the grounds for expulsion listed above, the school board may expel from school a pupil who is at least 16 years old if the school board finds that the pupil repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct does not constitute grounds for expulsion, listed previously, and is satisfied that the interest of the school demands the pupil's expulsion.

Prior to a student's expulsion, the Board shall hold a hearing in closed session therein. Not less than five days written notice of the hearing shall be sent to the student and, if the student is a minor, to his/her parent or guardian, specifying the particulars of the alleged refusal, neglect or conduct, stating the time and place of the hearing and stating that the hearing may result in the student's expulsion.

The student, and if the student is a minor, his/her parent or guardian, may be represented at the hearing by counsel. The Board shall keep written minutes of the hearing. Upon ordering by the Board of the expulsion of a student, the Board Clerk shall mail a copy of the order to the student, and if the student is a minor, to his/her parent or guardian. The expelled student, or if the student is a minor, his/her guardian, may appeal the expulsion to the State Superintendent. An appeal from the decision of the State Superintendent may be taken within 30 days to the circuit court of the county in which the school is located.

POSSESSION OR USE OF WEAPONS

No one shall possess, use or store a weapon or look-alike weapon in or on school property, on school vehicles, or a school-related activity. A dangerous weapon or look-alike weapon is defined in state statutes and may include any object which, by the manner in which it is used or intended to be used, is capable of inflicting harm or could pretend to be capable of inflicting bodily harm or endangering the health and safety of students of staff. Ammunition and explosives are included within the weapons category.

Policy exceptions include:

1. Weapons under the control of law enforcement personnel.
2. Weapons properly registered and handled during the community use of school facilities.
3. Theatrical props used in appropriate settings.
4. Starter pistols used in appropriate sporting events.
5. Items pre-approved by the building principal as part of a class or individual presentation under adult supervision.

Weapons or look-alike weapons confiscated from a student shall be reported to parents/guardians and possibly to law enforcement authorities and disciplinary measures may include immediate suspension and referral to the Board of Education for expulsion from school.

The school board shall commence proceedings and expel a pupil from school for not less than one year whenever it finds that the pupil, while at school or while under the supervision of a school authority, possessed a firearm, unless one of the exceptions above applies. The Board of Education may modify expulsion requirements on a case-by-case basis.

Employees violating this policy shall be disciplined in accordance with employee policies and bargaining agreements and shall be referred to law enforcement officials for prosecution.

Any other person violating this policy shall be referred to law enforcement officials for prosecution. This policy shall be published annually in all district and staff handbooks.

SEARCH AND SEIZURE

The Board of Education has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy.

SCHOOL PROPERTY

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Desks and lockers are public property and school authorities may make reasonable regulations regarding their use. The District retains ownership and possessory control of student desks and lockers and the same may be searched at random by school personnel at any time. A showing of reasonable cause or suspicion is not a necessary precondition to a search under this paragraph. Students shall not have an expectation by a school official. The Board directs the school principals to provide students with written notice of this policy at least annually and that routine inspections be done at least annually of all such storage places.

The Board directs that the searches may be conducted by the district administrator, building principals, or director of special education.

Student Person and Possessions

The Board recognizes that the privacy of students or his/her belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion that the search will turn up evidence that the student has violated or is violating either a particular law or a particular rule of the school. Any search under this paragraph must be reasonable in scope and reasonable in the manner in which it is conducted. The extent of the search will be governed by the seriousness of the suspected infraction, the student's age and gender, the student's disciplinary history, and any other relevant circumstances or information.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

In a situation in which a search of a student's person or possessions is appropriate, school administrators should first attempt to contact the school liaison officer to conduct the search under the administrator's direction. If the officer is not available, the administrator may proceed with the search, unless the information justifying the search suggests that the student is in possession of dangerous materials whereby the expertise of law enforcement is necessary. In such a case, the school official shall contact law enforcement and request their assistance. The search may also use a metal detector device if there is reasonable suspicion of the student using a vaping/juuling device or with suspicion of an item of danger to safety.

Under no circumstances shall a school official ever conduct a strip search of a student.

Parking Permit Not Required

Where a student may bring a vehicle on school property without a permit, a school administrator with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others, should request written consent to search the vehicle and all containers inside the vehicle. If consent is not given, the administrator should contact law enforcement.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal. S/He shall attempt to obtain the freely-offered, written consent of the student to the inspection; however, provided there is reasonable suspicion pursuant to the above paragraphs, s/he may conduct the search

without such consent. Whenever possible, a search will be conducted by the principal in the presence of the student and a staff member other than the principal. A search prompted by the reasonable suspicion that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and in a manner that is minimally intrusive to the student based on the reasonable suspicion justifying the search.

Use of Dogs

The Board authorizes the use of specially-trained dogs to detect the presence of drugs and devices such as bombs on school property under the following conditions:

- A. The presence of the dogs on school property is authorized in advance by the District Administrator, except in emergency situations, or is pursuant to a court order or warrant.
- B. The dog must be handled by a law enforcement officer or certified organization specially trained to safely and competently work with the dog.
- C. The dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.

The principal shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found and the disposition made of them; and any subsequent action taken. The principal shall be responsible for the custody, control and disposition of any illegal or dangerous substance or object taken from a student.

The District Administrator may request the assistance of a law enforcement agency in implementing any aspect of this policy. Where law enforcement officers participate in a search on school property or a school activity pursuant to a request from the District Administrator, the search shall be conducted by the law enforcement officers at the direction of a District official. Law enforcement searches conducted independent of any District official request or direction shall be conducted based on standards applicable to law enforcement.

Anything found in the course of a search pursuant to this policy which constitutes evidence of the violation of a particular law or school rule or which endangers the safety or health of any person shall be seized and properly cataloged for use as evidence if appropriate. Seized items shall be returned to the owner if the items may be lawfully possessed by the owner. Seized items that may not be lawfully possessed by the owner shall be turned over to law enforcement.

118.32, 118.325 Wis. Stats.

948.50, Wis. Stats.

Wisconsin Const. Art 1 Section 11

U.S. Constitution, 4th Amendment

USE OF SURVEILLANCE AND VIDEO MONITORING

As part of our safe school initiative, we have a number of video cameras that operate 24 hours per day throughout our school, parking lot and school buses. These cameras monitor halls, parking and playground

areas, as well as school buses, and are used exclusively to help ensure the safety and monitor the behavior of our students.

BRUCE SCHOOL DISTRICT - ELECTRONIC DEVICE USE STUDENT CONTRACT FOR 2025 - 2026

RULES

The smooth operation of the school network and devices relies upon the proper conduct of the students. Inappropriate device use will result in the suspension of the student's account and possible further disciplinary action as determined by school officials. Read carefully:

1. I agree to use school devices and network connections for educational purposes, which match the policies and objectives of the Bruce School District.
2. I agree to be polite, use appropriate language, and respect privacy. General school rules for communications apply.
3. I agree not to tamper with hardware or software, vandalize data, or use another person's account.
4. I agree not to transmit obscene, racist, offensive, bullying, or threatening material; any illegal activities or messages related to illegal activities will be reported.
5. I agree not to transmit copyrighted material without permission of the author. All sources must be credited appropriately. I agree to keep private my passwords, home addresses, phone numbers, personal information, and financial account information of myself and others; and I agree to be responsible for all uses of my school accounts.
6. I agree to report inappropriate sites to my teachers or IT Department, as well as any problems or violations of these guidelines.
7. I agree to refrain from commercial activity except school-sponsored activities. I agree that my teachers or IT Department will determine what constitutes inappropriate use of the network. They may access email accounts and logs at any time. The Bruce School District administration, faculty, and staff may request that the IT Department deny, revoke, or suspend specific student accounts and/or website access due to inappropriate use.
8. I agree not to connect any personal devices including phones, laptops, and tablets to the school's secured wired or secured wireless networks. I understand that my personal devices could harm the school network which could result in disciplinary action. Instead, I agree to connect personal devices only to the school's public/guest wireless networks.
9. If the school district provides devices (i.e. Chromebooks) to families for take-home use, the undersigned student and families agree to take care of the device, prevent all damage, and turn in the undamaged device and any accessories (i.e. power cord) when no longer needed.

DAMAGE/LIABILITY

Families will be responsible for compensating the school district for any losses, costs, or device damages incurred for violations of Board policies/procedures and school rules, including the cost of investigating such violations. The Bruce School District makes no warranties of any kind for the service it is providing and will not be responsible for loss of data resulting from delays or service interruptions caused by its own negligence or student errors. Use of any information obtained via the Internet is at the student's own risk. The Bruce School District denies any responsibility for the accuracy or quality of information obtained through its network services and assumes no responsibility for any unauthorized charges or costs or loss of student data

incurred by students.

DEVICE VIOLATIONS

All devices will be monitored by the school staff and all student actions and internet usage will be logged. Any violations and/or inappropriate use will result in the device being taken away and/or the student's account being suspended until further notice with principals, teachers, and district administrator being notified. Please be aware that, depending on the severity of the violation, your child could be subject to further disciplinary action and even potential legal action if deemed necessary. Each violation will be reviewed by the administration to determine consistent and necessary consequences. Some disciplinary actions include, but not limited to: make-up time, supervised classroom device use, and/or suspension.

SIGNATURES

Signatures of each student and their parent(s)/guardian must be on file for students to use a school device. The signatures indicate that the parties who signed have read the above terms and conditions carefully, and agree to them as a condition for using the Bruce School District's Internet access, technology, and devices.

Parent/Guardian Name (Print) _____

Parent/Guardian Signature _____

Parent/Guardian Email Address _____

Parent/Guardian Phone Number _____

Student Name (Print) _____

Student Grade _____

Date Signed _____

-----SCHOOL USE ONLY BELOW-----

Date Received Signed Document _____

Assigned Device ID _____

2025 - 2026 Semester Bell Schedule

Monday-Friday

High School		Middle School	
Warning:	8:02	Warning:	8:02
1st Hour:	8:05-9:01	1st Hour:	8:05-9:10
Breakfast:	9:01-9:16	Breakfast:	9:10-9:24
2nd Hour:	9:16-10:12	2nd Hour:	9:24-10:29
3rd Hour:	10:15-11:11	3rd Hour:	10:32-11:37
4th Hour:	11:14-12:10	4th Hour:	11:40-12:45
Lunch:	12:10-12:40	Lunch:	12:45-1:15
5th Hour:	12:40-1:36	PE/Music	1:15-1:55
6th Hour:	1:39-2:35	Exploratory:	1:58-2:38
Enrichment:	2:40-3:25	Go-Time:	2:41-3:25

Parents Right to Know

ESEA Statute (Section 1112)(e)(1)(B)(ii)

Section 1112 (e) covers the Parents Right to Know, which includes the following required notifications to parents:

1. INFORMATION FOR PARENTS.—

- a. **IN GENERAL.**—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student’s classroom teachers, including at a minimum, the following:
 - i. Whether the student’s teacher—
 1. has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 2. is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 3. is teaching in the field of discipline of the certification of the teacher.
 - ii. Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- b. **ADDITIONAL INFORMATION.**—In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student—
 - i. information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and
 - ii. timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

2. TESTING TRANSPARENCY.—

- a. **IN GENERAL.**—At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.
- b. **ADDITIONAL INFORMATION.**—Subject to subparagraph(C), each local educational agency that receives funds under this part shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency’s website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including—
 - i. the subject matter assessed;
 - ii. the purpose for which the assessment is designed and used;
 - iii. the source of the requirement for the assessment; and
 - iv. where such information is available—

1. the amount of time students will spend taking the assessment, and the schedule for the assessment; and
 2. the time and format for disseminating results.
3. LANGUAGE INSTRUCTION.—
- a. NOTICE.—Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined under title III shall, not later than 30 days after the beginning of the school year, inform parents of an English learner identified for participation or participating in such a program.