

WINTER LAKES HIGH SCHOOL STUDENT HANDBOOK (2023 / 2024)



Students who enroll at Winter Lakes High School agree to the expectations listed here-in. Any questions or concerns may be directed to the Winter Lakes High School principal.

Winter Lakes High School

Home of the White Wolves

Learning is a Choice. Choose to Learn!

Welcome to Winter Lakes School. The configuration of Winter Lakes offers a “blended learning” environment to students in grades K-12. Students may work from home, at school, or with a combination of the two. Our instruction and curriculum are available through online programs and through teachers. The school buildings are open to students on a four-day school week, Mondays – Thursdays from 8:00am – 5:00pm. During the school sessions, certified teachers and educational assistants work with students to assist them with their classes. Teachers are also available to meet with students via phone and via Google Meets.

Winter Lakes High School’s mission is to “Meet students where they are and take them beyond.” As students at Winter Lakes Schools prepare for College, Career and Citizenship we provide a setting that enables every student to:

Learn - by participating in classes in English, Science, Math, Social Studies, Second Language, Art, Health, Physical Education and Electives that are taught by highly qualified teachers and staff.

Personalize - their education through study in on-line classes, standards-based assignments, project-based learning, internships with local businesses, Career Technical Education, and flexible schedules.

Engage - by practicing self-advocacy, exercising personal responsibility, and learning 21st Century skills and content designed to prepare graduates for life after high school in post- secondary education or a career.

We are fortunate to have some wonderful community partners throughout the Coquille Valley that allow our students the opportunity to intern at various businesses and organizations. We are proud of our campus, our students, our academic programs, and being a school that develops and encourages creativity and student voice.

Winter Lakes Schools offer something for all types of learners. Some learners do not choose a bigger, comprehensive school, but one where they are known and supported by all staff in a smaller setting. If you attend or visit Winter Lakes School, you will see that learning is a choice and that we expect students and staff to choose to learn every day. Being committed to our school is necessary; compliance is not enough. In today’s global economy there are many skills that must be learned. More than a high school diploma is necessary for a full life of opportunity.

Welcome to our community of learners! If you have any questions or would like to schedule a visit, please contact us at 541-824-0115.

Sincerely, Tiffany Clapper Principal

SCHEDULE

DAILY SCHEDULE

Student School Campus Hours: M-Th 8:30 AM – 4:30 PM Closed Campus Lunch: 11:30 AM – 12:00 PM

Campus Work/Break Schedule:

Morning Cohort

Afternoon Cohort

8:00 - 8:30	Breakfast	11:30 - 12:00	Lunch
8:30 - 9:25	Session 1	12:00 - 12:55	Session 1
9:35 - 10:25	Session 2	1:05 - 1:55	Session 2
10:35 - 11:30	Session 3	2:05 - 2:55	Session 3
11:30 - 12:00	Lunch	3:05 - 3:55	Session 4

Individual students and parents set their schedule within the morning OR afternoon cohort timeframe. Families may choose to set regular days and times for students to attend in person or work totally from home. Whatever the student's schedule is, the staff at Winter Lakes High School is always eager to aid students in person, on-line or via telephone or messaging. During the time of the COVID-10 global pandemic, students are limited to on campus learning to either morning or afternoon sessions.

Winter Lakes High School also has a schedule of both on campus classes and enrichment activities. WLHS students can participate in: Internships, Physical Activities, Cosmetology, Construction, Heavy Equipment Simulators, Switch Car Building, Drone Operation, Crafts, Field Trips, Radio Broadcasting, Cooking Classes, Creative Writing, and various other activities on a regular basis.

No Loitering – when students leave the school campus during class time, they are expected to purposefully leave the school area and neighborhood. Students should be leaving school to go home, work, or other destinations. When students leave the Winter Lakes campus they are not to return until the following school day. WLHS students may not go to any other Coquille School District property after leaving Winter Lakes School.

WHY NO SCHOOL ON FRIDAYS?

The school staff pursues professional development every Friday. Students are not the only learners at Winter Lakes - the staff is always working to improve and update their knowledge and effectiveness! However, students can still work on their PEAK classes, project-based learning, and independent study on Fridays, Saturdays, and Sundays.

Website: <http://www.coquille.k12.or.us/winter-lakes-high-school/>

ADMISSION POLICY

REFERRALS, ENROLLMENT, AND REGISTRATION

All students are welcome at WLHS. We accept ninth graders through students aged 20-years-old. We welcome all students regardless of their academic levels, challenges, and goals. We have students who are behind grade level in all subjects or just one subject; students who have emotional, learning, and physical disabilities; and students who are earning their associate degree in tandem with their high school diploma. We have students who choose to come to school every day; students who travel for family, work, or sports and cannot come to school every day; and students who are unable to attend school in person. We are not a traditional school with a traditional school schedule. We can meet whatever needs a student and their family might have. (Coquille School District does have a separate program for Adaptive Lifeskills Students.)

ENROLLMENT

For students who want to transfer from Coquille High School to WLHS, please contact Julie Simpson at the Coquille School District office (541) 396-2181. Currently, there are no parent-requested transfers from one CSD school to another in the middle of the school year.

Students residing in other Oregon school districts must obtain an Inter-District Transfer (IDT) from the student's home district. Start the IDT process with the student's current school district office.

REGISTRATION

All student registration is online. During your intake meeting, when you decide to enroll in WLHS, you will receive a link to our new student enrollment process.

Each fall, returning students are able to enroll using their Synergy parent portal.

Students are expected to pay a \$20 registration fee, provide immunization records, and information about their native languages and housing status.

ORIENTATION

Once a family and their student has had notification that their registration paperwork has been entered into the Synergy database, an email will be sent with student login information. Students will meet with their Learning Specialist and the WLHS academic counselor. Sometimes, students will take math and reading tests at this time also to diagnose their current academic levels. We do prefer a parent or guardian participate in these initial meetings.

Students then participate in the sequential WLHS Orientation. Orientation is provided via WLHS's Google Classroom. It will help the student and his/her family to understand Winter Lakes School's programs and community. Students are expected to be responsible for their learning and achievement in order to continue enrollment at the school. Making timely progress towards their goals is one-way students demonstrate that they are a good fit for Winter Lakes. During Orientation, students will learn about how the school works and to take advantage of every opportunity provided by WLHS. Enrollment and orientation at WLHS can take a week or two. Because we personalize learning for every student, we need to get to know you and your family in order to for us to best set up our partnership with you.

ACADEMICS AND LEARNING

LEARNING OPPORTUNITIES

Students at Winter Lakes High School are provided with constant opportunities to set goals, self-assess, adjust priorities, and develop their strengths. Students attain real life skills necessary to be successful in high school and beyond. There is an intentional focus on job readiness and career exploration. Every student participates in an internship, in an area of their interest, by the end of their high school career. Students gain knowledge and skills as they organize, manage their time, set goals, and learn self-advocacy.

TRACKING STUDENT PROGRESS TOWARD PROGRAM COMPLETION

Students receive monthly progress reports that track the volume of work completed for the time period as well as throughout the school year. Students and parents see exactly where they are in the pursuit of high school or grade level completion on a monthly cycle. They get teacher support as they complete coursework and prep for essential skill assessments. Winter Lakes School cultivates partnerships with many community members and organizations. Students participate in a variety of activities designed to give back to the community.

PARENT/TEACHER CONFERENCES

Conferences may occur at any time. They are not specifically set on our school calendar. Parents or guardians are always welcome to take the opportunity to learn more about their student's current and future goals and accomplishments.

21ST CENTURY SKILLS

The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with 21st century skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information
- Research skills and practices, interrogative questioning
- Creativity, artistry, curiosity, imagination, innovation, personal expression
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative

- Oral and written communication, public speaking and presenting, listening
- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy
- Economic and financial literacy, entrepreneurialism
- Global awareness, multicultural literacy, humanitarianism
- Scientific literacy and reasoning, the scientific method
- Environmental and conservation literacy, ecosystems understanding
- Health and wellness literacy, including nutrition, diet, exercise, and public health and safety

COLLEGE NOW | EXPANDED OPTIONS

This is an optional program available to high school students at Winter Lakes School. In this cooperative arrangement, students take between 1-12 quarter hours of classes per term at an Oregon Community College. Tuition and tuition fees for the courses are paid by the school district. Students and their families are financially responsible for transportation, books, and any special equipment that may be necessary for college classes. Students receive dual credit at the college and Winter Lakes. Students must meet entry requirements of the college and agree to work on high school diploma completion.

DIPLOMA

Winter Lakes High School students receive a standard diploma, issued from Winter Lakes High School, when the student has met all their graduation requirements.

While a student may meet their graduation requirements and earn their diploma throughout the year, the graduation ceremony is held in June each school year.

Students may also pursue a planned course of study to attain a modified diploma, extended diploma, or GED.

ELECTIVES

The high school curriculum at Winter Lakes School includes a vast array of elective and high interest courses. These classes include Advanced Placement, Art, Second Language, and Career and Technical Education in the areas of Agriculture, Architecture, A/V Technology, Business, Construction, Cosmetology, Criminal Justice, Education, Finance, Health Science, Hospitality and Tourism, Human Services, Information Technology, Marketing, Media, Radio Broadcasting, STEM, Technology, and Transportation. Additional elective courses are added annually. If a student leaves elective classes during the selected time, and teachers are doing a presentation, students may not be allowed back into class that day. Approximately **80 elective courses** are currently available with others constantly being developed.

PEAK

This is the on-line curriculum that is incorporated into the overall Winter Lakes curriculum. Full curricula is available for grades 3-12 while K-2 students focus on only Mathematics and Language Arts. Winter Lakes' students rarely, if ever, carry a textbook.

PEAK allows students to access their classes via the internet 24 hours a day, 7 days a week from anywhere that there is an internet connection. Aside from the convenience of on-line learning, courses and curriculum are updated annually. Learning tools, such as on-line Note Taking, Text to Speech, and Writer are available to students within the learning platform. Learning specialists can teach your students how to improve their learning.

A preview of the curriculum and helpful tips for virtual learning can be accessed at: <https://www.edgenuity.com/resources/edgenuity-help-for-families/#getting-started>

SPECIAL EDUCATION

Winter Lakes Schools have two full-time special education teachers and has the full support of the Coquille School District's Special Programs Department to serve students on IEPs.

ACADEMIC PROGRESS

At Winter Lakes Schools, students' academic focus is based on individual choices. However, progress is measurable and WL teachers and administrators have clear expectations for students to be on track to graduate from high school.

Learning Specialists track students' daily progress. Progress reports are published monthly for all students enrolled in at Winter Lakes.

Students enrolled solely in Expanded Options classes receive progress reports at the end of each trimester. Students are expected to make continuous progress (actively engaged and completing assignments) in high school classes and curriculum.

ACADEMIC RECOGNITION

At the end of each trimester, special recognition is given to students who have achieved excellence in their academic progress, attendance, and behavior. At the end of each trimester, Students may earn a spot on one of the following lists based on their individual accomplishments during the previous trimester.

Award	Requirement in addition to completing 300 quarks minimum and be on-track to graduate per OSAA guidelines.
Principal's List	3.75 GPA for courses completed that term
Honor Roll	3.25 – 3.74 GPA for courses completed that term
GPA Recognition	3.0 – 3.24 GPA for courses completed that term
Progress Recognition	Completion of 7 or more trimester credits
Excellent attendance	97%+ Attendance Rate

EXPECTATIONS

WLHS expects students to maintain at least *minimum progress* each progress report period toward high school graduation requirements. Minimum Progress is based on the following guidelines:

For a high schooler to be considered minimally on track:

	At the beginning of the year		By the end of January	
a freshman should have	0 trimester credits	0 full year credits	6 trimester credits	2 full year credits
a sophomore should have	12 trimester credits	4 full year credits	18 trimester credits	6 full year credits
a junior should have	28.5 trimester credits	9.5 full year credits	43 trimester credits	14.5 full year credits
a senior should have	48 trimester credits	16 full year credits	60 trimester credits	20 full year credits

Here are other ways for students and parents to set goals for making progress:

Quantity of Assignments Passed		Quantity of Units Passed		Percentage of Year-Long Course Completed	
Per School Day	Over one week	Per Week	Per Progress Report	By February 5th:	50% of 7 courses
at least 8	at least 30	At least 3	At least 6	By March 19th:	70% of 7 courses
but 10 is better	but 35 is better	but 4 is better	but 7 is better	By June 11th:	100% of 7 courses

Indicator Per Progress Report Period

Each Progress Report has this color-coded bar on it. There will be a circle around the color that matches the student's productivity toward graduation.	Little or No work completed	Some work completed but not enough to maintain expected progress	Enough work completed for this progress report period	At least 50% more than the requirement completed during this report period
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WHEN STUDENTS ARE AT-RISK

When students don't meet expectations, teachers may need to prescribe certain interventions as the teacher and/or staff deem appropriate.

Once students have been identified as at-risk, the prescribed interventions can and should be lifted after a sustained amount of time, in which the student demonstrated success. While the teacher can keep a student on an at-risk status longer if appropriate, at-risk status carries a minimum duration of at least two progress report periods, even if students show immediate improvement.

For students who are only making a red or orange amount of progress, WLHS will start the academic interventions process:

TIER ONE (ACADEMIC MONITORING): Students who are in the upper portion of the orange range for one or two progress report periods and have earned at least the minimum number of trimester credits for that point of the school year. When a student has reached at least the green status for two consecutive progress report periods, the student will return to "regular" progress monitoring.

TIER TWO (ACADEMIC PROBATION): Student has earned red or low orange for three consecutive progress reports or is significantly credit deficient to be on track for high school graduation. Students will meet with the WLHS Principal or designee to develop a plan for improving the academic progress. Students will be placed on Academic Probation, which entails multiple interventions from the list below, and will participate as they make progress towards the completion of the plan.

Students making inadequate progress towards completion of the plan may be ineligible for participation in extra-curricular activities. Parents/guardians will be notified of the student's Academic Probation status and its personalized plan for the student.

ACADEMIC AND LACK OF PROGRESS INTERVENTIONS

Method Schools follows a prescriptive method to individuals and personalize student learning based on student needs. Based on a Multi-Tiered Support System (MTSS) model, students may be required to attend additional interventions where teacher deems appropriate. Additional interventions include, but are not limited to:

- Required Attendance in Additional Targeted Direct Instruction (TDI) Sessions
- Assignment Of Student Success Manager (principal, dean, or academic advisor)
- Adapted Or Modified Online Curriculum
- More Frequent Progress Checks with Teacher and Parent

If prescribed interventions do not result in adequate progress or change, the teacher will call a Student Success Team Meeting ("SST"). At this meeting, student, teacher, and parent meet to discuss the challenges and obstacles the student faces and come to an agreement of what interventions are appropriate or if further interventions must be put in place.

STUDENT RIGHTS & RESPONSIBILITIES

Students are expected to be responsible for their learning and achievement in order to continue attending the campus of the school. Winter Lakes High School is an option for a student's education. Students who do not academically achieve at WLHS may best be served at another school setting.

RIGHTS

- Students have the right to an appropriate education that prepares them for college, their career, and their role as a citizen.
- Students have the right to be safe while they learn.
- Students have the right to learn, free of harassment, bullying, teasing or other forms of discrimination.

- Students have the right to be treated respectfully.
- Students have the right to be informed of their academic progress in school. Individual conferences with teachers regarding your academic progress are strongly encouraged.

RESPONSIBILITIES

ATTITUDE

- Positive attitude about learning
- Respectful interaction with classmates and staff
- Avoid interfering with the learning, safety, or well-being of anyone else in the school.
- Cooperation is a paramount key to success.

LEARNING

Coming to school prepared to work. Practicing schoolwide and classroom expectations daily. Participating in class activities and discussions. Completing schoolwork and homework.

FOOD AND DRINK

- No Food or liquid/drinks are allowed near any electronics in the school building.
- If a teacher allows food or liquid/drinks in their classroom, they will designate an area set aside for eating. There will also be an area for a student to store food and beverages.

DRESS CODE

Attire will not be a distraction to learning. Please be respectful of our learning environment. Students will be asked to turn shirts inside out or to change clothing if it is inappropriate. If anyone is offended by a student's attire, teachers or administration will decide if it is deemed as not appropriate and work with the student on how to cover the clothing.

BIKES, SCOOTERS, & SKATEBOARDS

- Ride your vehicle directly to the campus's bike rack on the outside of the commons.
- Students are responsible for locking their bike, scooter, or skateboard.
- WLHS is not responsible for any lost, stolen, or damaged bikes, scooters, or skateboards.

PERSONAL DEVICES

Personal Devices is defined as any electronic device and attachments to such devices belonging to the student and not the school district. This term includes but is not limited to: cell phones, tablets, laptops, and Chromebooks.

Personal devices are allowed during class time at Winter Lakes High School. Responsible use of a personal device is a 21st Century Skill. Appropriate use includes but is not limited to: Using them for non-academic use only during breaks and having them on silent mode during work time.

Winter Lakes Schools and the Coquille School District are in no way responsible for lost, missing, stolen or damaged personal items. Personal property accountability is the responsibility of every student, faculty, and staff. Each individual must take reasonable precautions to protect his or her personal property.

The Coquille School District does not assume responsibility for any lost or stolen personal property. Please keep all personal property under observation or secured in a locked locker, cabinet, drawer, or office. If you do become the victim of a theft, immediately report it to campus security.

COMPUTER/CHROMEBOOK USE

Students may be permitted to use the district's system as related to education consistent with the district's mission or goals. The district's electronic communications system meets the following federal Children's Internet Protection Act requirements:

1. Technology protection measures have been installed and are in continuous operation to protect against Internet access by both adults and students to visual depictions that are obscene, child pornography or, with respect to the use of the computers by students, harmful to students;
2. The on-line activities of students are monitored;
3. Access by students to inappropriate matter on the Internet and World Wide Web is denied;

4. Procedures are in place to help ensure the safety and security of students when using electronic mail, chat rooms and other forms of direct electronic communications;
5. Unauthorized access, including so-called “hacking” and other unlawful activities by students online is prohibited;
6. Unauthorized disclosure, use and dissemination of personal information regarding students is prohibited;
7. Measures designed to restrict students’ access to materials harmful to students have been installed.

The district retains ownership and control of its computers, hardware, software, and data at all times. All communications and stored information transmitted received or contained in the district’s information system are the district’s property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited.

To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district’s system are in compliance with Board policy, administrative regulations and law, school administrators may routinely review user files and communications. Files and other information, including E-mail, sent, or received, generated, or stored on district servers are not private and may be subject to monitoring. By using the district’s system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned E-mail system.

Students who violate Board policy, administrative regulation, including general system user prohibitions shall be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges. Violations of law will be reported to law enforcement officials.

RESPECT FOR WINTER LAKES CAMPUS & NEIGHBORHOOD

Winter Lakes High School is surrounded by families and area businesses. We are a very visible school located in Coquille. We ask that Winter Lakes students show respect for our neighborhood and campus by observing the following:

- Please pick up any garbage or litter that you see on sidewalks, parking lot and walking areas.
- Take care of your own trash by placing it in appropriate receptacles.
- No Loitering – when students leave the school campus during class, they are expected to purposefully leave the school area and neighborhood. Students should be leaving school to go home, work, or other destinations. When students leave campus, they are not to return until the following school day.
- Keep your voice appropriate in both volume and content.

DISCIPLINE PHILOSOPHY

Winter Lakes is dedicated to helping students be their best selves. We use a collaborative and proactive approach to behavior monitoring and discipline. We believe all negative behavior stems from differing social and/or academic skills. We work with students, families, and staff to assist students to learn and practice positive skills for success.

There are negative behaviors that may warrant removal of a student from the in-person school environment; however, they may continue coursework at home.

For specific student conduct and discipline, refer to Coquille School Board Policy JFC.

CONDUCT

Students are responsible for conducting themselves properly, in accordance with the policies of the district and the lawful direction of staff. The district has the responsibility to afford students certain rights as guaranteed under federal and state constitutions and statutes.

STUDENT CODE OF CONDUCT

The district has authority over a student at school during the regular school day, at any school-related activity, regardless of time or location and while being transported in district-provided transportation. Students will be subject to discipline including loss of privilege, detention, suspension, expulsion, loss of awards and honors and/or referral to law enforcement officials for the following, including but not limited to:

1. Bringing, possessing, concealing, or using a weapon to or on school property or at an activity under the jurisdiction of the school or at an interscholastic activity administered by a voluntary organization approved by the State Board of Education under ORS 339.430;
2. Substance abuse or any possession, use, distribution or sale of tobacco, alcohol or unlawful drugs including drug paraphernalia;
3. Assault or menacing of a district employee or another student. Menacing means by word or conduct

4. Student intentionally attempts to place a district employee or another student in fear of imminent serious physical injury.
5. Use of threats, targeted lists, intimidation, harassment or coercion against any fellow student or district employee;
6. Willful damage or destruction of district property;
7. Willful damage or destruction of private property on district premises or during district activities;
8. Open defiance of a teacher's authority;
9. Theft;
10. Use or display of profane, obscene language or sexually explicit material;
11. Violations of district transportation rules;
12. Hazing;
13. Harassment-Sexual harassment;
14. Disruption of the school environment;
15. Persistent failure to comply with rules under the lawful directions of staff or district officials.
16. Bullying and/or cyberbullying
17. Fighting/ physical altercations with another student

BULLYING & HARRASSMENT

WLHS AIMS AND OBJECTIVES:

The school's intentions are to:

- deal with all cases of bullying sensitively and immediately.
- intervene effectively when bullying is reported.
- promote positive pro-social behavior and attitudes in the professional environment.
- create and uphold a safe environment for all members of the school community.

SCHOOL RESPONSIBILITY:

The administrators have a central role in ensuring that Winter Lakes Schools are a safe place for all students to be.

All members of the school community (this includes visitors to the school) should be able to demonstrate their commitment to combating bullying through their policies, practices, and management processes.

DEFINITION OF BULLYING/HARASSMENT

Bullying and harassment of any kind is a serious issue which can affect people's health, work performances, promotion, prospects, and learning and achievement. Our school is committed to eliminating all forms of intimidation, bullying or harassment, wherever they are identified.

This policy applies to bullying and harassment on the grounds of gender, race, ethnic origin, disability, age, nationality, national origin, sexual orientation, religion, belief, marital status, social or any other characteristic.

There are many reasons that people may bully, and this is just one of them:

Bullying is the intimidation or belittling of someone through the misuse of power or position that leaves the targeted individual feeling hurt, upset, vulnerable, isolated, or helpless. Bullying differs from harassment and discrimination in that the focus is rarely based on gender, race, or disability. The focus is often on competence, or rather the alleged lack of competence of the bullied person.

Bullying must not be confused with occasional meanness, rudeness, or disagreements as terms employed to dismiss, diminish, rationalize, or justify bullying behavior.

Harassment can be described as unwanted conduct that affects the dignity of students in or around their school campus. It encompasses unwelcome physical contact, verbal or non-verbal communication or behavior that worries, troubles, or torments any individual. It may also be defined as an act or behavior that denigrates, ridicules, excludes, or intimidates.

Sexual harassment is defined as: *any form of unwanted verbal, non-verbal or physical conduct of a sexual nature, undertaken with the intention of affecting or violating the dignity of a person. This is particularly prevalent when done with the purpose of creating an intimidating, hostile, degrading, humiliating or offensive environment.*

Racial harassment is any unwelcome or hostile act or series of acts carried out by a person wholly or partly because of the racial origin of the targeted individual or group, which is perceived by the recipients to be racially offensive.

Disability harassment is unwanted conduct based on or around a perception of an individual's disability that affects the dignity, confidence levels or opportunities in or around their place of work.

Harassment or bullying may include:

physical – actual assault, threatening gesture or other aggressive or offensive behavior

verbal – spoken, textual or pictorial words or images which are threatening, defamatory, humiliating, abusive, sexually suggestive, or racially offensive, including malicious gossip, comment, jokes, or banter, both face to face and behind people's backs.

Non-verbal – isolation, exclusion, or segregation; abuse of power, removal of responsibility, behavior which undermines confidence or unfair sanctions.

Harassment may be repetitive or an isolated occurrence against one or more individuals. It may equally be part of a pre-meditated campaign of some of the behavior described above.

It is not the intention of the perpetrator of the bullying or harassment that is of primary concern; but rather the conduct itself and its impact on the recipients which constitutes bullying or harassment.

ADMINISTRATOR ACTION WHEN A COMPLAINT IS MADE

There is a two-tier procedure when a complaint about bullying or harassment is made: Step One, and then Step Two if Step One is not sufficient or the offence is of a drastic nature, a formal stage. For either a formal or informal complaint, the administrator or designee who is investigating the complaint will do so within five school days. Notes of the investigation are taken and potentially entered into the involved students' files.

STEP ONE

Our school is committed to creating an environment whereby the person who believes they are being bullied can and is able to discuss their situation with somebody who is empathic and trained in these issues. If genuine, the target will gain strength to continue their course of action; if frivolous, the individual and their circumstances can be assessed and advised accordingly.

At this stage it is essential to identify the type of bullying that has been reported. The named person will carry out an informal investigation and question the target as to how the displayed behavior by the bully is making them feel, however, the person who undertakes this role will be impartial.

Unwitting and organizational bullying can often be defused at this stage without the need to escalate matters to the formal stage. With unwitting bullying (which can be all of us at times) a quiet word or letter from the target (constructed with assistance) or named person will be an option at this stage. The unwitting bully may need assistance, especially if their behavior has deteriorated due to a change in their circumstances and support will be offered at this stage. A meeting between the target and the bully will be offered and mediation will be an option for the target.

With a serial bully of minor offence, Step One will be carried out and the bully will be made aware of their behavior, as well as the harmful effect on their target in terms of health and ability to perform their duties, its inappropriateness, and that it is contrary to policy. The bully will have to be reminded that bullying is a disciplinary offence and repeated incidence will render them liable to a formal procedure which might result in disciplinary action.

Victimization as a result of reporting bullying and harassment will be regarded as a serious breach of WLHS expectations and will automatically result in a formal investigation which, if proven, may result in disciplinary action being taken against the perpetrator.

The making of false or malicious complaints of bullying and harassment will be regarded as a serious breach of WLHS expectations and dealt with as such by administration.

STEP TWO

If the bullying/harassment cannot be resolved by an informal procedure, the target(s) or a WLHS administrator or designee can initiate a formal procedure. The formal procedure will begin with a full investigation of the allegations.

Discipline Procedures and Consequences for Severely Inappropriate Behaviors

Following any serious offenses or repeated rule violations, the following **due process** procedures will occur:

1. Data gathering (i.e., who did what, where, when, how, why?)
2. Discussion about appropriate behavior
3. Specification of charges and explanation of evidence against the student.
4. Opportunity for the student to present his/her view of the alleged misconduct.
5. Consequences will vary based on the severity of the offense and the number of occurrences.
6. Discipline records entered into bully's discipline file.
7. Parent notification of events. (Discipline will only be revealed to the perpetrator's parents.)

On-campus attendance at Winter Lakes is not mandatory for a student to access their education. Therefore, students who do not follow the basic safety and respect of others will work with staff to correct any negative behavior. If a student is unsuccessful at meeting social and behavior goals while at WLHS, that student will complete their school work at home. Our goal is that all students feel welcome and get what they need to be successful students and community members.

ACADEMIC INTEGRITY

Excerpted from LOHS's "Pilot"

We believe honesty and integrity to be important and necessary traits in all areas of life including a student's academic pursuits. Faculty members have an obligation to educate students to standards of academic integrity and to report violations of those standards.

DEFINITION OF ACADEMIC INTEGRITY

The principle of academic integrity shall be that a student's submitted work, examinations, reports, or projects must be that student's own work. Students shall not:

1. Represent the work of others as their own
2. Use unauthorized assistance in any academic work.
3. Give unauthorized assistance to other students.
4. Modify, without faculty approval, an examination, paper record, or report for the purpose of obtaining additional credit.
5. Fail to meet other conditions for academic integrity as required by a faculty member for a specific course.

EXPECTATIONS

1. Do not let other students in your class diminish the value of your achievement by taking unfair advantage. Report dishonesty you see.
2. Use quotation marks where appropriate and cite your source whenever you use words or ideas that are not your own when writing a paper.
3. In examinations, do not allow your neighbors to see what you have written; you are the only one who should receive credit for what you know.
4. Do not put yourself in a position where you can be suspected of having copied another person's work or of having used unauthorized notes in an examination. Even the appearance of dishonesty may undermine your instructor's confidence in your work.
5. The purpose of assignments is to develop your skills and measure your progress. Letting someone else do your work defeats the purpose of your education.
6. Never falsify a record or permit another person to do so. Academic records are regularly audited and students whose grades have been altered put their transcript at risk.
7. Never fabricate data, citations, or experimental results.
8. Never take test materials and/or answer keys from an instructor for the purpose of duplicating or using the material on a quiz or exam. Stealing test materials may result in removal from class with an "F" grade.
9. The use of AI generators is not permitted or acceptable as student academic work.

Excerpted from Academic Integrity Guidelines of Northwestern and Stanford Universities.

Any student found to be in violation of academic integrity in any form, shall expect disciplinary consequences. These consequences accumulate throughout the student's high school career and are not on a year-by-year basis.

DEFINITIONS OF ACADEMIC VIOLATIONS

Excerpted from

[Undergraduate Academic Conduct Committee Academic Integrity at Northwestern University](#)

1. Cheating: using unauthorized notes, study aids, or information on an examination; altering a graded work after it has been returned, then submitting the work for regrading; allowing another person to do one's work and submitting that work under one's own name; submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

2. Plagiarism: submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source.
3. Fabrication: falsifying or inventing any information, data, or citation; presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.
4. Obtaining an Unfair Advantage: (a) stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; (b) stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; (c) unauthorized collaborating on an academic assignment (d) retaining, possessing, using or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination; (e) intentionally obstructing or interfering with another student's academic work, or (f) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.
5. Aiding and Abetting Academic Dishonesty: (a) providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above, or (b) providing false information in connection with any inquiry regarding academic integrity.
6. Falsification of Records and Official Documents: altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official District document.
7. Unauthorized Access to computerized academic or administrative records or systems: viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.

ATTENDANCE POLICY

Students must have an attendance documentation on student contact days according to the school district calendar on Mondays-Thursdays. Students must have contact with a WLHS teacher or administrator using one or more of the following methods:

- Attending school on campus for teacher help, work sessions, or class sessions
- Participating in a video/live stream class
- Communication from the student to a teacher via PEAK chat, text message, or email
- A phone conversation with or voice mail left for the student's learning specialist
- Posting completed coursework to a learning management system or web-based platform or via email
- Turning in completed coursework on a given day in person to a teacher

Logging into the learning platform alone does not count for attendance

VISITORS

Winter Lakes School is a closed campus during the school day. However, we welcome planned visitation by families. Parents can contact the teacher or principal to arrange appointments for visits or just drop in. All parents, visitors, or guests are required to check-in at the office when arriving on campus.

Prospective students and their families are encouraged to make arrangements to visit the school and should contact the registrar/secretary prior to a visit.

MEDICATION AT SCHOOL

If you need to take medication while at school, your parent must bring in the medication and fill out the required written authorization form. All medication will be kept locked in the school office in its original container and dispensed in accordance with parent and/or physician instructions. Asthmatic students will be allowed to keep and carry their prescribed inhalers with written permission from parents along with notification to the school nurse and administration. State of Oregon regulations forbid the school from supplying aspirin or other medication to the students; parents must take care of those health needs. Even over-the-counter medication should be checked in at the office so that the staff is aware of the specific health issues of students; students cannot keep medicine with them without permission from the office staff.

TRANSPORTATION & PARKING

Students who ride a bus are expected to wait in a calm, appropriate manner until boarding the bus. Students who drive may park in the

school's paved parking lot in designated parking spots.

Students need to remember that this is public parking, and they can be ticketed by the Coquille Police Department if parked illegally or driving recklessly.

FOOD SERVICE

Breakfast, lunch, and an afternoon snack service are available daily. All students may receive free meals.

In accordance with Federal law and US Department of Agriculture policy, this institution is prohibited from discrimination based on race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write to USDA, Office of Adjudication, 1400 Independence Ave., Washington, D.C. 20250-9410, or call, toll free 866-632-9992.

Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay at 800-877- 8339 or 800-845-6136 (Spanish). USDA is an equal opportunity provider and employer.

CREDIT REQUIREMENTS FOR GRADUATION:

WINTER LAKES HIGH SCHOOL IS AN ACCREDITED PUBLIC HIGH SCHOOL

Oregon Department of Education Standard Diploma Requirements

Oregon Department of Education Modified Diploma Requirements

Oregon Department of Education Standard Diploma Requirements			Oregon Department of Education Modified Diploma Requirements		
Trimester		Full- Year		Trimester	Full- Year
English	12	4	English	9	3
Mathematics	9	3	Mathematics	6	2
Science	9	3	Science	6	2
Social Studies	9	3	Social Studies	6	2
Health	3	1	Health	3	1
Physical Education	3	1	Physical Education	3	1
CTE, Arts or Second Language	9	3	CTE, Arts or Second Language	3	1
Employability	1	0.33	Employability	3	1
Electives	17	5.67	Electives	33	11
Total Required	72	24	Total Required	72	24

~Modified Diplomas require an application and approval process through the Winter Lakes High School Principal. General information regarding Modified Diplomas [can be found here](#) . For more information regarding Modified Diplomas, contact your Learning Specialist.

ESSENTIAL SKILL REQUIREMENTS:

In June 2021, Oregon Department of Education waived Essential Skills Requirements for five years.

Students must also show proficiency in the Essential Skills of Reading, Writing, and applying Mathematics, as outlined by the Oregon Department of Education. Smarter Balanced (OAKS) testing which is completed in each student's junior year is one way in which students can show proficiency of the essential skills. Additional assessments that are currently used at WLHS for students to meet essential skills requirements include: AP exams, PSAT, SAT, NCRC/Work Keys, and structured work samples.

PERSONALIZED LEARNING

These requirements personalize the diploma for each student and help prepare them for their post-high school goals.

- **Education Plan and Profile:** Students develop an Education Plan and Profile to guide their learning and document academic achievement and progress toward their personal, career, and post-high school goals.
- **Career-Related Learning Experiences:** Students participate in experiences that connect classroom learning with real life experiences in the workplace, community, and/or school relevant to their education plan.

- Extended Application: Students apply and extend their knowledge in new and complex situations related to the student's personal and career interests and post-high school goals through critical thinking, problem solving, or inquiry in real world contexts.
- Career-Related Learning Standards (CRLS): Students demonstrate personal management, communication, problem solving, teamwork, employment foundations, and career development.

GRADING INFORMATION

Grades for completed trimester, semester, or full-year credits are issued as soon as a student completes enough work to earn a trimester credit in a particular subject. All student work is evaluated in both quality and quantity.

The standard grading scale (below) is used to evaluate the quality of student work.

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

Students may also opt to receive a grade of "P", which represents passing the course with a proficiency score of 70% or greater if they so choose (with parent permission). Additionally, some Elective and Internship credits will only receive a letter grade of "P".

QUARKS

A point system called quarks is attached to all student work. Completed PEAK units are generally valued at 1.5 quarks each. Units must pass with a 70% or higher to receive credit. Other school work will have a quark value placed by the teacher of record.

MISCELLANEOUS

ATHLETICS

Winter Lakes students remain eligible to compete in their school district of residence. Students may join the athletic teams and participate in the activities of their resident high school or middle school, with permission of the resident school principal. All standard eligibility requirements remain in effect for students that choose to compete in athletics and activities.

TRANSPORTATION

Bus service is provided from home to school and from school to home for students residing in the Coquille School District. Students residing in other districts are responsible for their own transportation to and from school.

TRANSITION

Winter Lakes administration, teachers, and staff are dedicated to student success. As a component of an education at Winter Lakes School, students are offered transition services in their final year of attendance at the school. Whether planning for the work force, college, military or pursuing world travel; all students will be offered the tools for success after high school with the Winter Lakes Transition Program.

ON-CAMPUS SEARCHES OF INDIVIDUAL PROPERTY AND PERSON

SEARCHES

If the administration has a reasonable suspicion that a prohibited item is on a student's person or in a particular student's storage area or vehicle, the following procedure shall apply:

AUTHORIZATION TO SEARCH

The administration is authorized to conduct a search and will oversee such searches. Such other school employees shall assist them, as they shall designate unless an emergency prevents this. (Definition of "Administration" – shall include, in high schools, the principal, vice principal, or in their absence, any other person temporarily designated by the principal.)

A student may, if convenient, be present at any search of their storage, possessions, or vehicle unless the student will, in the judgment of the administration, use physical force against the person conducting the search or disrupt the school.

SEARCHES OF A STUDENT'S PERSON

If the need to search a student arises, the student will be asked to give his/her consent to the search. If the student is unwilling to give free and voluntary consent, the administration may order the student to submit to a search. If a student refuses to obey the order, the administration may bring insubordination charges against the student according to the student conduct code. If it appears necessary to search beyond the outer clothing, the police will be contacted for assistance.

SEARCHES PURSUANT TO WARRANT

Police in accordance with law pursuant to a valid warrant may also conduct a search of student's person, storage, possessions, or vehicle. The use of a warrant protects the privacy of the student and helps assure that evidence seized is admissible in subsequent justice proceedings. The school administration shall be present at any such search.

REPORT OF SEARCHES

Following each search, the administration shall submit a Report of Search to the Office of the Superintendent. The report shall include the identity of the person or student storage; the time of the search; whether the search was under warrant or by administrative procedure; the identity of the persons conducting the search; the persons present; the items, if any, taken; and if known the intended disposition of these items. A copy of each Report of Search shall be kept on file at the school under "Student Discipline and Police Referral". Any student found to be in violation of this policy shall be subject to the discipline procedures in the Student Conduct Code and will also be referred to the proper police authorities in any criminal violation.

SCHOOL RESOURCE OFFICER

The role of the school resource deputy is three-fold: 1) Law enforcement Officer, 2) Public Safety Educator, and 3) Informal counselor/mentor. In regards to law enforcement officer, the Deputy Owens will be on all Coquille School District campuses for the safety of the students and staff. As an educator, the Deputy Owens will provide teachings on public safety topics when asked by teachers. And as an informal counselor/mentor, Deputy Owens will have an open-door policy to any student that may have a concern(s), a question, or who is seeking advice or wants to give me some advice on a life topic.