

2017-18 STUDENT HANDBOOK



LITTLE CHUTE
Area School District
fostering a community of learners

Little Chute High School & Career Pathways Academy
1402 Freedom Rd
Little Chute, WI 54140
Phone: 920-788-7600
FAX: 920-788-7841

Mr. Tony Bird, Principal
Mrs. Anna Maass, 5-12 Assistant Principal
Mr. Kevin Pratt, School Counselor for LCCPA and School to Work
Mrs. Lisa Gretz, School Counselor for 9-12th Grade Students
Mrs. Kelly Wallace, Athletic Director

#LCSstangs



Little Chute
HIGH SCHOOL



IMPORTANT PHONE NUMBERS

HIGH SCHOOL OFFICE: 788-7600

STUDENT SERVICES/GUIDANCE OFFICE: 788-7613

**ATHLETICS & FACILITIES:
788-7618**

ATTENDANCE: 687-6670

SCHOOL SONG

You know we're called the
Little Chute Mustangs
You know we're called the Little Chute Team
We can kick/shoot and we can throw
Just give us the ball and look at us go!
Hip, Hip, Hooray for the Little Chute Mustangs!
We're going to beat them today.
So give a great big cheer,
for the heroes of the year.
Little Chute Mustangs all the way.

Sabes que somos los Little Chute Mustangs
Sabes que somos equipo Little Chute Podemos tirar y patear
Dáanos la pelota y vámonos ya
Hip, hip, hooray para Little Chute Mustangs
Vamos a vencerles hoy
Gritamos con alegría
A los heroes del día
Little Chute Mustangs siempre

Student Handbook

Starting the 2017-18 school year, the student handbook will only be available online. It can be found on the High School Parent and Student home page.

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PRINCIPAL'S MESSAGE

Welcome to another great year at Little Chute High School. Little Chute offers a wide variety of programming to meet your academic, career, co-curricular and social needs. We encourage you to get involved in any way you see fit to become a well-rounded member of the Little Chute family.

The purpose of your education is to prepare you for life beyond high school. That LIFE may include college, technical school, military or workforce. Regardless of your passion, Little Chute will provide you the opportunity to gain the necessary skills to be productive members of the community and beyond. Find something you love to do, and you will never work a day in your life. The purpose of the Little Chute Handbook is to provide you information about rules, policies, academic requirements, privileges and responsibilities. The policies in this handbook are the result of a concerted effort by the faculty and the administration. This information is presented for your benefit so that expectations are clear and you can prepare yourself for the journey ahead.

The guidelines set forth in this handbook are to ensure a safe, healthy, and productive learning environment for all the members of LCHS. We are all obligated and called to follow certain rules of conduct so we can all thrive in a conducive learning environment.

My title is principal but my job is to foster a community that challenges us to become the best version of ourselves.

Have a great year and Go Mustangs!
Mr. Tony Bird, Principal

LITTLE CHUTE AREA SCHOOL DISTRICT FOSTERING A COMMUNITY OF LEARNERS

MISSION: The Little Chute Area School District exists to foster a community of learners by providing quality-learning experiences so that ALL can safely maximize their full potential and become contributing members of society.

VISION: Little Chute Schools will be learning communities where students hunger to learn in a welcoming and secure environment. We will challenge every learner to become engineers of their own future by nurturing their creative and intellectual growth. We will provide the launch pad for students to excel in any field of interest by developing the whole child in a data-driven society.

DISTRICT LEARNER GOALS: Consistent with its adopted mission and philosophy, the Little Chute Area School District believes that in order to lead productive and fulfilling lives in a complex and changing society and to continue learning. Our graduates shall demonstrate the knowledge, skills, and attitudes to be:

- **Self-Directed Learners** who set priorities and achievable goals, create options for themselves, monitor and evaluate their progress, assume personal responsibility, and use core values to create positive visions for their future;
- **Effective Communicators** who are able to decipher and assess information and who effectively express ideas mathematically, orally and in writing;
- **Problem-Solvers and Critical Thinkers** who identify, assess, integrate, and use available resources and information to reason, make decisions, and solve problems in a variety of contexts;
- **Utilize Technology to be Quality Producers** who use advanced technologies to create practical, intellectual, and physical products, which reflect originality and high standards;
- **Cooperative Societal Contributors** who share time, energies, and talents to improve the quality of life and who are able to appropriately gather information to vote responsibly in a democratic process;
- **Global Cultural Participants** who are aware of local, national, and international issues and cultures; who can interact in a responsible manner and who understand how these interactions impact others;
- **Artistic Appreciators** who perceive the world's creative values as intrinsic and who understand that the application of design principles enhances their lives;
- **Responsible for Personal Wellness** who are capable of taking action to achieve physical, mental, and social well-being.

Student Non-discrimination/Equal Education Opportunities Policy

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational or other programs or activities shall not be unlawfully abridged or impaired because of a student's sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability/handicap. Accordingly, the Board prohibits all forms of unlawful discrimination against students, regardless of the legally-protected classification or characteristic that serves as the basis for any prohibited discriminatory conduct, policy, or practice. The District encourages informal resolution of complaints under this policy. A formal complaint procedure is available, however, to address allegations of policy violations in the District. Please refer to Board Policy 412 which is located in the back of the agenda.

Any questions concerning this policy or requests for the formal complaint procedure should be directed to:

David Botz, District Administrator
Little Chute Area School District
325 Meulemans Street, Suite A
Little Chute, WI 54140

Non-Harassment Policy

The School District of Little Chute will strive to protect all persons from physical and/or psychological abuse. The Board will not tolerate behaviors that violate the psychological or safety of students or staff.

Courteous behavior is expected of all students, all school personnel and any other person visiting the school.

Students and staff shall not be subjected to aggressive, intimidating or abusive behavior by other students, other staff or other school patrons, including parents. Acts of retaliation will not be tolerated. Verbal abuse of teachers or other school personnel, or insubordination to school personnel, is not permitted.

Harassment/hate, defined as any act or attempted act intended to cause physical injury, emotional suffering or property damage through intimidation, harassment, stress, bigoted epithets, vandalism, force or the threat of any of the above, motivated all or in part out of hostility to the victim's real or perceived sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability is prohibited. Such incidents will result in disciplinary measures which may include suspension and expulsion.

Violations of this policy will be subject to the full extent of school disciplinary procedures including police referral. (Board Policy 443.4)

Exception to Pupil Records Confidentiality Law: Chapter 272

State law provides that directory data may be disclosed to any person as amended in the pupil records statute.

"Directory Data" means those pupils records which include the pupil's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received and the name of the school most recently attended by the pupil.

Directory data may be disclosed to any person if the school has given public notice of the categories of information which it has designed as directory data with respect to each pupil and has allowed reasonable time thereafter for the parent or guardian of any pupil to inform the school that all or any part of the directory data may not be released without prior consent of the parent or guardian. If, for any reason, you do not wish to have directory data released to specific organizations, please call the high school at 788-7600.

THE MUSTANG LEADERSHIP T.E.A.M.

(Together Everyone Achieves More)

At-Risk & School Within a School Program:

Mrs. Sara Van Rossum – Director , Mrs. Rochelle Huss – Alt. Ed Teaching Asst.

Assistant Principal Grades 5-12:

Mrs. Anna Maass

Athletic Director:

Mrs. Kelly Wallace

Family and Consumer Sciences/Career Skills:

Mrs. Tiffany Scheeler

Foreign Language:

Mrs. Tia King, Mrs. Anna White

Health/Physical Education:

Mr. Trevor Behm

Strength/Conditioning/PE Education:

Mr. Dakota Hermes

HS Office Staff:

Mrs. Janet Hietpas- Administrative Assistant/Health Aide, Mrs. Tracy Brouillard-Attendance Administrative Assistant/Health Aide, Mrs. Laurie Gulbranson-Athletics/Pupil Services Administrative Assistant/Health Aide

Industrial Technology Education:

Mr. Jeff Greuel, Mr. Jon Larson

Language Arts/Speech:

Mrs. Amanda Van De Yacht, Mrs. Ashley Schmalz, Mr. Dan Van Eperen, Mrs. Jodie Wojkiewicz, Mrs. Tori Kane

Library-Media Center:

Ms. Becky Ackermann-District Director, Mrs. Amanda Fletcher- AV Specialist

Mathematics:

Mrs. Nicole Esterling, Mrs. Renae Joten, Mr. Kall Patzner, Mr. Brian Ryczkowski

Performing Arts (Band & Choir):

Mrs. Amy Albedyll, Ms. Natalie Beck, Mr. Tim VanEperen

Principal:

Mr. Tony Bird

Science:

Mr. Charles Boland, Mr. Chris Choudoir, Mr. Mark Janssen, Mr. Nick Rankin, Mrs. Stacey Markon

School Nurse:

Mrs. Kara Kramer, Mrs. Jean Sternig-Assistant Nurse

Social Studies:

Mr. Joe Krueger, Mr. Nate Klein, Mr. Jeremy Reider

Special Needs:

Mrs. Lori Lohry, Mrs. Aubree VanDynHoven, Mr. Rudy Botz, Mrs. Jenna Treder, Mrs. Lori Miller, Mrs. Denise DeBruin-instructional aide, Ms. Monica Vandenberg-instructional aide. Ms Meredith LeGreve-instructional aide, Mrs. Jessica McKenna-instructional aide, Mrs. Linda Ingenthron

Student Services (School Counselors):

Mr. Kevin Pratt, Mrs. Lisa Gretz

Visual Arts:

Mrs. Alisa Matthies, Mr. Matt Vander Zanden

IT Support Staff

Mrs. Diana Sepe-Director, Mr. Craig Huiting-Tech, Mr. Demetrious Green –Tech, Mrs. Holly Hartl-Tech

Maintenance Staff:

Mr. James DeBaker-District Director, Mr. Neil Hoehne, Mr. Kent Walter, Mr. Gary Nabbefeld, Mr. Bob Bergin

Board of Education:

President: Jerry Verhagen, Vice-President: Liz Spaeth, Treasurer: Leon Biesterveld, Clerk: Joe Roehl, Member: Bill Peerenboom

LCCPA Governance Board:

Rick Dercks

Class Officers 2018:

President: Olivia Hermesen, Vice President: Hannah Robinson, Secretary/Treasurer: Abby Buchholz

Class Officers 2019:

President: David Peeters, Vice President: Connor Christopherson, Sec-Treasurer: Max Wollersheim

Class Officers 2020:

President: Jonah Olson, Vice President: Nathan Hietpas, Secretary/Treasurer: Adam Kilgas

EARTH Club Officers:

President: Stephanie Serrato, Secretary/Social Media Liaison:Melina Bakken, Fundraising Coordinator: Nicole Plutz

FBLA Club Officers:

Sadie Tourville, Matthew Sanderfoot, Mack Hooyman, Noah Mueller, Connor Mara

Key Club Officers:

President: Julianna Van Boxtel, Vice President: Gabe Dove, Secretary: Olivia Kliner, Treasurer: Lucas Franck, Bulletin Board Editor: Marki Hietpas, PR Coordinators: Lucy Van Boxtel & MaKenna Maronak, Audio/Visual Coordinator: Bryce Schumacher

National Honor Society:

President: Olivia Kliner, Vice President: Charlie Coenen, Treasurer: Olivia Hermsen, Secretary: Nicole Plutz

Student Council Officers:

President: Olivia Hermsen, Vice-President: Olivia Scheeler, Secretary: Hannah Robinson, Treasurer:Abby Buchholz

Parliamentarian: Madelyn Hermus

ACADEMIC POLICY

Homerooms

All students are assigned to a specific homeroom-(PAC group), which will meet every Wednesday that is an early release. Homerooms will allow students to complete a variety of activities, have class meetings, vote on various topics, and develop a portfolio to satisfy the graduation requirement by collecting classroom work samples and/or outside activities that reflect the student's continuing mastery of the district's eight graduation outcomes. Each term, students are required to place these samples in their electronic portfolio. Examination skills like critical review, peer editing, polishing work samples, etc., are learned in the homerooms.

As part of graduation requirements, during the fourth term of each year students in grades 9 and 11 will review their portfolio with parent/guardian and a classroom teacher. Sophomores must participate in mandatory individual counselor/student/parent/guardian conferences. Seniors must participate in a senior exit interview and portfolio exhibition.

Progress Reports

At the midpoint of each term, progress reports are available to all parents of students during parent-teacher conferences. These reports are meant as a means of communicating progress and a request to work together so that all students can achieve success in the classroom. Progress reports are typically distributed to parents at parent-teacher conferences. Progress report not picked up at P/T conferences will be available on the Infinite Campus Portal.

Grade Reports

Term grades are a combination of daily class grades, quiz and test scores, participation, and assigned reports or projects, and are an indication of how a student is doing at certain points during the school year. Term grades are the accumulation and combination of all grades and scores in a grading period. A final exam/project shall be given in each class each grading period unless otherwise approved by the principal. Grade Reports are available for view on the Infinite Campus Portal approximately ten day after the grading period ends. Grade Reports show the letter grade earned in each subject, GPA, days absent, and tardies.

Grading Policy

Grades are an important measurement of a student's success at LCHS and represent a student's progress toward achieving district standards. The purpose of this policy is to communicate a consistent and fair grading policy that will guide teachers at LCHS in reporting to students and parents as well as outlining expectations for learners. Grades are relative to a particular course and represent student achievement to understanding the designed curricular concepts and district standards. Students are evaluated on a term basis. Only term grades are permanent records and generate credit.

Term exam grades are included and count between 15%-20% of the term grades. Pluses and minuses are used and have an impact on grade points awarded (except for an A+ which is weighted the same as an A.) A minus reduces the grade points by 0.33 while a plus is worth 0.33
(see 11-point grade scale)

LCHS 11-Point Scale

<u>Percentage</u>	<u>Grade</u>	<u>Grade Points</u>
98-100	A+	4.000
93-97.9	A	4.000
90-92.9	A-	3.667
87-89.9	B+	3.333
83-86.9	B	3.000
80-82.9	B-	2.667
77-79.9	C+	2.333
73-76.9	C	2.000
70-72.9	C-	1.667
67-69.9	D+	1.333
63-66.9	D	1.000
60-62.9	D-	0.667
59 & below	F	0.000

If a student repeats a course which they failed or passed with D+, D, or D-, the higher grade is recorded on the student record, and the student receives a grade of "R" for the first course taken. If a student elects to repeat a course, their GPA is not affected.

Cheating

The acts of cheating, plagiarism, or forgery in connection with academic endeavors or school procedures are detrimental to the educational process and are subject to disciplinary action and may result in a failing grade.

Cheating is:

- copying someone else's work (assignment, quiz, test, report, or internet download) and submitting it as your work
- allowing another student to copy your work
- utilizing aids such as crib notes to assist in a quiz or test when such aids are not authorized

Copyright and Plagiarism Guidelines for Students

- You may make a single photocopy of any material you need to do your schoolwork, or for your own personal research. You may keep the copies you make as long as you like, but you may not sell them, nor may you make copies of your copies.
- You may use copyrighted material to do your schoolwork, but if you use an author's ideas you must give the author credit, either in the text or in a footnote. If you use an author's words, you must put the words in quotation marks or other indication of direct quotation. Failure to give credit to the author is plagiarism. If you use an extensive amount of a single work, you must obtain permission.
- Use of copyrighted materials outside of regular class work may require written permission of the copyright holder unless you can qualify for fair use. Graphic material such as cartoon characters on posters or other spirit or decorative matter would be included.
- You may not copy computer software from the school computers.
- You may not download nor upload any file through the school network that may be used to plagiarize or violate copyright.

Incomplete Grades

A grade of "Incomplete" may be used if work is not completed due to extenuating circumstances. A plan for completion must be drawn up by the teacher and signed by the student and parent. In these cases, the teacher and principal will authorize the length and time necessary for completing the incomplete work. If the student fails to complete the work by the specified date, the incomplete grade will transfer to the grade earned with the missing work factored in. It is the student's responsibility to make arrangements to finish the work that is essential to receive a passing grade for the course.

Withdrawals

Students who withdraw from a course before the completion of the term will receive a "WF" (withdrawn failure) on their report card and transcript. A withdrawn failure is calculated into a student's GPA as a failure (F).

Drop & Add Procedures

Courses must be added or dropped before the beginning of all terms unless academic ability, an extended illness, or for reasons initiated by a teacher, parent, principal, and/or guidance counselor. **Disliking the subject matter, requirements, or the teacher's presentation is not viewed as valid reasons for dropping the course.** Insisting on dropping a course in progress, without the support of the teacher, principal, and guidance counselor, **will result in a failing grade for that course.**

Honors Requirements

Students with grade point averages from 3.00-3.49 graduate with honors. To graduate with high honors, students must maintain a grade point average of 3.50 to 3.99. To graduate with highest honors a grade point average of 4.00 must be maintained.

♦ Physical Education Alternative Credit (Board Policy 345.6)

The Little Chute Area School District will grant substitute credit for one-half physical education credit of the 1.5 physical education credits otherwise required for graduation. The substituted one-half credit must be in the English, math, science, and/or social studies departments.

The course being substituted for the one-half physical education credit must be approved by the high school principal prior to the substitute credit option being recorded on the student's high school transcript. An approval form for such substitute credit option will be kept with the student's permanent academic records.

Students who participate in a Varsity/JV level WIAA sanctioned sport, including Poms, offered and completed at Little Chute High School during their junior year or prior to the end of the first semester of the student's senior year may be considered for the substitute credit option provided they successfully complete the season in good standing as determined by the head coach, athletic director and high school principal. A violation of the District's athletic code that causes a suspension from competition at any point during the season will prevent the student from using that season for purposes credit substitution.

Any appeals for the substitute credit option will be made to the District Administrator whose decision will be final.

Curriculum Modifications

As per Wisconsin law SS 118.15, any parent or guardian may request program or curriculum modifications including but not limited to modifications to the child's current academic program; work study; enrollment in alternative public school or nonsectarian private school program within the district; enrollment in any public educational program outside of the school district. For further explanation, please contact the principal at 788-7600.

You Have to Participate to Graduate

- Each student is responsible to report to school and scheduled classes on time.
- Each student is responsible to prepare for class and to participate meaningfully.

Wisconsin Law (ss. 118.15, 118.16) establishes the ultimate responsibility for regular school attendance with each student's parents. The parent is responsible for reporting any absence, its cause, and, if required, for sending information upon the student's return. (Except where the responsibility of emancipation has been granted by the parent(s) to a student 18 years of age or older.)

Physical Education Medical Excuses

All students are expected to participate in physical education curriculum on a daily basis as assigned by term. Exceptions can be made with a written note from a parent/guardian for one day only. For nonparticipation beyond one day, written instructions from the student's medical practitioner noting the level of restriction and duration of nonparticipation are required. Medical absences will be dealt with on an individual basis.

STUDENT ATTENDANCE PROCEDURES

It is critical to student's success that they attend school regularly. Study after study links the value of students attending school and being on time, with a higher level of achievement. The LCHS Attendance Procedures are designed to ensure that our students and parents not only comply with state statutes, but also gain the most value from their high school education.

1. School Attendance Officer—the principal or designee shall serve as the school attendance officer for each school in the District. The school attendance officer shall deal with all matters relating to school attendance and truancy as defined by state statute 118.16.

2. Excused absences – all excused absences require parent/guardian verification be submitted verbally or in writing to the school attendance officer or designee in advance of the absence or prior to re-admittance to school
- a. Illness - The District may request the parent/guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or psychological condition of the student. Such excuse shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 school days.
 - b. **General Absences: It is recommended that parents contact school to report absences by 8:30am on the day of the absence to be excused. All absences must be reported within 1 school day to be considered excused. The school attendance officer or designee is empowered to approve a legal excuse to any student for the following reasons:**
 1. A family emergency or other crisis requiring the student's absence.
 2. The death of an immediate family member or funeral for relative or close friend
 3. Religious holidays
 4. Attendance at special events of educational value as approved by school attendance officer or designee.
 5. Approved school activities during class time.
 6. Special circumstances approved by the school attendance officer/designee.
 7. Any Suspension, in or out of school

Any student who must leave the building is required to obtain a pass from the high school office and sign out in the office **before** leaving the premises. An additional pass from the high school office is required when the student returns to school.

Attendance in school is mandatory for participation in and attendance at any co-curricular event scheduled for the school day. Students must be in school blocks 3 & 4 to be eligible for any extra-curricular participation. Students who leave school ill are not eligible. Exceptions may only be granted by LCHS administration. Note: If a student leaves school for an excused absence other than illness or due to a pre-arranged absence, the student may be allowed to participate in or be a spectator at a school-sponsored event that same day.

An unexcused absence is any absence not meeting the above example criteria whether with or without parental knowledge. Teachers have the option not to provide make-up time or assistance to students absent from class without proper excuse.

Pre-arranged absences such as vacations, surgery, college visits, etc., must be prearranged with the Pre-Arranged Absence form, commonly known as the “green sheet.” Parents need to call or send a note stating dates students will be gone. The students will then be given a green sheet to be filled out by teachers. Green Sheets are to be started **3-10 days prior** to the absence, completed and returned to the high school office before the anticipated absence. When all teachers have signed off the green sheet, a parent must sign the green sheet and the students must return it to the office before said absence.

If excused absences become excessive, the school will notify parents further absences may require a doctor's excuse. The principal may request a parent-student-counselor meeting to discuss a particular attendance concern. This authority is granted school administrators under State Statute 118.15. Seniors are allowed one personal field trip day to visit a potential school of higher learning. This personal field trip must be pre-arranged.

● **Any absence not covered in the above will be unexcused** ●

Unexcused Absences (part or all of any blocks)

1st unexcused block - Warning by administration and student must read and sign “Tardy/Unexcused Policy Review” sheet.

2nd unexcused block- Student assigned three days detention to make up time missed and may be referred to Mobile Trac

3rd unexcused block- Student assigned one half day of in-school suspension on the next full day of school.

4th unexcused block- Student assigned one full day of in-school suspension on the next full day of school
If student is unexcused for a full day, in-school suspension may be waived in lieu of TRAC referral

5th unexcused block- Student is referred to TRAC

6th unexcused block - Student is issued a municipal truancy citation

Make-Up Policy

Although a student cannot fail a course solely on attendance, it is the student's responsibility upon returning to school from any absence to check with the teachers involved for assignments or any other work missed. The assigning of make-up work should not be construed as being a punishment for being absent, but rather a vehicle to assist students in covering the material that was missed. All students involved in co-curricular activities and any field trip are required to complete and return any assignments due on a day of participation prior to leaving to the assigning teacher.

Teachers will provide missing work and allow **one day for each day of school missed** to complete missed work. Other mutually agreeable arrangements may be made between the teacher and the student. When a student has been informed in advance of an impending assignment or test, and then has been absent from school, the student is expected to turn in the assignment or take the test on the day they return to school. **Credit for work completed may be reduced or not counted due to an unexcused absence or for being late.**

Tardy Consequences:

Tardy 1- No action

Tardy 2- No action

Tardy 3- Student is assigned one detention (Scheduled and mandatory 11:20 – 11:50am only)

Tardy 4- No action

Tardy 5- Student must read and sign "Tardy/Truancy Policy Review" sheet.

Tardy 6- Student is assigned two detentions (Scheduled and mandatory 11:20 – 11:50am only)

Tardy 7- No action

Tardy 8- No action

Tardy 9- Student will serve detention in HS office after school 3:25 – 3:55pm

Tardy 10- No action

Tardy 11- No action

Tardy 12- Student receives a ½ day in-school suspension, and student is suspended from all activities (practices, competitions, meetings for that day)

Tardy 13- Student will serve one full day in school suspension student is suspended from all activities (practices, competitions, meetings for that day)

Tardy 14- Student sent to TRAC (Truancy and Run Away Center)

Tardy 15- Student will be issued a municipal citation

Tardies, detentions and in-school suspensions are wiped clean at the end of each term. TRAC referrals accumulate throughout the year. (Not wiped clean at the end of a term)

If student skips detention, student serves an in-school suspension (one-half day) on the next full day of school. If a student skips detention a second time, student serves a full day in-school suspension on the next full day of school. Students may serve detention during non-class time (study hall not included). Any discussion about a student being excused from a detention, suspension, etc. must be directed to the principal or assistant principal only. **The attendance secretary will only notify/remind students of their detention and process paperwork.**

Detention! (11:20-11:50) Lunch

Detention is a supervised study period used as consequences for conduct or attendance infractions. Detention assignments are **not** excused due to conflicts with jobs, activities, or transportation problems, etc. The only acceptable excuses are excused absences from school or a personal emergency in which the parent calls to make prior arrangements for detention. If a student misses detention, they serve an in-school suspension; one-half day for the 1st time followed by a full day in school suspension for any subsequent skips.

Detention meets in a designated teacher classroom each scheduled day. Students are required to be on good behavior and must bring academic work to do or a book to read. A student will be removed for any misconduct and referred to administration.

Students who transport themselves to school

Students who arrange their own transportation to school assume the responsibility for their arrival time. **Students who arrive at school tardy due to personal transportation problems – including trains - will be unexcused. Students should allow additional transportation time in the event of poor weather.**

Truancy

Truancy is defined as to be absent without a valid excuse from all or any part of the school day. Habitual Truant means a pupil who is absent from school without an acceptable excuse under sub (4) of State Statute 118.15 for the following:

- A. Part or all of 5 or more days on which school is held during a school semester (18 weeks)
- B. If the student meets the state-definition of being a “habitual truant,” a court referral will be initiated.

Snow Days

Listen to radio stations WHBY-1150 AM, WMGV-104 FM, WROE-94.3 FM, or WBAY-Channel 2 on television, for notices of school being closed due to snow. However, there has rarely been enough snow in past years to keep us from opening each morning. A 10am start time may be issued instead of cancellation. Information will also be updated on our website and social media accounts.

Leaving the Building

LCHS is a **CLOSED CAMPUS** except during lunch periods. ALL students are required to remain inside the building at all times, except when supervised by an LCHS staff member. Any student who must leave building is required to obtain a pass from the high school office and sign out in the office **before** leaving the premises. A student cannot obtain a pass without a phone call or a note from their parent or guardian. Failure to follow the appropriate procedure may require a conversation between the parent/guardian and the principal to decide acceptability of the reason for leaving the building. Unapproved absences are considered truancy.

General Rules & Code of Conduct

Students are expected to behave in a manner that will credit themselves and our school. The following are a few reminders:

Discipline with Dignity Plan

It is expected that LCHS students will conduct themselves in a manner that brings respect to themselves and the school. Students are expected to be courteous, prompt, and follow the general rules of conduct deemed normal in our civilized society. Behavior that is disrespectful, rude, and which causes harm to the student, other students or adults, will not be tolerated. Students exhibiting such behavior will be held accountable. Discipline can range from a verbal reprimand to expulsion from school.

Basic Expectations of Little Chute High School Students:

Honesty: Telling the truth, meaning what you say.

Responsibility: Carrying out your obligations or duties; answering for your own actions.

Respect: Treating everyone, including you, with dignity.

Self-Control: Being able to control your own actions.

Promise Keeping: Keeping your word.

Equality: Understand that all people have the same rights.

Social Justice: Treating all people fairly; being a people builder.

Discipline is training that improves a person’s actions and/or attitudes. The LCHS Discipline Plan is:

- When a student chooses not to follow the basic expectations as outlined above, he/she may be issued a disciplinary referral.
- After receiving the referral, the assistant principal will ask the student to complete a “STUDENT PLAN” form.
- The “STUDENT PLAN” is first signed by the student, then by the teacher, and returned to the high school office. Students are not permitted to return to class until this is complete. Failure to complete this procedure by the end of the next school day will result in an immediate in-school suspension. This suspension continues until parents are contacted.
- Any student who is removed from a class for the first time may receive up to 3 detentions and other penalties as determined by the principal/assistant principal.
- Any student who is removed from a class for the second time will not return to class until a meeting between the parent-teacher-student-administrator occurs. Any student who is removed from a class for the 3rd time will fail the class and spend that class period for the rest of the term on an in-school suspension in the HS office.
- A student’s accumulation of five referrals during a school year will result in suspension from school for not more than three days. Subsequent referrals will also result in suspension.

Choosing the following actions will result in an automatic suspension and/or expulsion from school:

- Stealing, Vandalism, Assault
- Profanity or other abusive language directed at any staff member.

- Carrying a weapon
- Conduct that is considered to be detrimental to the educational process.
- Multiple in-school suspensions for discipline may or may not result in referral to TRAC depending on the circumstances.

Other options for disciplinary consequences may include out of school suspension, community service, and expulsion.

Fighting

Students involved in fighting on school property or during the school day will be suspended from school. A parent conference may be held and student(s) will be referred to the police school liaison officer for Disorderly Conduct citation.

Student Classroom Expectations

LCHS faculty members will have a classroom expectation plan especially designed for their class. These plans will be given to students during week one of the term. Items in the "Expectation Plan" include, but are not limited to; assignments & tests, expected behavior, class materials needed, classroom tardy policy, class participation, electronic usage/cell phone expectations, attendance, and grading.

Dress Code

State statute mandates that student apparel be appropriate, decent and not offensive. All students are expected to dress and groom themselves neatly in clothes that are suitable for school activities. LCHS students are prohibited from wearing clothing or attire that, in the opinion of school authorities, is contrary to limits imposed related to health, safety, cleanliness, distractions, indecency, or offensiveness as defined by Wisconsin Statutes 120.13(1).

Student dress or attire must conform to the following minimum standards:

- Headgear, heavy coats and gloves must be removed at the student's locker. All such items may not be worn in the building during school hours.
- Students must wear shoes/appropriate footwear. No house-slipper style/type footwear is permitted.
- No tank tops of any type or style; no backless/strapless or spaghetti strap garments will be permitted. Shoulders must be covered. Cap sleeves are fine; see-through, pajama clothing, and swim attire are also prohibited. Cleavage exposure must be minimal, if at all.
- Shorts, skirts, and dresses must be at a length that maintains modesty in the opinion of the staff.
- No garment may advertise or promote alcohol, tobacco products, or other drugs by name or logo. No messages or symbols that include profanity, weapons, violent or sexual language/actions or considered to be offensive are allowed.
- No attire with a gang related purpose is allowed. Chain links and spiked collars are not allowed.
- Underwear exposed or worn as outerwear is unacceptable.
- Hoods must be DOWN at all times

Penalties for violations may result in detention, parent meeting, in school suspension, and out of school suspension.

This list is not meant to be exhaustive; rather it is intended to set guidelines of acceptable dress standards. The purpose of the school program is education. Since styles of clothing and hair change rapidly, the administration reserves the right to restrict certain fashions that are inappropriate as well as interpret what is considered to be in poor taste or distracting to the learning environment. Administration, faculty & staff will use their professional judgment when enforcing this policy.

Theft

Acts of theft are violations of the law. Acts of theft will be investigated by the Police School Liaison Officer and prosecuted accordingly.

GENERAL RULES & REGULATIONS

Phone Use

The office phone is for school business and may be used by students for emergencies only. Classroom phones are off limits to students and are for faculty use only.

Litter

Little Chute High School is very fortunate to have an outstanding crew of custodians that maintain the building and grounds in tiptop shape. Please help keep our school neat and clean by disposing of trash in its proper place. Students who disfigure property, break windows, or do other damage to school property or equipment will be required to pay for the damage done or replace the item.

Parking

Village ordinance 10-1-20(B) requires a parking permit in restricted parking areas. All vehicles must be registered through the high school office to obtain a parking permit. Permits cost \$25.00 for the whole year and \$15 for second semester and must be correctly displayed from the vehicle's rear view mirror. Failure to have a parking permit on a car parked in the school lot will subject the owner of the vehicle to a **\$10.00 fine**.

School zone speed limits must be observed at all times. The speed limit on school grounds is **10 mph**. Driving a vehicle to school is a **privilege** that can be removed from a student upon notification.

Violators will be ticketed. Loitering in cars will not be allowed at any time. Reckless driving or continued noncompliance will result in eliminating parking privileges in the parking lot. All vehicles are to be parked correctly within the designated parking spaces– including mopeds and motorcycles- or face ticketing by FVMPD. Vehicles are off-limits during school hours. All cars parked on school property are subject to search at any time.

Public Displays of Affection

Many lasting friendships are formed during high school years and we all want and need close friendships. To help control the distractions these friendships can cause, LCHS enforces a “hands-off” policy. Couples are not permitted to display affection in the high school building.

Inappropriate Language

The use of improper or profane language in school and/or at school activities is prohibited. Offenders may be suspended and/or referred to the PSL for disorderly conduct.

R-E-S-P-E-C-T

We expect every staff member be treated with respect and dignity just as each student should receive the respect of the staff. It is imperative that the teacher be in charge of the class. Anything less would lead to a poor educational opportunity for all. A show of disrespect toward any staff member or insubordination on the part of a student will not be tolerated under any circumstances.

I Lost My Schedule – Can I Get Another One?

Sure, for one dollar (\$1). Schedules are available online to students through Infinite Campus and we encourage students to be responsible and search for this information independently.

Withdrawal and Transfer

The procedure for withdrawal LCHS or transfer to another school is as follows:

1. Obtain the appropriate forms from the Pupil Services office.
2. Secure parent/guardian authorization to withdraw or transfer.
Have the forms completed by teachers, return all schoolbooks and property, and make sure all fines and fees are paid.
3. Return completed forms to the high school office for final clearance.

Lost & Found

Articles of clothing found are taken to the Lost & Found box located across from the middle school office just off the commons. All other articles (eyeglasses, books, notebooks, etc.) are brought to the high school. Lost articles that are not claimed within a reasonable time will be given to Goodwill Industries. Any articles that are found should be brought to the high school office.

Students in the halls

If a student is in the halls during a class period, it is assumed that they are there for an authorized purpose. It may be necessary for an administrator or teacher to ask a student his/her destination. Students should present their **hall pass** which indicates where he/she is headed. So remember, a teacher must give you their specific hall pass if you are going to be in the halls during class periods.

Student ID Required

Photo ID cards are provided to students at LCHS. It must be carried at all times and shown to any school official upon request. This card will be required for library check out, computer and Internet access, and as an activities pass. If lost or destroyed, the student must report this to the high school office. Replacement cost is \$5.

Lockers/Locks

Lockers are and remain the property of the Little Chute Area School District. Lockers are provided for student use. LCASD is in no way responsible for any item left in a student's locker. Any loss suffered directly or indirectly is at the student's risk. It is advisable to keep the lockers locked when not in use. It is the student's responsibility to keep his/her school locker neat and clean at all times. The principal may conduct periodic general inspections of lockers at any time, without notice or reason. Students are assigned a specific locker with a confidential combination. Students are not allowed to share a locker or lock combination with another student.

Fees, Fines, & Rentals

As a school district, we are stewards of taxpayer money and are obligated to maintain fiscal responsibility. The district provides textbooks to students on a rental basis. The rental rate is established each year and all students will pay this charge **BEFORE** the first day of classes. Students are financially responsible for any damage to (fines) or loss of school property (replacement cost.) Lost and/or damaged athletic equipment/uniforms will result in a student's ineligibility for the next season until reimbursement occurs.

The library media center is provided as a school resource center for both print and online materials, as well as small AV equipment. Books may be checked out for three week periods, with renewal periods available. Any overdue materials at the end of a term must be returned, renewed, or paid for if lost. If an item is damaged, a charge will be assessed and must be paid at each term's end. Lost items which are found after payment is made will be refunded the payment, less \$1. If overdue materials are not taken care of at term's end, students will be charged a minimum of \$20 per item for replacement and will not be able to receive a refund if the item is found.

Small AV equipment may be checked out overnight with a permission slip and a \$5 deposit. The deposit will be returned if the equipment is returned in good shape before 8:00 A.M. the next school day. Students must not have any overdue items or unpaid fees in the office when they check out AV equipment. There are many helpful links in the Library Links section of the student startup page that students are encouraged to use.

Participation fees based on competition categories are assessed per district board policy; Category 1 is \$30; Category 2 is \$15; and Category 3 is not charged. Family caps for participation fees are \$150. Categories are defined in the co-curricular guidelines found in this handbook. Students will not be allowed to participate in competition unless fees are paid.

Non-core courses include a fee for materials, and/or rental equipment. These are listed from the course planning booklet. The fees are based on project/supply costs. Calculator (TI-84) are available for rent for math classes at a rate of \$10 per term. **All course and rental fees are due the first week of class.** All course fees and/or student fines must be paid promptly at the beginning or end of each term and may not be carried over from year to year.

LCASD Course Fees 2017-18

2D Art & 3D Art	\$30
3D Advanced Art	\$35
Advanced Art Studies.....	\$35
Apparel Production.....	Based on project
Architectural Drafting 2.....	\$20
Art 1 & 2.....	\$25
Band – school owned.....	\$50 (rental)
Band Percussionists.....	\$20 (rental)
Ceramics.....	\$30
Digital Art	\$10
Digital Photography.....	\$30
Drawing & Painting	\$30
Ecology & Environment.....	\$15 for field trips
Fashion & Design A/B.....	Based on project
Foundations of Manufacturing	\$20
Foundations of Engineering	\$20
Health.....	\$25 (CPR fee)
Independent Art.....	\$25 plus supplies
Machine Tool Jumpstart.....	\$20
Manufacturing	Based on project
Metals 1 & 2	\$35
PE 4.....	\$85 (bowling)

Spanish 1-4.....	\$17 (workbook)
Spring/Fall PE	\$10(golf fee)
Theater	\$15 (royalty fee)
Woodworking I.....	\$45
Woodworking II.....	Based on project
AP Testing (per test).....	TBD
*College Psychology	
*College English	
*College Speech	
* Spanish 5	
<u>*College Course fees vary by Institution*</u>	

Schedule Changes

LCHS permits schedule changes only in specific circumstances. Students requiring a program change should make an appointment with their counselor during registration. Schedule changes are strongly discouraged as they tend to imbalance class sizes. No schedule changes are permitted after the first day of the term.

Dance Requirements

Before any dance is scheduled, approval must be obtained from the principal and athletic director.

1. Dance dates may be reserved pending the completion of appropriate supervision forms and building usage form. If these forms are not satisfactorily completed, the dance will be canceled.
2. Dances will not begin before 8:00 p.m. and not go beyond midnight. The principal must approve any exceptions.
3. Any contracts for entertainment must be approved and signed by the principal or designee.
4. Tickets must be sold in advance of the dance.
5. LCHS students who wish to bring an outside guest to any dance must complete the Guest Dance Form at least 5 days prior to the dance in order for their guest to attend.
6. After the first hour, the doors will be locked and no further students will be admitted.
7. Students who leave the dance early may not return and are prohibited from loitering on school property.
8. The sponsoring group is responsible for complete cleanup. Failure to clean up will result in the sponsoring group paying for custodial cleanup.
9. Students must remain in the dance area.
10. Spectators are prohibited at dances with the exception of Homecoming and Prom.
11. All dances will be properly supervised and have a police officer on duty.
12. All fees/fines must be paid before purchasing a dance ticket.

Police School Liaison Program

The Police School Liaison Officer (PSL) has many roles. He/she is a law enforcement officer who, by definition, has an obligation to serve, protect, and uphold the law. He/she is a listener and a friend to young people. The PSL is a resource person to students, families, the school, and the community. Further, the PSL is a referral agent. He/she is acquainted with the kinds of help that are available on the local level to young people and their families. The PSL serves an educational function by assisting in the provision of courses of study designed to acquaint students with the law, the ways in which it operates on the local/state level, and how it touches their lives.

Need Guidance? – No Problem to Student Services!

Problems -- personal, vocational, or school? Student services are available for everyone in the school. These services include assistance with educational planning, interpretations of test scores, occupational information, career information, study skills, help with home, school, and/or social concerns, or any question the student may feel he would like to discuss with the counselor. Students wishing to visit a counselor should contact the secretary in the pupil services office to arrange for an appointment.

- **Student Records** - All pupil records maintained shall be confidential as described by state statute 118.125. You or your parents may arrange to see your records that include listings of your course credits, your grades, your co-curricular activities, your test score results, and attendance.
- **Testing Program** - While you are in high school, various tests will be administered to you, to locate your areas of strength and those areas where you may need improvement. We hope you will take the testing program seriously and perform to your highest capabilities.
- **Career Info/Meetings** - There is an old saying, "If you don't plan for your future, you won't have any." Start today and search for that special job, career or occupation by coming to the guidance office and taking

advantage of all the materials, brochures, microfilm, and catalogs available to you. Take advantage of the career speakers, school and college representatives who visit our high school and explain their programs. **LISTEN TO THE ANNOUNCEMENTS** each day so you are aware of these opportunities.

Visitor Passes

Any person other than LCASD faculty, students, staff, or Board of Education personnel must report to the high school office for clearance before going elsewhere in the building. LCHS rarely permits student visitors during the school day. Requests for student visitors require 5 day pre-arrangement with both the teacher and principal. In order to be eligible to be a student visitor at LCHS, visitors must be currently enrolled in another high school and their school cannot be in session during that day. Visitors must also present a written request from their parent/guardian. Student visitors must obtain a permit in the high school office and must be accompanied during their visit by an enrolled LCHS student. Visitor passes are pre-arranged through the principal's office. Visitors will not be allowed during final examination days or other special times as determined by school administration.

Work Permit

State Law requires that everyone under 16 years of age with a job must have a work permit. The high school office staff issues a Work Permit as soon as possible, depending on high school office workload. Students seeking a work permit must submit 5 articles:

- 1) a letter from the prospective employer on letterhead stating what the student will be doing.
- 2) a letter from the student's parent/guardian.
- 3) Birth or baptismal certificate or Driver's license/permit to verify DOB
- 4) Social security card.
- 5) \$10 permit fee from the employer.

Fundraising

All fundraising activities must be approved and scheduled through the principal and the athletic director. Students may not solicit or sell merchandise for themselves or out-of-school organizations or causes unless approved by the principal. All monies raised must be properly deposited daily into designated activity funds in accordance with Board of Education policy.

Fire Drill Evacuation

It is important that students learn appropriately, how to leave the building in the least amount of time that safety will allow. Directions for leaving the building are posted near the doorway of each classroom. Clear the building and walks, take nothing with you, and do not re-enter the building until you have been told to do so by a faculty member.

Tornado Plan

When a tornado approaches our area, your immediate reaction may mean life or death. The intercom system will be used, when possible, to inform students and faculty of threatening conditions. REMEMBER: Tornado WATCH means tornadoes may develop. Tornado WARNING means a tornado has actually been sighted. Directions for leaving your room and moving to a designated area are posted in each room.

Away Game Bus

A spectator bus may be available to transport students to away games. This is a privilege granted to those who do not abuse it. Advance tickets will be sold for the event and transportations costs. The following regulations apply:

1. All school district bus rules are in effect. Any undesirable behavior will result in loss of privilege to ride and further disciplinary action
2. There must be a chaperone on each bus
3. The bus will depart from the school at the time scheduled; it will not wait. On the return trip, the bus will wait 15 minutes for tardy riders, during which time the chaperone will make a reasonable effort to locate the missing person(s). After 15 minutes, the bus will depart.
4. Only Little Chute High School students are allowed to take the Away Game Bus.

Spectator Behavior

The students' frequent role as spectators and your tremendous enthusiasm for sports are indicative of your vital responsibility for good sportsmanship. Your habits and reactions determine the quality of sportsmanship, which reflects upon the reputation of our school. It is important that you as students and spectators of LCHS:

1. Stand at attention, **remove all hats and face the flag** during the playing of the "Star Spangled Banner". To do otherwise is disrespectful and disloyal to your country, school, and yourself.
2. Know and demonstrate the fundamentals of sportsmanship.
 - a. Respect, cooperate, and respond enthusiastically to the Cheerleaders and Pom/Dance Squads.
 - b. Censor fellow students whose behavior is unbecoming.
 - c. Respect the property of the school and the authority of school officials.
 - d. Do not heckle, jeer, or distract members of the opposing team.
 - e. Never criticize the players or coaches for the loss of a game.
3. Avoid profane language and obnoxious behavior that are not examples of good sportsmanship.

Let's support all our sports teams in a sportsmanlike manner. Those fans not able to follow these guidelines may be prohibited from attending future co-curricular activities.

Alcohol/Drugs/Tobacco/Vaping

The use, possession, or sale of alcohol, non-prescribed drugs, chemicals, or illegal substances; further the use or possession of tobacco/e-cigarettes/vaping on school premises or at a school function is prohibited. No student may appear at school or school-sponsored functions while under the influence or possession of alcohol, non-prescribed drugs, chemical, or illegal substances.

On reasonable suspicion, school officials will search for alcohol or illegal substances under the *loco parentis* doctrine. When a student is found to be in possession of or under the influence of such substances, there will be automatic referral to the Police Department and notification of parents. Other actions may include, but not be limited to citation, suspension, referral for evaluation/treatment, special assistance, exclusion from participation in activities, or expulsion.

Students who are selected/elected to positions of honor such as, but not limited to; class officer, student council representative, member of homecoming/prom courts, Badger girl/boy state representatives, may be removed from that position/honor if a violation of school policy in regard to use of drugs or alcohol occurs. Each club has a code of conduct defining rules of participation in that activity.

A student under the influence or who distributes, possesses, transmits narcotics, alcoholic beverages, controlled substances, intoxicants or look-alike drugs or paraphernalia of any kind while on or off school grounds, at any school activity, function, or event, shall be recommended to the Board of Education for expulsion.

LCASD Medication Policy

According to LCASD policy, the dispensing of medication at school should be avoided whenever possible. If a student needs to receive medication during school hours, the following procedures must be followed:

- **Over-the-Counter Medication:** Parents must provide the medication in the original container and complete the medication consent form available in the Pupil Services Office.
- **Prescription Medication:** Parents must complete the medication consent form available in the office along with written instructions and a **signature from a physician** for school personnel to give medication. Parents must provide medication in a pharmacy labeled container that indicates student's name, name of drug, unit measure, dosage, and sequence for giving the medication.

For safety purposes, **parents must personally deliver** prescription and over the counter medication to the Health Aide/Nurse's Office. Students are prohibited from having medication on their person or in their belongings while at school with the exception listed below.*

*The District **may** permit responsible students, as determined in advance by the agreement of the parent or guardian and building principal (in consultation with a nurse serving the school as needed), to possess and self-administer medications other than asthma inhalers and epinephrine auto-injectors. Please refer to Board Policy 453.3-Rule.

Weapons & School Security

No one shall possess, use, threaten the use of, or store a weapon or look-alike weapon on school property, in a school facility, in a school vehicle or at any school-sponsored function.

A weapon is defined as any object that by its design, use or intended use could cause bodily harm or property damage or intimidate other persons. Weapons include, but are not limited to firearms, whether loaded or unloaded and whether operational or not, look-alike weapons, knives, and martial arts equipment.

Items not designed as weapons will also be considered as weapons under this policy if they are used to cause or with the intent of causing bodily harm or property damage or to intimidate other persons. Such items include, but are not limited to chains, pencils, belts, and sprays. The following are 3 exceptions to this policy:

1. A weapon under the control of a law enforcement officer acting in his or her official capacity.
2. A weapon handled in a legal manner for the purpose of education approved by the school principal.
3. A weapon used by an individual as part of a program in the school zone approved by the principal or designee.

Consequences for violation of these policies include but are not limited to: Notification of law enforcement officials, parents, guardians or legal custodians; notification of superintendent or designee; suspension from school; and/or recommendation for expulsion.

TECHNOLOGY USE POLICY

All students in grades 9-12 will be issued a district owned chromebook for academic use. Terms of condition and use can be found in the 7-12 Technology handbook that is distributed to all students and parents at the beginning of each school year.

At the beginning of each course in which computers are used, the teacher will clearly define which programs and equipment the students are authorized to use.

1. Any attempt of unauthorized use, piracy (copying a software program illegally), hacking (breaking a password or code to gain access to a computer system), misuse, vandalism, etc., could result in detention, suspension, or expulsion.
2. Any additional violations, such as those noted above, could be grounds for the removal of the student from any or all classes using computers and the student could be prohibited from using any LCHS computer equipment for a time - duration to be determined by administration.
3. For each violation, the student/parents will be responsible for the cost of recovering and/or reconstructing damaged software and hardware systems.

Acceptable, Safe and Responsible Use of Technology Resources, Policy 363.2

The School District's technology resources, including the District's technology-related equipment, software, networks, network connections, and internet access, are open to limited and regulated use by students as a privilege. Each student who uses the District's technology resources is required to follow the School District's established expectations for acceptable use.

In general, "**acceptable use**" means that a student is required to use technology resources in a manner that:

1. has a legitimate educational or other school-authorized purpose;
2. is legal;
3. is ethical (including, for example, avoiding plagiarism);
4. avoids harm to any person (including, for example, making threats, harassing or bullying someone, violating someone's privacy, accessing another person's accounts, records or files, etc.);
5. avoids harm to property (including, for example, damaging hardware, software, equipment, another person's work or electronic files, etc.);
6. avoids accessing or transmitting harmful or inappropriate material;
7. is respectful of others; and
8. is consistent with all applicable school notices, rules, and regulations, as well as any additional instruction and directives that may be provided by District staff.

The principal retains the right and privilege to issue disciplinary measures for acts not specifically stated herein. Furthermore, the principal reserves the right to amend any provision in this handbook that he/she deems in the best interests of the educational process.

Ask yourself this school year,-"How will my time at Little Chute High School help me become the best version of myself?"

LCHS Extra-Curricular Guidelines

Introduction

Little Chute High School is proud to have students be a part of its' extra-curricular programs. As an integral part of the total school effort and experience, the extra-curricular program is committed to excellence and designed to help student/athletes become successful individuals and better student citizens of their school, community, state, and nation.

The academic program is the primary mission of LCHS. However, participation in the extra-curricular program may open the door to definite opportunities and provide additional training and experiences not ordinarily obtainable in the regular curriculum. The choice in joining an activity indicates awareness on the part of the student/athlete and their parents to the extended benefits of this part of the educational curriculum.

The intent of the extra-curricular policy is to provide coaches, student athletes, and their parents or guardians with a reference to their responsibilities and the expectations for participation in the Little Chute High School's extra-curricular program. The school, along with parents and the community, will share the responsibility for advancing the co-curricular philosophy during the year.

The student athlete's participation in the extra-curricular program is a desired, but not required part of the total educational experience. It takes a committed student to make the extra effort to participate in the regular school curriculum and extra-curricular activity demands. The expectations are listed in the form of specific rules and regulations for all students who take part in any of the extra-curricular programs.

Little Chute High School is committed to excellence in all programs and welcome all students to participate in the extra-curricular program.

NOTES, RULES, REGULATIONS

Little Chute High School is committed to providing as many opportunities as possible at all levels for as many students as possible. However, opportunities for participation at certain levels could be limited. Extra-curricular activities will abide by School District Policy, which encompasses WIAA or other local, state or national affiliation guidelines.

District Extra-Curricular Goals

1. Provide extra-curricular activities, which encourage student participation in order to develop lifetime interests, acquire new skills, and enhance existing skills.
2. Pursue excellence in extra-curricular activities through the proper mental, physical and emotional growth of students.
3. Provide an environment conducive to extra-curricular excellence which includes, but is not limited to:
 - Safe and appropriate physical facilities
 - Qualified, dedicated, and motivated advisors/coaches/staff.
 - Strong community support.
4. Provide extra-curricular programming in such a fashion as to generate a feeling of unity between all stakeholders including, but not limited to students, faculty, administration, parents/guardians, and the community.

Extra-Curricular Values

1. Extra-curricular participants are expected to be successful academically.
2. Extra-curricular participation is a privilege with attendant responsibilities to fellow students, the faculty and administration, and the community.
3. Extra-curricular students should possess a desire to pursue excellence in such a fashion as to provide a positive image for the community.
4. Provide extra-curricular programming that will allow participant opportunities to be exposed to:
 - Physical, mental, and emotional growth and development.
 - Development of commitments such as loyalty, cooperation, fair play, and other desirable social traits.

- Emotional stability, self-discipline, self-motivation, excellence, and other ideals of good sportsmanship.
- Creation of a desire to succeed and excel.
- High ideals of fairness in all human relationships.

CLUB & ACTIVITIES MEETING SCHEDULE

Scheduled meetings are posted weekly in the faculty bulletin. A club schedule will be published at the beginning of the school year to eliminate meeting conflicts.

Participation Categories

For establishing standards to apply to the many extra-curricular activities offered to students at Little Chute High School, three categories of participation are defined. The activities included below are currently sponsored this year. It is understood that any other activities that gain school sponsorship during the school year will automatically fall under the expectations contained in this handbook.

CATEGORY I

Athletics

CATEGORY II

Cheerleading

Color Guard

Destination Imagination

Forensics

Dance Team

Solo Ensemble

CATEGORY III

Class Officers

Earth Club

FBLA – (Future Business Leaders of America)

Homecoming/Prom Court Members

Talent Show Participants

Key Club

Music/Drama

Mustang Mentors

Student Council

National Honor Society

Pep Band

Ski Club

Participant Expectations

Academic: A participant will pass all classes.

At the end of each term, teachers will notify the principal or designee of ineligible students due to academic failure or deficiencies. The athletic director or designee will be responsible to notify all students of their ineligibility as soon as grades are posted. The athletic director/dean of students will be responsible for sending a letter to the parents of these students to notify them of ineligibility. The period of ineligibility will begin the day the student is informed of their ineligibility.

Upon receiving a failing grade or having a 1.667 or below GPA at the end of any term, the participant will be expected to comply with the following Little Chute High School expectations:

1. No competition for a minimum of 10% of the season. If, at that time, the participant is doing passing work, eligibility is regained; if not, the participant remains ineligible until he/she is passing. (The participant is expected to obtain an eligibility form, signed by all teachers to indicate that the student is passing all subjects.)
2. They will participate in all practices, competitions, meetings, or activities with the exception of early-release competitions.

Upon receiving a failing grade in more than one subject at the end of any term, the participant will be expected to comply with the following WIAA expectations:

1. No competition for a minimum of 15 scheduled school days. If, at that time, the participant is doing passing work, eligibility is regained on the next school day; if not, the participant remains ineligible until he/she is passing. (The participant is expected to obtain an eligibility form, signed by all teachers to indicate that the student is passing all subjects.)
2. They will participate in all practices, competitions, meetings, or activities with the exception of early-release competitions.
3. The student athlete is ultimately responsible for his/her academic performance.

Athletic academic ineligibility due to fourth-term violations/failures may be regained during comparable and successful summer school completion. The student, parent/guardian, principal/athletic director are responsible to see that academic compliance is carried out. This applies to 8th grade violations as well.

Attendance

In order to participate in an co-curricular event or practice, such participants must be in attendance for blocks 3 and 4. Any deviation from this must be pre-arranged and excused by the building principal and/or the athletic director.

All participants are expected to be at every practice, competition, and/or group meeting. The quality of your involvement may affect your amount of participation.

Students that receive an unexcused absence are ineligible to participate in extra-curricular activities for that school day. This may include students removed from class for inappropriate behavior.

Students that are defined as habitually truant may become ineligible to participate in extra-curricular activities.

Students that are tardy nine or more times per season (a season is defined as fall, winter, and spring) may become ineligible to participate in extra-curricular activities. The student, parent/guardian, principal/athletic director, teaching staff, and coach/advisor are responsible to see that attendance compliance is carried out. However, ultimately the student athlete is responsible for his/her attendance.

If a school day follows an activity/contest/performance, the student will be expected to be in attendance. If excessive tardiness or "illness" takes place on the day after an activity/contest/performance, an evaluation of the student's participation will be made. If a student athlete incurs a 20% absent rate during their competitive season, the student will be held out of participation for the next meet, game, performance, or contest.

Eligibility: To be eligible for extra-curricular activities, a student must comply with the Little Chute High School Policies concerning correct and legal enrollment and the rules and regulations of the individual activity associations (i.e. athletics-WIAA, forensics-National Forensic League, etc.)

Each school year, all students participating in athletics must turn in a parent/guardian signed Emergency Form, Concussion Form, and a WIAA Physical Examination Clearance Form/Alternate Year Card before receiving any equipment or participating in any practice sessions. Students must also pay their participation fee before their first competition of the season. Category 1 fee is \$30 and Category 2 fee is \$15. Category 3 is not required to pay the fee due to their service nature. There is a family maximum level of \$150 per year.

Each year, both student and parent/guardian must sign a statement indicating an understanding of the extra-curricular code before the student may actively participate. The student, parent/guardian, principal/athletic director, coach/advisor are responsible to see that eligibility compliance is carried out.

Travel: All participants are required to travel to and from out-of-town contests with the team unless prior arrangements are made. These arrangements include the completion of a travel release form from the high school office that must be completed and given to the coach or advisor before departing for the event. Student athletes will only be released to their own parent/guardian. The form is found in the high school office with individual coaches and on the school website.

- The student, parent/guardian, coach/advisor, principal/athletic director are responsible to see that travel compliance is carried out.
- ***Students who are in violation of the athletic code will not be released early for extra-curricular events.***

Behavioral Expectations for All Extra-Curricular Categories WIAA

The following is an excerpt of the WIAA rules of eligibility dealing with the conduct of athletes:

- A. A school shall have a code of conduct for its athletes, and it is strongly recommended that the code
- (a) designate the period of time involved in a suspension in advance of the school year and
 - (b) be developed with the involvement of students, coaches and administration and adopted by the Board of Education.
 1. A student is required to follow the school's code of conduct on a year-round (12-month) basis.
 2. In-season violations of the school code will result in immediate suspension of the student from inter-scholastic competition for no less than one day of competition (but not less than one complete game or meet)
 3. The school district will determine minimum penalties for violation of any other provisions of its code of conduct, including (a) all out-of-season offenses and (b) any other unacceptable conduct contrary to the ideals, principles, and standards of the school and this Association.

Note: If a student denies violating the code of conduct, the school must provide an opportunity for the student to be heard before the next interscholastic competition.

Little Chute High School expects students involved in the extra-curricular programs to represent their school, their community, their parents, and themselves in a positive fashion at all times. This includes activities in which students volunteer to participate. It is understood that students should be encouraged to be involved in these activities;

however, it should be stated that commitment to regular schoolwork should take precedence over involvement in any activities.

Student participants must refrain from the consumption, distribution (including, but not limited to buying or selling), or possession of any amount of alcoholic beverages (Violation of Village Ordinance 12.01 adopting State Statute 125.07), tobacco products (Violation of Village Ordinance 11.15 adopting State Statute 48.983) or controlled substances (Violation of Village Ordinance 9.32 adopting State Statute 161 & 167.32). All Behavioral Expectations are enforced throughout the entire calendar year (365 days).

A student/athlete violating any of the Behavioral Expectations for the first time can earn a letter, but is ineligible to receive any individual awards such as captain, MVP, or All-Conference. If the suspension overlaps two sports, the loss of eligibility for individual awards will only apply to the sport season during which the violation occurred.

Insubordination, illegal acts, or misconduct in direct violation of district rules and/or the philosophy and goals of the extra-curricular program result in ineligibility. Students must refrain from socially unacceptable behavior or they may become ineligible to participate in extra-curricular activities. This means activities which are unlawful or which are viewed as contrary to the generally accepted moral and ethical standards of the community for the development level of high school students.

Students MAY be suspended from extra-curricular activities for unacceptable conduct (according to board policy and/or state statute when applicable) at school or in the community. Such conduct includes but is not limited to the following action:

1. Defiance to authority
2. Disorderly or disruptive conduct
3. Fighting
4. Foul or abusive language or gestures
5. Illegal Gambling
6. Harassing, threatening, or intimidating others including cyber bullying/harassment through social networking activities, internet postings, or other forms of electronic communication
7. Loitering
8. Possession of weapons or dangerous articles
9. Possessing or using tobacco and nicotine products (including electronic cigarettes and look-a-like paraphernalia)
10. Record and identification falsification
11. Setting false fire alarms
12. Misuse or destruction of any school equipment or facilities
13. Repeated tardiness and/or truancy
14. Theft, robbery, or extortion
15. Use, possession, sale, distribution or being under the influence of alcohol or any other illegal controlled substance
16. Vandalism
17. Willful disobedience
18. Arrests or convictions, such as an ordinance violation, a misdemeanor, or felony
19. Traffic violation on or adjacent to school property, related to student safety or contrary to the educational environment.
20. Hazing
21. Receiving a ticket/citation from law enforcement

Process for Handling Violations

1. Any notification of violation(s) will be reported in person or by signed statement to high school administration as soon as possible.
2. The high school administration will meet with the student to determine if a violation has occurred.
3. Parents and students will be informed in writing and/or by telephone of the nature of the accusation and penalty.

Penalties for Violations Apply to all Extra-Curricular Activities

1. Regardless of whether an activity has a specific season or is all year long, the extra-curricular participants will be subject to disciplinary action throughout the entire school year.
2. When a violation occurs between activities, to regain eligibility the student must actively participate and successfully complete any and all activities in good standing before competing in the next activity.
3. Violations which occur after 8th Grade graduation will be disciplined under the High School co-curricular Code. Students who are expelled and granted re-entry to school will begin serving athletic violations upon re-entry. No credit is given for expulsion time served.

Appeal Procedure

This process recognizes the right of the individual. It outlines his/her recourse in the event he/she feels that the alleged offense did not occur or the proper procedures were not followed. The appeal procedure outlined hereafter is the process a student and his/her parents/guardians are to follow in appealing decisions relating to suspension from co-curricular events.

1. An individual and his/her parents/guardians may formally appeal a suspension decision in writing to the principal within five school days from the time of the suspension notification.
2. The date for the appeal hearing shall be set by the principal to take place no sooner than two school days or longer than five school days from the date of the appeal request. At the written request of the student or student's parents/guardians, the minimum time can be waived. The appeal is presented to an Appeals Committee comprised of two representatives from the LCEA, preferably a coach from a sport that the student/athlete is not involved in, and another Association Representative, preferably a teacher from the school the student/athlete is attending when possible. The remainder of the committee will be comprised of an administrator(s) and parent representative from the co-curricular Committee. The Association appoints representatives.
3. Proceedings of the hearing, including the decision, shall be put in writing, and a copy of these proceedings must be mailed to the student and his/her parents/guardians within five school days.
4. If not satisfied with the decision of the Appeals Board, parent/athletes may submit a written appeal to the Board of Education within five school days.

Violations are Cumulative

Violations are cumulative from year to year. One violation will be removed from a student's record if he/she does not commit a second violation for two or more years. For example, a student who commits one violation in the 9th grade and another in the 12th grade would have the 12th grade violation treated as a first violation. Students must continue to practice and attend meets, contests and activities with the team or other members of the event during a suspension period in order to regain eligibility, except for early-release competitions. (Exception: a student athlete with three violations will not be able to participate with their team while under suspension.) If there are not sufficient events or activities remaining in a specific extra-curricular activity/season to complete a suspension, the remaining portion of suspension will carry over into the next season/activity area in which the student participates. For athletes, the number of contests in the season the violation occurs determines the carry-over percentage in the new season

REQUIREMENTS OF BEHAVIORAL EXPECTATIONS

CATEGORY I

This area includes all interscholastic athletic and other activities directly related to athletics where involvement normally occurs outside of the regular school day. Letter and/or certificate awards are presented for successful completion of the activity as determined by the coach/ advisor and athletic director. The public is the primary audience. **ALL PARTICIPANTS AT ALL TIMES DURING THE CALENDAR YEAR (365 days) MUST OBSERVE THESE RULES.**

In order to join one of the interscholastic athletic teams at Little Chute, a student must attend the first organizational meeting for that team. In most cases, all students who wish to join a team may do so. However, some teams may require students to try out for the team in order to become a member. In the case of fall sports, information is published in the July parent newsletter to let interested students know where the first meeting of these sports will be held.

Parent/Self-Referral For Behavioral Expectations Violation

Self-referral mainly applies to ATODA violations. When a student violates the Behavioral Expectations and is not ticketed by the police, but chooses to inform school personnel, it is considered a self-referral. Student athletes that self-refer and/or are referred by parents within 72 hours of the violation subject themselves to the following sanctions:

First Offense: One contest suspension and must agree to appropriate counseling or an alternative action determined by administration if counseling does not address violation. Student athlete undergoes an assessment by a state-certified ATODA Counselor and follows all the recommended treatment to the satisfaction of the treatment agency, if appropriate.

Second Offense: The student athlete shall be suspended as follows:

Sports with 8 or less contests	2 contests
9-11 contests	3 contests
12-14 contests	4 contests
15-17 contests	5 contests

18-20 contests	6 contests
21 or more	7 contests

IN ADDITION, the student athlete agrees to:

1. Go through an assessment by a state-certified ATODA Counselor and follows all the recommended treatment to the satisfaction of the treatment agency, if appropriate.
2. Meet with the Athletic Director, along with parent/guardian, and follow recommendations.
3. Go through an appropriate assessment that addresses violations that do not focus on alcohol or illegal drugs (ATODA). If no counseling addresses the violation, an administration approved action will be completed.

Third Offense: A student athlete violating the Behavioral Expectations for the third time shall be suspended from interscholastic competition for one calendar year. The student athlete must go through appropriate assessment. The student athlete and parent/guardian must meet with the athletic director and the appeals committee for approval to be reinstated. In addition, an athlete in violation of the Behavioral Expectations cannot earn a letter and is ineligible to receive any individual awards, such as captain, MVP, or All-Conference.

Students Found In Violation By School Administration

First Offense: The student athlete shall be suspended as follows:

Sports with	8 or less contests	3 contests
	9-11 contests	4 contests
	12-14 contests	5 contests
	15-17 contests	6 contests
	18-20 contests	7 contests
	21 or more	8 contests

OR if the student athlete agrees to go through an appropriate assessment (ATODA screening, individual counseling) and follows the recommendations, the suspension will be reduced by **two** contests. If the violation /offense are not addressed through appropriate counseling, an alternative action will be determined by the administration to reduce the suspension by two contests.

A student/athlete violating any of the Behavior Expectations for the first time can earn a letter, but is ineligible to receive any individual awards such as captain, MVP, or All-Conference. If the suspension overlaps two sports, the loss of eligibility for individual awards will only apply to the sport season during which the violation occurred.

Second Offense: The student athlete shall be suspended as follows:

Sports with	8 or less contests	5 contests
	9-11 contests	6 contests
	12-14 contests	8 contests
	15-17 contests	10 contests
	18-20 contests	12 contests
	21 or more	14 contests

IN ADDITION, the student/athlete agrees to:

1. Go through an assessment by a state-certified ATODA Counselor and follows all the recommended treatment to the satisfaction of the treatment agency, if appropriate. If the violation /offense are not addressed through appropriate counseling, an alternative action will be determined by the administration to reduce the suspension by two contests.
2. The student athlete and parent/guardian meet with the Athletic Director, the second offense penalty shall be reduced by two contests.

A student athlete violating the Behavioral Expectation Requirements the second time cannot earn a letter, MVP, or All-Conference. If the suspension overlaps two sports, the loss of eligibility for individual awards applies to the sport season in which the violation occurred.

Third Offense: A student athlete violating the Behavioral Expectations for the third time shall be suspended from interscholastic competition for one calendar year. The student athlete must go through a state-certified assessment and follow the recommendations of the assessment if appropriate. For reinstatement, the student athlete and parent/guardian must meet with the Athletic Director and the Appeals Committee. In addition, an athlete violating the Behavioral Expectations for the third time cannot earn a letter and is ineligible to receive any individual awards, such as captain, MVP, or All Conference.

CATEGORY II

This area includes school activities, which, for the most part, involve the student in competition against other students or where the student involved is representing the school. In most cases, awards and/or recognition are awarded for successful completion of the activity.

As with the interscholastic athletic program, students are provided with an opportunity to participate in a number of academic teams and other conference sanctioned activities.

In order to join one of these activities, a student should attend the first organizational meeting. In some cases, all students who wish to join one of these teams or organizations may do so. In other cases, students must try out in order to become a member. Students should feel free to stop at the office for more information about these activities or contact the coach or advisor directly at the start of the school year.

The consequences for violations of Category II are the same as those for Category I Activities.

SPECIAL NOTE: In the case of participation in school activities where there are a limited number of actual contests, performances, or events, suspension from a percentage involvement may be impractical. In these cases, the specific consequences for violations of eligibility rules in this category will be presented to the student by the coach/advisor after consulting with the administration.

CATEGORY III

This area includes activities in which students volunteer to participate. It is understood that students should be encouraged to be involved in these activities; however, it should be stated that commitment to regular schoolwork should take precedence over involvement in any activities. The extra-curricular activities that are offered are designed primarily to meet the special interests that are expressed by students. This part of the activities program is composed of clubs and other recreational type activities that provide students with an outlet for their energies and interests. Involvement in a club activity also provides a student with the opportunity to meet other students who share the same types of interests. Students with a special interest can request that a club be formed during the school year by making a request to the high school principal.

There is no stipulated conduct or academic standards. Each advisor will monitor his/her respective group to uphold and maintain reasonable expectations. In cases where disciplinary situations arise, the advisor will confer with the activity director to determine appropriate action. Additionally, clubs with national affiliation will also comply with their national codes of conduct and behavior.

A COMPLETE LISTING OF LITTLE CHUTE AREA SCHOOL DISTRICT BOARD POLICIES, RULES, AND RELATED DOCUMENTS CAN BE ACCESSED BY GOING TO WWW.LITTLECHUTE.K12.WI.US PLEASE SELECT THE "BOARD POLICY" LINK. THE FOLLOWING POLICIES AND RELATED RULES ARE REQUIRED TO BE POSTED IN ALL STUDENT HANDBOOKS.

STUDENT NONDISCRIMINATION/EQUAL EDUCATIONAL OPPORTUNITY (LCASD POLICY 411)

The right of the student to be admitted to school and to participate fully in curricular, extra-curricular, student services, recreational or other programs or activities shall not be unlawfully abridged or impaired because of a student's sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability/handicap. Accordingly, the Board prohibits all forms of unlawful discrimination against students, regardless of the legally-protected classification or characteristic that serves as the basis for any prohibited discriminatory conduct, policy, or practice. Such discriminatory acts include, but are not necessarily limited to:

1. The denial of admission to any public school;
2. The denial of participation in, access to, or the benefits of any curricular, extracurricular, pupil services, recreational or other program or activity;
3. The discriminatory and inequitable provision of resources among comparable curricular or extracurricular programs;
4. Any action, policy, or practice, including segregation or student harassment, which is detrimental to a person or group of persons and differentiates or distinguishes among persons, or which limits or denies a person or group of persons opportunities, privileges, roles or rewards based, in whole or in part, on a legally-protected classification or characteristic.

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

The District shall provide appropriate educational services, accommodations, and/or programs for students who have been identified as having a disability, regardless of the nature or severity of the disability, and regardless of whether the student qualifies for the District's special education program. Facilities modifications necessary to provide for appropriate access and participation for persons with disabilities shall be made to the extent required by law.

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for such accommodations shall be made in writing and shall be approved by the building principal. Accommodations may include, but are not necessarily limited to, being excused from participation in an activity, alternative assignments, release time from school to participate in religious activities, and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

This policy shall not be interpreted to prohibit the District from (1) providing special programs or services based on student need, including gifted and talented, special education, school age parents, bilingual bicultural, at risk, and other special programs; or (2) placing a student in a school, program, class, or activity based on objective standards of individual need or performance.

Complaints alleging violations of any of the prohibitions or other expectations that are established or confirmed by this policy shall be filed and processed in accordance with the District's student discrimination complaint procedures. Complaints may also be filed externally with the Chicago office of U.S. Department of Education's Office for Civil Rights, or, in appropriate circumstances, with any state or federal court or other agency of competent jurisdiction.

No employee, officer, agent or representative the District shall unlawfully retaliate against, harass, intimidate or otherwise impose any improper consequence against any person who, acting in good faith, (1) pursues any complaint under this policy and its related complaint procedure, or (2) otherwise participates in the resolution of such a complaint. Further, any act of retaliation, harassment, or intimidation performed by a student against any such persons who are involved in the complaint process would itself constitute a violation of school rules and District policy, and subject the student to appropriate disciplinary action. Failure to act in good faith, which can subject an employee or student to potential discipline, includes the pursuit of a complaint that the complaining party knows to be false or wholly frivolous, or the intentional provision of false or misleading evidence during the processing of a complaint.

Notice of this policy and its accompanying complaint procedures shall be published at the beginning of each school year in the District's official newspaper. In addition, a student nondiscrimination statement shall be included in student and staff handbooks, course selection handbooks and other published materials distributed to the public describing school activities and opportunities.

The District Administrator shall be responsible for directing the timely preparation of the reports and evaluations regarding nondiscrimination initiatives and compliance that the District is required to provide to the Department of Public Instruction.

STUDENT DISCRIMINATION COMPLAINT PROCEDURES(LCASD POLICY 411 RULE)

If any person believes that the Little Chute Area School District has inadequately complied with section 118.13 of the state statutes and the statute's implementing regulations, or with the federal laws and/or regulations of Title VI, Title IX, Section 504, or the Americans with Disabilities Act (including Title II, nondiscrimination on the basis of disability in state and local government services), or if any person believes that a student has in some other way been unlawfully discriminated against on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, parental or marital status, sexual orientation, physical, learning, mental or emotional disability or handicap, then the person may attempt to resolve his/her complaint or concern by using either, or both of (1) the District's informal dispute resolution options, or (2) the District's formal complaint procedure, as further defined in this rule.

These complaint procedures may also be used to address other types of student-related complaints to the extent authorized by any Board policy or rule.

OPTIONS AND PROCEDURES FOR INFORMAL RESOLUTION

The District strongly encourages, but does not require, the informal resolution of complaints and concerns regarding the implementation and monitoring of the laws, regulations, and local policies that facilitate the provision of equal educational opportunities and that prohibit discrimination. To pursue informal means of resolving a complaint, a person may contact either the appropriate building principal, or the Director of Pupil Services at the main district administrative offices: Laura McCormick, Director of Pupil Service, Little Chute Area School District, 325 Meulemans Street, Suite A, Little Chute, WI 54140 (920) 788-7605 Ext. 3104.

Informal methods for attempting to resolve a complaint or concern may include the scheduling of meetings among relevant parties; meetings or communications mediated by the Director of Pupil Services or another administrator who was not directly involved in the issue; or, following a presentation and initial assessment of the issue(s), the offering of one or more options for changes to be made in the **relevant circumstances**.

FORMAL DISCRIMINATION COMPLAINT PROCEDURES

1. Any aggrieved person who is dissatisfied with the outcome of his/her prior attempts to resolve a complaint or concern arising under the state or federal laws identified in this rule or under the Board's equal educational opportunities and student nondiscrimination policy, the person may file a formal, written complaint. Such complaints shall be filed directly with the office of the District Administrator, who serves as the District's designated Title IX Coordinator and as the District's designated nondiscrimination and equal opportunities compliance officer. The District Administrator's contact information is as follows: David M. Botz, Little Chute Area School District, 325 Meulemans Street, Suite A, Little Chute, WI 54140, (920) 788-7605.
2. Upon receiving such a complaint, the District Administrator shall initially issue an acknowledgement of receipt, determine whether the issues presented are properly amenable to resolution through the student discrimination complaint procedures, and, if so, undertake or arrange for an investigation of the issues raised by the complaint.
 - a. Receipt of the complaint shall be acknowledged on or before 15 days of delivery of the complaint to the Office of the District Administrator.
 - b. To the extent the District determines that the complaint has been filed by someone other than an actual and direct party in interest to the matters raised in the complaint, the District may seek to join or, potentially, substitute additional complainants who are actual and direct parties in interest to the matters raised by the complaint.
 - c. If the District Administrator initially determines that the complaint does not present an issue that can be addressed through this complaint procedure, the District Administrator may re-direct the complaint to the proper internal procedure, to the extent applicable. Within fifteen (15) days of receiving notice of a decision that the complaint is not amenable to resolution through these procedures, the complainant may request the District Administrator to reconsider that determination; and, upon receiving any adverse response to the request for reconsideration, the Complainant may appeal the determination to the Department of Public Instruction within thirty (30) days, as further identified below.
 - d. Any investigation shall be conducted by a person who the District Administrator determines is not identified within the complaint as a party who is allegedly responsible for, or who was directly involved in, the underlying issue or incident.
 - e. In all cases, the investigator shall speak or correspond personally with the Complainant in order to provide an opportunity for the complainant to provide such information and other evidence as the complainant wishes to present.
3. Following the investigation, the District Administrator shall issue the administrative resolution of the complaint, determine the action to be taken in response, if any, and report the resolution in writing to the complainant provided that such reporting does not violate any laws regarding student confidentiality or other legal obligations concerning individual privacy or confidentiality which apply to the District.
4. Generally, the administrative resolution will be reported to the complainant within thirty (30) calendar days of the District Administrator's receipt of the complaint. More complex issues may take up to ninety (90) calendar days to resolve. If such additional time is needed, the District Administrator is encouraged to keep the complaining party apprised of the status of the complaint. The District Administrator and the complainant may mutually agree to a further extension of the 90-day time period.
5. If the complainant is dissatisfied with the administrative resolution of the complaint, he/she may either (1) file a request within ten (10) days of receipt of the administrative resolution asking the District Administrator to reconsider the resolution; or (2) proceed directly to filing an appeal of the District's decision with the Department of Public Instruction, Equal Educational Opportunity Office, P.O. Box 7841, Madison, WI 53707.
 - a. If the complainant requests reconsideration, he/she shall identify the basis for the request, reconsideration within twenty (20) days of the District Administrator's receipt of the request and that decision is then subject to appeal to the Department of Public Instruction as the District's final action on the complaint.
 - b. If the complainant chooses not to request reconsideration, the initial administrative resolution of the complaint shall serve as the District's final action on the complaint, which is subject to an appeal to DPI at that point in the process.

- c. Any appeal to the Department of Public Instruction must be filed within thirty (30) days of the date of the school district's final action on the complaint.

Deadlines identified in the above complaint processing procedures, excluding the deadlines applicable to appeals to the Department of Public Instruction, may be extended by mutual agreement between the District Administrator and the Complainant.

There is no absolute deadline for the initial filing of a complaint under these procedures. The District always has an interest in being made aware of potential concerns with student discrimination. However, a person with a complaint or concern involving possible student discrimination is encouraged to notify the District of the issue or to file a formal complaint as soon as reasonably possible after the occurrence of the relevant events. Any delays in filing or otherwise pursuing a complaint or concern can affect the extent to which it is practical to investigate the matter, and a delay may also limit the range of possible remedies and resolutions that are reasonably available. Further, courts and external agencies may have specific deadlines that are tied to the date of the alleged discrimination, rather than the date that a party initiates or completes any locally-established complaint process. The District Administrator shall have authority to determine that any complaint that is filed more than 300 days after the occurrence of the incident in question, or after the last occurrence of an ongoing/recurring incident of alleged discrimination, will not be processed through these procedures for lack of timeliness (although the District Administrator may follow-up on the issues presented through other means if appropriate). Such a determination of untimeliness is subject to the reconsideration and appeal steps identified in paragraph 2.c., above.

In the event that a complaint to be filed under these procedures concerns the actions of or decisions made by the District Administrator, the complainant may file the complaint in writing at the main administrative office, directed to the attention of the School Board President, who shall work with District legal counsel in order to process the complaint. If the Board President and District legal counsel agree that the District Administrator may not be impartial, or that it is in the best interests of the District to avoid the appearance of any such partiality, the Board President, with notice to the other members of the Board, shall designate District legal counsel or another non-employee investigator as the complaint manager for purposes of processing and investigating the complaint up to the point of reaching and issuing a resolution on the complaint. After completion of the investigation in such a case, the Board shall meet and assess the findings and outcome of the investigation, and then make and issue the resolution of the Complaint, performing the role of the District Administrator in steps 3 through 5, above.

Nothing within these locally-established complaint resolution procedures shall preclude individuals from filing a discrimination complaint or request for enforcement directly with the U.S. Department of Education's Office of Civil Rights ("OCR"), as authorized by federal law. Such complaints may be made to: Chicago Office, Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, Telephone: 312-730-1560, FAX: 312-730-1576 TDD: 877-521-2172, Email: OCR.Chicago@ed.gov OCR independently determines the extent to which any given complaint falls within OCR's realm of authority.

SPECIAL PROCEDURES FOR COMPLAINTS WHERE A PROPOSED ADMINISTRATIVE RESOLUTION REQUIRES A CHANGE IN BOARD POLICY OR INVOLVES THE PAYMENT OF DISTRICT FUNDS

In the event that the District Administrator determines at any stage of processing the complaint that the most appropriate resolution of a complaint requires either a change in Board policy or any payment of District funds to a complainant or other aggrieved person, the District Administrator shall present the complaint, the investigative findings, and the proposed resolution to the Board. The Board shall then determine and issue the resolution required in paragraph 3 of the procedures listed above. To the extent the Board issues the resolution required in paragraph 3, the Board shall respond to any request for reconsideration of that resolution that may be submitted under paragraph 5.

VOLUNTARY WITHDRAWAL OF A COMPLAINT

Where the complainant voluntarily withdraws a complaint due to a satisfactory resolution of the issues, mootness, or any other reason, the District is not required to continue to process the complaint. However, in certain circumstances, the District may choose to continue to follow-up on issues or concerns identified in the withdrawn complaint through other means or processes.

SEPARATE COMPLAINT PROCEDURE - SPECIAL EDUCATION

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a student with a disability shall be processed in accordance with established appeal procedures outlined in the District's Special Education Handbook, or as outlined in the District's Section 504 Handbook, as may be applicable.

SEPARATE COMPLAINT PROCEDURE - FEDERAL PROGRAMS

Discrimination complaints under federal law relating to the administration of federal programs and to federal grantees (commonly called EDGAR complaints), if received by the District, shall be referred directly to the State Superintendent of Public Instruction.

DISSEMINATION OF DISCRIMINATION COMPLAINT PROCEDURES

The discrimination complaint procedures shall be disseminated to students, parents and guardians, employees and others to inform them about the proper process for making a complaint. The information shall be published in student, parent and staff handbooks, and the procedures or a reference to the procedures may be published or posted in other appropriate locations (e.g., the District web site, guidance offices, etc.)

MAINTENANCE OF COMPLAINT RECORDS

Records shall be kept of all formal and informal complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records should include:

1. The name of the complainant and his/her title or status.
2. The date the complaint was filed.
3. The specific allegation made and any corrective action requested by the complainant.
4. The name(s) of the respondents.
5. The levels of processing followed, and the resolution, date and decision-making authority at each level.
6. A summary of facts and evidence presented by each party involved.
7. A statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

ANTI-BULLYING AND ANTI-HARASSMENT (LCASD POLICY 412)

School Board Expectations Related to Addressing Bullying and Harassment in the Schools

The Board believes that bullying and harassment are complex school and community issues that have pernicious consequences, first and foremost, for those individuals who are the victims of the behavior; but bullying and harassment also have negative consequences for those who engage in the behavior, for the overall school environment, and for the broader community. Accordingly, the Board directs the administration to ensure that the District's schools are taking active steps surrounding bullying and harassment awareness, prevention, and intervention/response. The administration shall ensure that bullying and harassment are addressed:

1. Within the District's personal development and health education curriculum;
2. As an element of technology/internet safety instruction;
3. As an element of developing and monitoring the overall climate of District schools and Programs;
4. By providing staff development resources related to harassment and bullying and communicating to District employees about their responsibilities related to awareness, prevention, and intervention;
5. By enforcing the Board's expectations that employees and other adults who are present in the school environment will model appropriate behaviors, including not only the expectation that such adults will avoid engaging in bullying or harassment of students and others, but also the expectation that such adults will model the responsive behaviors that students are encouraged to use when they observe or intervene in response to negative conduct by others.
6. Through the provision and use of interventions and supports for students;
7. By establishing and communicating expectations for student conduct that address negative behaviors that, even if not rising to the level of bullying or harassment, are inappropriate for the school environment and that may be a precursor to bullying or harassment; and
8. By establishing and implementing procedures under which incidents and concerns involving bullying and harassment can be reported and addressed in an appropriate manner.

While there are often challenges associated with appropriately identifying, assessing, and responding to incidents of bullying and harassment, the District's procedures, services, and communications related to bullying and harassment shall take the following positions of the Board into consideration:

1. The Board expects the District's response to any incident or course of conduct that involves bullying or harassment to exhibit a degree of proportionality to the totality of the known circumstances. That is, a relatively limited response that may adequately address a relatively minor incident is unlikely to be sufficient as a response in a situation where District employees know that repeated, severe incidents of bullying have occurred against a student at school, and that significant physical, mental, or emotional harm to the victim has occurred, is occurring, or is

imminent. Similarly, if District employees conclude that an initial response to an incident or pattern of bullying or harassment has been ineffective, and they know that the behaviors have continued or that the behaviors have escalated, then a proportional response would include changing the District's approach to intervention.

2. Students and their parents/guardians must take an active role in helping the District to be fully aware of and to better understand the totality of the circumstances involved with particular incidents and patterns of bullying or harassment. Because these behaviors and their effects differ substantially from one situation to the next, the District can be more effective in its efforts when the students and parents/guardians affected by a serious situation (1) clearly identify the severity of the situation to a teacher or administrator; and (2) participate in an ongoing partnership with District employees to monitor, communicate about, and make adjustments to the response(s) that have been implemented to date.

3. Bullying and harassment involve many overlapping behaviors, and conduct that may be properly labeled as bullying and/or harassment may also violate a state law, another District policy, school rules, or other established behavioral expectations for students or employees. Assigning a particular label to a negative behavior is less important than identifying the behavior as inappropriate and taking action to address the behavior.

Defining Bullying

As used in this Policy, the term "bullying" includes behaviors that:

1. Are either (1) inherently harmful, or (2) done with the purpose of threatening, intimidating, harassing, or degrading another person, or causing another person fear, physical harm, emotional harm or distress, social isolation, or humiliation;
2. Involve either (1) an imbalance of real or perceived power, or (2) an attempt to establish/assert such a power differential through the conduct in question; and
3. Either (1) cause a substantial school-related disruption; or (2) substantially interferes with or endangers the education, health, safety, or property of the target(s) of the behavior, including (as examples): any substantial interference with a person's ability to participate in or benefit from any school activity or program, or the creation of an intimidating, hostile, or offensive environment within any District school, activity, or program.

Younger students might better understand the meaning of "bullying" when the term is defined to include conduct that one person uses on purpose to hurt, belittle, embarrass, or scare another person, where the person who is being bullied would have difficulty protecting or defending himself/herself.

Bullying normally involves multiple incidents, repeated conduct, or a pattern of related conduct. However, a single incident that is severe can also properly be labeled as bullying in exceptional circumstances.

Bullying can involve direct interaction between the aggressor-bully and the target(s), or it can be indirect (such as orchestrating others to engage in particular conduct). Bullying can involve physical, verbal, written, or even non-verbal conduct. Bullying can also take place by electronic means, such as through the use of electronic devices, e-mail, internet sites, or social media platforms.

This Policy's general definitions of "bullying," as stated above, shall be supplemented by a Rule accompanying this Policy that provides clarifying statements and examples.

Defining Harassment

As used in this Policy, the term "harassment" means:

1. Behavior directed towards another person:
 - a. which either:
 - i. is based, in whole or in part, on any legally-protected characteristic or classification, including (with respect to a student victim/target) a student's race, color, national origin, ancestry, sex, sexual orientation, religion, creed, pregnancy, marital or parental status, or any physical, mental, emotional or learning disability;
 - ii. is based on some other actual or perceived, but irrelevant, distinguishing characteristic, such as (with respect to a student victim/target) a student's physical appearance, economic status, or social status; or
 - iii. does not serve a legitimate purpose; and
 - b. which either (1) substantially interferes with a student's school performance, an employee's ability to do his/her work, or any person's ability to perform or participate in a District-related function; (2) substantially interferes with a student's ability to participate in or benefit from any school activity or program; (3) creates an intimidating, hostile or offensive environment within any District school, activity, or program; (4) substantially interferes with or endangers the education, health, safety, or property of the victim/target; (5) causes a substantial disruption to any school-related activity or

Program; or (6) compromises the District's ability to operate efficiently and effectively.

2. Committing, attempting, or threatening to commit, any act that would constitute abuse, sexual assault, or stalking under state law.

This Policy's general definitions of "harassment," as stated above shall be supplemented by a Rule accompanying this Policy that provides clarifying statements and examples.

Bullying and Harassment by Students is Prohibited

The District prohibits students from bullying or harassing any person when either the aggressor and/or the victim of the behavior is (1) at school or on school grounds, (2) at any school-sponsored activity, (3) using District-provided transportation, (4) under the supervision of a school district authority, or (5) otherwise within the scope of the District's disciplinary jurisdiction (such as conduct that endangers the health, safety or property of any District employee or school board member). Accordingly, to the extent consistent with state law, a student who engages in bullying or harassment may be subject to school-related consequences under this Policy for his/her out-of-school conduct when the behavior has a sufficient connection to the District's disciplinary jurisdiction.

Possible consequences for students who engage in bullying or harassment include, but are not limited to, parent notification, revocation of school-related privileges, temporary removal from class or school activities, suspension, expulsion, and/or referral to law enforcement officials for possible legal action.

The District is not able to investigate and impose school-related consequences on a student for all out-of-school conduct that, if the conduct had taken place under other circumstances, would have constituted a violation of this Policy. However, the Board recognizes that some out-of-school incidents can lead to future in-school incidents or disruption, cause a student to be fearful at school, or interfere with a student's education and his/her participation in school activities. Accordingly, where a District employee reasonably determines, that an out-of-school incident is having, or is likely to have, a negative effect within the school environment, the Board authorizes District staff to respond to non-school incidents that are brought to the District's attention through activities that may include a parent meeting, safety planning, counseling, or other appropriate interventions, potentially including reasonable discipline if a disciplinary intervention would be consistent with the limitations that state law places on the District's disciplinary jurisdiction. Further, nothing in this Policy limits consequences from being imposed under the District's extracurricular Code of Conduct where the District determines that a violation of that Code has occurred.

Application of this Policy to School Officials, District Employees, and Others

The District also prohibits bullying and harassment by District officials, District employees, District volunteers, contracted service providers, and others who are present at a school, on school grounds, or at any school-sponsored activity. While the primary focus of this Policy concerns victims/targets who are students, such conduct is prohibited regardless of whether the target of the behavior is a student, school official, District employee, parent, or other person. The prohibition against bullying and harassment by District employees applies not only when the employee is engaged in work-related duties, but also to an employee's off-duty or away-from-work conduct to the extent that there is a legally-sufficient nexus between the conduct and the individual's employment or employment-related responsibilities. Employees have additional rights, responsibilities, and obligations related to discrimination, harassment, and workplace bullying under Board Policy 511 and Policy 512.

Possible consequences for school officials or employees who engage in bullying include, but are not limited to, discipline, termination, or other adverse or remedial action within the District's scope of authority, and/or referral to law enforcement officials for possible legal action.

Possible consequences for others who engage in bullying include, but are not limited to, revocation of any authorization to volunteer in the schools, limiting the individual's access to District property or District-sponsored activities, and/or referral to law enforcement officials for possible legal action.

Retaliation is Prohibited

Retaliation against any person who reports, is believed to have reported, files a complaint, or otherwise participates in an investigation or inquiry related to a complaint of bullying or harassment is prohibited. Such retaliation shall be considered a serious violation of Board policy independent of whether the report, complaint or allegation in question is substantiated. Knowingly providing false information, fabricating incidents/allegations, and similar bad-faith conduct shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions. Allegations or concerns regarding retaliation may be reported to the District using the procedures that are established for reporting harassment and/or bullying.

Notices, Reports/Complaints,

Students and parents shall be informed of the District's anti-bullying and anti-harassment policies and the related complaint/reporting procedures through the Student Handbook. Employees shall be informed through the Employee Handbook.

Reports and complaints of bullying or harassment, and any related allegations of retaliation brought under this Policy, may be made:

1. When the victim/target is a student, using the reporting and responding to bullying and harassment involving students that have been adopted and published as a Rule under Board Policy 412, or using any other procedures that may be established by administrative rule; or
2. When the victim/target is an employee, using the Employment Discrimination Complaint Procedures that have been adopted and published as a Rule under Board Policy 511; or
3. When the victim/target is neither an employee nor a student, the victim/target should report the incident(s) in writing to the appropriate building principal.

The District will keep data on the number and types of reported incidents of bullying and harassment under this Policy that involve a student victim/target and an annual summary report will be compiled by the administration. No individuals will be identified in the annual report and the aggregated data will be used to develop prevention programs and intervention strategies related to this Policy.

STUDENT ATTENDANCE (LCASD POLICY 431)

The Board of Education encourages a strong partnership between the home, school, and community. It recognizes a positive relationship between good school attendance and success in school and employment. If student learning and growth are to take place, parents/guardians, students, and school personnel must recognize their responsibilities to assure attendance.

The Board, in recognition of the statutory requirements for school attendance and the overwhelming public need for an educated society, believes school attendance should take precedence over non-school activities. State law requires every child between six and seventeen years of age to be in school attendance unless he/she:

1. has an illness;
2. has been excused by his/her parent/guardian prior to an absence in accordance
3. with the state law;
4. has been authorized to attend an alternative educational program; or
5. has graduated.

It is the responsibility of any person having under his/her control such a child to ensure regular attendance during the full period and hours that school is in session until the end of the term of the school year in which the child becomes 17 years of age.

It is the responsibility of the parent/guardian to notify the school of student absences in accordance with established District procedures. When students are absent from school, parents/guardians assume full responsibility. The principal or designee determines whether the absence is acceptable (excused) or not acceptable (unexcused). The District shall not deny academic credit in a course or subject solely because of a student's attendance.

STUDENT ATTENDANCE PROCEDURES (LCASD POLICY 431 RULE)

1. School Attendance Officer - The principal or designee shall serve as the school attendance officer for each school in the District. The school attendance officer shall deal with all matters relating to school attendance and truancy as defined by state statute 118.16.
2. Excused Absences – All excused absences require parent/guardian verification that is to be submitted verbally or in writing to the school attendance officer or designee in advance of the absence or prior to re-admittance to school.
 - a. General Absence: It is recommended that parents contact school to report absences by 8:30 a.m. on the day of the absence to be excused. All absences must be reported within 2 school days to be considered excused. The school attendance officer or designee is empowered to approve a legal excuse to any student for the following reasons:
 - (1) Illness-The District may request the parent/guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or psychological condition of the student. Such excuse shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 school days.
 - (2) An emergency in the family or other crisis which requires the absence of the student because

of family responsibilities.

- (3) A death in the immediate family or funerals for relatives or close friends.
- (4) Religious holidays.
- (5) A quarantine as imposed by a public health officer.
- (6) Attendance at special events of educational value as approved by the school attendance officer or designee.
- (7) Approved school activities during class time.
- (8) Special circumstances that show good cause which are approved by the school attendance officer or designee.
- (9) Any suspension, in or out of school.

3. Pre-arranged absence: Absences may be pre-arranged with a form available from the school office. A student may be excused by the parent/guardian under this provision for not more than 10 days in the school year.

Excused Absences-Makeup of Assignments/Examinations - All students with absences shall be given the opportunity to make up examinations and work missed in accordance with the guidelines outlined below. Credit in a course or subject shall not be denied solely because of a student's absence from school.

- a. Students who are absent from school for reasons that are determined to be excused by the school attendance officer or designee shall be given the opportunity to make up work missed when they return to school. It is the student's responsibility to contact the teacher(s) to make arrangements for making up work missed during an absence from school. The respective teacher shall identify makeup work. If any question arises as to the appropriateness and/or feasibility of making up a particular assignment, the teacher shall discuss the situation with the building principal as to the extent to which make-up work and/or substitute assignments are possible.
- b. Examinations missed during an excused absence shall be permitted to be taken at a time mutually agreed upon by the student and the teacher, but within the number of days absent plus one day.
- c. Students with pre-arranged absences are required to make up work missed during the absence.

The arrangements for making up coursework and examinations shall be the same as for other excused absences. Pre-arranged absences may not fall under excessive absences procedure. When a student has been informed in advance of an impending assignment or test, and then has been absent from school, the student will be expected to be prepared to turn in the assignment or take the test on the day they return to school.

4. Unexcused Absences – Unexcused absences means any absence of part or all of one or more school days during which the school has not been notified of the legal cause of such absence by the parent/guardian of the absent student, It also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law.

Reasonable attempts shall be made to notify parent/guardian when a student has an unexcused absence(s). Notices shall be made by personal contact, mail or telephone call of which a written record is kept. Notice by personal contact or telephone shall be attempted prior to notice by mail.

Consequences for unexcused absences shall be determined by the building principal.

Unexcused Absences-Makeup of Assignments/Examinations - All students with unexcused absences shall be given the opportunity to make up work missed in accordance with the following guidelines:

- a. Students with unexcused absences shall be permitted to make up major examinations (unit, quarter, semester or grading period) missed. Examination make-up date(s) shall be determined by administrator/teacher. Students with an unexcused absence on the day of an examination shall make up the exam on the day of return.
- b. Credit may be given for the completion of make-up work assigned. The extent to which make-up work credit can be applied shall be judged on an individual basis. Credit for make-up work can only be given after the student has satisfied consequences imposed for unexcused absences. The building principal and respective teachers are to apply professional discretion as to make-up work assigned and the degree of credit and/or grades

Given.

5. Excessive Absences – Parents/guardians shall be notified in writing where students are developing excessive absence patterns or have accumulated excessive absences. This shall be done whether the absences are excused or unexcused, unless the student is under doctor’s treatment and a written statement from a physician or licensed practitioner is on file.

6. Habitual Truancy – “Habitual truant” means a student who is absent from school without an acceptable excuse for part or all of five or more days on which school is held during a semester.

A student who is habitually truant shall be notified by mail of the violation of attendance law. This written notice shall include the following:

- a. a statement of the parent’s/guardian’s responsibilities under state law to cause the child to attend school regularly.
- b. a statement that the parent/guardian or child may request program or curriculum Modifications.
- c. a request that the parent/guardian meet with appropriate personnel to discuss the child’s truancy. The notice must include the name of the school personnel with whom the parent/guardian should meet, a date, time and place for the meeting and the name, address and telephone number of a person to contact to arrange a different date, time or place. The date for the meeting must be within five school days after the date that the habitual truancy notice has been sent to the student’s parent/guardian. With the consent of the student’s parent/guardian, however, the date for the meeting may be extended for additional five school days.
- d. a statement of the penalties under state law that may be imposed on the parent/guardian if he/she fails to cause the child to attend school regularly as required by state law.

The District’s truancy plan shall be followed when dealing with habitual truants. This plan shall be reviewed and, if appropriate, revised every two years consistent with state law requirements.

ELECTRONIC COMMUNICATION DEVICES (LCASD POLICY 443.5)

As a privilege and with the primary goal of encouraging students to use technology in a responsible manner for educational purposes, students may be granted limited permission to possess and use personal electronic devices at school (before, during, and/or after the normal school day) and/or in other school-supervised settings. Such limited permission shall be consistent with the following general parameters:

1. The Little Chute Area School District shall not be responsible for the safety or security of personal electronic equipment that students choose to bring to school. Students who bring any personal electronic device(s) to school do so at their own risk to possible theft, damage, misappropriation of data/equipment, or other loss.
2. The rapid expansion of communications technologies, the increasing prevalence of multi-function devices, and the extent to which numerous electronic devices are now internet-enabled, lead the Board to conclude that the regulation of electronic communications devices has become merged with the broader topic of acceptable use of technology within the school setting. Accordingly, the Board delegates to the administration the authority to develop, implement, enforce, and revise as necessary rules that govern students’ acceptable use of technology and that incorporate specific expectations related to the possession and use of communications devices and other personal electronic devices.
 - a. Students in the various schools have different needs, levels of understanding, and maturity levels. Accordingly, rules regarding student possession and use of communications devices and other personal electronic devices may differentiate among students by grade level or on another reasonable basis.
 - b. The rules may address both instructional and non-instructional uses of the devices.
 - c. The rules shall permit students at all grade levels to use a personal electronic device to contact a responsible adult in any emergency situation that involves an immediate threat to the health or safety of any person.
 - d. At all times other than emergencies as identified in the paragraph above, permission to possess and/or use personal electronic devices at school or in any school-supervised setting shall be subject to further modification or limitation by a teacher, activity supervisor, or any school administrator.
 - e. Consistent with state law requirements, a copy of the District’s rules regarding student possession and use of electronic communications devices shall be provided to students on

an annual basis.

3. Students who receive limited permission to possess and/or use any personal electronic device receive those **permissions as a privilege, not a right**. Students who violate any law or any applicable school policy, rule, or directive in connection with their possession or use of personal electronic devices shall be subject to disciplinary action in accordance with established procedures.

LOCKER AND STUDENT SEARCHES (LCASD POLICY 446)

Although student lockers are considered the property of the Little Chute Area School District, the District expects students to assume full responsibility for the contents of their lockers. Unauthorized or illegal items found in a locker are presumed to be the property and/or responsibility of the person assigned to the locker. A search of a student's personal belongings contained within a locker may be conducted if there are grounds to believe that the search will provide evidence that the student has violated or is violating the law or school rules. The term lockers includes gym lockers and any other storage spaces assigned to the students.

The District retains exclusive control of lockers. A locker may be searched without notice, without student consent, and without a search warrant. Lockers may be searched by administrators and any persons designated by administrators. Law enforcement officers may search lockers at the request of, or in conjunction with school authorities.

A police department's canine units may be used to detect the odor of controlled substances or improvised explosive devices and/or its components in school buildings and on school grounds at the discretion of the District

Administrator in conjunction with building level administration. Canine units may be used when there is reasonable suspicion of controlled substances or improvised explosive devices and/or its components on premises or to enact the belief that random searches will be beneficial to ongoing prevention efforts.

Searches, conducted by an administrator and a faculty member of the same gender as the student or a police officer, may extend to a student's person, purse, duffel bag, backpack, or any similar articles. Searches, conducted by an administrator or designee, may extend to a student's vehicle parked on school property. The search must be based upon reasonable suspicion, based on personal observation or reliable information from a third party, that the student has dangerous or illegal items and/or substances in his/her possession.

Any unauthorized items found during a search will be confiscated and held for disciplinary proceedings, turned over to law enforcement officials, or returned to the parent/guardian of the student at the administrator's discretion.

Unauthorized items may include but are not limited to alcohol, drugs, drug paraphernalia, weapons, hate crime evidence, gang related effects or other items deemed inappropriate on school property. The parent of a minor student will be notified of items confiscated that are against school rules or policies.

Students will be notified of the student and locker search policy through the student handbook distributed annually.

The Little Chute Area School District does not assume responsibility for the loss, damage, or destruction of student property.