



**LITTLE CHUTE INTERMEDIATE SCHOOL**  
**2016-17 STUDENT HANDBOOK/AGENDA**  
**Grade 5 and 6**

**Little Chute Intermediate School**  
**325 Meulemans Street, Suite B**  
**Little Chute, WI 54140**  
**Phone: (920) 788-7607**  
**FAX: (920) 788-7615**

**Mrs. Lori Van Handel – Principal**  
**Mrs. Anna Maass -- Assistant Principal**  
**Mrs. Tracy Schmidt – Guidance Counselor**

**This Handbook Belongs To:**

**Student Name** \_\_\_\_\_  
**Homeroom** \_\_\_\_\_ **Grade** \_\_\_\_\_

**I have read the Student Handbook with my child.**

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Welcome To The 2016-17 School Year At**  
**Little Chute Intermediate School**

Hello Students- Welcome to the Little Chute Intermediate School. We are very excited to have you join us and look forward to a great year.

I hope that each of you will think about your goals for this school year and will strive to be not only the best student you can be, but also the best person you can be. We expect that our students will be respectful to others in the building. That includes your classmates, teachers, support staff, office staff, TAHER lunch workers, custodians, substitutes, and visitors. These expectations are the same as those when you were at Little Chute Elementary School with Mr. Neubert. Remember-Treat others the way you would like to be treated.

In the Intermediate School, you will have opportunities to be involved in a variety of activities outside of the regular school day. These opportunities involve Student Council, Builders Club, 6<sup>th</sup> Grade Band, 5/6 Choir, 6<sup>th</sup> Grade Play, and athletic opportunities. Be sure to listen to announcements so you know when these activities are taking place so you can become actively involved at LCIS.

Work hard this year and be sure to ask your teachers for help if you have questions. We want every student to be successful and reach their potential and we will be here to help make that happen.

Welcome again to Little Chute Intermediate School. This is a great building with a wonderful, caring staff. All of us at LCIS are looking forward to getting to know you and to help you have a great school year.

**SUCCESS BEGINS TODAY!!**

Mrs. Van Handel  
Principal

## LCASD VISION STATEMENT

Little Chute Schools – Fostering a Community of Learners

## LCASD MISSION STATEMENT

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.

## 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, access, 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 their time, energies and talents to improve the quality of life and who are able to appropriately gather information to vote responsibly in the democratic process;
- **Global Cultural Participants** who are aware of local, national and international issues and cultures; who can demonstrate responsibility, and use core values to create positive visions for their future;
- **Artistic Appreciator** 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.

## LCIS STAFF DIRECTORY

L. Van Handel, Principal

M. Gloudemans, Secretary

L. Vander Pas, Attendance Secretary

### Grade 5 Team

M.A. Anderson  
S. Thomson  
S. Vanderloop  
C. Wiese

### Grade 6 Team

R. Gloudemans  
S. Kleist  
B. Peeters  
TBD

### Sp.Ed

K.Hietpas  
J. Hietpas  
G. Verhagen  
J. Ryan

### Office Staff

M. Gloudemans,  
L. Vander Pas  
TBD

### Other Staff:

K. Kramer, Nurse  
E. Hietpas, Speech/Language  
T. Schmidt, Counselor  
M. Benesh-Zoeller, Computer 5-6  
A. Swingle, PSLO  
J. Stangel, LMC Director  
D. O'Rourke, Aide  
J. VanGompel, Aide  
A. Mathies, Art 6

M. VanderZanden, Art/PLTW  
L. Giordana, Phy Ed 5  
D. Miller, Phy Ed 6  
J. Head Wellness 5-6  
M. Larson, School Psychologist  
B. Airis, LMC Aide  
A. Romenesko, Aide  
J. Breider, Aide

L. Thyssen, Music 5  
T. Van Eperen, Music  
A. Albedyll, Band/Music  
N. Beck, Band  
J. Duffeck, Aide  
W. Ebert, Aide  
S. Steeno, Aide  
D. Pharr, Aide

### **SCHOOL DAY**

The school day starts at 7:50 a.m. and ends at 3:18 p.m. The entrance doors open at 7:15 a.m. The only door unlocked at 7:15 a.m. in the morning will be the Main Intermediate/Middle School Entrance Door and the H.S. Commons Doors. At 7:50 a.m. the doors will be locked until 3:15 p.m. Students arriving after 7:50 a.m. will need to enter the Intermediate/Middle School Main Entrance doors on Meulemans Street and will be required to sign in at the Intermediate/Middle School Office.

### **TRAFFIC AND PARKING**

Traffic is extremely busy before and after school as many parents drop-off and pick-up. Use caution when driving as there are many young children trying to get into school or out of school at the same time. Please obey parking restrictions around the school to ensure student safety and to allow for an orderly traffic flow. Parking violations will be monitored by the Metro Police Department.

### **STUDENT TRANSPORTATION**

Many students ride bicycles, roller blades, scooters, and skateboards to school. For safety purposes, all items must be walked after reaching school property or reaching streets adjacent to school grounds. Roller blades, skateboards, etc. cannot be used during recess. Students not following safety rules will be given a reminder. Parent cooperation is requested in enforcing these rules. LCIS/MS is not responsible for lost, stolen, or damaged bicycles, skateboards, etc. Any item that is lost, stolen or damaged should be reported to the police-school liaison officer.

### **PETS ON SCHOOL GROUNDS**

For safety and health reasons, dogs and other pets are not allowed on school property without the permission of the principal. If you walk to school with your pet, please wait for your child across the street. Thanks for your cooperation!

### **STUDENTS/PARENTS/VISITORS ENTERING BUILDING**

In order to ensure the safety of all students on our campus, intermediate school students must enter and exit only those doors designated as the Intermediate/Middle School Entrance. Intermediate School students are not allowed on the High School campus without permission. Consequences may include detention/suspension.

For security purposes all doors will be locked during the school day with the exception of the Intermediate/Middle School Main Entrance door. All students, visitors, and parents, entering the building after 7:50 a.m. must enter through the Intermediate/Middle School Main Entrance Door, and will be allowed access into the Intermediate/Middle School Building by Office Personnel only. After entering the building they must report to the Intermediate/Middle School Office to sign in. All visitors will be given a visitor tag for clearance before going elsewhere in the building. Any adult in the building without a visitor tag will be asked to report to the office. The purpose for this is to maintain the safety and security of our students and staff.

### **CUSTODIAL AND NON-CUSTODIAL PARENTS**

Little Chute Intermediate School will maintain strict neutrality between parents who are involved in a legal action affecting the family, unless otherwise directed by court order. If there are court-imposed restrictions regarding visitation, contact, or exchange of information for a parent, a certified copy of the current court order needs to be **on file in the office**. Without written legal documentation, the school cannot impose restrictions on the non-custodial parent.

### **WEATHER**

The District Administrator will close schools when weather conditions threaten the health or safety of students. The following stations will broadcast notices of school being closed: **WBAY, Channel 2; WFRV, Channel 5; WLUK, Channel, 11; WGBA, Channel 26; WHBY 1150 AM; WIXX, 101.1 FM.** If school is closed while in session, the same media will also be notified. Please do not call the school to ask about school closing early. Telephone lines need to be open to communicate between buildings and for emergency situations. Please plan ahead as to how you will handle a school closing.

## PROPER DRESS

### **You Are What You Wear & We're A "G" Rated School!**

State statute mandates that student's 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. LCIS/MS 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, jackets, 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 least as long as the student's thumb tips when held straight down against the thigh.**
- 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. Members of the faculty and staff will use their professional judgment when enforcing this policy and violations may result in a warning or disciplinary action and be required to change clothing.

### **Pack Mules Prohibited!**

To reduce classroom and hallway congestion, backpacks and string bags are not allowed in hallways or classrooms. LCIS/MS understands the usefulness and convenience of having a backpack for school. However, backpacks must remain in a student's locker during the entire school day. Any purse, string bag or messenger bag large enough to hold a regular sized textbook or notebook will be considered a backpack and must be stored in the locker.

## STUDENT ATTENDANCE AND ABSENCES

Student attendance at school is directly related to student success in school. If student learning and growth are to take place, parents, students, and school staff must acknowledge their responsibility to assure student attendance. Wisconsin state law requires that students are in school during all days and hours that school is in session.

**Student on-time behavior is very important. Students are expected to be in their classroom by 7:50 a.m. Students in band and choir will need to be in their classrooms by 7:30 a.m.** Students entering school late miss important information presented by the teacher, disrupt the learning process, and develop a pattern of behavior which may be detrimental for future success in school and life. Please assist your child in developing a pattern of on-time behavior at school. Parents will be contacted if a student is tardy on several occasions or if a student develops a pattern of tardiness.

Excused absences are granted for reasons of personal illness, family illness, family emergencies, death in the family or funerals, personal appointments of a professional nature, religious holidays, court appearances, special educational events, approved school activities, and special circumstances that show good cause and are approved in advance by the principal. Absenteeism from school for reasons other than those cited shall be

regarded as unexcused. The principal has the authority to determine the appropriateness of the excuse. Those students with required medical excuse must submit **written** medical excuse within 48 hours of the absence.

**If a student is going to be absent from school, the Intermediate/Middle School office must be notified. Please call the Attendance Line at 687-6670 prior to 8:00 am.** Voicemail is available for before or after hour calls at 788-7607. If the office does not receive notice of an absence, you will be contacted by telephone. This contact is to prevent children from getting lost or loitering on their way to school. All absences must be reported verbally or in writing within two days to be considered excused. Doctor and dentist appointments during school hours are inevitable. Please contact the office by telephone. **You will need to come into the office to sign your child out when they are ready to leave for their appointment.**

Absences, such as vacations, must be pre-arranged using a form available in the office. A student may be excused by a parent for not more than 10 days in a school year. Students are responsible for all missed assignments. Parents will be notified verbally and/or in writing when a student is developing excessive absence or tardy patterns. If the problem continues, a meeting will be set up with the parents to discuss and resolve the issue. This will be done whether the absences are excused or unexcused, unless the student is under medical supervision and a written statement from a physician is on file. If excused absences become excessive, the school will notify the parent that further absences may require a physician's excuse.

Truancy is defined as: to be absent without a valid excuse from all or any part of the school day under State statute 118.16. Students who are absent without an acceptable excuse for any part of five or more days on which school is held during a semester are considered to be habitually truant. Once a student is identified as being habitually truant, legal action can be taken against them and their parents in either the municipal or the circuit court system and services can be mandated to address the truancy problem.

### **STUDENT CODE OF CONDUCT**

LCIS is committed to maintaining a favorable academic atmosphere. Teachers are expected to create a positive learning climate for students in classrooms and to maintain proper order in the classroom, commons, and on the playground. Students are expected to abide by all rules of behavior established by the Board of Education, administration, and classroom teachers. The purpose of the Code of Conduct is to insure the rights of each student to attend a safe, positive, and productive learning environment.

Dangerous, disruptive, or unruly behavior will not be tolerated in the classroom, commons, or during lunch rec.at LCIS. Examples of such behavior may include, but are not be limited, to the following:

- Possession or use of a weapon or other item that might cause bodily harm;
- Possession or use of alcohol, cigarettes, or drugs not covered under the district's medication policy;
- Fighting;
- Behaviors that create an intimidating, hostile, or offensive environment;
- Taunting, baiting, inciting, and/or encouraging a fight or disruption;
- Pushing or striking a student or staff member;
- Obstruction of classroom activities;
- Dressing or grooming in a manner that presents a danger to health or safety, or causes interference in the school environment;
- Repeated interruptions, confronting staff argumentatively, making loud noises, or refusing to follow directions;
- Throwing objects or food;
- Repeated violation of classroom, commons, or playground rules;
- Behavior that causes the teacher or students fear of physical or psychological harm;
- Physical confrontations or verbal/physical threats;
- Willful damage to school property;
- Defiance of authority (willful refusal to follow directions given by the staff);
- Leaving classroom, rec area, or other supervised area out of anger or defiance of adult authority;
- Possession of personal property prohibited by school rules;

- Repeated use of profanity;
- Leaving school grounds without permission;
- Disregarding student transportation rules

Students will be treated fairly and equitably. Disciplinary action will be based on a careful assessment of the circumstances of each case:

- Seriousness of the offense;
- Student's age;
- Frequency of misconduct;
- Student's attitude;
- Potential effect of the misconduct on the school environment

Consequences for misbehavior may include:

- Sent to Office;
- Verbal warning;
- Conference with student;
- Telephone call/conference with parent/guardian;
- Written Discipline Referral;
- Confiscation of items;
- Referral to pupil service personnel;
- In-school suspension;
- Out-of-school suspension;
- Referral to police-school liaison or Metro Police Department;
- District disciplinary hearing;
- Expulsion

Based on the philosophy that all students are individuals and that the circumstances surrounding any situation are varied, what is fair does not necessarily mean "the same consequence" in every case. This code is meant to be used as a framework. School administration reserves the right to decide what type of consequence is most appropriate based on each individual circumstance. Parents will be contacted and the nature of the problem will be explained to them.

#### **BALLOON OR FLOWER DELIVERY**

Delivery of balloons or flowers to school is strongly discouraged. Balloons or flowers in a classroom interfere with the learning environment. If balloons or flowers are delivered to school, students will be notified to pick up the delivery from the office on their way out of school at the end of the day. **ALL BALLOONS MUST BE LATEX FREE. No Exceptions as we have students with latex allergies.**

#### **CELL PHONES AND ELECTRONIC EQUIPMENT**

LCIS recognizes the legitimate safety purpose of students possessing cellular telephones. However, all students have a right to learn and engage in school activities without distraction or disruption from the use of two-way devices or any other personal electronic equipment. LCIS students are prohibited from using cellular telephones, electronic pagers, two-way communication devices, CD/MP3 players, or gaming devices during the school day (7:50 a.m. – 3:18 p.m.). All devices must be turned off and out of sight during the school day (stored in lockers or desks) unless being used in a classroom under the approval and supervision of the teacher. Violation of this policy will result in the device being taken from the student. The device will be returned at the end of the day or parents will be called to pick up the device from the office. The school is not responsible for any damage to or theft of electronic equipment brought into the school.

#### **LOCKERS**

Lockers are and remain the property of the Little Chute Area School District. Lockers are provided for student use. 5<sup>th</sup> Grade students will not have locks. 6<sup>th</sup> Grade students will have locks provided by the school. Students cannot bring their own locks to use on their lockers-they **must** use the school locks provided.

### FIELD TRIPS

Students on field trips will follow the directions of the field trip chaperones, and will abide by school rules and regulations while on a field trip. Unacceptable student behavior on a field trip may result in the student not participating in future field trips. Parents must fill out a parental permission slip each time a student goes on a field trip. Transportation may or may not be covered by the school district and a fee may be charged. **Field trips are not optional as they are part of a child's academic day. All students are required to participate unless they do not have necessary paperwork turned in or have been told by administration they cannot attend.**

### LUNCH

LCIS is a closed campus which means that students must stay at school during lunch. On occasion a student may leave during the lunch period with their parent; however, other students cannot be taken along. Students leaving for lunch must be signed out in the office by their parent. Parents may only sign out their own child or children (you may not sign out a child's friend even with permission from that child's parent).

### FOOD SERVICE

LCIS has a breakfast and lunch program. Breakfast and lunch menus are published monthly and are posted online. Students decide which days they eat breakfast or lunch. The decision to participate can be made on a daily basis. Milk is provided with hot lunch. If your child does not take hot lunch but would like milk, it can be purchased with cash or charged to your child's food service account. Food service provides each student an identification number for breakfast and lunch. Payment (cash only) for the food service program should be placed in an envelope marked with the student's name and number. Families with more than one child can put multiple names and numbers on the envelope. The envelope is placed in a box mounted on the wall in the commons or by the District Office. Questions about the food service program should be directed to Lindsey at 788-7840. Parents may check their child's food service account or add funds on-line. These links can be found on the district website [www.littlechute.k12.wi.us](http://www.littlechute.k12.wi.us)

### CLASSROOM BOOKS

We ask students to assume responsibility in the care and usage of all classroom books. Damage beyond normal wear, such as broken bindings or covers, missing or stained pages will result in the student being charged. Because a new book will need to be purchased, the student will be charged the cost to replace the book. Text books are expensive so please be careful!!

### TOYS IN SCHOOL

Toys **are not** permitted in school as they create a disruption to the learning environment. The exception is if a teacher gives permission to bring a "toy" for classroom use.

### HOME/SCHOOL COMMUNICATIONS

REPORT CARDS - Report cards are issued quarterly. Grading of student progress will be based on performance. The district uses meaningful assessment tools to measure student progress. Assessment folders are used to compile demonstrations of student learning. Adequate examples of student work (to support grades) will be kept by the teacher and shared with parents at conference time. Student work habits and social behaviors are also assessed on the report card.

PARENT-TEACHER COMMUNICATIONS/CONFERENCES – Two Parent/Teacher Conferences are scheduled for each child. Parents who are divorced or separated and who wish to attend their child's conference are encouraged to attend together so that each adult receives the same information. Separate conferences will not be held unless there is a specific court order and/or agreement that prohibit parents from attending a conference together. Teachers are encouraged to have many informal contacts with parents, either face-to-face, by telephone, or by e-mail. If you have any concerns or questions about your child's education, please feel free to contact your child's teacher. If you attempt to contact a teacher by telephone during instructional time, the office will give you the teacher's voicemail to leave a message.

ELECTRONIC COMMUNICATION – LCASD utilizes a Communication System (Campus Messenger) that allows the School District to send mass e-mails or telephone messages to parents. Parents will be asked at registration to provide the appropriate contact information. Campus Messenger is utilized to communicate up-



coming events, to provide notification of the school/parent newsletter, and/or to communicate emergency situations as they occur. Please keep us informed of new phone numbers or email addresses throughout the school year as we use these often so please make sure your contact information is up-to-date.

### **EDUCATIONAL PROGRAMS**

LCIS offers a variety of programs to assist with student learning difficulties and student adjustment. Comprehensive special education programs are available to students with disabilities. If you need further information about special education services, please contact Laura McCormick, Director of Pupil Services, at 788-7605. English Language Learner (ELL) services are available for students who speak a second language and require additional academic support. If you need further information about ELL services, please contact Kurt Krizan in the District office at 788-7605.

### **POLICE SCHOOL LIAISON PROGRAM**

The Police School Liaison (PSL) has many roles. The PSL is a law enforcement officer who, by definition, has an obligation to serve, protect, and uphold the law. The PSL is a listener and a friend to young people and a resource person to families, the school, and the community. The PSL serves an educational function by assisting in instruction designed to acquaint students with the law, the ways in which it operates on the local/state level, and how it touches their lives.

### **SCHOOL COUNSELOR**

School counseling services are varied and comprehensive depending on the needs of the individual student. Counselor services include one-to-one or group counseling for children with specific behavioral and emotional concerns, developmental guidance instruction in the classrooms, parent consultation, and crisis intervention. The school counselor works closely with classroom teachers to assist in educating the whole child.

### **SCHOOL PSYCHOLOGIST**

School psychological services are designed to meet the academic, behavioral, and social needs of students. Psychological services include individual educational assessments, intervention planning, crisis intervention, and family outreach. The school psychologist works closely with classroom teachers to assist in the educating the whole child.

### **PARTICIPATION IN PHYSICAL EDUCATION**

Without written instructions, all students are expected to participate in physical education. Students do not change clothes for Phy Ed in 5<sup>th</sup> and 6<sup>th</sup> Grade. For minor medical problems, a note from the parent excusing the student from one day of class will be honored. If the medical problem is serious or chronic, written instructions from a physician indicating specific restrictions and the duration of non-participation are necessary. It is the responsibility of the parent to make the physical education teacher aware of any changes in the physician's original order.

### **SCHOOL NURSE AND HEALTH SERVICES**

The school nurse provides each student a full educational opportunity by minimizing absences due to illness and by creating a climate of health and well-being in the school. School health aides assist in handling injuries, dispensing medication, and responding to medical emergencies when the nurse is not in the building.

**DATA SHEETS** - At registration, parents complete or update a student health data sheet. This sheet includes physician's name, hospital preference, any known medical conditions, and a number to call in an emergency when parents cannot be reached. This information is confidential information for school personnel only. Please update address and work numbers as necessary throughout the school year.

**ILLNESS** – Students who indicate that they are ill will have their temperature taken. If a student's temperature is 100 degrees or more, a parent is contacted and the student is sent home. If a parent cannot be reached and if the emergency contact is unavailable, the student will remain in the health office until contact occurs. The student will not be allowed to return to school until they have been fever-free for 24 hours without medication.

### **SCHOOL 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 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:

**Student Possession and Use of Other Prescription and Nonprescription Medication**

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. Refer to Policy 453.4.

**STUDENT WELLNESS POLICY**

In order to comply with the Child Nutrition and WIC Reauthorization Act of 2004, all school districts participating in federally subsidized child nutrition programs (food service program) are required to have a local school wellness policy. The purpose of the Act and policy is to curb obesity among young people and to address other negative nutrition habits of our students. By addressing these issues, students improve their overall health, decrease school absences, improve concentration levels, and improve test scores.

**LCIS requests that parents DO NOT SEND Birthday Treats.**

**LIBRARY MEDIA CENTER (LMC)**

The Library Media Center is provided as a school resource center for both print and online materials. 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.

Material which is marked YA (Young Adult) is only available to 7<sup>th</sup> and 8<sup>th</sup> Graders, or to 5<sup>th</sup> and 6<sup>th</sup> Graders with a permission slip. Any student in Grade 5-8 who wants to check out a book from the High School Library that is not available in the Middle School Library must have a permission slip to do so.

There are many helpful links in the *Library Links* section of the student startup page that students are encouraged to use.

**Copyright and Plagiarism Guidelines for Students**

\*You may use copyrighted material to do your schoolwork, but if you use an author’s ideas you must give the author credit. Failure to give credit to the author is plagiarism. Consequences will result in a zero and required to redo the assignment.

\*Use of copyrighted material 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. Your teacher can help you determine whether a picture is copyrighted.

\*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.

**STUDENT ACCEPTABLE USE OF TECHNOLOGY (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.

### **BYOD (BRING YOUR OWN DEVICE) Policy 363.2**

A student may bring a personal electronic device to school and use the device only to the extent consistent with related School Board Policies 443.5 and 731.2, and any other rules or directives issued by the District to govern the time, place, and manner in which students may possess and use personal electronic devices.

### **Additional PYOD Provisions Specific to Intermediate and Middle School Students:**

1. Personal electronic devices may be used in the classroom or during a student's participation in organized school activities only with the advance approval of the teacher, activity supervisor, or an administrator.
2. A personal electronic device may not be used for a non-instructional purpose (e.g., to browse the internet, use social media, make phone calls, send text messages, etc.) during the school day.
3. Students wishing to use a personal electronic device for an instructional purpose during the school day, but outside of the classroom environment must obtain advance teacher or administrator approval.

### **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 attend 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 the 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 Middle School Office at 788-7607 by September 9, 2016.

### **TEACHER QUALIFICATIONS**

Federal law requires that we share with you the qualifications of teachers in this school. There are questions you may ask, including:

- Is my child's teacher licensed to teach the grade or subjects assigned?
- Has the state waived any requirements for my child's teacher?
- What was the college major of my child's teacher?
- What degrees does my child's teacher hold?
- Are there instructional aides working with my child? If so, what are their qualifications?

All Little Chute Area School District teachers have a Bachelor Degree and many teachers have advanced degrees. All teachers are fully licensed for their assignment. A list of teacher qualifications can be accessed through the Department of Public Instruction website at [www.dpi.state.wi.us/dpi/dlsis/tel/lisearch.html](http://www.dpi.state.wi.us/dpi/dlsis/tel/lisearch.html). Instructional aides who work within the Title One Program are defined as highly qualified.

## SUPPLY LIST

### Grade 5

- 2 Pkgs. Loose Leaf Paper (wide ruled)
- 5 Spiral Bound Notebooks (wide ruled)\* (1 for Guidance, 1 for Wellness)
- 1 Half-inch Binder with a set of tab dividers (**trapper keepers will not fit in desk**)\*
- 1 Composition Notebook – 9 ¾ X 7 ½ inches (single subject)
- 3 Pocket Folders (one for Guidance)
- 2 Pocket Folders with 3 Hole Paper Fasteners
- 24 Regular Pencils #2 Lead with Erasers - sharpened\*
- 4 Red Pencils or pens
- 1 Large Eraser
- 1 Scissors
- 1 Glue Stick\*
- 1 Black Sharpie Ultra Fine Point Permanent Marker
- 1 12 inch Ruler with Metric Markings
- 4 Black Dry Erase Markers for student white boards
- 1 Box Crayons – 24 is plenty
- 1 Box Colored Pencils – sharpened\*
- 1 Box Washable Markers - assorted colors
- 2 Highlighters
- 4 Pkgs. 3 X 3 Post-It Notes (150 each) – any color (for reading instruction, 1 pk for Guidance)
- 2 Boxes Kleenex
- 1 Set Ear Buds
- 1 Pair Tennis Shoes (clean) with laces or straps for gym **to be left at school** (Do not have to be new)

**We strongly suggest a Children's Dictionary to be used at home**

**\*Some items may need to be replenished throughout the school year**

### Grade 6

- 48 Pencils #2
- 1 Handheld Pencil Sharpener
- 1 Pencil Case
- 2 Reams of Loose Leaf Paper
- 1 Spiral notebook (wellness)
- 4 paper folders (4 different colors)
- 1 3 inch Binder
- 1 Set Tab Dividers
- 1 Box Colored Pencils
- 1 Box Colored Markers
- 1 Set 4 Dry Erase Markers
- 2 Highlighters
- 3 Glue Sticks
- 1 Pkg. 4 X 6 Lined Index Cards
- 1 Pkg. Post It Notes
- 2 Red Pens
- 2 Black Pens
- 1 Scissors
- 3 Boxes Kleenex
- 1 Box Disinfectant Wipes
- 1 Pair Shoes for Phy Ed Class to be left at school
- 1 Set Ear Buds

## **DISTRICT BOARD POLICIES**

**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](http://WWW.LITTLECHUTE.K12.WI.US). PLEASE SELECT THE "BOARD POLICY" LINK. THE FOLLOWING POLICIES AND RELATED RULES ARE REQUIRED TO BE POSTED IN STUDENT AGENDAS OR IN THE LITTLE CHUTE INTERMEDIATE SCHOOL STUDENT HANDBOOK.**

### **STUDENT NONDISCRIMINATION/EQUAL EDUCATIONAL OPPORTUNITY (LCASD POLICY 411)**

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. 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 with reasonable specificity. The District Administrator shall issue a decision on 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](mailto: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-HARRASSMENT (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 work-place 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 School Board believes attendance is a key factor in student achievement and believes that students must be in regular school attendance in order to successfully achieve the goal of high school graduation.

Any person having under their control a child who is between the ages of 6 and 18 years of age (including through the end of the term in which the child becomes 18 years of age), or a child enrolled in 5-year-old kindergarten in the District, shall cause the child to attend school regularly in accordance with state law. The child is expected to attend school on each day school is in session, unless he/she is excused from school attendance for any of the following reasons or has graduated from high school:

### **1. Prior Parent-Excused Absences.**

A student excused in writing by his/her parent or guardian prior to an absence is excused from school attendance. A student may be excused by the parent or guardian under this provision for not more than 10 school days in the school year. Students so excused are responsible for making up work missed during the absence. It is the student's responsibility to make arrangements with their classroom teacher(s) to complete any assignments or examinations that are or will be missed during the absence. Absences falling into this absence category include discretionary absences known in advance such as family vacations/travel, family weddings, hunting, and, unless within the number of visits counted as school-excused absences under the next section of these procedures, college visitation days.

### **2. Other Excused Absences of a Temporary Nature.**

a. Illness, including reasonable treatment for such illness, where the student is temporarily not in proper physical or mental condition to attend school.

A written statement from a health care provider may be required to be submitted as proof of the student's condition for student absences due to illness that are 3 school days or more in length. Such health care provider's excuse shall state the period of time for which it is valid, and shall not exceed 30 days.

b. Medical appointments (although the District strongly encourages parents and guardians to make every effort to schedule non-emergency medical examinations and appointments, e.g., for health maintenance/preventative care, at times that avoid or at least minimize the student's loss of instructional time);

c. Religious holidays or instruction to the extent authorized by law;

- d. Family emergency;
- e. Severe weather conditions that, in the parent's or guardian's reasonable judgment, are a danger to the health and welfare or safety of the student;
- f. Funerals of a family member or friend;
- g. Up to 3 days per school year for college visitations by high school juniors and seniors;
- h. Suspension from school;
- i. Mandatory court appearances;
- j. Visiting a parent or guardian who is on active military duty and has been called to duty for or is on leave from deployment to a combat zone or combat support posting, or has returned from deployment to a combat zone or combat support posting within the past 30 days;
- k. Serving as an Election Official – Students may be excused to serve as an election official provided they have at least a 3.0 grade point average or the equivalent and have the permission of their parent(s) or guardian and the building principal;
- l. Sounding Taps – A student in grades 6 to 12 may be excused for the purpose of sounding "Taps" during a military honors funeral for a deceased veteran;
- m. Any other reasonably non-discretionary absence deemed appropriate by the school attendance officer.

Parents and guardians are required to notify the school of an absence prior to or on the day of the absence. All students with excused absences will be given the opportunity to make up class assignments missed during the absence, including tests and examinations. It is the student's responsibility to contact the teacher(s) to make arrangements for making up the work missed during an absence from school.

As indicated above, absence from school during a period of suspension will be considered an excused absence for purposes of this policy. Students serving a suspension will be permitted to make up class work and examinations missed during their suspension from school under the same conditions as other excused absences.

Students who are participating, with District approval, in extracurricular activities, athletics, and other District-sponsored programs or events during any portion of an instructional day are not considered absent from school, but teachers shall treat their absence from class as excused with the right to make up work to the same extent permitted in connection with excused absences from school.

### 3. Program or Curriculum Modifications.

A child may be excused from regular school attendance pursuant to a program or curriculum modification, as further defined under state law, that has been requested by the student's parent or guardian and approved by the building principal or designee.

Program or curriculum modifications shall be requested in writing. The administrative decision in response to the request shall likewise be provided in writing. If a child, or his/her parent or guardian, is not satisfied with the decision made by the building principal or designee, he/she may ask the School Board to review and act on the request. The Board shall render its determination upon review in writing, if the student's parent or guardian so requests.

### 4. Participation in a Board-Approved Alternative Program.

A child who is 16 years of age or older may be excused from regular school attendance to attend an alternative educational program leading to high school graduation or a high school equivalency diploma in accordance with state law provisions.

### 5. High School Students Who Are No Longer Subject to Compulsory Attendance.

For any student who is 18 years of age or older and no longer subject to compulsory attendance and truancy referral, the student will still be held to the distinctions between excused and unexcused absences. In addition, by state law, the District may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the school board during each class period of each school day, or the student has been enrolled in an alternative education program.

Students who are absent from school without an acceptable excuse as authorized above will be considered truant and shall be dealt with in accordance with state law and established District procedures. Students with unexcused absences (truant students) will be permitted to make up tests and examinations that were missed during the unexcused absence period provided that that test/examination can be completed independently and by a reasonable deadline that is established by the teacher. Such students will also be permitted to make up assignments missed during their truancy to the extent such assignments can be completed independently and were not integrated with an in-school or group-based activity that the student missed while truant. Truant students may receive less than full credit for make-up

assignments and make-up tests/exams. Teachers shall be expected to apply the same standard for making up missed classroom assignments to all truant students on a fair and consistent basis. With the approval of the building principal, a school may establish periods of supervised study, either during or outside of the regular school day, during which students who need to make-up work will be expected to complete the make-up work. The District shall not deny student credit in a course or subject solely because of a student's unexcused absences.

The building principal shall serve as the primary school attendance officer and deal with all matters relating to school attendance and truancy. The building principal may designate one or more licensed staff members as deputies who shall also be permitted to serve in the role of school attendance officer provided that each such deputy is sufficiently familiar with the relevant requirements and procedures.

The District Administrator and building principals shall establish necessary procedures to encourage regular student attendance, to identify excused and unexcused absences, and to determine appropriate action to respond to and serve as a deterrent to truancy. These procedures shall be in line with recommendations of the county truancy committee(s), the District's truancy plan, and state law requirements.

Teachers, students, and parents and guardians shall be informed of the District's student attendance policy and procedures annually via school handbooks or other means necessary to provide proper notice of student attendance-related responsibilities.

## **STUDENT ATTENDANCE PROCEDURES (LCASD POLICY 431 RULE)**

### **A. Responsibilities for Student Attendance**

#### **1. Parent and Guardian Responsibilities**

For **all** student partial-day or full-day absences from school (except for absences resulting from a period of a school-imposed suspension), the student's parent or guardian is:

- a. Expected to call the school office's attendance line prior to 8:30 a.m. on the day of each absence in order to verify that the student is absent with the parent's or guardian's knowledge, except that no such call is necessary for any absence(s) that the parent arranged and that the school excused in advance; **or**
- b. Required to submit a written communication to the school office identifying the date(s) the student will be (or was) absent from school and the reason(s) for the absence. This written notification must be provided:
  - (1) Prior to the absence for all parent-excused absences, as identified in the Board's attendance policy; **or**
  - (2) Either prior to or immediately following the absence for all school-excused absences, but always within 24 hours following the student's return to school from the absence in order for the absence to be considered excused, except when a different time period has been approved by the building principal.

Adult students who are not living with parents or guardians (students 18 years of age or older) may carry out these responsibilities in lieu of their parents or guardians.

#### **2. Student Responsibilities**

- a. During the entirety of the scheduled school day for students, students are required to attend all of their classes, lunch periods, and other school-approved activities on time, unless either they are absent from school for an excused (or excusable) reason or some other school-approved or school-directed exception applies.
- b. Failing to attend all or a portion of a scheduled class, lunch period, or other activity (e.g., skipping class) without an appropriate excuse or school approval subjects a student to appropriate consequences as both an attendance matter and as a violation of school rules, including in situations in which the student remains on school grounds but is not in a location where he/she is supposed to be.
- c. Other than at the regular student arrival and departure times for the day in question, students are required to check in and check out at the school building's designated attendance office whenever they arrive at, leave from, or return to school during the scheduled school day for students.
- d. Students are expected to make up class work and any examinations missed during an absence to the extent permitted by Board policy and as directed by their classroom teacher(s). Make-up work related to excused absences is handled differently from work related to unexcused absences.

#### **3. Teacher Responsibilities**

- a. Teachers are required to emphasize the importance and necessity of good attendance.
- b. Teachers shall allow students to make up class work and examinations missed during an excused or unexcused absence in accordance with Board policy, and shall not deny credit in a course solely because of the student's unexcused absences. Teachers are permitted to establish reasonable deadlines for the completion of make-up work.
- c. Teachers are required by law to take daily attendance in their classes and to maintain a record of student absences.

#### **4. School Attendance Officer Responsibilities**

School attendance officers have responsibility for all matters relating to school attendance and truancy and have all of the powers and duties specified in state law. For example, each school attendance officer shall:

- a. Determine daily which students enrolled in the school are absent from school and whether that absence is excused in accordance with Board policy.
- b. Receive, review and act on requests for and notifications of pre-planned, parent-excused absences.
- c. Receive and, after consulting with appropriate school personnel to determine the district's response, respond in writing to requests from students or their parents or guardians for program or curriculum modifications.
- d. Upon the request of a teacher, assist teachers and students with excused or unexcused absences in formulating a plan for the completion of make-up work. The attendance officer may also assign students with unexcused absences to a period of detention or a supervised directed study program for the purpose of making up class work and tests/examinations missed during an unexcused absence.
- e. In the event of a challenge to or possible error in a student's attendance records, evaluate the totality of circumstances and determine whether a student's official attendance records should ultimately reflect that the student was attending, tardy, or absent with or without an acceptable excuse. The reason for any discretionary changes to a student's existing official attendance record shall be sufficiently documented.
- f. Notify, or cause a designee to notify on his/her behalf, the parent or guardian of a student who has been truant of the student's truancy and direct the parent or guardian to return the student to school no later than the next day on which school is in session or to provide an excuse. Subject to Section B of these procedures regarding tardiness, "truancy" means any absence of part or all of one or more school days during which the school attendance officer or teacher has not been notified of the legal and excusable cause of such absence by the parent or guardian of the absent student, and also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law. The notice under this paragraph must be given before the end of the second school day after receiving a report of an unexcused absence. The attendance officer shall first attempt to notify the parent/guardian by personal contact or telephone call, keeping a written record of the contact or attempted contact. In the event that contact cannot be established in person or by telephone, the notice shall be sent by mail.
- g. Notify the parent or guardian of a student who is a habitual truant by registered, certified or first class mail as well as send a simultaneous electronic notice, such as through an email when the student initially becomes a habitual truant. Subject to Section B of these procedures regarding tardiness, "habitual truant" means a student who is absent from school without an acceptable excuse for part or all of 5 or more days on which school is held during a semester. The notice shall include the following:
  - (1) A statement of the parent's or guardian's responsibility under state law to cause the student to attend school regularly.
  - (2) A statement that the parent or guardian or student may request program or curriculum modifications for the student and that the student may be eligible for enrollment in a program for children at risk.
  - (3) A request that the parent or guardian meet with appropriate school personnel to discuss the student's truancy. The notice must include the name of the school personnel with whom the parent or 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 (5) school days after the date that the habitual truancy notice has been sent to the student's parent or guardian. However, with the consent of the student's parent or guardian the date for the meeting may be extended for an additional five (5) school days.
  - (4) A statement of the penalties that may be imposed under state law on the parent or guardian if he/she fails to cause the student to attend school regularly.
- h. After a notice of habitual truancy has been issued to the student's parent or guardian in any school year, notify the parent or guardian of any further unexcused absences as provided in the District's truancy management plan.
- i. If the district determines that a nonresident student attending school in the District under the open enrollment program is habitually truant from school during either semester in a given school year, the District may prohibit the student from continuing to attend school in the District as an open enrollment student in the succeeding semester or school year.

#### **B. Tardiness as It Relates to Absences and Truancy**

The District recognizes that a student, without an acceptable excuse, may arrive late for school or for a particular class or activity on an occasional and sporadic basis, and that such tardiness should not immediately and in all cases result in a finding of truancy. At the same time, repeated tardiness is inconsistent with the purpose of the compulsory attendance law and can be disruptive to a student's learning and/or to school/classroom operations. Further, regularly tolerating tardiness without any consequence can inhibit the development of a student's personal responsibility.

Accordingly, If a student accumulates more than five tardy notations in his/her attendance record during a term for high school, middle school, and intermediate school students and during a semester for elementary students, the school attendance officer or a designee will attempt to contact parent or meet with the student and/or the student's parent or guardian to evaluate the reasons for the tardiness, to consider any available strategies the parent/student can use to avoid future tardiness, and to establish progressive consequences. Following such a conversation or meeting (or attempt to hold a meeting) that involves the student's parent or guardian, tardiness during the remainder of the term for high school, middle school, and intermediate school students and during a semester for elementary students that also involves an unexcused lack of the student's physical presence at school will be considered an instance of truancy under these procedures, but prior to such a meeting (or attempted meeting) such tardiness will not be considered truancy.

In grades K through 12, a student will be marked tardy (rather than absent) if he/she is not present at school and in his/her assigned classroom at the established start of the instructional day, but the student arrives within 30 minutes of that time. Tardy students who initially arrive at school after the normal arrival time for students on the day in question shall check in at the designated school attendance office before proceeding to their classroom or other assigned location.

In grades 7 through 12, a student will be marked tardy (rather than absent) if he/she is not at school or not otherwise present in his/her regularly assigned class/activity (or another school-approved location) at the start of each instructional period where attendance is taken, but the student arrives within 5 minutes of the beginning of the period.

Tardiness that was not caused by any of the reasons that qualify as an excused absence is considered unexcused, and any opportunities for make-up work shall be provided according to make-up work procedures that apply to unexcused absences.

A student who arrives at school late because the student's school-provided transportation arrived late shall not be considered tardy and the student's non-attendance in the relevant class/activity shall be deemed excused in all respects.

### **C. Procedures Leading To Legal Referral**

Prior to any proceedings being brought against a student for habitual truancy or against the student's parent or guardian for failing to cause the student to attend school regularly, the school attendance officer must provide evidence that appropriate school personnel have, within the school year during which the truancy occurred, done all of the following:

1. Documented the student's truanancies and notified the student's parent or guardian of the truanancies as required by law and these procedures.
2. Met with the child's parent or guardian to discuss the student's truancy and various options under the law, or attempted to meet with the parent or guardian and received no response or been refused.
  - a. This meeting may also be used to obtain parent consent for any evaluation(s) (e.g., special education) which the district has determined are necessary and which require the consent of the student's parent or guardian.
  - b. This meeting is not required if it is not held within 10 days of the District's initial notice to the parent or guardian that the student is a habitual truant (after the student's fifth unexcused absence during a school semester).
3. Provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy problem, and have considered any appropriate program or curriculum modifications.
  - a. The school attendance officer or designee should specifically review the compulsory attendance and truancy laws regarding curriculum modification options.
  - b. The educational counseling may generally be conducted by school counselors, principals, or teachers.
  - c. If the student has a disability and either an individualized education program (IEP) or Section 504 plan, the relevant team shall be involved in any decisions affecting the student's curriculum, educational program, or placement.
4. Evaluated the student to determine whether learning problems may be the cause of the student's truancy and, if so, taken appropriate action or made appropriate referrals to overcome the learning problems. However, the student need not be further evaluated for learning problems as a pre-requisite to a legal referral for truancy if tests administered within the previous year indicate that the student is performing at his/her grade level.
5. Conducted an evaluation to determine whether social problems may be the cause of the student's truancy, and, if so, taken appropriate action or made appropriate referrals.

With respect to the evaluations identified in items C.4 and C.5 of these procedures:

- The evaluations should include at least a review of the student's records, communication with the student, the student's teacher(s), and the student's parent(s) or guardian(s). Additional steps, such as direct observations may also be considered.
- The evaluations should be conducted with the broad purpose of identifying any type of contributing cause to the student's truancy and are not limited to the question of whether the student may have a disability that, if confirmed, could qualify the student for special education or related services. However, if at any point there is a suspected disability under the Individuals with Disabilities Education Act (IDEA) or Section 504, school personnel shall refer the student to the appropriate disability-related evaluation process.

- If the truant student has already been identified as a student with a disability under the IDEA or under Section 504, then the evaluations shall involve the members of the student's IEP or Section 504 team, and the relevant plan should be reviewed and adjusted if the team concludes that it is necessary or appropriate.

The activities in items C.3., C.4., and C.5. of these procedures need not be carried out if the school attendance officer determines and is able to show that appropriate school personnel were unable to carry out one or more of the activities due to the student's absences from school. School personnel shall properly document all of the above-identified activities that occur prior to or in connection with any truancy-related legal proceedings that are brought against a student and/or a parent or guardian. That is, school personnel are expected to maintain documentation related to all notices (including those provided in person or via phone), meetings, evaluations, and referrals, as well as documentation related to any attempts to carry out the-above identified activities that could not be completed due to a refusal, a lack of any response, the student's ongoing absences, etc.

If the steps outlined above have been followed, a legal referral may be made in accordance with the District's and county truancy plan(s).

### **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.