



**LITTLE CHUTE MIDDLE SCHOOL**  
**2017-18 STUDENT HANDBOOK/AGENDA**  
**Grade 7 and 8**

**Little Chute Middle 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** \_\_\_\_\_  
**Advisor** \_\_\_\_\_ **Grade** \_\_\_\_\_

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

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

## **WELCOME TO LITTLE CHUTE MIDDLE SCHOOL**

**Welcome students to the 2017-18 School Year at Little Chute Middle School.** Every year it is important to think about your goals for the year and the student you want to be. All of you have unlimited amount of potential to be successful and the staff at LCMS will do whatever we can to help you find that success. Put forth your best effort and many positive things will come your way. Remember to be positive role models for our intermediate students.

As a middle school student at LCMS you will find that there are many different activities that you can become involved in. Athletics offered for middle school students include Cross-Country, Volleyball, Basketball, Wrestling, and Track. Other Extra-Curricular activities offered at LCMS are Forensics, Builders Club, Ski Club, the Middle School Musical, Destination Imagination, Yearbook, Honors Band, Solo Ensemble, and Student Council. I hope you will choose to get involved in one or more of these activities. It will help you feel more connected to school and you will meet other LCMS students. Please be sure to listen to announcements regarding these activities so you know when meetings will be held. You can also stop in the office and ask about any of these activities and we will have the advisor of that group connect with you.

**Please be respectful to other people in school.** This includes fellow students, staff members, support staff, office staff, maintenance staff, TAHER staff, substitutes, and visitors who are in our building. This is very important in our building and you will hear your teachers talk about this often. In a respectful environment, everyone can grow and succeed. Remember – Treat others the way you would like to be treated.

You will have numerous learning opportunities during the school year and I hope you will make the most of those opportunities. At LCMS, we have a caring and supportive staff who will help you reach your potential so please do not hesitate to ask for assistance.

Let's work together to make the 2017-18 school year the best it can be.

WELCOME BACK!!

Mrs. Van Handel  
LCMS Principal

## ***MAKE IT A GREAT SCHOOL YEAR!***

## **Little Chute Area School District** ***FOSTERING A COMMUNITY OF LEARNERS***

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

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

**VALUES:** We believe in:

- \*Learning as a lifelong endeavor for ALL
- \*High expectations for ALL
- \*Continuous improvement
- \*Collaboration and team skills
- \*Strong curriculum
- \*Purposeful learning
- \*Assessment to improve performance
- \*Safe and purposeful learning environments
- \*Exceptional Extra-Curricular opportunities
- \*Parent and community involvement

**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 interact in a responsible manner and who understand how these interactions impact others;

**\*Artistic Appreciator** who perceives 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.

### LCMS STAFF DIRECTORY

Mrs. Lori Van Handel, Principal  
M. Gloudemans, Admin. Assistant

Mrs. Anna Maass, Assist. Principal  
L. Vander Pas, Attendance Secretary

#### **Team 7**

T. Evers  
J Koehnke  
M. Martin  
J. Vandenberg

#### **Team 8**

S. Appleton  
A. Armstrong  
L. Kortz  
C. Schalliol

#### **Sp.Ed.**

C. Gerhardt  
A. Hermus  
L. Lawrence  
J. Ray

#### **Other Staff:**

B. Ackermann, LMC	B. Airis, LMC Aide	A. Albedyll, Band/Choir
N. Beck, Band	J. Duffeck, Aide	W. Ebert, Aide
D. Hermes, Phy Ed	E. Hietpas, Speech	K. Kramer, Nurse
J. Larson, Tech Ed	D. Lee, Psychologist	D. Miller, Phy Ed
D. O'Rourke, Aide	J. Sampson, Aide	T. Schmidt, Counselor
S. Steeno, Aide	M. VanderZanden, Art	T. VanEperen, Music
J. VanGompel, Aide	D. Weyenberg, Health	A. White, Spanish

### ATTENDANCE PROCEDURES

At LCMS, we recognize a positive relationship between good school attendance and success in school. If student learning and growth are to take place, parents, students, and educators must acknowledge their responsibilities to assure attendance. Wisconsin state law requires that students are in school during all days and hours that school is in session.

**Excused Absences** are granted for reasons of personal illness, illness in the family or family emergencies, personal appointments of a professional nature, death in the family or funerals, 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. Administration reserves the right to make all final attendance decisions.

**If a student is going to be absent, parents are to call the office 788-7607 by 8:00 a.m.** Voice mail is also available for before and after school hour calls. If a parent has not called school by 8:30 a.m., an automated attendance call will be made. All absences must be reported within one day to be considered excused. We will not excuse absences after 48 hours of the absence.

We realize that on occasion students will need to leave school during school hours for doctor and dentist appointments or other family reasons. Your child should bring a note to the office that morning to get a PASS to leave. Students must sign out in the office when they leave and sign in when they return.

Attendance in school is mandatory for participation in and attendance at any extracurricular scheduled for the school day. Students must be in school for the afternoon classes to be eligible for **any** extracurricular participation. Students who leave school ill are not eligible. Exceptions may only be granted by the LCMS Administrator. Note: If a student leaves school for an excused absence other than illness or due to a pre-arranged absence, this student may be allowed to participate in or be a spectator at a school-sponsored event that same day.

**Pre-Arranged Absences** such as vacations must be pre-approved with a Pre-Arranged Absence Form available from the office. This form must be completed and returned to the office ONE WEEK prior to the student leaving. Students are responsible for all missed assignments.

**A student may be excused by the parent/guardian under this provision for not more than 10 days in the school year.** If absences or tardy patterns appear to be excessive, the school will notify parents that further absences may require a doctor's excuse. The principal at his/her discretion may request a Parent-Student-Counselor meeting to discuss a particular attendance concern. This authority is granted school administrators under State Statute 118.15. **Any absence not covered in the above will be unexcused.**

**Unexcused Absences** for students missing part or all of a school day will lose participation points in the classes they miss. Students with an unexcused absence for any day or class period will be required to make up missed time through a detention or possible in-school suspension.

**Tardiness:** Students are expected to be in their 1<sup>st</sup> Hr. class and seated when the 7:50 bell rings. If a student is late to 1<sup>st</sup> Hour, they are required to report to the office for a tardy slip.

When a student reaches tardy number 4 he/she will receive a 30 minute detention after school the following day. After the 5<sup>th</sup> tardy in a term the student will meet with an administrator to review the attendance policy. All tardies after the 5<sup>th</sup> tardy will be assigned and additional 30 minute detention and TRAC may be involved as well as a possible in school suspension. If a child is taken to Truancy Reduction and Assessment Center in Appleton, it will be the parent's responsibility to provide transportation home from TRAC.

If a student is late to classes other than 1<sup>st</sup> Hour, they are to bring a late slip from the class they are coming from. If the tardy is unexcused, teachers may issue an after school detention to be served with them after school. Failure to serve the teacher assigned detention will result in an office detention. If tardiness to class continues, the teacher will contact the parent and a discipline referral will be written and turned into the office.

### **TRUANCY**

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 circuit court system and services can be mandated to address the truancy problem.

### **SUSPENSION**

A student may be suspended from school for serious violations of school rules, disrespect for authority, repeated non-compliance, fighting, threats of violence, possession of drugs or drug paraphernalia or serving an excessive number of detentions. Suspension may be in or out of school at the principal's discretion. If a student is suspended multiple times during their LCMS career, they may be expelled from school if their behavior does not improve or is detrimental to the other students' educational opportunity.

Parents may be asked to accompany their child to school following any Out-of-School Suspension for a readmit conference. All work missed is the student's responsibility to make up.

### **DETENTION**

Detention is given when a student fails to comply with any of the regular school regulations or fails to do work assignments. Detention is supervised by the person who has given the detention or by the office. A detention may be for more or less than 30 minutes depending on the cause. Failure to serve detention or make alternate arrangements will result in detention being doubled. Missing either of the doubled detentions will result in an in-school suspension.

To participate in school athletic activities, clubs or any other school function, the student must first serve the detention. Students are responsible for their behavior, attendance and school work. Serving detention will be a reminder that the students' good behavior comes first. Students may rejoin their activity after the detention has been served. **If the activity is out of town, students may not participate unless they have traveled with the team bus or have had clearance from the principal in advance.**

### **HALL PASSES**

If a student is in the halls during a class period, they must have their agenda book with them and it must be signed by a teacher. If an administrator or teacher asks a student for his or her destination, students are required to present the signed Agenda Book that indicates their destination. Remember, a teacher must sign the student's agenda if they are going to be in the halls during class periods.

### **STUDENT ID CARD**

Student Photo ID cards are provided to students at LCMS. Students can use their ID Card to get into all M.S./H.S. Sports Events for free and checking out items in the LMC.

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

In order to ensure the safety of all students on our campus, middle school students must enter and exit only those doors designated as the Intermediate/Middle School Entrance. Middle 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 and out. 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. \*(Student visitors at LCMS must be pre-approved by the Principal prior to the day of the visit). \*Please note we only allow student visitors for special occasions such as school visits/shadow day.

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

Little Chute Middle 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.

## **LEAVING THE BUILDING**

**If a student must leave school during the regular school day for any reason, the Parent/Guardian must send a note with the student the day of the appointment.** The student is required to bring the note to the office before classes begin in the morning and pick up a PERMIT TO LEAVE THE BUILDING pass. The student must sign out in the office before leaving for the appointment and must sign back in upon return to school.

## **GRADES**

### **Progress Reports**

Mid-Term Progress Reports will be printed for parents to pick up at Middle School parent-teacher conferences. These reports are meant as a means of communicating progress and a request to work together so that students can achieve success in the classroom.

### **Online With Infinite Campus**

Parents can view their child's grades and attendance through the LCMS Infinite Campus Parent Portal. Parents can link to this through the LCMS Website and LCASD encourages parents and students to check this site regularly. Emails can be sent to teachers via this site as well and teachers will also be contacting parents through Infinite Campus.

### **Report Cards**

Little Chute Middle School uses a term reporting system. Term grades are a combination of daily class grades, quiz and test scores, participation and assigned reports or projects, and are an indication of how a student is doing at certain points during the school year. Term grades are the accumulation and combination of all grades throughout the 9 week period.

Report Cards will be posted to Infinite Campus approximately five (5) days following the completion of the Term

### **Incomplete Grades**

A grade of "Incomplete" may be given if work is not completed. A plan for completion must be drawn up by the teacher and signed by the student and parent. Incompletes must be made up within 2 weeks from the end of the term or the incompletes turns to an "F".

### **Promotion/Retention**

If students meet the grade level requirements satisfactorily, they will be promoted. However, when they fail to meet the requirements, retention may be considered. Parents of students who are being considered for retention will be contacted by the administrator.

Eighth grade students, who fail any 4<sup>th</sup> Term class or have multiple failures during the school year, including encore classes, will not be allowed to participate in the Graduation Ceremony at the end of the year. 7<sup>th</sup> and 8<sup>th</sup> Grade students who fail classes will be required to participate in a Summer School class during the summer to help them prepare for the next school year. 7<sup>th</sup> and 8<sup>th</sup> Grade students with multiple failing grades or failing the same class multiple times, may be retained or partially retained for the following school year to make up the class or classes failed. If retention or partial retention is being



considered, a meeting will be held with the student, parent or guardian, the M.S. Counselor, a L.C.H.S. Guidance Counselor, and the Principal.

### **Cheating**

The acts of cheating, plagiarism, or forgery in connection with academic endeavors or school procedures are detrimental to the educational process and are subject to disciplinary action and will result in the student having to redo the assignment. Cheating is 1) copying someone else's work (assignment, quiz, or test) and submitting it as your work, 2) allowing another student to copy your work, or 3) utilizing aids such as crib notes to assist in the completion of a quiz or test when such aids are not authorized.

### **Grading Scale**

All students submitted work will receive letter grades. Teachers will explain their grading procedure to students at the beginning of the year. Though each subject area will have a specific method for arriving at their grading criteria for work received, all teachers will use the point system listed below.

Grading Keys: A+ = 98-100    A = 93-97.9    A- = 90-92.9    B+ = 87-89.9    B = 83-86.9  
B- = 80-82.9    C+ = 77-79.9    C = 73-76.9    C- = 70-72.9  
D+ = 67-69.9    D = 63-66.9    D- = 60-62.9    F=0-59.9    Inc = Incomplete.

## **GENERAL RULES & CODE OF CONDUCT**

Basic expectations of Little Chute Middle School Students:

**HONESTY:** Telling the truth, keeping promises, being dependable.

**RESPONSIBILITY:** Carrying out your obligations or duties; answering for your own actions; and accepting consequences for your choices.

**RESPECT:** Treating everyone, including you, with dignity. Solving problems non-violently.

**SELF CONTROL:** Being able to control your own actions.

**PROMISE KEEPING:** Keeping your word.

**EQUALITY:** Understand that all people have the same rights.

**SOCIAL JUSTICE:** Treating all people fairly; being a people builder.

Discipline is the training that improves a person's actions and/or attitudes. The Little Chute Middle School Discipline Plan is:

\* When a student chooses not to follow the basic expectations as outlined, he/she may be issued a disciplinary referral.

\* A student's repeated violations of school rules may result in suspension from school.

Suspension may also be issued on a first referral if the principal feels it is warranted.

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

- Use and/or possession of alcohol or illegal drugs or drug paraphernalia on school grounds, at school functions, or within the Drug-Free School Zone.
- Use and/or possession of tobacco products on school grounds, at school functions, or within the Drug-Free School Zone.

- Theft/Stealing
- Vandalism
- Fighting/Assault
- Profanity or other abusive language directed at a staff member.
- Carrying a weapon or threats (written or verbal) to the safety of students in the building.
- Conduct that is considered to be detrimental to the educational process.

Note: Vandalizing of any school property or equipment (building, textbooks, desks, etc.) is a serious offense. Students are to respect school property. Students should help keep our school neat and clean by disposing of trash in its proper place. Students who disfigure property, break windows, or do other damage to school property or equipment will be required to pay for the damage done or replace the item and may be referred to the police.

### **Public Displays of Affection – YUCK!**

Many lasting friendships are formed during middle school years and we all want and need close friendships. To help control the distractions these friendships can cause, LCMS enforces a “hands-off” policy. Couples are not permitted to display affection within the MS/HS complex.

### **RESPECT**

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

### **LOST AND FOUND**

Articles of clothing that are found are taken to the Lost & Found Box located outside of the Middle School Office. All other articles (eyeglasses, books, notebooks, etc.) are brought to the Middle School Office. Lost articles not claimed within a reasonable time frame will be given to Goodwill Industries.

### **STUDENT CLASSROOM EXPECTATIONS**

Each LCMS staff member will have a classroom expectation plan especially designed for their class. These plans will be given to you throughout the first 2 weeks of the Term. Items in the “Syllabus” include, but are not limited to; assignments & tests, expected behavior, and class materials needed.

### **HOMEWORK POLICY**

We believe all students at LCMS have the ability to succeed, therefore failing is **NOT** an option. It is expected that **ALL** work will be completed. Failure to do so may result in an incomplete grade.

Make Up Work Due To Absence:

- It is the students responsibility to check in with their teachers their first day back to discuss missing work/assignments.
- Parents may request homework on line if student is out 2 or more days.

### **USE OF PHONES**

The office phone is for school business **only** and can be used by students only for emergency calls. Calls can be made from a classroom with the permission of the classroom teacher. If a student calls home for an item to be dropped off, the student is responsible to check in the office for their items.

### **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.

### **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.**

### **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. LCMS/HS 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. LCMS 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.

### **ALCOHOL, TOBACCO AND OTHER DRUG POLICY**

No student of Little Chute Area School District shall knowingly possess, use, distribute, or be under the influence of alcohol, controlled substances, or any other mood altering chemicals while on school property or during school sponsored activities. The possession,

use or distribution of drug paraphernalia, look-alike drugs, nonalcoholic beer, or any substance misrepresented as alcohol or a mood-altering drug is also prohibited on school property or during school sponsored activities. A student may be required to submit to a breath test to determine the presence of alcohol if a school official has reasonable suspicion that the student is under the influence of alcohol in violation of this policy.

Use of prescription or over-the-counter medication in compliance with Board policy shall not be considered a violation of this policy. Secondary distribution of any prescribed drug on school property or during school sponsored activities is prohibited.

Smoking and the possession or use of tobacco products (including smokeless tobacco products) by students and employees are prohibited on all school property.

\*\*Violation of this policy will result in disciplinary action which includes:

1. Application of approved school disciplinary practices and procedures;
2. Notification of law enforcement officials;
3. Notification of parents/guardians or legal custodians;
4. Notification of co-curricular advisors and the athletic director;
5. Suspension from school;
6. Notification of the district superintendent or designee;
7. Consideration for expulsion;

## **WEAPONS**

No one shall possess, use, threaten the use of, or store a weapon or look-alike weapon on school property, in a school facility, in a school vehicle or at any school-sponsored function. A weapon is defined as any object that by its design, use or intended use could cause bodily harm or property damage or intimidate other persons. Weapons include, but are not limited to: firearms, whether loaded or unloaded and whether operational or not, look-alike weapons, knives, laser pens, and martial arts equipment. In addition, student will not make verbal threats of violence towards others.

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

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

### **Consequences for violation of these policies include but are not limited to:**

Notification of law enforcement officials.  
Notification of parents, guardians or legal custodians.  
Notification of superintendent or designee.  
Suspension from school.  
Recommendation for expulsion.

## **CELL PHONES AND ELECTRONIC EQUIPMENT**

**LCMS Students are prohibited from carrying/using cell-phones during the school day 7:50 a.m.-3:18 p.m.unless the device has been approved by a teacher for supervised use for educational purposes.** If a student is caught with a cell-phone during the school day, the phone will be confiscated by the principal/designee and will be returned to the student's parent(s). If students are found to be texting during the school day, the phone will be taken away and a parent meeting with the principal will be required.

Toys, and electronic devices (including, **but not limited to** radios, I Pod's, CD players, walkmans, MP3 players, games, PDA's, cell phones, digital camera phones, two-way radios, cameras, pagers, laser pointers, any other electronic device capable of transmitting electronic signals) should not be brought to school. The school will not be responsible for lost or stolen items such as these. If a student is found to be in possession of these items or using these items in the building during the school day (7:50 a.m.-3:18 p.m.), they will be confiscated, turned over to the principal or his/her designee, and returned when picked up by a parent.

An exemption to this policy may be allowed for the use or possession of such a device if the principal or the designee determines that the device is to be used for legitimate purposes and the principal or designee grants permission.

## **BICYCLES/SKATEBOARDS**

Bikes and skateboards are not to be used on school property. Students are to walk their bikes and carry their skateboards once they are on school property. This is for the safety of the riders, as well as the pedestrians. Students who repeatedly violate this will lose the privilege of bringing their bike or skateboard to school. Bikes are to be parked in the bike racks and locked at all times. Please lock your bikes. Skateboards are to be placed in the student lockers during the school day. If the skateboard does not fit in the student's locker, students should talk with their homeroom teacher to store it in their classroom.

LCMS is not responsible for lost, stolen, or damaged bikes/skateboards. Any bike that is lost, stolen or damaged should be reported to the Police Department.

## **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.

### **LUNCH PERIOD**

LCMS is a closed campus. This means that students must stay at school during their lunch period. On occasion a student may leave during the lunch period with their parent; however, other students cannot be taken along. If a parent wishes to take their child during lunch, they must call school or send a note with their child. A child may be taken out of school for lunch **ONLY** by his/her Parent. The student must sign out in the office when they leave and sign back in upon their return. Students who leave for lunch are expected to return in time for their next class.

### **NOON HOUR RULES/EXPECTATIONS**

Students are expected to be respectful towards TAHER employees, fellow students, and lunch supervisors during the lunch period. Students are responsible to clean off their table and throw away their garbage before leaving the commons area. Failure to comply with these expectations may result in lunch detention or removal from the commons during the lunch period.

During lunch recreation, students will have an opportunity to go outside if the weather permits for recreational activity. The guidelines include:

- \*No cell phones or electronics
- \*No throwing balls at each other
- \*No half-court shots if playing basketball
- \*No tackling
- \*When the whistle blows at the end of rec time, all students should return balls to supervisor immediately.

#### **Before School Rules:**

- 1) Students should enter school through the Intermediate/Middle School doors. Middle School students cannot be in the building until 7:15 a.m. If a student is

- dropped off at the H.S., they are still expected to wait outside the Middle School Entrance doors until they are allowed to come inside.
- 2) Students are to remain outdoors until 7:15 a.m. At 7:15 students will be allowed into the building and will report to the Commons until the 7:40 a.m. bell. Students will need to wait in the commons until the 7:40 bell.
  - 3) Students are to park bikes and proceed immediately to the IS/MS Entrance.

### **HOT LUNCH PROGRAM**

Each month the Hot Lunch menu will be posted on the District Website. A hot lunch number will be assigned to each student by the District Hot Lunch provider. Cash should be placed in an envelope marked with the student's name and number and then placed in the hot lunch box mounted on the wall in the Commons or on the wall outside the District Office. Online payments can be made through your Infinite Campus Parent Portal account. If you have questions about the hot lunch program or the amount of money in your account, you should contact Lindsey at 788-7840 or e-mail. Parents may keep an up-to-date look at their accounts through the parent portal.

### **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.

\*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.



## LOCKERS

Lockers are and remain the property of the Little Chute Area School District. Lockers are provided for student use. LCASD is in no way responsible for any item left in a student's locker. Any loss suffered directly or indirectly is at the student's risk. Lockers must be kept locked when not in use. Students are assigned a specific locker with a confidential combination lock and will be responsible to turn the lock in at the end of the year.

**Students must use the locker and lock assigned to them and are not to share a locker or lock combination with another student.** Students who lose their lock will be charged \$5.00 for a replacement. Decorations on the outside of the lockers must be approved by the Homeroom Teacher or Principal.

## TEXTBOOK FEES/CLASS DUES/PHY ED FEE

Textbooks are issued to students on loan and are not their personal property. Fines will be charged at the end of the year for damaged books. Because books are so expensive, if they are lost, they will be replaced at new purchase cost. Please be careful!

**A Textbook Rental Fee plus Class Dues Fee and a Phy Ed Fee** is charged per student. If a family qualifies for a Cap Waiver or a Book Fee Waiver, they are still required to pay the Class Dues fee and Phy Ed Fee for each child along with any additional fees. All fees are to be paid at Registration.

## WEATHER

Schools are closed during inclement weather by the District Administrator when, in his judgment, the weather conditions threaten the health or safety of students. If school is cancelled all extra-curricular activities and practices will be cancelled for that day. Parents will be notified via voice and/or email from Infinite Campus Messenger. The following stations will broadcast notices of school being closed: Channel 2, Channel 5, Fox 11, WHBY 11:50 AM, WMGV 104 FM, WROE 94.3 FM. If schools are closed during the school day, the same avenues of communication will be used. Please do not call the school. We need to keep our lines open to communicate between buildings and for emergency situations. Also, plan ahead of time what your child(ren) are going to do in case of an early school dismissal due to weather and add an emergency contact to Infinite Campus in the event that the office cannot reach a parent. In past years, there has rarely been enough snow to keep us from opening each morning but please plan ahead. Should we ever have a late start, students will be allowed in the building at 9:45 a.m., with classes starting at 10 a.m.

## POLICE SCHOOL LIAISON PROGRAM

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

## GUIDANCE SERVICES

### Guidance

Middle School Guidance Services are available to all students and their families. Counseling services include assistance with home, school, and social issues or any other problem a student may wish to discuss with a counselor. Referral for services may be a self-referral by a student, or referral by another concerned person which may include other family members. Any student wishing to visit with the counselor can do so by notifying the office, their teacher, or contacting the counselor directly.

### Referral Services

A list of referral sources is available to students or their families for problems that would more appropriately be dealt with through another counseling service. It is highly recommended that agencies working with a student on problems which may affect their personal or academic performance, coordinate their services through the school counselor.

### Related Services

The counselor may be a valuable resource person for a student or their family when dealing with issues such as Developmental Guidance Classes, Career Exploration, State Standardized Tests, Record Interpretation, and Schedule Concerns.

## FUNDRAISING ACTIVITIES

All fund raising activities must be approved through the principal and are rarely done. Students may not solicit or sell merchandise for themselves or out-of-school organizations or causes unless approval has been given by the principal. A Class Dues Fee of \$15 per student is charged at the beginning of the school year to help cover costs of field trips etc. and will be used for activities that all students are eligible to participate in.

## FIELD TRIPS

Students on field trips will conduct themselves according to the directions of the field trip chaperone(s), and will abide by all school rules and regulations while on a field trip or extracurricular activity. If student behavior is unacceptable on a field trip, they may not be allowed to participate 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. They are part of a child's academic day and all students are required to participate unless they do not have proper paperwork turned in or have been kept back from a trip by administration.**

## FIRE DRILL EVACUATION

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

## TORNADO PLAN

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

## SUPPLY LIST

### Grade 7-8

- 1 5 Star Graphing Notebook- **8th GRADE ONLY**
- 1 Pk. 4 X 6 Lined Notecards - **8 GRADE ONLY**
- 3rolls scotch tape refills-**8th GRADE ONLY**
- 1 12" Ruler/With Metrics
- 1 Protractor
- 24 Pencils #2
- 1 Pencil Case
- 8 Spiral Notebooks (1 per class in different colors)
- 1 ¼ inch Graph Paper Notebook - **7th GRADE ONLY**
- 7 Pocket Folders (1 per class color coded with notebooks)
- 1 Box Colored Pencils
- 1 Box Colored Markers
- 1 Set Dry Erase Markers (For Math)
- 1 Glue Stick (No Rubber Cement)
- 1 Pkg. Loose Leaf Paper (wide ruled)
- 1 Scientific Calculator (Recommended T130)
- 12 @ Blue/Black/Red pens
- 1 Scissors
- 2 Highlighters
- 2 Boxes Kleenex (Homeroom)
- 1 Set Ear Buds
- 1 mouse (**optional**, but recommended)
- 1 ½ inch three-ring binder (for ELA) – **8<sup>th</sup> GRADE**

Gym Uniform (See Below)

\*\*Additional supplies may be required.

## PHYSICAL EDUCATION PARTICIPATION

All students will be expected to participate in the Physical Education curriculum on a daily basis. Exceptions can be made with a written note from a parent/guardian for one day only. For nonparticipation beyond one day, written instructions from the student's Medical Practitioner noting the level of restrictions and duration of non-participation are required. Medical absences will be dealt with on an individual basis.

Physical Education students are required to wear:

- 1) White T-Shirt with sleeves and not torn
  - a. can be plain or have logo on it within the school policy.
- 2) Navy Blue Shorts (no cut-off shorts, no jeans, no holes).
- 3) White Socks / Tennis Shoes
- 4) Sweatpants and Sweatshirt can be worn on cold days (must be worn over uniform).

### **Middle School Band (Grades 7 & 8)**

Essential Elements Book 2

Instrument

Music stand for home practice

Pencils

Cleaning supplies and materials specific to your instrument (reeds, valve oil, slide/cork grease, sticks/mallets, cleaning swabs, cleaning snake)

### **SCHOOL ACTIVITIES/CLUBS**

Honors Band / Jazz Band

Yearbook

Builders Club

Student Council

Spelling Bee

Musical

Forensics

Ski Club

Math-A-Thon

Track (Boys & Girls)

Volleyball (Girls)

Basketball (Boys & Girls)

Cross Country (Boys & Girls)

Wrestling

Destination Imagination

Solo Ensemble

Geography Bee

### **MIDDLE SCHOOL EXTRA-CURRICULAR CODE**

The mission of Little Chute Middle School Extra-Curricular programs is to provide an enjoyable educational experience based upon the developmental characteristics and needs of the young adolescent. The development of an adolescent's self-esteem, citizenship, responsibility, and skills in cooperation and leadership are positive outcomes of our co-curricular programs. They are also an essential part of the total education process and an excellent opportunity for the home, school, and community to come together.

**Extra-Curricular Activities** at the Middle School include Athletics, Student Council, Musical, Yearbook, Ski Club, Builder's Club, Forensics, Solo-Ensemble, and Destination Imagination. Those activities which involve performances or competitions require that students be academically eligible to participate and will use the following guidelines:

#### **Athletic Activities at the Middle School;**

*Upon receiving a **failing grade in one class** at the end of a term, the student will not be allowed to compete for 10% of the season. (Tournaments count as 1 date per tournament)*

day). They must attend all practices and competitions, assuming there is no early release from school. At the end of the suspension period, the student is expected to obtain an eligibility form from the MS office, and have all teachers sign it indicating that the student is passing ALL classes. If passing all classes at that time, the student can compete. However, if after 10% of the season, the student is still not passing, they will be allowed 10 calendar days to be passing all classes to reenter competition. If a student is failing any classes after those 10 days, the student will be removed from the activity for the rest of the season and will not be allowed to attend practices. **\*\*\*Grades will be monitored after the suspension period and at the discretion of the principal, the student may be pulled from competition if grades are not acceptable\*\*\***

Upon receiving a **failing grade in two classes** at the end of a term, the student will not be allowed to compete for 25% of the season. (Tournaments count as 1 date per tournament day) They must attend all practices and competitions, assuming there is no early release from school. At the end of the suspension period, the student is expected to obtain an eligibility form from the MS office, and have all teachers sign it indicating that the student is passing ALL classes. If passing all classes at that time, the student can compete. However, if after 25% of the season, the student is still not passing, they will be allowed 5 calendar days to be passing all classes to reenter competition. If a student is failing any classes after those 10 days, the student will be removed from the activity for the rest of the season and will not be allowed to attend practices. **\*\*\*Grades will be monitored after the suspension period and at the discretion of the principal, the student may be pulled from competition if grades are not acceptable\*\*\***

If a student has **more than two failing grades** at the end of a term, the student will not be allowed to compete in any competitive activities for the following term.

Therefore, if a student is involved in more than one Extra-Curricular activity and is failing a class or classes, it may result in suspension from multiple activities.

**4<sup>th</sup> Term Grades will carry over to 1<sup>st</sup> Term of the following year for 7<sup>th</sup>, 8<sup>th</sup> and also 9<sup>th</sup> Grade at LCHS. \*However successful completion of a comparable summer school class will regain eligibility for students.**

**For Middle School Athletic and Non-Athletic Activities:**

Students are expected to be in attendance at school for all PM classes of a school day to participate in any after school Extra-Curricular activity. If a student is absent due to an appointment, they will be allowed to participate after school. All decisions regarding participation will be at the discretion of the principal.

Students in Extra-Curricular activities are expected to follow the school rules throughout the school day. If a student is removed from class for inappropriate behavior, it will be the principal's decision if that student participates in Extra-Curricular activities held on that day. Repeated violations of school rules or discipline referrals may also result in suspension from co-curricular activities.

Students in Extra-Curricular activities are to refrain from using, possessing, or being under the influence of any controlled substance, including tobacco, intoxicants ( including non-alcoholic beer or wine), or mood altering substances ( not to include drugs prescribed for you by a person licensed to do so). A student may not be in attendance at a party/place where the above behavior is occurring and must leave as soon as it is reasonable to do so. Students accompanied by a parent are exempted in these situations.

The following will occur with ATODA infractions:

First Offense- 25% of season suspension with carry over.

Second Offense-Required meeting with the Student, Parent(s), Principal, Athletic Director, Coach, Guidance Counselor, PSLO to explore best helpful options. 50% of season suspension with carry over.

Third Offense - Required meeting with the Student, Parent(s), Principal, Athletic Director, Coach, Guidance Counselor, PSLO. Suspension consequences will be determined at this meeting.

**ATODA infractions which occur after 8<sup>th</sup> Grade Graduation will be disciplined under the High School Extra-Curricular Code.**

***Tournaments are to be considered as 1 date per tournament day towards the total games of a season.***

**Special Notes:**

Once a suspension has been served any additional loss of playing time is at the coach's/advisor's discretion. Generally, once a penalty has been served, there should be no more consequences, but there are cases where additional loss of participation time may occur.

In the cases of participation in Extra-Curricular/School Activities where there are limited number of actual contests, performances or events, suspension from a percentage involvement may be impractical. In cases where disciplinary situations arise, the coach/advisor will confer with the Activity Director/Principal to determine appropriate action. Each advisor and coach will monitor his/her respective group to uphold and maintain reasonable academic and behavioral expectations.

**Extra-Curricular Behavioral Expectations:**

Participation in Extra-Curricular activities must refrain from socially unacceptable behavior. This means activities which are unlawful or which are viewed as contrary to the generally accepted moral and ethical standards of the community for the development level of middle school students. **Student misconduct may also include, but not be limited to cyber bullying/harassment through social networking activities, internet postings, or other forms of electronic communication.**

Students may be suspended from Extra-Curricular activities for unacceptable conduct (according to board policy and/or state statute when applicable). Such conduct includes but is not limited to the following action:

1. Defiance to authority
2. Disorderly or disruptive conduct
3. Fighting
4. Foul or abusive language or gestures
5. Harassing, threatening, or intimidating others
6. Possession of weapons or dangerous articles (as defined by State Statutes and Board Policy.
7. Possession or using tobacco and nicotine products (including electronic cigarettes and look-a-like paraphernalia).
8. Record and identification falsification
9. Setting false fire alarms
10. Misuse or destruction of any school equipment or facilities
11. Repeated tardiness
12. Theft or robbery
13. Use, possession, sale, distribution or being under the influence of alcohol or any other illegal controlled substance
14. Vandalism
15. Willful disobedience
16. Arrests or convictions, such as an ordinance violation, a misdemeanor, or felony.

#### **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 15, 2017.

#### **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 grades 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 at a Bachelor's Degree and many have advanced degrees. All teachers are fully licensed for their assignment. A list of teacher qualification 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 with students are all considered qualified for this work.

### **7<sup>th</sup>-8<sup>th</sup> GRADE DAILY SCHEDULE**

The school day begins at 7:50 a.m. and ends at 3:18 p.m. Doors open at 7:15 a.m. daily and breakfast is offered from 7:20 – 7:40 a.m. All students stay in the Commons until the 7:40 a.m. Entrance Bell. Band and Choir start at 7:30, if not in band or choir students are expected to be in Homeroom by 7:50. Students **MUST** be in their Class by the 7:50 a.m. bell. **Classes begin promptly at 7:50.**

### **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 MIDDLE 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 trancies and notified the student's parent or guardian of the trancies 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.