

# 2023-2024 Family/Student Handbook



**LITTLE CHUTE**  
Area School District  
*fostering a community of learners*

*Little Chute Elementary School*  
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## LCASD MISSION STATEMENT

“Fostering a Community of Learners”

The Little Chute Area School District (LCASD) 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.

### LCASD LEARNER GOALS

Consistent with its adopted mission and philosophy, the LCASD believes that in order to lead productive and fulfilling lives in a complex and changing society and to continue learning, our graduates shall demonstrate the knowledge, skills, and attitudes to be:

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

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## **Principal's Message**

Welcome to Little Chute Elementary School!

Each year brings exciting opportunities to all of our staff and students and we are looking forward to being able to be a part of those this upcoming school year. With our exemplary staff and the amazing support from our top notch community, our daily focus is to prepare our students academically, socially and emotionally so they can have success in and out of the classroom and feel a sense of pride as they continue to grow through the Little Chute Area School District.

We are fortunate to have a very supportive community, incredible parents, including our wonderful PTO (Parent Teacher Organization). They provide us with opportunities to give our students the best. We celebrate the accomplishments of our students and staff everyday and support each other so we can work together to bring out the best in each other.

We are very proud of all that Little Chute Elementary School has to offer. We are excited to help our students learn and grow through our challenging curriculum and fun experiences while being part of a community that fosters a positive social and emotional community amongst everyone.

Sincerely,

Melissa Yuska

## **KINDERGARTEN THROUGH GRADE 4 SCHOOL DAY**

### Start of Day

The school day begins at 8:00 a.m. Students are expected to be in their classroom at 8:00 a.m. (students not in the classroom at 8:00 a.m. will be marked as tardy). Morning supervision begins at 7:50 a.m. Students are NOT to be on school grounds prior to 7:50 a.m. unless they participate in the breakfast program or Boys and Girls Club before school program. There is no adult supervision outside of the school building before the doors open at 7:50 a.m. Students enter the building beginning at 7:50 a.m. through assigned doors based on grade level. All doors are locked. Students who arrive after 8:00 a.m. need to enter through Door 1. If it is raining or extremely cold, students may be permitted to enter the building beginning at 7:50 a.m. (students are not allowed to enter prior to 7:50 a.m. due to a lack of supervision—please plan accordingly so that your child is safe in the event of severe weather conditions). Students who participate in the breakfast program should enter through Door 6 from 7:30 a.m. to 7:50 a.m. Students who participate in the Boys and Girls Club before school program should enter through Door 6 beginning at 7:00 a.m.

### End of Day

School is dismissed at 3:00 p.m. It may take five to ten minutes before a student leaves the building as it takes time for young children to get ready to go home. After school outdoor supervision begins at 3:00 p.m. and continues through 3:15 p.m. All students MUST be picked up or have left the school grounds by 3:15 p.m. with the exception of students who participate in the Boys and Girls after school program. Students not picked up at 3:15 p.m. will be taken to the office and a telephone call will be made to the parent.

### EARLY RELEASE SCHOOL DAYS KINDERGARTEN THROUGH GRADE 4 (WEDNESDAYS)

September 13, 20, 27

October 4, 11, 18

November 1, 8, 15, 29

December 6, 13, 20

January 10, 17, 24

February 7, 21, 28

March 6, 13, 20

April 3, 10, 17, 24

May 1, 8, 15

### Start of Day

Start of the day schedule is the same as for regular/full days.

### End of Day

An early release day constitutes a full day for attendance purposes. School is dismissed at 1:45 p.m. It may take five to ten minutes before a student leaves the building as it takes time for young children to get ready to go home. After school outdoor supervision begins at 1:45 p.m. and continues through 2:00 p.m. All students MUST be picked up or

have left the school grounds by 2:00 p.m. with the exception of students who participate in the Boys and Girls after school program. Students not picked up at 2:00 p.m. will be taken to the office and a telephone call will be made to the parent.

#### **FOUR-YEAR-OLD KINDERGARTEN SCHOOL DAY**

FOUR-YEAR-OLD KINDERGARTEN ATTENDS SCHOOL AS USUAL ON EARLY RELEASE DAYS. FOR SAFETY REASONS, PARENTS/CAREGIVERS ARE RESPONSIBLE TO PICK-UP AND DROP OFF FOUR-YEAR-OLD KINDERGARTEN STUDENTS AT DOOR 2. PARENTS/CAREGIVERS SHOULD PROVIDE SUPERVISION AT DROP OFF UNTIL A STAFF MEMBER IS PRESENT.

##### Morning Session

The school day begins at 8:00 a.m. Students are expected to be with their teacher at 8:00 a.m. (students not with their teacher at 8:00 a.m. will be marked as tardy).

Morning supervision begins at 7:50 a.m. Students are **NOT** to be on school grounds prior to 7:50 a.m. Students enter the building beginning at 7:50 a.m. through Door 2. All doors are locked electronically. Students who arrive after 8:00 a.m. need to enter through Door 1. If it is raining or extremely cold, students will be permitted to enter the building beginning at 7:50 a.m. (students are not allowed to enter prior to 7:50 a.m. due to a lack of supervision—please plan accordingly so that your child is safe in the event of severe weather conditions). The school day ends at 10:40 a.m. Parents are required to provide a responsible individual to pick up their child. After-school supervision begins at 10:40 a.m. and continues through 10:50 a.m. All students must be picked up by 10:50 a.m. Students not picked up at 10:50 a.m. will be taken to the office and a telephone call will be made to the parent.

##### Afternoon Session

The school day begins at 12:20 p.m. Students are expected to be with their teacher at 12:20 p.m. (students not with their teacher at 12:20 p.m. will be marked as tardy).

Afternoon supervision begins at 12:15 p.m. Students are **NOT** to be on school grounds prior to 12:15 p.m. Students enter the building beginning at 12:15 p.m. through Door 2. Students who arrive after 12:20 p.m. need to enter through Door 1. If it is raining or extremely cold, students will be permitted to enter the building beginning at 12:15 p.m. (students are not allowed to enter prior to 12:15 p.m. due to a lack of supervision—please plan accordingly so that your child is safe in the event of severe weather conditions). The school day ends at 2:55 p.m. Parents are required to provide a responsible individual to pick up their child. After-school supervision begins at 2:55 p.m. and continues through 3:05 p.m. All students must be picked up by 3:05 p.m. Students not picked up at 3:05 p.m. will be taken to the office and a telephone call will be made to the parent.

#### **TRAFFIC AND PARKING**

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

daycare vans are prohibited from parking in zones marked for buses. Parking rules will be enforced by the Fox Valley Metro Police Department.

### **STUDENT TRANSPORTATION**

Many students ride bicycles, rollerblades, scooters, and skateboards to school. For safety purposes, all items must be **walked** after reaching school property or reaching streets adjacent to school grounds. Students are not allowed in the faculty parking lot which is located on the west side of the building. Rollerblades, skateboards, etc. cannot be used during recess. Students not following safety rules will be given a reminder. The second time the rules are violated, students will not be allowed to ride their bikes, rollerblades, scooters, or skateboards to school for one week. Parent cooperation is requested in enforcing these rules. LCES is not responsible for lost, stolen, or damaged bicycles, skateboards, etc. Any item that is lost, stolen, or damaged should be reported to the police school liaison officer.

The LCASD does not provide general bussing to students. Bussing is only provided to students who live in an area deemed as hazardous (typically no sidewalks) by the Outagamie County Sheriff's Office. Students with special education needs may be provided transportation as a related service per the Individualized Education Program (IEP). Questions related to bussing should be directed to Alexadra Baierl, Director of Pupil Services, at 920-788-7610.

LCES does not coordinate carpools or alternate transportation for parents. If transportation is a barrier to school attendance, the parent is encouraged to contact the LCES Office to discuss their concerns.

### **PETS ON SCHOOL GROUNDS**

For safety and health reasons, dogs and other pets are **not allowed** on school property without the permission of the principal. If you walk to school with your pet, please wait for your child on the public sidewalk near the street. Even though your pet may be friendly, some students are fearful of animals.

### **STUDENT ATTENDANCE AND ABSENCES**

(REFER TO LCASD SCHOOL BOARD POLICY/RULE 431 REFERENCED LATER IN THIS HANDBOOK)

Student attendance at school is directly related to student success in school. At Little Chute Elementary, we want to maximize the day's students are in attendance. If student learning and growth are to take place, parents, students, and school staff must acknowledge their responsibility to assure student attendance. Wisconsin state law requires that students are in school during all days and hours that school is in session.

**Student on-time behavior is very important. Students may enter the building at 7:50 and need to be in their classroom by 8:00.** Students entering school late miss important information presented by the teacher, disrupt the learning process, and develop a pattern of behavior that may be detrimental for future success in school and life. Assist

your child in developing a pattern of on-time behavior at school. Parents will be contacted if a pattern of tardiness occurs in accordance with school board policy/rule.

**If a student is going to be absent from school, the elementary office must be notified. Please contact the office prior to 8:30 a.m.** Voicemail is available for before or after-hour calls. If the office does not receive notice of an absence, you will be contacted by telephone. This contact is to prevent children from getting lost or loitering on their way to school. If a student is not reported absent by a parent, the absence will be considered unexcused.

Try to schedule dental or medical appointments before or after school hours. If students have to miss school for medical appointments, have them return immediately afterward so they do not miss the entire day. Please remember to bring a note to excuse your students' time they have missed. You will need to come into the office to sign your child out when he/she is ready to leave for their appointment. **Students will not be called to the office until you arrive so please plan accordingly.**

### **SCHOOL CLOSING RELATED TO WEATHER**

The District Administrator will close schools when weather conditions threaten the health or safety of students. The following stations will broadcast notices of school being closed: **WBAY, Channel 2; WFRV, Channel 5; WLUK, Channel 11; WGBA, Channel 26; WHBY 1150 AM; WIXX, 101.1 FM.** In the event of a late start due to severe weather conditions, school will start at 10:00 a.m. Before school supervision will begin at 9:50 a.m. for late start days. If school is closed while in session, the same media will also be notified. Please do not call the school to ask about school closing early. Telephone lines need to be open to communicate between buildings and for emergency situations. If you are at work and do not have access to a radio, please have a friend or neighbor give you a call in case school closes. Please plan ahead as to how you will handle a school closing.

### **CRISIS RESPONSE**

The LCASD and LCES have a detailed crisis response process as well as a trauma response process. Staff and students participate on a regular basis in various drills (fire, tornado, school lockdown, etc.) to promote an orderly school environment in the event of an emergency. Actual school emergencies will be communicated to parents, as time permits, through the LCASD's mass communication protocol (telephone and e-mail).

### **VISITORS**

A safe environment for students, staff, and parents is a priority as LCES. Staff members are required to wear identification badges. **All visitors MUST bring their state-issued ID and enter through Door 1, where our electronic Raptor system will be utilized to conduct a background check. Visitors must wear a name tag while in school.** Any adult in the building without a name tag will be asked to report to the office. In order to provide a safe school environment, all doors are locked during the school day with the exception of Door 1 (a buzzer system is in place at Door 1). When visiting, please use the buzzer and state your purpose for your visit through the intercom system. Office staff have the discretion to deny a visitor access to the building.



## **VOLUNTEERS**

All individuals interested in volunteering at LCES MUST comply with the LCASD School Board Volunteer Policy, 353.1 (Full policy is included toward the end of this document). This policy requires a background check to be completed and school approval prior to an individual being allowed to volunteer at LCES.

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

LCES 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, original 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.

## **PARENT-TEACHER ORGANIZATION**

PTO meetings and activities provide a relaxing, informal opportunity for parent involvement in the school. Please watch for notices of meetings/activities and plan to attend! Through the PTO, parents are encouraged to contribute their time and talents to the school. More information on volunteering will be provided during the school year. The PTO also financially supports supplemental activities for students. Please get involved!

## **HOME/SCHOOL COMMUNICATIONS**

- **SOCIAL MEDIA**: LCES will post school information on social media, including the district Facebook page and LCES PTO Facebook page.
- **WEBSITE POSTINGS**: In an effort to reduce the amount of paper sent home with students and to better communicate with all significant adults in a student's life, LCES will post important school information and events electronically. Parents will get more information on how to access electronic information at registration. Please also visit the Family Communications Page at LCASD.
- **INFINITE CAMPUS COMMUNICATION**: The Infinite Campus Communication System allows the LCASD to send mass emails or telephone messages to parents. Parents will be asked at registration to provide the appropriate contact information. Infinite Campus is utilized to communicate up-coming events, to provide notification of the school/parent newsletter, and/or to communicate emergency situations.
- **PARENT COMMUNICATIONS**: Each Monday, an email will come through our Infinite Campus Communication System directing you to a webpage with any pertinent information for that week. This may include things such as notices, flyers for upcoming events, fundraisers, etc.
- **MONTHLY NEWSLETTER**: Ms. Yuska will send out a monthly newsletter to all families during the school year.
- **PARENT-TEACHER COMMUNICATIONS**: Teachers are encouraged to have many informal contacts with parents, either face-to-face, by telephone, or by email. If you have any concerns or questions about your child's education, please feel free to contact your child's teacher. If you attempt to contact a teacher by telephone during instructional time, the office will give you the teacher's voicemail so you

can leave a message. Parents are encouraged to contact their child's teacher with any questions or concerns that arise throughout the school year.

- **PARENT-TEACHER CONFERENCES**: Two-parent/teacher conferences are scheduled for each child. Parents who are divorced or separated and who wish to attend their child's conference are to attend together so that each adult receives the same information. An exception to this is if there is a specific court order and/or agreement that prohibits parents from attending a conference together. Prior to parent-teacher conferences, parents will be provided information as to how to schedule a conference using online software.
- **REPORT CARDS**: Report cards are issued at the conclusion of semesters and available to view on student's Infinite Campus parent portal (January and June). Grading of student progress will be based on performance. The district uses meaningful assessment tools to measure student progress. Adequate examples of student work (to support grades) will be kept by the teacher and shared with parents at conference time. Student work habits and social behaviors are also assessed on the report card.

### **BALLOON OR FLOWER DELIVERY**

Delivery of balloons or flowers to school is **prohibited to the classroom**. Balloons or flowers in a classroom interfere with the learning environment. If for any reason balloons or flowers are delivered to school, students will be notified at the end of the school day to pick up the delivery from the office when they leave.

### **STUDENT DRESS CODE**

Students are expected to dress appropriately and take pride in their appearance while at school. Students are not allowed to wear clothing that advertises or promotes alcohol, tobacco products, or other drugs by name or logo. Clothing that could be viewed as offensive or that detracts from the learning environment is prohibited. Parents will be contacted if a student does not comply with the above clothing guidelines. Jackets, hats, and boots cannot be worn in the classroom. When the weather becomes cold or rainy, please be sure students are dressed appropriately to walk to and from school and to go outside for recess.

### **STUDENT CODE OF CONDUCT**

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

Dangerous, disruptive, or unruly behavior will not be tolerated in the classroom, cafeteria, or on the playground at LCES. Examples of such behavior may include, but are not limited to the following:

- Possession or use of a weapon or other item that might cause bodily harm;
- Possession or use of alcohol, cigarettes, or drugs not covered under the district's medication policy;

- Fighting;
- Behaviors that create an intimidating, hostile, or offensive environment;
- Taunting, baiting, inciting, and/or encouraging a fight or disruption;
- Pushing or striking a student or staff member;
- Obstruction of classroom activities;
- Dressing or grooming in a manner that presents a danger to health or safety, or causes interference in the school environment;
- Repeated interruptions, confronting staff argumentatively, making loud noises, or refusing to follow directions;
- Throwing objects or food;
- Repeated violation of classroom, cafeteria, or playground rules;
- Behavior that causes the teacher or students fear of physical or psychological harm;
- Physical confrontations or verbal/physical threats;
- Willful damage to school property;
- Defiance of authority (willful refusal to follow directions given by the staff);
- Leaving the classroom, playground, or other supervised areas out of anger or defiance of adult authority;
- Possession of personal property prohibited by school rules;
- Repeated use of profanity;
- Leaving school grounds without permission;
- Disregarding student transportation rules

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

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

Consequences for misbehavior may include:

- Time-out within the educational setting;
- Verbal warning;
- Conference with student;
- Telephone call/conference with parent/guardian;
- Time-out room/written notice to parent/guardian;
- Confiscation of items;
- Referral to pupil service personnel;
- In-school suspension;
- Out-of-school suspension;
- Referral to police-school liaison or Metro Police Department;
- District disciplinary hearing;
- Expulsion

Based on the philosophy that all students are individuals and that the circumstances surrounding any situation are varied, what is fair does not necessarily mean "the same

consequence” in every case. This code is meant to be used as a framework. School administration reserves the right to decide what type of consequence is most appropriate based on each individual circumstance. Parents will be contacted if a student is removed from class and/or the nature of the problem will be explained to them.

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

**(REFER TO LCASD SCHOOL BOARD POLICY/RULE 443.5 REFERENCED LATER IN THIS HANDBOOK)**

LCES recognizes the legitimate safety purpose of students possessing cellular telephones. However, all students have a right to learn and engage in school activities without distraction or disruption from the use of cell phones or gaming devices during the school day. All devices must be turned off and out of sight during the school day (stored in lockers or backpacks). Violation of this policy will result in the device being taken from the student. The device will be returned at the end of the day or parents will be called to pick up the device from the office. The school is not responsible for any damage to or theft of electronic equipment brought into the school environment.

### **TOYS IN SCHOOL**

Toys **are not** permitted in school as they create a disruption to the learning environment. The exception to this practice is special occasions such as “student of the week” or if a teacher gives permission to bring a “toy” for classroom use.

### **LOCKERS**

Lockers are and remain the property of the LCASD. Lockers are provided for student use for grades 2-4. It is the student’s responsibility to keep his/her school locker neat and clean at all times. Periodic general inspections of lockers may be conducted by the principal for any reason at any time, without notice.

### **FIELD TRIPS**

Students on field trips will follow the directions of the field trip chaperones, and will abide by school rules and regulations while on a field trip. Unacceptable student behavior on a field trip may result in the student not participating in future field trips. Parents must fill out a parental permission slip each time a student goes on a field trip. Field trips are not optional as they are part of a child’s academic day. All students are required to participate.

### **STUDENT LUNCH/RECESS**

**For safety reasons and for the orderly operation of the school during lunch and recess, parents or other visitors will NOT be allowed to have lunch or participate in recess with a student at school in the lunchroom. Parents can bring lunch to school and eat lunch with their child and only their child in the gathering area outside the library area at the end of the Kindergarten hallway and main office hallway.** Parents may take their child or children to lunch during the lunch/recess period. Students leaving for lunch must be signed out in the office by the parent. Parents may only sign out their own child or children (you may not sign out a child’s friend even with permission from that child’s parent). Crossing guard coverage is not provided during lunch periods. In

order to enable a child to walk home for lunch or to leave school with an adult relative, you must make special arrangements with the Office.

### **FOOD SERVICE**

LCES has a breakfast and lunch program. Breakfast and lunch menus are published monthly and are posted online. Students decide which days they eat breakfast or lunch. There is no registration or ordering necessary. The decision to participate can be made on a daily basis. Milk is provided with hot lunch. If your child does not take hot lunch but would like milk, it can be purchased with cash or charged to your child's food service account. Foodservice provides each student an identification number for breakfast and lunch. Payments can be paid by credit or debit card on your parent portal in Infinite Campus. Payments paid by check or cash for the foodservice program should be placed in an envelope marked with the student's name and number. Families with more than one child can put multiple names and numbers on the envelope. The envelope is placed in a box mounted on the wall in the cafeteria or in the school office. Questions about the food service program should be directed to the Taher Supervisor at 788-7840. Parents may check their child's food service account online. Go to [www.littlechute.k12.wi.us](http://www.littlechute.k12.wi.us) click LINKS, and find Taher Lunch Account. Two access codes are needed to log-on. The first code is your family identification number, which appears on the top right of your statement. The second code is your personal identification number, which defaults to the last four digits of your telephone number. You can also enter your e-mail address for an automated low balance e-mail notification which is sent daily.

### **CLASSROOM BOOKS**

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

### **EDUCATIONAL PROGRAMS**

LCES offers a variety of programs to assist with student learning difficulties and student adjustment. Comprehensive special education programs are available to students with disabilities. If you need further information about special education services, please contact Alex Baierl, Director of Pupil Services, at (920) 788-7605. Title One Reading services are available for students who require additional assistance in reading. If you need further information about Title One services, please contact Angela Wachtel, Director of Curriculum and Instruction, at 788-7605. English Language Learner (ELL) services are available for students who speak a second language and require additional academic support. If you need further information about ELL services, please contact Angela Wachtel, Director of Curriculum and Instruction, at 788-7605.

### **POLICE SCHOOL LIAISON PROGRAM**

The PSL is a law enforcement officer who, by definition, has an obligation to serve, protect, and uphold the law. The PSL is a listener and a friend to young people and a resource person to families, the school, and the community. The PSL serves an educational function by assisting in instruction designed to acquaint students with the

law, the ways in which it operates on the local/state level, and how it touches their lives.

### **SCHOOL COUNSELOR**

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

### **SCHOOL PSYCHOLOGIST**

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

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

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

DATA SHEETS – At registration, all students will receive the following forms for the parent/guardian to complete: a data sheet which includes physician's name, hospital preference, known medical conditions, and a telephone number to call in an emergency when a parent cannot be reached; an annual medical alert list update request which includes any special health concerns. The Data Sheet is one of the most important pieces of information that the school requires, especially in the event that a child may be unconscious or in an emergency situation. **Please keep the emergency information updated by notifying the school of ANY changes.** This information is confidential and is for school personnel only.

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

### **SCHOOL MEDICATION POLICY**

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

- Over the Counter Medication – Parents must provide the medication in the original container and complete the medication consent form available in the office.
- Prescription Medication – Parents must complete the medication consent form available in the office along with written instructions and a signature **from a physician** for school personnel to give

medication. Parents must provide medication in a pharmacy labeled container that indicates the 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 school office. Students are prohibited from having medication on their person or in their belongings while at school.

### **STUDENT WELLNESS POLICY**

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

### **CLASSROOM TREATS/BIRTHDAY TREATS**

The LCASD expects parents to send only birthday treats that are store bought and pre-packaged. In an effort to ensure birthday treats can be enjoyed by all classmates, we encourage families to consider nonfood related. Some ideas are fun pencils, a new book for the classroom, stickers, etc. If you choose food and if your student is a member of a classroom that is nut-free, please be aware of this and communicate with the teacher what treat options you'll have to bring for the classroom.

### **PARTICIPATION IN PHYSICAL EDUCATION**

Without written instructions, all students are expected to participate in physical education. For minor medical problems, a note from the parent excusing the student from one day of class will be honored. If the medical problem is serious or chronic, written instructions from a physician indicating specific restrictions and the duration of non-participation are necessary. It is the responsibility of the parent to make the physical education teacher aware of any changes in the physician's original order.

### **LIBRARY**

The Library is composed of learning materials which include books, magazines, videos, and Internet resources. All materials, with the exception of the Internet, have been carefully selected by library staff and instructors to cover many subjects and reading levels. Students are expected to follow the school's acceptable use of technology policy when accessing materials via the Internet. Books and magazines may be checked out of our library. If an item is lost, parents will be charged the full price of the item. If you find the item after having paid for it, you will be reimbursed the cost of the item. Any materials taken from the LMC without being checked out will be considered stolen.

### **INTERNET USER POLICY**

All Little Chute Elementary students must agree to the following policy in order to use the Internet:

We, the Little Chute Area School District, believe that the Internet is a powerful tool in the search of knowledge and information. The resources available to us stretch across the world. Like any tool, the Internet must be used properly. The vast majority of Internet sites are valuable, important resources. I agree to use this resource responsibly and appropriately. For purposes of this contract, a SUPERVISOR is defined as a teacher, administrator, librarian, paraprofessional, or other adult in charge of the computers. SCHOOL COMPUTERS include personal computers and servers on premise and leased off premise for district use.

1. I will never share my password or account with anyone. I have full responsibility for the use of my account. I will be held responsible for any violations of these rules that can be traced to my account.
2. I am aware that giving out personal information on the Internet can be dangerous. Names, addresses, telephone numbers and other personal information should not be given out.
3. I will not use the network for any illegal activities. Illegal activities include tampering with computer hardware or software, unauthorized entry into computers, or vandalism or destruction of computer files. In some cases, such activity is considered a crime under state and federal law.
4. I will not vandalize computers, software, or network devices.
5. I will not download or upload files to school computers without permission of my instructor and/or technology support personnel. Downloaded files may contain viruses, which could damage the computer and cause the school to shut down its computing availability.
6. I will not intentionally search for, view, and/or distribute inappropriate materials.
7. I will obey the rules of copyright.
8. I will not post personal communications in a public forum without the author's prior consent. All messages posted in a public forum such as a news group may be copied in subsequent communications, so long as proper attribution is given.
9. I will use appropriate language and avoid offensive or inflammatory speech. Profanity or obscenity will not be tolerated on the school network. I must use language appropriate for school situations as indicated by school policy. Internet users must respect the rights of others both in the local community and on the Internet at large. Personal attacks are an unacceptable use of the network. If I am the victim of a personal attack, ("flame") I will bring the incident to the attention of a teacher or system administrator.
10. I understand that certain Internet processes require extensive resources (i.e. streaming audio, streaming video, Real Players, on-line gaming, instant messaging, etc.). I will not use such processes unless directed by a supervisor.
11. I understand the district utilizes an Internet Filter for my protection. I will not disable nor attempt to bypass this filter.



LCES staff will have access to student disks or data sources which are used on school computers and to student folders on the web. All work completed at school will fall under policy guidelines.

### **TITLE ONE NOTIFICATION**

Schools that received Title One funds are required to disclose to parents the qualifications of teachers and Title One support staff. Possible parent questions may include:

- 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 **NON-DISCRIMINATION - TITLE IX (LCASD POLICY 113)**
- of my child's teacher?
- What degrees does my child's teacher hold?
- Are there instructional aides working with my child? If so, what are their qualifications?

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

### **PERTINENT SCHOOL BOARD POLICIES AND PROCEDURES**

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 ELEMENTARY SCHOOL STUDENT HANDBOOK.

**Title IX Nondiscrimination Policy Statement** – As mandated by the current provisions of Title IX of the Education Amendments of 1972 and under the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations"), the District does not unlawfully discriminate on the basis of sex in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to a District Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both.

The District's commitment to nondiscrimination under Title IX and under other state and federal laws is further defined in the policies of the School Board.

**District Title IX Coordinators** – The District employees who hold each of the positions identified below serve as Title IX Coordinators for the District:

Director of Pupil Services Alexandra Baierl 1402 Freedom Rd. Little Chute, WI 54140 (920) 788-7605 abaierl@littlechute.k12.wi.us	Business Manager Karen Moore 1402 Freedom Rd. Little Chute, WI 54140 (920) 788-7605 kmoore@littlechute.k12.wi.us
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**Reporting Sex Discrimination** – Any person (including a person who is not claiming to have been personally harmed/victimized by the alleged discrimination) may report a concern or allegation regarding prohibited sex discrimination (including sexual harassment) to the District. Such reports may be submitted as follows:

1. To a District Title IX Coordinator, either in person, by U.S. mail, by telephone, or by electronic mail, using the contact information listed above. In person reports should be made when the Title IX Coordinator is reasonably available during regular working hours. Reports submitted by telephone, mail, or electronic mail may be made at any time.
2. By any other means that results in a Title IX Coordinator actually receiving the person's verbal or written report.

**Filing Formal Complaints of Title IX Sexual Harassment** – As required by the federal Title IX regulations, the District has established a formal grievance process for investigating and resolving “formal complaints” of “sexual harassment,” as those terms are defined in the regulations.

An individual who is alleged to be the victim of conduct that could constitute sexual harassment under the federal Title IX regulations (i.e., a Title IX “complainant”), or a parent or guardian who has a legal right to act on behalf of such an individual, may file a formal complaint of sexual harassment. No Title IX complainant is obligated to file a formal complaint, but a qualifying formal complaint is necessary for the District to start an investigation using the District’s formal Title IX grievance process.

Complainants are expected to file formal complaints of sexual harassment with a District Title IX Coordinator by submitting a document or electronic submission in person, by U.S. mail, or by electronic mail, using the contact information specified above.

Additional requirements for formal complaints of Title IX sexual harassment, including a description of the required content for a formal complaint, are set forth in Policy 113 within the School Board’s policies.

**District Response to Reports and Complaints of Sex Discrimination and to Formal Complaints of Sexual Harassment under Title IX** – The District has established grievance procedures through which the District structures its response to reports that allege unlawful discrimination on the basis of sex in any education program or activity of

the District. Those procedures are set forth in Policy 411 Rule and Policy 511 Rule, as published on the District's website. The purpose of such procedures is to provide for the prompt and equitable resolution of any report or complaint of alleged sex discrimination, excluding formal complaints of sexual harassment under Title IX (which are subject to a different process).

Any time that the District has actual knowledge of sexual harassment or allegations of sexual harassment that could constitute a violation of Title IX, the District has obligations to respond to such knowledge in a manner that is not deliberately indifferent and in a manner that treats the alleged victim(s) of sexual harassment and the alleged perpetrator(s) of sexual harassment equitably. Such a response includes, but is not limited to, offering supportive measures to a complainant and investigating and resolving any formal complaint that presents allegations of Title IX sexual harassment using the formal grievance process that the District has adopted for such formal complaints. District procedures for responding to alleged sexual harassment under Title IX, including the formal grievance process, are set forth in Policy 113 Rule 1, as published on the District's website.

### **SCHOOL VOLUNTEERS (LCASD POLICY 353.1)**

The Board of Education recognizes the need to develop a volunteer program to support district instructional programs and extracurricular activities. The purpose of the volunteer program will be to:

1. Assist employees in providing more individualization and enrichment of instruction in order to improve student achievement.
2. Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total educational process.
3. Strengthen school/community relations through positive participation.

A volunteer is a person who serves on an occasional or regular basis at school sites or other educational facilities to support the efforts of professional personnel. Such an adult volunteer will serve in that capacity without compensation or employee benefits of any type. Use of volunteers within the District is not to conflict with any regularly authorized personnel.

Volunteers will work with students under the immediate supervision and direction of a certified person.

The building administrator will be responsible for reviewing volunteer applications and approving individuals for volunteer positions within their building.

Volunteers are expected to comply with all rules and regulations set forth by the District. A criminal background check will be conducted on each volunteer who shall come in contact with students prior to the volunteer assignment being finalized.

**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 (including gender identity, gender expression and nonconformity to gender role stereotypes), sexual orientation, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, 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 the 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:

Alexandra Baierl, Director of Pupil Services  
Little Chute Area School District  
1402 Freedom Road  
Little Chute, WI 54140  
(920) 788-7605

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:

Heidi Schmidt  
Little Chute Area School District  
1402 Freedom Road  
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 redirect 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

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 website, guidance offices, etc.)

## MAINTENANCE OF COMPLAINT RECORDS

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

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

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

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

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

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

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

1. The Board expects the District's response to any incident or course of conduct that involves bullying or harassment to exhibit a degree of proportionality to the

totality of the known circumstances. That is, a relatively limited response that may adequately address a relatively minor incident is unlikely to be sufficient as a response in a situation where District employees know that repeated, severe incidents of bullying have occurred against a student at school, and that significant physical, mental, or emotional harm to the victim has occurred, is occurring, or is imminent. Similarly, if District employees conclude that an initial response to an incident or pattern of bullying or harassment has been ineffective, and they know that the behaviors have continued or that the behaviors have escalated, then a proportional response would include changing the District's approach to intervention.

2. Students and their parents/guardians must take an active role in helping the District to be fully aware of and to better understand the totality of the circumstances involved with particular incidents and patterns of bullying or harassment. Because these behaviors and their effects differ substantially from one situation to the next, the District can be more effective in its efforts when the students and parents/guardians affected by a serious situation (1) clearly identify the severity of the situation to a teacher or administrator; and (2) participate in an ongoing partnership with District employees to monitor, communicate about, and make adjustments to the response(s) that have been implemented to date.
3. Bullying and harassment involve many overlapping behaviors, and conduct that may be properly labeled as bullying and/or harassment may also violate a state law, another District policy, school rules, or other established behavioral expectations for students or employees. Assigning a particular label to a negative behavior is less important than identifying the behavior as inappropriate and taking action to address the behavior.

### **Defining Bullying**

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

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

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

protecting or defending himself/herself.

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

Bullying can involve direct interaction between the aggressor-bully and the target(s), or it can be indirect (such as orchestrating others to engage in particular conduct).

Bullying can involve physical, verbal, written, or even non-verbal conduct. Bullying can also take place by electronic means, such as through the use of electronic devices, e-mail, internet sites, or social media platforms.

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

### **Defining Harassment**

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

1. Behavior directed towards another person:
  - a. which either:
    - i. is based, in whole or in part, on any legally-protected characteristic or classification, including (with respect to a student victim/target) a student's race, color, national origin, ancestry, sex, sexual orientation, religion, creed, pregnancy, marital or parental status, or any physical, mental, emotional or learning disability;
    - ii. is based on some other actual or perceived, but irrelevant, distinguishing characteristic, such as (with respect to a student victim/target) a student's physical appearance, economic status, or social status; or
    - iii. does not serve a legitimate purpose; and
  - b. which either (1) substantially interferes with a student's school performance, an employee's ability to do his/her work, or any person's ability to perform or participate in a District-related function; (2) substantially interferes with a student's ability to participate in or benefit from any school activity or program; (3) creates an intimidating, hostile or offensive environment within any District school, activity, or program; (4) substantially interferes with or endangers the education, health, safety, or property of the victim/target; (5) causes a substantial disruption to any school-related activity or program; or (6) compromises the District's ability to operate efficiently and effectively.
2. Committing, attempting, or threatening to commit, any act that would constitute abuse, sexual assault, or stalking under state law.

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

### **Bullying and Harassment by Students is Prohibited**

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

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

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

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

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

additional rights, responsibilities, and obligations related to discrimination, harassment, and 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)**

It is critical to our student's success that they attend school regularly. Study after study links the value of students attending school and being on time, with a higher level of achievement. If student learning and growth are to take place, parents, students, and school staff must acknowledge their responsibility to assure student attendance. Wisconsin state law requires that students are in school during all days and hours that school is in session. Our full board policy on attendance can be found on our website under [Board Policy 431](#). The LCASD Attendance Procedures are designed to ensure that our students and parents not only comply with state statutes, but also gain the most value from their education.

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.

### **SCHOOL ATTENDANCE OFFICER**

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

### **EXCUSED ABSENCES**

All excused absences require parent/guardian verification to be submitted verbally or in writing to the school attendance officer or designee in advance of the absence or prior to re-admittance to school. Please contact the office by telephone/online. Voicemail is available before or after school, as is online absence requests through the parent portal of Infinite Campus. If the office does not receive notice of an absence, a parent/guardian will be contacted by telephone. This contact is to prevent children from getting lost or loitering on their way to school. The student must sign out in the office before leaving for the appointment and must sign back in upon return to school.

**A. Illness** - The District may request the parent/guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or psychological condition of the student. Such an excuse shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 school days.



**B. General Absences:** It is recommended that parents contact school to report absences by 8:30am on the day of the absence to be excused. All absences must be reported within 1 school day to be considered excused. The school attendance officer or designee is empowered to approve a legal excuse to any student for the following reasons:

1. A family emergency or other crisis requiring the student's absence.
2. The death of an immediate family member or funeral for relative or close friend
3. Religious holidays
4. Attendance at special events of educational value as approved by school attendance officer or designee.
5. Approved school activities during class time.
6. Special circumstances approved by the school attendance officer/designee.
7. Any Suspension, in or out of school

Pre-arranged absences such as vacations, surgery, etc. must be pre-arranged with the Pre-Arranged Absence form from the school office. Parents need to call or send a note stating dates students will be gone. The students will then be given a pre-arranged absence form to be filled out by teachers. Pre-arranged absence forms are to be started **3-10 days prior** to the absence, completed and returned to the school office before the anticipated absence. When your students teacher/s have signed the form, the principal will sign off the sheet for approval before said absence. Students are responsible for all missed assignments.

Parents/guardians will be notified verbally and/or in writing when a student is developing excessive absence or tardy patterns. If the problem continues, the principal/associate principal may request a parent-student-counselor meeting to discuss a particular attendance concern. This authority is granted to school administrators under State Statute 118.15. This will be done whether the absences are excused or unexcused, unless the student is under medical supervision and a written statement from a physician is on file. If excused absences become excessive, the school will notify the parent that further absences may require a physician's excuse.

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.

## **TRUANCY**

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

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

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.

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

## **TARDINESS**

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.

In grades K through 4, 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.

### **Tardiness Definitions**

**Tardy:** Students are expected to be in the classroom before the bell rings or class begins. If they are not, a student is “late” for class.

**Unexcused Absence:** A student is late for the majority of a class(s) or day without a written or phone excuse from a parent or guardian.

### **Tardy Procedures**

If a student accumulates more than five tardy notations in his/her attendance record during a semester, 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.

### **MAKE-UP POLICY**

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

Teachers will provide missing work and allow one day for each day of school missed to complete missed work. Other mutually agreeable arrangements may be made between the teacher and the student. When a student has been informed in advance of an impending assignment or test, and then has been absent from school, the student is expected to turn in the assignment or take the test on the day they return to school.

### **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 include 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.

## **CONCLUSION**

### Developing the Whole Child

Little Chute Elementary School (LCES) is a wonderful learning environment for children. Our school provides educational services for students in four-year-old kindergarten through grade 4. In addition, LCES provides early childhood special education programming beginning at three years of age.

Thanks to the support of our community, our school board, and our dedicated staff, the school building is a warm and welcoming place for children and families. Various upgrades to LCES have resulted in additional learning space, a beautiful cafeteria, student resource areas, and a safe and secure learning environment. Our technology ensures that we are producing 21st century learners who are able to adapt to the rapidly changing world.

In addition to providing an outstanding learning environment for children, LCES focuses on developing the "whole child." Our core values at LCES are trustworthiness, respect, responsibility, fairness, caring, and citizenship. Staff and parents work collaboratively to instill these values into our children. Our pupil service team, which includes a school counselor, school psychologist, school nurse, and police-school liaison officer, all assist staff and parents in maximizing student learning and promoting social and emotional learning.

If you have any questions about LCES or if you would like additional information, please call (920) 788-7610 or stop by the main office located at 901 North Grand Avenue, Little Chute, WI 54140.