

**LITTLE CHUTE  
HIGH SCHOOL &  
CAREER PATHWAYS ACADEMY  
2023-24 STUDENT HANDBOOK  
Grades 9-12**



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

**1402 Freedom Rd  
Little Chute, WI 54140  
Phone: 920-788-7600  
FAX: 920-788-7841**

**Mr. Tony Bird, Principal  
Mr. Samuel Appleton, 5-12 Assistant Principal  
Ms. Lisa Gretz, School Counselor  
Mrs. Michelle Mokrzycki, School Counselor**

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Mrs. Kelly Wallace, Athletic/Activities Director

# IMPORTANT PHONE NUMBERS

HIGH SCHOOL OFFICE: 788-7600

PUPIL SERVICES OFFICE: 788-7613

ATHLETICS & FACILITIES: 788-7618

ATTENDANCE: 687-6670

# SCHOOL SONG

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

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

## Student Handbook

The student handbook will only be available online. It can be found on the High School Parent and Student home page.

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## **PRINCIPAL'S MESSAGE**

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

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

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

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

Have a great year and Go Mustangs!

Mr. Tony Bird, Principal

## **LITTLE CHUTE AREA SCHOOL DISTRICT FOSTERING A COMMUNITY OF LEARNERS**

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

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

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

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

### **Student Non-discrimination/Equal Education Opportunities Policy**

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational or other programs or activities shall not be unlawfully abridged or impaired because of a student's sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability/handicap. Accordingly, the Board prohibits all forms of unlawful discrimination against students, regardless of the legally-protected classification or characteristic that serves as the basis for any prohibited discriminatory conduct, policy, or practice. The District encourages informal resolution of complaints under this policy. A formal complaint procedure is available, however, to address allegations of policy violations in the District. Please refer to Board Policy 411 which is located in the back of the agenda.

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

Ms. Heidi Schmidt, District Administrator  
Little Chute Area School District  
1402 Freedom Road  
Little Chute, WI 54140

### **Non-Harassment Policy**

The School District of Little Chute will strive to protect all persons from physical and/or psychological abuse. The Board will not tolerate behaviors that violate the psychological or safety of students or staff. Courteous behavior is expected of all students, all school personnel and any other person visiting the school. Students and staff shall not be subjected to aggressive, intimidating or abusive behavior by other students, other staff or other school patrons, including parents. Acts of retaliation will not be tolerated. Verbal abuse of teachers or other school personnel, or insubordination to school personnel, is not permitted. Harassment/hate, defined as any act or attempted act intended to cause physical injury, emotional suffering or property damage through intimidation, harassment, stress, bigoted epithets, vandalism, force or the threat of any of the above, motivated all or in part out of hostility to the victim's real or perceived sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability is prohibited. Such incidents will result in disciplinary measures which may include suspension and expulsion. Violations of this policy will be subject to the full extent of school disciplinary procedures including police referral. (Board Policy 443.4)

### **Exception to Pupil Records Confidentiality Law: Chapter 272**

State law provides that directory data may be disclosed to any person as amended in the pupil records statute. "Directory Data" means those pupil's records which include the pupil's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received and the name of the school most recently attended by the pupil.

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

### **THE MUSTANG LEADERSHIP T.E.A.M.**

(Together Everyone Achieves More)

**At-Risk & School Within a School Program:** Mr. Craig Engel – Director, Kerri Cournoyer – Alt. Ed Teaching Asst.

**Assistant Principal Grades 5-12:** Mr. Samuel Appleton

**Athletic & Activities Director:** Mrs. Kelly Wallace

**Business Department:** Ms. Taylor Grenlie

**EL Instructor:** Ms. Maranda Mueller

**EL Instructional Assistant:** TBA

**Family and Consumer Sciences:** Mrs. Tiffany Scheeler

**Foreign Language:** Mr. Ross Valentyn, Mrs. Anna White

**Health/Physical Education:** Mr. Trevor Behm

**Strength/Conditioning/PE Education:** Mr. Andrew Dittburner

**Grades 5-12 Main Office Staff:** Mrs. Janet Hietpas- Administrative Assistant/Health Aide, Ms. MacKenzie Busch-Attendance Secretary/Health Aide, Mrs. Amanda Fletcher-Athletics/Activities Secretary/Health Aide, Mrs. Michelle Gloudemans-Administrative Assistant

**Industrial Technology Education:** Mr. Will VandenHeuvel, Mr. Jon Larson

**Instructional Coach/Interventionist:** Mr. Garrick Garvens

**Language Arts/Speech:** Mrs. Amanda Van De Yacht, Mrs. Jodie Wojkiewicz, Ms. Madelyn Robinson LCCPA-Mr. Dan VanEperen, Mr. James Taylor

**Library:** Mrs. Becky Ackermann-District Director, Mrs. Joan Janco-Aide

**Mathematics:** LCHS-Mrs. Renae Joten , Mr. Patrick DeBruin, Mr. Tyler Geisthardt, LCCPA-Mr. Shawn Volk, Mr. Kall Patzner

**Performing Arts (Band & Choir):** Mrs. Amy Albedyll, Ms. Natalie Beck, Ms. Brianna McCarthy

**Principal:** Mr. Tony Bird

**Pupil Services (School Counselors):** Ms. Lisa Gretz, Mrs. Michelle Mokrzycki

**Pupil Services:** Mrs. Lynn Vanderpas-Administrative Assistant

**Science:** Ms. Tristan Persson, Mr. Nick Rankin, Mr. Bill Greenwood, LCHS-LCCPA Mr. Charles Boland, LCCPA-Mr. Chris Choudoir

**School Nurse:** Mrs. Samantha Busko, Ms. Tracy Brouillard-health aide

**School Psychologists:** Ms. Tessa Evenson

**Social Studies:** Mr. Joe Krueger, Mr. Jeremy Reider, Mr. Nate Klein, LCCPA- Mr. Dan VanEperen

**Special Education** Mr. Eugene Wall, Mr. Cory Diedrick, Ms. Casey Torp, Mrs. Jenna Treder, Mrs. Monica Klueskens, TBD, Mrs. Merissa Taylor-instructional aide, TBD-instructional aide, TBD-instructional aide

**Visual Arts:** Mrs. Alisa Matthies,TBD

**IT Support Staff:** Mrs. Sadie O'Brien-Director, Mr. Neil Kowalkowski-Tech, Mr. Noah Hren- Tech

**Maintenance Staff:** Mr. Nathan Frailey- Director, Mr.Greg Dobbs, Mr. Tim Moore, Mr. Mark Zemlock, Mr. Jeff Melin

**Board of Education:** President: Mr. Joe Roehl, Vice President: Mrs. Sarah Beahm, Treasurer: Mr. Rob Eiting, Clerk: Mrs. Shannon Pomeroy, Member: Mr. Leon Biesterveld

**Charter Schools Governing Council:** President: Mr. Carl Rambo, Vice-President: Mrs. Tara Strasburg,Clerk/Treasurer: Mrs. Leslye Moraski Erickson, Members: Ms. Dawn Grenzer, Mr. Josh McQuillan, Mrs. Aimee Recla, Mrs. Shaena Van Handel.

## **ACADEMIC POLICY**

### **Flex Time (RTI groups)**

All students are assigned to a specific Flex Time adviser -(RTI group), which will meet Monday, Tuesday, Thursday and Friday from 9:27-9:57 am and Wednesday (Early Release day) from 9:02-9:32am. Flex Time will allow students to complete a variety of activities, have class meetings, receive academic support, and develop a portfolio to satisfy the graduation requirement by collecting classroom work samples and/or outside activities that reflect the student's continuing mastery of the district's eight graduation outcomes. Each term, students are required to place these samples in their electronic portfolio. Examination skills like critical review, peer editing, polishing work samples, etc. are learned in the homerooms.

### **Grade Reports**

Semester grades are a combination of standards that are assessed throughout the semester. Standards are assessed in a variety of ways such as daily class grades, quiz and test scores, participation, and assigned reports or projects, and are an indication of how a student is doing at certain points during the school year. Grade Reports are available for view on the Infinite Campus Portal approximately ten days after the grading period ends.

### **Grading Policy**

Grades are an important measurement of a student's success at LCHS and represent a student's progress toward achieving district standards. The purpose of this policy is to communicate a consistent and fair grading policy that will guide teachers at LCHS in reporting to students and parents as well as outlining expectations for learners.

Grades are relative to a particular course and represent student achievement to understanding the designed curricular concepts and district standards. Students are evaluated on a semester basis. Only semester grades are permanent records and generate credit.

The Little Chute Area School District (LCASD) has implemented standards-based grading and reporting. Student progress will be measured by academic and life/career skills standards.

LCASD believes the purpose of grading is to provide the students and parents with a snapshot view of a student's proficiency on academic and life/career skills at a particular time.

The foundational beliefs of a standards-based system include:

- Academic grades are dependent upon student proficiency against identified essential standards and are not influenced by non-academic factors.
- Academic grades reflect the student's level of proficiency attained on identified essential standards, as measured by specific assessments aligned to the essential standard.
- Life/Career skills grades are also assessed and reported using defined rubrics.
- Students receive a separate grade for current academic scores and life/career skills scores.
- To ensure accuracy in reporting what students know and can do against identified essential standards, extra credit as a way to increase a student's academic grade is not offered.
- Homework is a tool that helps learning, but is not used to determine a student's summative score for academics.

### **Cheating**

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

**Cheating is:**



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

### **Copyright and Plagiarism Guidelines for Students**

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

### **Incomplete Grades**

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

### **Withdrawals**

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

### **Drop & Add Procedures**

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

### **Honors Requirements**

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

### **◆Physical Education Alternative Credit (Board Policy 345.6)**

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

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

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

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

### **Curriculum Modifications**

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

### **You Have to Participate to Graduate**

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

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

### **Physical Education Medical Excuses**

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

### **STUDENT ATTENDANCE PROCEDURES**

It is critical to 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

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

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

Pre-arranged absences such as vacations, surgery, college visits, 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.

### **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.

### **Tardy Consequences**

-Students accumulating 8 tardy notations will serve 1 detention. If students do not serve the detention, students will receive one warning and must reschedule with administration or the attendance administrative assistant. If the student does not attend, they will serve one half day of in-school suspension.

-If students accumulate 8 more tardy notifications, they will serve 2 detentions.

-If students accumulate 8 more tardy notifications, they will serve 3 detentions. Parent/guardian contact made.

-If students accumulate 8 more tardy notifications, they will serve 4 detentions.

If student tardy numbers become a prevalent issue and little or no effort is made to improve, any/all of the following may occur during the term:

-Students may be required to serve an after school detention for 30 minutes AND are suspended from all activities (practices, competitions, meetings) outside of the school day (7:50-3:23 pm) for one day.

-Students may be required to serve an in-school suspension (partial or full day) AND are suspended from all activities (practices, competitions, meetings) outside of the school day (7:50-3:23 pm) for one day.

-Code violation for activities/athletics

-Students will be ineligible to attend extra curricular activities (school dances, incentives, pep rallies, etc.)

-Referral to TRAC program

-Students may receive a municipal truancy or referral to Outagamie County Truancy

- Municipal citations may include suspended driving privileges, fines, etc.
- County citations may involve fines to parents of up to \$500
- Further tardies may result in a second municipal citation and/or county truancy procedures.

Tardies, detentions and in-school suspensions are wiped clean at the end of each term. TRAC, citations, and county referrals accumulate throughout the year.

If a student skips detention, the student serves an in-school suspension (one-half day) on the next full day of school. If a student skips detention a second time, the student serves a full day in-school suspension on the next full day of school.

Students may serve detention during non-class time. Any discussion about a student being excused from detention, suspension, etc. must be directed to the principal or assistant principal only. The attendance administrative assistant will only notify/remind students of their detention and process paperwork.

### **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.

### **Detention - Lunch**

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

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

### **Students who transport themselves to school**

Students who arrange their own transportation to school assume the responsibility for their arrival time.

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

### **Snow Days**

Please listen to your local radio and television stations for school cancellations. A 10am start time may be issued instead of cancellation. Information will also be updated on our website and social media accounts.

### **Leaving the Building**

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

### **General Rules & Code of Conduct**

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

### **Discipline with Dignity Plan**

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

### **Basic Expectations of Little Chute High School Students:**

It is the expectation that Little Chute students demonstrate certain behaviors. Students should be familiar with the LC Skills/Standards and must demonstrate proficiency in these areas.

|  |
|--|
| <p><b><u>I can be accountable and responsible</u></b></p> <ul style="list-style-type: none"><li>• Comes prepared with all necessary materials</li><li>• Hands in work on time and meets scheduled deadlines</li><li>• Notifies the teacher in the case of a pre-planned absence</li><li>• Contacts the teacher upon return from absences for potential missing work</li><li>• Is on time and ready to go for class</li></ul> |
| <p><b><u>I can be a good team member and collaborate</u></b></p> <ul style="list-style-type: none"><li>• Works well with others to complete tasks, assignments and projects</li><li>• Understands their role and contributes to the team effort</li><li>• Demonstrates respect for teammates</li><li>• Values the contributions of others</li></ul>  |
| <p><b><u>I can be respectful, show integrity, and demonstrate ethical behavior</u></b></p> <ul style="list-style-type: none"><li>• Interacts with faculty, peers, and property in a courteous and respectful manner</li><li>• Follows school policy</li><li>• Acts honestly and ethically</li><li>• Uses technology appropriately for its intended use [i.e. EDUCATION!!]</li></ul>  |
| <p><b><u>I can be productive, be self-directed, and demonstrate initiative</u></b></p> <ul style="list-style-type: none"><li>• Works productively and efficiently in a timely manner</li><li>• Takes action to achieve goals without being told what to do</li></ul>   |



|   |
|---|
| <ul style="list-style-type: none"> <li>• Advocate on one's behalf when issues with learning occur (FLEX time, retakes,...)</li> </ul>   |
| <p><b><u>I can demonstrate tenacity, grit, and perseverance</u></b></p> <ul style="list-style-type: none"> <li>• Maintains a positive outlook while working on any tasks</li> <li>• Does not give up or refuse to complete something because it is too difficult</li> <li>• Thinks critically and employs diverse strategies when completing a task</li> <li>• Works to complete tasks regardless of personal interest or passion toward the topic</li> </ul> |

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

- When a student chooses not to follow the basic expectations as outlined above, he/she may be issued a disciplinary referral.
- After receiving the referral, the assistant principal will ask the student to complete a “STUDENT PLAN” form.
- The “STUDENT PLAN” is first signed by the student, then by the teacher, and returned to the high school office. Students are not permitted to return to class until this is complete. Failure to complete this procedure by the end of the next school day will result in an immediate in-school suspension. This suspension continues until parents are contacted.
- Students who are removed from class may receive disciplinary action including warnings, detention, parent meetings, and other penalties as determined by the principal/assistant principal. Students who are removed more than one time from the same class must meet with the teacher and administrator to discuss the behavior and plan moving forward. Students who continue to be removed from class will serve in school or out of school suspension. Continued removals may result in a failing grade in the course.

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

- Stealing, Vandalism, Assault
- Profanity or other abusive language directed at any staff member.
- Carrying a weapon
- Conduct that is considered to be detrimental to the educational process.
- Multiple in-school suspensions for discipline may or may not result in referral to TRAC depending on the circumstances.

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

**Fighting**

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

**Student Classroom Expectations**

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

**Dress Code**

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

Wisconsin Statutes 120.13(1). Student dress or attire must conform to the following minimum standards:

- Hats must be removed upon entry to the school building and must remain removed until the student is outside the building.
- Hoods must be DOWN at all times
- Students must wear shoes/appropriate footwear.
- No backless/strapless garments will be permitted. All shirts must be long enough to cover the torso/naval. Torso/cleavage exposure must be minimal, if at all. See-through and swim attire are also prohibited.
- Shorts and skirts/dresses must be at a length that maintains modesty in the opinion of the staff.
- No garment may advertise or promote alcohol, tobacco products, or other drugs by name or logo. No messages or symbols that include profanity, weapons, violent or sexual language/actions or considered to be offensive are allowed.
- No attire with a gang related purpose is allowed. Chain links and spiked collars are not allowed.
- Undergarments exposed or worn as outerwear is unacceptable.

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

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

**Theft**

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

**General Rules and Regulations**

**Phone Use**

The office phone is for school business and may be used by students for emergencies only. Classroom phones are off limits to students and are for faculty use only. Cell phones should not be used during instructional time unless authorized by the teacher.

**Litter**

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

**Parking**

Village ordinance 10-1-20(B) requires a parking permit in restricted parking areas. All vehicles must be registered through the high school office to obtain a student parking permit. Permits cost \$25.00 for the school year and \$15 for second semester and must be correctly displayed from the vehicle's rear view mirror. Failure to have a parking permit on a car parked in the student school lot will subject the owner of the vehicle to a **\$20.00 fine**. School zone speed limits must be observed at all times. The speed limit on school grounds is **10 mph**. Driving a vehicle to school is a **privilege** that can be removed from a student upon notification. Students should park in the student parking lot, not in the staff parking lot. Students may also park on nearby city streets if the parking lot is full or students do not have a parking permit.

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



### **Public Displays of Affection**

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

### **Inappropriate Language**

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

### **R-E-S-P-E-C-T**

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

### **Withdrawal and Transfer**

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

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

### **Students in the Halls**

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

### **Student ID Required**

Photo ID cards are provided to students at LCHS/LCCPA. It must be carried at all times and shown to any school official upon request. This card is required for safety protocols, attendance, lunch account purposes, library check out, and as an activity pass. If lost or destroyed, the student must report this to the high school office. A new ID can be purchased for \$5.

### **Lockers/Locks**

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

### **Fees, Fines, & Rentals**

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

## **Library**

The library is provided as a school resource center for both print and digital materials. Books may be checked out for three week periods with renewal periods available. Any overdue materials at the end of a quarter must be returned, renewed, or paid for if lost. If an item is damaged or lost, a charge will be assessed to the student's Infinite Campus account. Once the fine has been assessed to the Infinite Campus account, it is non-refundable and won't be reversed even if the book is later found and returned.

There are many helpful links on the Library website which are linked on the student homepage. Students are encouraged to use this resource and ask for help from the library staff.

Copyright - You may use copyrighted material to do your schoolwork, but if you use an author's ideas you must give the author credit. Failure to give credit to the author is plagiarism. Your teacher can help you determine whether a picture is copyrighted.

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

**Non-core courses include a fee** for materials, and/or rental equipment. These are listed from the course planning booklet. The fees are based on project/supply costs. Calculators (TI-83) are available to rent for math classes at a rate of \$10 per term. **All course and rental fees are due the first week of class.** All course fees and/or student fines must be paid promptly at the beginning or end of each term and may not be carried over from year to year.

## **LCASD Course Fees**

|   |                                     |
|---|-------------------------------------|
| 2D Art & 3D Art .....                                   | \$30                                |
| 3D Advanced Art .....                                   | \$35                                |
| Architectural Drafting 2.....                           | \$20                                |
| Art 1 & 2.....  | \$25                                |
| Band – school owned.....                                | \$50 (rental)                       |
| Band Percussionists.....                                | \$20 (rental)                       |
| Ceramics.....   | \$30                                |
| Digital Art .....                                       | \$10                                |
| Digital Photography.....                                | \$30                                |
| Drawing & Painting .....                                | \$30                                |
| Ecology & Environment.....                              | \$15 for field trips                |
| Fashion & Design A/B.....                               | Based on project                    |
| Foundations of Manufacturing & Engineering.....         | \$20                                |
| Independent Art.....                                    | \$25 plus supplies                  |
| Health.....   | \$25 (CPR)                          |
| Manufacturing .....                                     | Based on project                    |
| Metals 1, 2 & 3.....                                    | \$ 35                               |
| PE 4.....   | (bowling fee charge per attendance) |
| Woodworking I.....                                      | \$45                                |
| Woodworking II.....                                     | Based on project                    |
| AP Testing (per test).....                              | TBD                                 |
| *College Speech   |                                     |
| <b><u>*College Course fees vary by Institution*</u></b> |                                     |

## **Schedule Changes**

LCHS/LCCPA permits schedule changes only in specific circumstances. Students requiring a schedule change should make an appointment with the Pupil Services secretary at registration to meet with their counselor.

Schedule changes are strongly discouraged as they tend to imbalance class sizes. No schedule changes are permitted after the first week of the term.

### **Dance Requirements**

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

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

### **Police School Liaison Program**

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

### **Pupil Services**

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

- **Student Records** - All pupil records maintained shall be confidential as described by state statute 118.125. You or your parents may arrange to see your records that include listings of your course credits, your grades, your co-curricular activities, your test score results, and attendance.
- **Testing Program** - While you are in high school, various tests will be administered to you, to locate your areas of strength and those areas where you may need improvement. We hope you will take the testing program seriously and perform to your highest capabilities.
- **Career Info/Meetings** - There is an old saying, "If you don't plan for your future, you won't have any." Start today and search for that special job, career or occupation by coming to the guidance office and taking advantage of all the materials, brochures, microfilm, and catalogs available to you. Take advantage of the career speakers, school and college representatives who visit our high school and explain their programs.
- **LISTEN TO THE ANNOUNCEMENTS** each day so you are aware of these opportunities.

### **Visitor Passes**

Any person other than LCASD faculty, students, staff, or Board of Education personnel must report to the main office for clearance before going elsewhere in the building. LCHS rarely permits student visitors during the

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

### **Work Permit**

State Law requires that everyone under 16 years of age with a job must have a work permit. The work permit site was turned off on June 30, 2023. Employers are now responsible for getting their new employees 16 years and under work permits through the WDWD website.

### **Fundraising**

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

### **Fire Drill Evacuation**

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

### **Tornado Plan**

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

### **Away Game Bus**

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

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

### **Spectator Behavior**

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

1. Know and demonstrate the fundamentals of sportsmanship.
  - a. Censor fellow students whose behavior is unbecoming.
  - b. Respect the property of the school and the authority of school officials.
  - c. Do not heckle, jeer, or distract members of the opposing team.
  - d. Never criticize the players or coaches for the loss of a game.
2. Avoid profane language and obnoxious behavior that are not examples of good sportsmanship.

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

### **Alcohol/Drugs/Tobacco/Vaping**

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

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

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

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

### **LCASD Medication Policy**

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

- **Over-the-Counter Medication:** Parents must provide the medication in the original container and complete the medication consent form available in the Health Aide/Nurse's room located in the Main 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 which 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 Health Aide/Nurse's Office. Students are prohibited from having medication on their person or in their belongings while at school with the exception listed below.\*

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

### **Weapons & School Security**

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

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

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

1. A weapon under the control of a law enforcement officer acting in his or her official capacity.

2. A weapon handled in a legal manner for the purpose of education approved by the school principal.
3. A weapon used by an individual as part of a program in the school zone approved by the principal or designee.

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

### **Technology Use Policy**

All students in grades 9-12 will be issued a district owned chromebook for academic use. Terms of condition and use can be found in the Student/ParentTechnology handbook that is posted on the website for students and parents to review.

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

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

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

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

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

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

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

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



## Extra-Curricular Guidelines



### Introduction

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

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

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

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

Little Chute Area School District is committed to excellence in all programs and welcomes all students to participate in the extra-curricular program.

### Notes, Rules, Regulations

Little Chute Area School District is committed to providing as many opportunities as possible at all levels for as many students as possible. However, opportunities for participation at certain levels could be limited.

Extra-curricular activities will abide by School District Policy, which encompasses WIAA or other local, state or national affiliation guidelines.

### **District Extra-Curricular Goals**

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

### **Extra-Curricular Values**

1. Extra-curricular students are expected to be successful academically.
2. Extra-curricular participation is a privilege with attendant responsibilities to fellow students, the faculty and administration, and the community.
3. Extra-curricular students should possess a desire to pursue excellence in such a fashion as to provide a positive image for the community.
4. Provide extra-curricular programming that will allow students opportunities to be exposed to:
  - Physical, mental, and emotional growth and development.
  - Development of commitments such as loyalty, cooperation, fair play, and other desirable social traits.
  - Emotional stability, self-discipline, self-motivation, excellence, and other ideals of good sportsmanship.
  - Creation of a desire to succeed and excel.
  - High ideals of fairness in all human relationships.

## **CLUB & ACTIVITIES MEETING SCHEDULE**

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

### **Participation Categories**

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

### **CATEGORY I**

#### *Athletics*

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

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



## **CATEGORY II**

*Dance Team, DECA, Destination Imagination, Forensics, HOSA, Solo/Ensemble, Skills USA, and Theatre*

This category includes school activities, which, for the most part, involve the student in competition against other students or where the student involved is representing the school. In most cases, awards and/or recognition are awarded for successful completion of the activity. As with the interscholastic athletic program, students are provided with an opportunity to participate in a number of academic teams and other conference sanctioned activities. In order to join one of these activities, a student should attend the first organizational meeting. In some cases, all students who wish to join one of these teams or organizations may do so. In other cases, students must try out in order to become a member. Students should feel free to stop at the office for more information about these activities or contact the coach or advisor directly at the start of the school year.

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

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

## **CATEGORY III**

*Class Officers, Diversity Club, Earth Club, Homecoming/Prom Court, Key Club, Mustang Mentors, National Honor Society, Pep Band, Ski Club, Spanish Club, Sources of Strength, Student Council, and Yearbook*

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

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

## **Student Expectations**

### **I. Academic**

All students are ultimately responsible for his/her academic performance.

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

Upon receiving a failing grade or having a 1.667 or below GPA at the end of any grading period, the student will be expected to comply with the following code expectations:

1. No competition for a minimum of 10% of the season. If, at that time, the student is doing passing work, eligibility is regained; if not, the student remains ineligible until he/she is passing. (The student is expected to obtain an eligibility form, signed by all teachers to indicate that the student is passing all subjects.)

2. The student will participate in all practices, meetings, activities, and are required to attend competitions with the exception of early-release competitions.
3. For students who are in an activity that does not have a designated season, the activities director or designee will determine ineligibility.

Upon receiving a failing grade in more than one subject at the end of any grading period, the student will be expected to comply with the following code expectations:

1. 15 scheduled school days and nights of no eligibility and can return on school day 16.
  - a. Fall sports - The minimum ineligibility period shall be the lesser of (1) 21 consecutive calendar days beginning with the date of the earliest allowed competition in a sport or (2) one-third of the maximum number of games/meets allowed in a sport (rounded up if one-third results in a fraction).
2. The student will participate in all practices, meetings, activities, and are required to attend competitions with the exception of early-release competitions.
3. For students who are in an activity that does not have a designated season, the activities director or designee will determine ineligibility.

In progress grades will be checked at the end of each term. The activities director will be responsible for sending a letter to the parents of students who are academically ineligible based on in progress grades. Upon receiving a failing in progress grade, the student will be expected to comply with the following code expectations.

1. Students will have 10 school days to regain academic eligibility. If at the end of 10 days, they have not regained eligibility, they will not be able to compete until they regain academic eligibility.

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

In a standards-based grading system, the learning process is fluid. However, for the purposes of determining academic eligibility, the activities director will analyze grades two weeks after the marking period. For the purposes of learning, students may improve their grade after this two week period but it will not change their eligibility status.

## **II. Attendance**

In order to participate in an extra-curricular event or practice, such students must be in attendance for the second half of the school day. Any deviation from this must be pre-arranged and excused by the building principal and/or the activities director.

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

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

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

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

### III. Eligibility

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

Each school year, all students participating in athletics must update parent/guardian emergency information, sign a Concussion Form, and obtain a WIAA Physical Examination Clearance Form/Alternate Year Card before receiving any equipment or participating in any practice sessions. Students are expected to attend Extra-curricular meetings with a parent/guardian in each season they participate. Coaches will provide season expectations that both a parent/guardian and the student must sign before the first practice. Students must also pay their participation fee before their first competition of the season.

- Category 1 fee is \$30
- Category 2 fee is \$15
- Category 3 is not required to pay the fee due to their service nature.
- There is a family maximum level of \$150 per year.

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

### IV. Travel

All students are required to travel to and from out-of-town contests with the team unless prior arrangements are made. These arrangements include the completion of a travel release form from the high school office that must be completed and given to the coach or advisor 24 hrs before departing for the event. The form is found on the school website.

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

### V. Behavioral Expectations for All Extra-Curricular Categories

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

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

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

Little Chute High School expects students involved in the extra-curricular programs to represent their school, their community, their parents, and themselves in a positive fashion at all times. This includes activities in which students volunteer to participate. It is understood that students should be encouraged to be involved in these activities; however, it should be stated that commitment to regular schoolwork and attendance should take precedence over involvement in any activities.

Student athletes must refrain from the consumption, distribution, or possession of any alcoholic beverage, tobacco/nicotine product, or controlled substances.

Insubordination, illegal acts, or misconduct in direct violation of district rules and/or the philosophy and goals of the extra-curricular program may result in ineligibility. This means activities which are unlawful or which are viewed as contrary to the generally accepted moral and ethical standards of the community for the developmental level of high school students.

All Behavioral Expectations are enforced throughout the entire calendar year (365 days) and both in and out of the Village of Little Chute.

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

### **Process for Handling Violations**

1. Any notification of violation(s) will be reported in person or by signed statement to activities director as soon as possible.
2. The activities director or designee reserves the right to investigate allegations of code violations. Exceptions would be allegations involving Title IX violations. These would be handled according to [Board Policy 113, Rule 1](#).
3. The activities director will meet with the student to determine if a violation has occurred.
4. Parents and students will be informed in writing and/or by telephone of the nature of the accusation and penalty.
5. If suspended from an athletic event, the student athlete will not be permitted to dress in team uniform or warm-up with the team. They will sit on the bench or stand on the sideline in street clothes.
6. For students who are in an activity that does not have a designated season, the activities director or designee will determine ineligibility.

### **Penalties for Violations Apply to all Extra-Curricular Activities**

1. Regardless of whether an activity has a specific season or is all year long, the extra-curricular students will be subject to disciplinary action throughout the entire school year.
2. Disciplinary action may involve a participation penalty and/or some sort of restorative service dictated by the activities director and/or designee.
3. Students must finish the season or activity in good standing in order to have the suspension count.
3. When a violation occurs between activities, to regain eligibility the student must actively participate and successfully complete any and all consequences in good standing before competing in the next activity approved by activities director or designee.
4. Violations which occur after 8th Grade celebration will be disciplined under the High School extra-curricular code. Students who are expelled and granted re-entry to school will begin serving extra-curricular code violations upon re-entry. No credit is given for expulsion time served.

### **Appeals Procedure**

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

1. An individual and his/her parents/guardians may formally appeal a suspension decision in writing to the principal or designee within five school days from the time of the suspension notification.
2. The date for the appeal hearing shall be set by the principal or designee to take place no sooner than two school days or longer than five school days from the date of the appeal request. At the written request of the student or student's parents/guardians, the minimum time can be waived. The appeal is presented to an Appeals Committee comprised of two representatives from the faculty, a coach from a sport that the student/athlete is not involved in, an administrator, and a representative from the extra-curricular Committee.

3. Proceedings of the hearing, including the decision, shall be put in writing, and a copy of these proceedings must be mailed to the student and his/her parents/guardians within five school days.
4. If not satisfied with the decision of the Appeals Board, parent/athletes may submit a written appeal to the Board of Education within five school days.
5. If a student-athlete appeals a suspension, the student athlete is ineligible during the appeal process, **per WIAA rules.**

### Violations are Cumulative

Violations are cumulative from year to year and between levels of violations. One violation may be removed from a student's record if he/she does not commit a second violation for two or more years. For example, a student who commits one violation in the 9th grade and another in the 12th grade would have the 12th grade violation treated as a first violation. Students must continue to practice and attend meets, contests, and activities with the team or other members of the event during a suspension period in order to regain eligibility, except for early-release competitions. (Exception: a student with three violations will not be able to participate with their team while under suspension.)

### Consequences for Behavioral Violations

| Violation | Examples   | Participation   |                                      |
|-----------|--|---|--------------------------------------|
| Level 1   | <ul style="list-style-type: none"> <li>• Defiance of authority</li> <li>• Inappropriate language/gestures/signage etc.</li> <li>• Falsification of school issued documents</li> <li>• Behaviors reflective of, but not reaching the levels 2, 3, or 4 (per discretion of activities director or designee)</li> </ul>   | 1st Offense   | 5% of season                         |
| Level 2   | <ul style="list-style-type: none"> <li>• Repeated Level 1 behaviors</li> <li>• Harassing, threatening, intimidating, inappropriate, or excessive communicative behaviors to include: cyber bullying/harassment through social networking platforms, internet postings, or other forms of electronic communication</li> <li>• Misuse or destruction of any school equipment or facilities through negligent behavior</li> <li>• Traffic violations on or adjacent to school property, related to student safety</li> <li>• Behaviors reflective of, but not reaching the levels 3 or 4 (per discretion of activities director or designee)</li> </ul>       | 1st Offense   | 10% of season                        |
|           |  | 2nd Offense   | 30% of season                        |
|           |  | 3rd Offense   | 50% of season                        |
|           |  | 4th Offense   | 100% of season                       |
| Level 3   | <ul style="list-style-type: none"> <li>• Theft</li> <li>• Vandalism to include the misuse or destruction of any school equipment or facilities through intentional behavior</li> <li>• Hazing</li> <li>• Engaging in physical confrontations</li> <li>• Possessing or using tobacco and nicotine products (including electronic cigarettes and look-a-like paraphernalia)</li> <li>• Use, possession, sale, distribution or being under the influence of alcohol or any other illegal controlled substance</li> <li>• Gambling</li> <li>• Behaviors reflective of, but not reaching level 4 (per discretion of activities director or designee)</li> </ul> | 1st Offense   | 50% of season                        |
|           |  | 2nd Offense   | 100% of season                       |
|           |  | 3rd Offense   | Suspended for remainder of HS career |
|           |  | <b>Self-referral Clause</b>   |                                      |
|           |  | Any Level 3 violation that is self or family reported to school administration prior to staff awareness may result in up to 50% reduction with restorative service. Self-referrals must be made within 48 hrs from the time of the violation or by 9:00 |                                      |

|             |   |   |             |                   |             |                                      |
|-------------|---|---|-------------|-------------------|-------------|--------------------------------------|
|             |   | <p>am on Monday if violation occurred on the weekend. Should a violation occur on school grounds during the school day or during any school activities in the district, it is unlikely that students will be able to exercise the use of the self-referral privilege.</p> <p><b>This is for a first time violation only. This clause is not applicable if/when a ticket is issued for a level 3 violation.</b></p> <p>If determined by activities director or designee, the student must undergo an assessment by a state-certified ATODA Counselor and follow all the recommended treatment to the satisfaction of the treatment agency.</p> |             |                   |             |                                      |
| Level 4     | <ul style="list-style-type: none"> <li>• Hosting, sponsoring, organizing a Drug/Alcohol party</li> <li>• Possession of weapons or other dangerous articles, as per board policy</li> <li>• Pending or adjudicated civil infractions, pending criminal/municipal charges, or criminal/municipal convictions</li> <li>• Behaviors to be defined by the activities director or designee</li> </ul> | <table border="1"> <tr> <td>1st Offense</td> <td>365 calendar days</td> </tr> <tr> <td>2nd Offense</td> <td>Suspended for remainder of HS career</td> </tr> </table>  | 1st Offense | 365 calendar days | 2nd Offense | Suspended for remainder of HS career |
| 1st Offense | 365 calendar days   |   |             |                   |             |                                      |
| 2nd Offense | Suspended for remainder of HS career  |   |             |                   |             |                                      |

**Title IX Nondiscrimination Policy Statement, Policy 113** – 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<br>Alexandra Baierl<br>1402 Freedom Rd.<br>Little Chute, WI 54140<br>(920) 788-7605<br>abaieryl@littlechute.k12.wi.us | Business Manager<br>Karen Moore<br>1402 Freedom Rd.<br>Little Chute, WI 54140<br>(920) 788-7605<br>kmoore@littlechute.k12.wi.us |
|--|---|

**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.

### **Student Nondiscrimination/Equal Educational Opportunity (LCASD POLICY 411)**

updated(11/09/2020)

The right of students 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, sexual orientation, race, color, national origin, ancestry, religion, creed, age, pregnancy, marital or parental status, any physical, mental, emotional or learning disability, or any other legally-protected status or classification. Accordingly, the School Board prohibits all forms of unlawful discrimination against students, regardless of the legally protected status or classification that serves as the basis for any prohibited discriminatory conduct, policy, or practice. When based upon a legally-protected status or classification, examples of unlawful and discriminatory acts can include:

1. The denial of admission to any public school;
2. The denial of participation in, equal access to, or the benefits of any curricular, extracurricular, student services, recreational, or other program/activity, including the District's career and technical education opportunities;
3. The discriminatory and inequitable provision of resources among comparable curricular or extracurricular programs; or
4. Any action, policy, or practice, including segregation, bias, stereotyping, 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) as identified under federal law shall have equal access to the same free, appropriate public education, including comparable services, as those provided to other children and youth who reside in 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 all appropriate and legally-required accommodations, educational services, and/or programs for students who have been identified as having a qualifying 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 submitted to and acted upon 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 such 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, such as gifted and talented programming, special education, school-age parents, bilingual-bicultural programs or services, at risk or alternative programs, and other special programs or services; or (2) placing a student in a school, program, class, or activity based on objective standards of individual need or performance.

Complaints alleging a violation of any aspect of this policy may be filed and shall be processed in accordance with the District's student discrimination complaint procedures, as adopted in connection with Board Policy 113 and this policy.

Any person who is determined to be responsible for any form of unlawful discrimination, any act of prohibited retaliation, or other violation of a District nondiscrimination policy, including this policy, is subject to appropriate disciplinary action and/or other appropriate consequences that are within the District's lawful authority.

**Policy Provisions Incorporated by Reference.** The following provisions of Board Policy 113, which addresses the District's commitment to nondiscrimination across all aspects of the District's programs, activities, and operations, are applicable to this student-focused policy and are incorporated by reference:

- The designation of nondiscrimination coordinators, including the District's Title IX Coordinator(s). The District's primary nondiscrimination coordinator for student matters, as identified in Board Policy 113, is also designated to receive any student discrimination complaints arising under section 118.13 of the state statutes and Chapter PI 9 of the Wisconsin Administrative Code. Board Policy 113 provides the



direct contact information for the District's nondiscrimination coordinators.

- Procedures under which any person may submit a report, concern, or allegation of prohibited student discrimination or prohibited retaliation to the District.
- Notice that the prohibitions against sex discrimination established by Title IX of the federal Education Amendments of 1972 ("Title IX") and by the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations") apply to the District and extend to protect District students and employees.
- Procedures and conditions under which 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") may file a "formal complaint" of "sexual harassment," as those terms are defined in federal regulations for purposes of Title IX.
- The prohibition that no official, employee, or agent of the District or any other person (including a student) may intimidate, threaten, coerce, or unlawfully discriminate against any individual (1) for the purpose of interfering with any right or privilege secured by any nondiscrimination statute or related regulation, or (2) because the individual has made a report or complaint, or testified, assisted, participated, or exercised a legal right to refuse to participate in any manner in an investigation or proceeding conducted under any District nondiscrimination policy.
- The limitations on the extent to which the District can provide or assure confidentiality, but also the commitment to observe any specific confidentiality requirements established by state or federal law.
- The prohibition against bad faith conduct and abuse of process in connection with any report or complaint of possible discrimination or retaliation.
- The responsibility of the administration to issue/post all required notices related to this policy and to the state and federal laws that prohibit student discrimination.
- The responsibility of the administration to maintain adequate records relating to reports and complaints of discrimination or retaliation.

**External Complaints and Proceedings.** By following the procedures and timelines established by the applicable non-District entity, complaints of unlawful student discrimination may also be filed externally with the Wisconsin Department of Public Instruction, 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.

**Notices and Published Nondiscrimination Statements.** The District Administrator and the District's designated nondiscrimination coordinators shall ensure that notice of this policy and its accompanying complaint procedures is published at the beginning of each school year as a class 1 legal notice. In addition:

1. A student nondiscrimination statement shall be included in the District's student and employee handbooks, course selection handbooks, and other published materials distributed to the public describing school activities and opportunities; and
2. The District's student nondiscrimination complaint procedure shall be included in the District's student and employee handbooks; and
3. The District shall also provide students and parents of students with notices required under the federal Title IX regulations relating to prohibited sex discrimination.

**Evaluation and Reports.** The District Administrator and the District's designated nondiscrimination coordinators shall ensure that the District annually prepares an summary compliance report regarding student nondiscrimination and that the District completes an evaluation of the status of nondiscrimination and equality of educational opportunity in the District at least once every five years, as further specified under the regulations of the Department of Public Instruction.

## **Student Discrimination Complaint Procedures (LCASD POLICY 411 Rule)**

*updated (11/09/2020)*

### **I. Purpose**

These procedures have been developed to process reports or complaints that allege any of the following:

- A. The District has not complied with the student nondiscrimination requirements of section 118.13 of the state statutes and the statute's implementing regulations.
- B. The District has unlawfully discriminated against a student or non-employee under the current provisions and regulations of Titles IV and VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act, or Title II of the Americans with Disabilities Act;
- C. A student has in some other way been unlawfully discriminated against on the basis of sex, sexual orientation, race, color, national origin, ancestry, religion, creed, age, pregnancy, parental or marital status, any physical, learning, mental, or emotional disability, or any other legally-protected status or classification;
- D. That there has been a violation (including violations by other students) of any of the Board's student nondiscrimination, student anti-harassment, or other equal educational opportunities policies.

With respect to Title IX, these procedures serve as District grievance procedures for resolving reports and complaints of sex discrimination under Title IX within the District's education programs and activities, except for formal complaints of Title IX sexual harassment (which are subject to a separate grievance process) and except for allegations that Title IX discrimination has occurred against an employee of the District.

In addition, these complaint procedures may also be used in any situation where another Board policy or District procedure directs or allows the use of these complaint resolution procedures.

**Non-Applicability to Special Education:** Under state and federal law, discrimination complaints and appeals relating to the identification, evaluation, or educational placement of, or the provision of a free appropriate public education to, a student with a disability under the Individuals with Disabilities Education Act must be processed in accordance with established appeal procedures outlined in the District's special education procedures. Accordingly, such complaints and appeals relating to special education will not be processed under these complaint procedures.

### **II. Nondiscrimination Coordinators; Filing a Report a Complaint**

#### **A. Nondiscrimination Coordinators**

The contact information for the District's primary nondiscrimination coordinator for student matters (i.e., where one or more students is alleged to be the victim of unlawful discrimination or otherwise aggrieved under a District nondiscrimination policy) is as follows:

Director of Pupil Services  
Ms. Alexandra Baierl  
1402 Freedom Rd.  
Little Chute, WI 54140  
(920) 788-7605  
abaierl@littlechute.k12.wi.us

The above-identified coordinator's role includes serving as a District Title IX Coordinator, as a Section 504 and Americans with Disabilities Act Coordinator, and as the District employee designated to receive any student discrimination complaints arising under section 118.13 of the state statutes and Chapter PI 9 of the Wisconsin Administrative Code.

In the event the above-identified coordinator is affected by a conflict of interest for a given matter or temporarily absent or otherwise unavailable, Board Policy 113 identifies and provides contact information for a deputy coordinator.

#### **B. Procedures for Filing a Complaint or Report**

Using their District-provided contact information, any person may report a concern or allegation of prohibited student discrimination or prohibited retaliation to any the District's designated nondiscrimination and equal opportunity coordinators. The report or complaint may be submitted (1) in person (whether verbally or in writing), (2) by U.S. mail, (3) by telephone, or (4) by electronic mail.

Refer to Board Policy 113 for additional information and procedures regarding the submission of reports and complaints of prohibited discrimination and retaliation.

#### **C. Acknowledgement of the Report or Complaint**

Normally within 15 business days of the date that a District nondiscrimination coordinator received a report or complaint of unlawful discrimination that is subject to these procedures, a District's nondiscrimination coordinator or his/her designee shall provide the person making the report or complaint with a written acknowledgement of receipt.

If the person who submitted the report or complaint does not receive the acknowledgement of receipt within that time frame, they are strongly encouraged to contact a District nondiscrimination coordinator to verify that the report or complaint was received as intended.

#### **D. Concerns with Safety, Confidentiality, or Retaliation**

Any person who presents a report or complaint or who participates in any manner in an investigation or other proceeding under these procedures should arrange to discuss any concerns about safety, confidentiality, or retaliation with a designated nondiscrimination coordinator (see Board Policy 113) or with the District Administrator as early as possible in connection with their involvement in the process — including at or even prior to the time that a report or complaint is filed. The District's nondiscrimination policies further address the issues of confidentiality and protections for retaliation.

### **III. Pre-Investigation Considerations/Procedures; Other General Provisions**

#### **A. Referral to Nondiscrimination Coordinators**

If, for any reason, a report or complaint alleging prohibited discrimination or retaliation under these

procedures is initially brought to the attention of a District official, administrator, or supervisor other than a designated nondiscrimination coordinator, such other person shall refer the report or complaint to an appropriate coordinator. This referral expectation does not relieve a person who is initially submitting such a report or complaint from following the District's established report/complaint submission procedures.

All reports and complaints of sex discrimination, including sexual harassment, shall be referred to a nondiscrimination coordinator who serves as a District Title IX Coordinator.

#### **B. Coordination with Title IX Sexual Harassment Regulations and Procedures**

To the extent a report or complaint concerns conduct that could constitute "sexual harassment" as defined in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations"), additional requirements and obligations apply to the District and its designated Title IX Coordinator(s), including but not limited to the obligations to contact the alleged victim of the sexual harassment, to consider and implement supportive measures, and to avoid implementing disciplinary sanctions against the alleged perpetrator of the sexual harassment until after an appropriate determination of responsibility.

Further, as required by the federal Title IX regulations, the District has adopted a separate grievance process (see 113-Rule 1) for the resolution of documented "formal complaints" of "sexual harassment," as those terms are defined in the federal regulations (see 34 C.F.R. §106.30). Accordingly, formal complaints of Title IX sexual harassment will be processed pursuant to the separate grievance process.

The District is not required to use these complaint procedures to further address any report, complaint, allegation, or basis for a finding of potential misconduct or liability that reaches a determination, or that is otherwise resolved, through the separate Title IX grievance process.

#### **C. Interim Measures**

In conjunction with the District's receipt of notice of any report or complaint of alleged discrimination, harassment, or retaliation, or any other matter that is directed to these procedures for a resolution, a District nondiscrimination coordinator or an administrator acting on behalf of a coordinator may consider the potential need for and may implement interim measures that are taken before the resolution of the report or complaint (e.g., safety planning, a "no contact" directive, or other steps needed to protect the complainant or other persons). A complainant may also affirmatively request the consideration of such interim measures. To the extent a report or complaint concerns conduct that could constitute Title IX sexual harassment, the District's consideration and implementation of any such interim measures shall be consistent with the requirements of the federal Title IX regulations.

#### **D. Substitution of Parties**

If a report or complaint is initially submitted to the District by someone who is not claiming to have been personally harmed or victimized by the alleged conduct or challenged policy (such as a witness or a person who received a third-party account of an incident or allegation), the District reserves discretion, for purposes of these procedures, to substitute the actual party in interest in place of the person who initially submitted the complaint or report. The District will inform the person who initially submitted the complaint or report of any such decision to substitute the actual party in interest as the complainant.

#### **E. Authority to Dismiss Complaints or Specific Allegations**

The District retains discretion to dismiss a complaint, or specific allegations, without completing

the steps of these complaint procedures for any of the following reasons:

1. The allegations, in whole or in part, raise issues over which the District does not have authority or jurisdiction or that are not amenable to a resolution through these procedures;
2. Mootness (e.g., a challenged policy or practice has been changed);
3. The District determines that specific circumstances prevent the District from gathering evidence that is sufficient to reach a determination regarding the allegations;
  4. Due to a lack of timeliness (e.g., an unreasonable or unduly prejudicial delay in reporting), as further addressed in Board Policy 113;
  5. Abuse of process; or
  6. The complainant requests to withdraw the complaint and the District consents.

A decision to dismiss a complaint or any allegations for purpose of these complaint procedures does not prevent the District from otherwise addressing a matter through other processes. Accordingly, any such dismissal may include a decision to redirect the complaint to another internal procedure.

An actual party in interest may, within 5 business days of being notified of a dismissal decision, submit a written request to the District Administrator asking for the District Administrator to review/reconsider such decision.

#### F. Modification of Procedures to Address Conflicts

In all cases, these procedures shall be implemented in a manner that avoids conflicts of interest, including but not limited to situations where one of the individuals acting on behalf of the District in the resolution process is alleged to have engaged in the conduct that is the basis for the allegations. The primary means of avoiding conflicts is to substitute different individuals in place of any individual who has a conflict of interest. Provided that the District Administrator is not personally affected by a conflict of interest, all concerns with conflicts of interest or potential conflicts of interest shall be brought to the attention of the District Administrator, and the District Administrator is authorized to direct or approve such substitutions if he/she determines that it is necessary or appropriate to do so.

If a report or complaint alleges that the District Administrator has engaged in the improper conduct that is the basis for the allegations, or if the District Administrator or School Board determines that the administrator is affected by some other material conflict of interest, a designated nondiscrimination coordinator or the District Administrator shall forward the complaint or report to the Board President. The Board President shall engage District legal counsel for the purpose of formulating a recommendation on any modifications to these procedures that may be appropriate to address the District Administrator's conflict of interest. Such recommendation may include the appointment of an outside investigator, and the Board President is authorized to appoint/engage such an outside investigator. When the District Administrator is affected by a conflict of interest, the Board President is also authorized to assign an individual to serve as the complaint manager for any formal investigation (see below) and to perform any other responsibility that these procedures assign to the District Administrator, including, upon advice of counsel and with notice to the Board, making decisions regarding the dismissal of a complaint. In addition, in any case where the District Administrator is alleged to have engaged in the conduct that is the basis for the allegations, the Board shall automatically serve as the body that, following an investigation, makes a determination regarding any allegations of misconduct on the part of the District Administrator. Any appeal of the Board's decision shall be treated as a request for reconsideration and final decision by the Board.

Beyond the modifications identified in this section, any additional modifications of these

procedures that are deemed necessary or advisable in order to address conflicts of interest shall be approved by the Board.

#### **IV. Informal Resolution (other than for complaints of Title IX sexual harassment)**

##### **A. Conditions on the Use of Informal Resolution**

The District permits, but does not require, attempts to informally resolve reports, complaints, or other concerns regarding (1) possible student-related discrimination, harassment, or retaliation, or (2) other claims or allegations that are addressed under these procedures. However, both of the following conditions apply:

1. If any such report, complaint, or concern relates to conduct that could constitute “sexual harassment” as defined by the federal Title IX regulations, informal resolution may be attempted only if a formal complaint of Title IX sexual harassment is pending and the attempt at informal resolution is conducted pursuant to the Title IX regulations and the District’s separate grievance process for such formal complaints.
2. No person is required to participate in an informal resolution process (i.e., if such a process is offered, then participation is voluntary). A person who initially agrees to participate in an informal resolution process may withdraw from the process prior to its conclusion without penalty.

##### **B. Description of the Process**

1. An attempt to reach an acceptable informal resolution may be initiated at any point after the District has been notified of a report or complaint that would otherwise be resolved using the formal investigative and decision-making steps defined below, including after a formal investigation has been initiated.
2. Although various administrators/supervisors may be involved in attempting an informal resolution, an appropriate nondiscrimination coordinator should still be notified of the complaint or report and involved in the decision to offer/pursue an informal resolution.
3. An informal resolution process is intended to be flexible, but generally includes any process that departs from the formal investigative and decision-making steps defined below. For example, an informal resolution may involve calling resolution meetings, gathering relevant information (e.g., regarding requested remedies), seeking agreement on facts that are not in dispute, holding mediated resolution sessions, and/or offering one or more options for changes to the relevant circumstances.
4. Attempts at informal resolution may resolve some, all, or none of the issues/allegations submitted for resolution. Any unresolved issues and allegations may proceed to be further processed under these procedures.
5. The person(s) facilitating the informal resolution process on behalf of the District shall document the allegations/issues that were submitted for attempted resolution and the outcome of the process. If such documentation is prepared by another person, the record shall be provided to the appropriate nondiscrimination coordinator.

#### **V. Formal Investigation and Determination Procedures (other than for formal complaints of Title IX sexual harassment)**

The formal complaint procedures listed below shall be initiated based on a written statement of the



complaint or other report of the relevant claims/allegations. The written statement may be a statement that was submitted by a complainant, or a statement that is prepared by a District-designated nondiscrimination coordinator or a designee. If necessary, the written statement may be amended during the process, or the District may otherwise inform the parties of any clarifications of or changes to the claims or allegations under investigation.

The District will normally attempt to make an initial determination of a complaint under these procedures within 90 days of the date that a District-designated nondiscrimination coordinator, or an administrative-level designee of the coordinator, is first notified of the claims/allegations. However, if the District determines that there is a legitimate need to extend the normal timeline, the District shall inform the parties of such need and, if required by Chapter PI 9 of the Wisconsin Administrative Code, request the parties' consent to the extension.

**Step 1:** The District will designate a complaint manager, who will normally be one of the District's designated nondiscrimination coordinators. The complaint manager will be the primary point of contact regarding the complaint for the relevant parties, ensure that appropriate communications from the District are provided to the parties, and ensure appropriate record-keeping in connection with the complaint process.

**Step 2:** In consultation with the complaint manager, the District Administrator or the Director of Pupil Services or their administrative-level designee shall assign one or more individuals to conduct an investigation of the claims/allegations, decide the merits of the matter at this Step, and determine what responsive, remedial, or disciplinary actions will be taken or recommended (if any). The complaint manager shall ensure that the District provides the appropriate parties with written notice of the initial administrative determination of the complaint.

**Step 3:** If any complainant or alleged responsible party under the complaint is dissatisfied with the determination reached at Step 2, the individual may, within 10 business days\* on the date that notice of the initial determination is delivered to the parties, file a written request for reconsideration with the office of the District Administrator. (The request may be submitted via electronic mail to the District Administrator or to such other person who is acting as the appeal authority in this step.) The request for reconsideration shall state the specific reason(s) why the party believes the administrative determination should be modified.

1. Prior to reaching a decision that would modify the previous determination, the District will give the other parties to the matter at least 5 calendar days\* to submit a statement regarding the asserted grounds for modification.
2. The District Administrator will normally issue a written decision on reconsideration to the parties within 30 calendar days of the date the request for reconsideration is received unless further investigation is initiated and/or the District Administrator determines that an extension of time is otherwise needed. The District shall notify the parties of any extension of the 30-day timeline and, to the extent necessary under Chapter PI 9, request the parties' consent to the extension.

\* Deadline extensions for parties: A party may submit a written request (including via email) for an extension of the applicable deadlines in this step to the Office of the District Administrator. The request shall specify the length of the extension being requested and the reason for the extension. The District Administrator or other person acting as the appeal authority may grant such a request (in whole or in part) upon a determination of good cause and a lack of undue delay or other materially prejudicial effect.

**Step 4:** If the complaint involved allegations of student discrimination in violation of section 118.13 of the state statutes and Chapter PI 9, the complaining party may appeal any negative final decision of the District (e.g., the decision at Step 3) to the State Superintendent of Public Instruction. Using the

procedures identified in Chapter PI 1 of the Wisconsin Administrative Code, such appeals must be filed in writing within 30 calendar days of the District's final decision and sent to the Department of Public Instruction, Equal Educational Opportunity Office – Pupil Nondiscrimination, P.O. Box 7841, Madison, WI 53707.

**Additional appeal to the State Superintendent:** If the complaint involved allegations of student discrimination in violation of section 118.13 of the state statutes and Chapter PI 9, a complainant may also appeal directly to the State Superintendent if the District has not provided a written acknowledgement within 45 days of the receipt of the complaint or has not made a final determination within 90 days of receipt of the written complaint.

## **VI. External Agency or Court Filing**

Where otherwise permitted by law, nothing within these locally-established complaint resolution procedures shall preclude individuals from filing, on a timely and procedurally appropriate basis, (1) a discrimination complaint or request for enforcement directly with the U.S. Department of Education's Office of Civil Rights (OCR) in Chicago (Region V), as authorized by various federal laws; or (2) a complaint or suit with another external governmental agency or court having proper jurisdiction. Such agencies and courts independently determine the extent to which any given complaint falls within their realm of authority. Unless otherwise required by an applicable law or procedural requirement, such actions may be taken in lieu of or in addition to filing a complaint under the District's local procedures. Any party with a complaint is independently responsible for determining the applicable outside agencies or courts with which a complaint or suit may properly be filed and the applicable filing deadlines and procedures.

## **VII. Maintenance of Complaint Records**

The District shall maintain records for each report or complaint that is processed under these procedures. Such records shall identify at least the following:

1. The date the report or complaint was first received by the District.
2. The identity of the person submitting the report or complaint and the identities of the actual parties in interest to the complaint, if known.
3. The claims or allegations made in the report or complaint and any other allegations that are investigated in connection with the report or complaint.
4. Documentation of any interim measures implemented by the District.
5. Documentation of the outcome of any informal resolution process that was attempted.
6. A record of the determination of the complaint, including any dismissals, any initial determination(s) on the merits, and any determination(s) made in connection with an appeal, including the identity of the relevant decision-makers.
7. Any remedies or sanctions that are granted/imposed following a determination that substantiates any claims or allegation(s).

## **Anti-Bullying and Anti-Harassment (LCASD POLICY 412)**

updated (11/09/2020)

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. However, bullying and harassment also have negative consequences for those who engage in the behavior, for the overall school environment, and for the broader community.



## **Definition of Bullying**

As used in this Policy, the term “bullying” includes severe, systematic, or repeated conduct, including written, spoken, nonverbal, or physical behaviors or communications, that:

1. Is done with the purpose of threatening, intimidating, or degrading another person, or causing another person fear, physical harm, emotional harm or distress, social isolation, or humiliation; AND
2. The conduct does one or more of the following:
  - a. Substantially interferes with any student’s education;
  - b. Substantially interferes with a person’s ability to participate in or benefit from any school activity or program;
  - c. Endangers the health, safety, or property of the target(s) of the behavior; or
  - d. Creates a threatening, intimidating, hostile, or offensive environment within any District school, activity, or program.

Bullying will often, but not in every case, involve evidence of either (1) an imbalance of real or perceived power, or (2) an attempt to establish, assert, or demonstrate such a power differential through the conduct.

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.

“Cyber-bullying” is defined as bullying that involves the use of digital technologies, including but not limited to, e-mail, cell phones, text messages, instant messages, chat rooms, and social media. Cyber-bullying is prohibited and treated the same as all other types of bullying.

## **Definition of Harassment**

Harassment based on a student’s legally-protected status is separately addressed in School Board Policy 411.1. As used in this policy, the term “harassment” means:

1. Either:
  - a. A course of conduct or a single, severe incident directed toward one or more other persons that is based on some actual or perceived distinguishing characteristic that, although not a legally-protected status, is similarly an inappropriate basis for any mistreatment (such as a student’s physical appearance, economic status, or social status); or
  - b. A course of conduct (even over a short period of time) directed at one or more other persons that does not serve a legitimate purpose; AND
2. The conduct does one or more of the following:
  - a. Substantially interferes with any student’s education;
  - b. Substantially interferes with a person’s ability to participate in or benefit from any school activity or program;
  - c. Endangers the health, safety, or property of the target(s) of the behavior; or

- d. Creates a threatening, intimidating, hostile, or offensive environment within any District school, activity, or program.

Examples of conduct that “does not serve a legitimate purpose” (most of which are also independent violations of one or more laws or other District conduct rules/expectations) include the following:

1. Any act done with the intent to frighten, intimidate, threaten, harm, degrade, or physically or verbally abuse another person (e.g., stalking, hazing, etc.);
2. Any act, attempt, or threat of theft, vandalism, extortion, or other property damage; 3. Any act, attempt, or threat to inflict physical pain or injury;
4. Improperly interfering with another person’s freedom of movement or his/her ability to complete their work or engage in a District program or activity;
5. Acts undertaken to annoy another person; or
6. Any conduct that an individual persists in doing following a District or law-enforcement directive to cease or avoid engaging in the conduct.

### **Bullying and Harassment Are Prohibited**

The District prohibits students from bullying or harassing any person when either the aggressor and/or the target (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 occurs away from school that endangers the health, safety or property of a person who is at school).

The District also prohibits the bullying or harassment of students, whether by another student, a District employee, a non-employee acting as an agent or contractor of the District, or another person who is present in, or who engages in conduct that sufficiently impacts, the educational environment or the applicable District program or activity.

### **Reports/Complaints; District Response**

The District shall establish and implement procedures under which incidents and concerns involving bullying, harassment, or any related allegations of retaliation can be reported and addressed in an appropriate manner. All such procedures shall be consistent with the following:

1. In addition to any other reporting procedures that may be established, any person may report an allegation of bullying or harassment under this policy directly to a school principal or to any of the District’s nondiscrimination and equal opportunity coordinators. (Board Policy 113 identifies and provides contact information for the designated coordinators.)
  - a. The report or complaint may be submitted (1) in person; (2) by U.S. mail; (3) by telephone; or (4) by electronic mail.
  - b. To avoid miscommunication, the District encourages written complaints. However, no matter how a report or complaint is presented, the person making the report should clearly and expressly identify that he/she is reporting a concern with bullying or harassment under this policy.
2. The District’s response to a particular incident, report, or complaint shall take into consideration the totality of the relevant circumstances and be reasonably proportional to the seriousness of the alleged

or substantiated conduct. However, when the District has notice (e.g., via a report or complaint) of alleged or substantiated bullying or harassment of a student that is based, in whole or in part, on a student's legally protected classification, the District shall process the matter as provided under the District's nondiscrimination policies and under the applicable state and federal nondiscrimination laws.

3. Violations of this policy will normally be addressed through remedial interventions and/or District-imposed consequences. Possible consequences for students who engage in bullying or harassment (or prohibited retaliation) include, but are not limited to, 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. When an employee is alleged to have engaged in bullying or harassment (or prohibited retaliation) the imposition of any disciplinary consequences will be addressed under the District's procedures for handling such personnel matters.

### **Confidentiality**

Although absolute confidentiality cannot be assured, the District will maintain the confidentiality of reports and complaints under this policy to the extent required by any applicable law, and the District will otherwise make efforts to maintain confidentiality where non-disclosure does not interfere with the District's ability to appropriately process and respond to the report or complaint. Nonetheless, investigating a matter often involves disclosing (directly or indirectly) the identity of persons involved in the particular events/issues. Individuals who have specific concerns about confidentiality should arrange to discuss those concerns with the District as early as possible in the process.

### **Retaliation Prohibited**

Retaliation is prohibited against any person who has reported (or who is believed to have reported) a possible violation of this policy, a person accused of violating this policy, or against any person who otherwise participates in any investigation, inquiry, or other proceeding related to an incident, report, or complaint of bullying or harassment. Retaliation includes, but is not limited to, any form of intimidation, harassment, or inappropriate disparate treatment. Any such retaliation is a serious violation of Board policy independent of whether the report, complaint, or allegation in question is substantiated. Allegations or concerns regarding retaliation may be reported to the District using the procedures that are established for reporting other alleged violations of this policy.

### **Bad-Faith Conduct Prohibited**

The District prohibits all persons who are subject to the District's rule-making authority from knowingly providing false information regarding alleged bullying or harassment, fabricating any incidents/allegations, or other similar bad-faith conduct or abuse of process.

## **Student Attendance Procedures (LCASD POLICY 431 Rule)**

(updated 10/26/2015)

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

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

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

- a. Expected to call the school office's attendance line prior to 8:30 a.m. on the day of each absence in order to verify that the student is absent with the parent's or guardian's knowledge, except that no such call is necessary for any absence(s) that the parent arranged and that the school excused in advance; **or**

- b. Required to submit a written communication to the school office identifying the date(s) the student will be (or was) absent from school and the reason(s) for the absence. This written notification must be provided:
  - (1) Prior to the absence for all parent-excused absences, as identified in the Board's attendance policy; **or**
  - (2) Either prior to or immediately following the absence for all school-excused absences, but always within 24 hours following the student's return to school from the absence in order for the absence to be considered excused, except when a different time period has been approved by the building principal.

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

## 2. Student Responsibilities

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

## 3. Teacher Responsibilities

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

## 4. School Attendance Officer Responsibilities

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

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

habitual truancy notice has been sent to the student's parent or guardian. However, with the consent of the student's parent or guardian the date for the meeting may be extended for an additional five (5) school days.

- (4) A statement of the penalties that may be imposed under state law on the parent or guardian if he/she fails to cause the student to attend school regularly.
- h. After a notice of habitual truancy has been issued to the student's parent or guardian in any school year, notify the parent or guardian of any further unexcused absences as provided in the District's truancy management plan.
- i. If the district determines that a nonresident student attending school in the District under the open enrollment program is habitually truant from school during either semester in a given school year, the District may prohibit the student from continuing to attend school in the District as an open enrollment student in the succeeding semester or school year.

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

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

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

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

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

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

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

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

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

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

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

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



disability-related evaluation process.

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

The activities in items C.3., C.4., and C.5. These procedures need not be carried out if the school attendance officer determines and is able to show that appropriate school personnel were unable to carry out one or more of the activities due to the student's absences from school.

School personnel shall properly document all of the above-identified activities that occur prior to or in connection with any truancy-related legal proceedings that are brought against a student and/or a parent or guardian. That is, school personnel are expected to maintain documentation related to all notices (including those provided in person or via phone), meetings, evaluations, and referrals, as well as documentation related to any attempts to carry out the above identified activities that could not be completed due to a refusal, a lack of any response, the student's ongoing absences, etc.

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

### **Electronic Communication Devices (LCASD POLICY 443.5)**

(updated 5/28/2013)

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)**

(updated 11/23/1999)

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

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

A police department's canine units may be used to detect the odor of controlled substances or improvised explosive devices and/or its components in school buildings and on school grounds at the discretion of the District Administrator in conjunction with building level administration. Canine units may be used when there is reasonable suspicion of controlled substances or improvised explosive devices and/or its components on premises or to enact the belief that random searches will be beneficial to ongoing prevention efforts.

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

Any unauthorized items found during a search will be confiscated and held for disciplinary proceedings, turned over to law enforcement officials, or returned to the parent/guardian of the student at the administrator's discretion. Unauthorized items may include but are not limited to alcohol, drugs, drug paraphernalia, weapons, hate crime evidence, gang related effects or other items deemed inappropriate on school property. The parent of a minor student will be notified of items confiscated that are against school rules or policies.

Students will be notified of the student and locker search policy through the student handbook distributed annually. The Little Chute Area School District does not assume responsibility for the loss, damage, or destruction of student property.