

**LITTLE CHUTE
INTERMEDIATE/MIDDLE SCHOOL
2023-24 STUDENT HANDBOOK
Grade 5-8**



LITTLE CHUTE
Area School District
fostering a community of learners

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**Mrs. Anna Maass – Principal
Mr. Sam Appleton – Assistant Principal
Mrs. Tracy Schmidt, Mr. Tim Wiedenbauer – School Counselors
Mrs. Kelly Wallace – Activities Director**

WELCOME TO LITTLE CHUTE INTERMEDIATE MIDDLE SCHOOL

Hello Students/Parents/Guardians,

We are looking forward to the start of the new school year and seeing students back in the building. When thinking about the new school year, I hope you will look at it as a fresh start for your learning. As you think about this fresh start, be sure to set personal goals and to work to be the best student you can be, and the best person you can be. Treat others in the building with respect. Be respectful to your classmates, teachers, support staff, office staff, TAHER lunch workers, custodians, substitutes, and visitors. Always remember in our building we ask that ALL people treat others the way we, ourselves, want to be treated.

At LCIMS, you will have opportunities to be involved in a variety of activities outside of the regular school day. These activities provide opportunities for students to explore their passions, learn new skills, meet new people and be connected to school in a non-academic manner. Be sure to listen to announcements so you know when these activities are taking place so you can become actively involved at LCIMS.

Think about your goals, work hard to achieve them and be sure to ask your teachers for help if you have questions. We want every student to be successful and reach their potential and we will be here to help make that happen.

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

Sincerely,

Anna Maass
Principal- LCIMS

Sam Appleton
Associate Principal- LCIMS

MAKE IT A GREAT SCHOOL YEAR

LCASD VISION STATEMENT

Little Chute Schools – Fostering a Community of Learners

LCASD MISSION STATEMENT

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

DISTRICT LEARNER GOALS

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

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

LCIMS STAFF DIRECTORY

Principal Anna Maass

Assist. Principal Sam Appleton

Admin. Assistants Michelle Gloudemans, Jan Hietpas, Mackenzie Busch, Amanda Fletcher, Lynn VanderPas,

Police School Liaison Office Officer Jeff Nett

Grade 5 Team: Stephani VanRoy, Greg Verhagen, Lindsey Beattie, Vicky Dougherty, and Lisa Schommer

Grade 6 Team: Stephanie Burry, Kevin Hietpas, Kent Swanson, Katelyn Styka, and Hannah Robinson

Grade 7 Team: Jenny Koehnke, Jill Vandenberg, Ryan Christopherson, Ted Evers, Rebecca Bowker

Grade 8 Team: Alicia Armstrong, Lisa Kortz, Matt VanThiel, Jonathan Kent, Payton Meulemans

Sp.Ed: Colette Ridley, TBD, TBD-Speech & Language

Sp.Ed Assistants: Lyvia Fuller, Linda Ingenthron, Susan Steeno

Music: Amy Albedyll-Band/Choir/Music, Natalie Beck-Band, Brianna McCarthy-Choir

Pupil Services: Tracy Schmidt-Counselor, Tim Wiedenbauer-Counselor, Sara Hockers-Psychologist, Tessa Evenson-Psychologist

Library: Becky Ackermann-Director, Joan Janco-Library Aide

Art/PLTW: Alisa Matthies 6th grade, TBD- 5-8

Phy Ed/Wellness: Jackie Ulmen-Wellness, Jake VanRoy-Phy Ed/Wellness 5-8, Sarah Stauber-Phy Ed 5

Computers: Mary Benesh-Zoeller

Health Services: Samantha Busko-Nurse, Tracy Brouillard - Nurse Aide

Instructional Coach/Interventionist: Megan Tonn-Reading, TBD-Math

EL Instructor: Miranda Mueller

EL Assistant: TBD

SCHOOL DAY

The school day starts at 7:50 a.m. and ends at 3:21 p.m. The Intermediate/Middle/High School Entrance and the Flex Academy entrance doors are open at 7:20 a.m. At 7:50 a.m. the doors will be locked until 3:21 p.m. Students arriving after 7:45 a.m. will need to enter the Intermediate/Middle/High School Main Entrance doors and sign in.

TRAFFIC AND PARKING

Traffic is extremely busy before and after school as many parents drop-off and pick-up. Use caution when driving as there are many young children trying to get into school or out of school at the same time. Please obey parking restrictions around the school to ensure student safety and to allow for an orderly traffic flow. The horseshoe drive near the district entrance is for bus drop off and pick up only and should not be used by parents for student drop off or pick up. Parking violations will be monitored by the Fox Valley Metro Police Department.

STUDENT TRANSPORTATION

Many students ride bicycles, roller blades, scooters, and skateboards to school. For safety purposes, all items must be walked after reaching school property or reaching streets adjacent to school grounds for the safety of the riders as well as pedestrians. Bikes are to be parked in the bike racks and locked at all times. Please lock your bikes. Skateboards are to be placed in the student lockers during the school day. If the skateboard does not fit in the student's locker, students should talk with the office personnel for storage options.

Roller blades, skateboards, etc. cannot be used during recess. Students not following safety rules will be given a reminder. Parent cooperation is requested in enforcing these rules. LCIMS is not responsible for lost, stolen, or damaged bicycles, skateboards, etc. Any item that is lost, stolen or damaged should be reported to the police-school liaison officer.

STUDENT ATTENDANCE AND ABSENCES

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, 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

-Students accumulating 5 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 10 more tardy notifications, they will serve 2 detentions.
Parent/guardian contact made.

-If students accumulate 15 more tardy notifications, they will serve 3 detentions.
Parent/guardian meeting scheduled.

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.

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

Detention is given when a student fails to comply with any of the regular school regulations or fails to do work assignments. Detention is supervised by classroom teachers or by the office. A detention may be for more or less than 30 minutes depending on the cause. Failure to serve detention or make alternate arrangements may result in detention being doubled or may result in an in-school suspension. Any discussion about a student being excused from a detention, suspension, etc. must be directed to the Principal/Assistant Principal only. The attendance secretary will only schedule detentions and process paperwork. Tardies, detentions and in-school suspensions are wiped clean at the end of each term. TRAC referrals accumulate throughout the year. (Not wiped clean at the end of a term) If a student serves detention his/her record is clear.

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

BACKPACKS

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

LOCKERS

Lockers are and will remain the property of the Little Chute Area School District and are provided for student use. Intermediate school students will not have locks. Middle school students are assigned a specific locker with a confidential combination lock and will be responsible to turn the lock in at the end of the year. Students must use the locker and lock assigned to them and are not to share a locker or lock combination with another student. Lockers must be kept locked when not in use. Students who lose their lock will be charged for a replacement. LCIMS is not responsible for any item left in a student's locker.

STUDENT ID CARD

Students will need to use their ID card to check in and out of the office, check out library items, purchase breakfast/lunch and get into home sporting events. They will be expected to have their ID card daily.

STUDENTS/PARENTS/VISITORS ENTERING BUILDING

For security purposes all doors will be locked during the school day. All students, visitors, and parents, entering the building after 7:45 a.m. must do so through the Main Entrance Door, and will be allowed access into the Building by Office Personnel only after signing in with their driver's license. All visitors will be given a visitor tag for clearance before going elsewhere in the building. Any adult in the building without a visitor tag will be asked to report to the office. The purpose for this is to maintain the safety and security of our students and staff.

CUSTODIAL AND NON-CUSTODIAL PARENTS

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

WEATHER

The District Administrator will close schools when weather conditions threaten the health or safety of students. The following stations will broadcast notices of school being closed: Fox 11, WHBY, WBAY, and WIXX. We would also send out an emergency Infinite Campus message and post it on LCASD Facebook. If school is closed while in session, the same media will also be notified. Please do not call the school to ask about school closing early. Telephone lines need to be open to communicate between buildings and for emergency situations. Please plan ahead as to how you will handle a school closing.

ELECTRONIC COMMUNICATION – LCASD utilizes Infinite Campus (IC) to send mass emails or telephone messages to parents. Parents will be asked at registration to provide the appropriate contact information. Infinite Campus is utilized to communicate upcoming events, to provide notification of the school/parent newsletter, and/or to communicate emergency situations as they occur. This is our main form of communication so please make sure your contact information is up-to-date in your parent portal.

INFINITE CAMPUS ACCESS

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

REPORT CARDS

LCIMS will report grades at the end of each semester. Classes that are term (9 week) classes will record grades at the end of each term and will be visible for parents to see. Grading of student progress will be based on performance. Adequate examples of student work (to support grades) will be kept by the teacher and shared with parents at conference time. Student work habits and social behaviors are also assessed on the report card. If you wish to print a copy of your child's report card, you can do so in your parent portal. LCIMS does not print paper copies of student report cards. Report cards are available until the end of June for the previous year.

PARENT-TEACHER COMMUNICATIONS/CONFERENCES

Four parent/teacher conferences are scheduled for each child per year. Two will be virtual and two will be in person to accommodate all schedules. Parents who are divorced or separated and who wish to attend their child's conference are encouraged to attend together so that each adult receives the same information. Separate conferences will not be held unless there is a specific court order and/or agreement that prohibits parents from attending a conference together. If parents/guardians prefer in person conferences, they can do so directly through the teacher.

Teachers are encouraged to have many informal contacts with parents, either face-to-face, by telephone, or by email. If you have any concerns or questions about your child's education, please feel free to contact your child's teacher. If you attempt to contact a teacher by telephone during instructional time, the office will give you the teacher's voicemail to leave a message.

FIELD TRIPS

Field trips are part of a child's academic day and are expected to participate. Parents must fill out a parental permission slip each time a student goes on a field trip. Transportation may or may not be covered by the school district and a fee may be charged. Students on field trips will follow the directions of the field trip chaperones and will abide by school rules and regulations while on a field trip. Unacceptable student behavior on a field trip may result in the student not participating in future field trips.

If your student requires medical paperwork to attend a field trip, it must be turned in its entirety at least two days before the field trip or your child will not be able to attend.

FIELD TRIP CHAPERONES

All parents that wish to chaperone a field trip at any time during the school year will be asked to fill out a volunteer agreement and a background check form at the beginning of the year to be considered for chaperoning.

LUNCH

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

FOOD SERVICE

LCIMS has a breakfast and lunch program. Students will need to have their school ID to scan if they are purchasing breakfast/lunch items. Breakfast and lunch menus are published monthly and are posted online. Students decide which days they eat breakfast or lunch. The decision to participate can be made on a daily basis. Milk is provided with hot lunch. If your child does not take hot lunch but would like milk, it can be purchased with cash or charged to your child's food service account. Cash payments for the food service program should be placed in an envelope marked with the student's name and number or can be made online. Families with more than one child can put multiple names and numbers on the envelope. The envelope is placed in a box mounted on the wall in the commons. Questions about the food service program should be directed to Brian Shaw at 788-7840 or taher@littlechutek12.wi.us. Parents may check their child's food service account or add funds on-line in their parent portal. These links can be found on the district website www.littlechute.k12.wi.us

FUNDRAISING ACTIVITIES

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

CELL PHONES AND ELECTRONIC EQUIPMENT

LCIMS Students are prohibited from **carrying/using** cell-phones during the school day 7:50 a.m.-3:21 p.m.unless the device has been approved by a teacher for supervised use for educational purposes. Students are allowed to use electronic devices from 7:20-7:50 as long as usage follows the school's appropriate technology policy. Once school begins at 7:50, devices are to be turned off and stored in student lockers. If a student is caught with a cell-phone during

the school day, the phone will be confiscated by the teacher and will be returned to the student or student's parent(s). If students are found to be texting during the school day, the phone will be taken away and a parent meeting with the principal will be required. The school will not be responsible for lost or stolen items such as electronic devices.

EDUCATIONAL PROGRAMS

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

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.

Materials marked Young Adult with a yellow sticker are available to students in 7th and 8th grade or to students in 6th grade with a permission slip. Any student in 7th and 8th who wants to check out a Young Adult book with a red sticker can do so with a permission slip.

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.

CLASSROOM BOOKS

Students assume responsibility in the care and usage of all classroom books. Damage beyond normal wear, such as broken bindings or covers, missing or stained pages will result in the student being charged. Because a new book will need to be purchased, the student will be charged the cost to replace the book.

SCHOOL COUNSELOR

School counseling services are varied and comprehensive depending on the needs of the individual student. Counselor services include one-to-one or group counseling for children with specific behavioral and emotional concerns, developmental guidance instruction in the

classrooms, parent consultation, and crisis intervention. The school counselors work closely with classroom teachers to assist in educating the whole child.

SCHOOL PSYCHOLOGIST

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

PARTICIPATION IN PHYSICAL EDUCATION

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

SCHOOL NURSE AND HEALTH SERVICES

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

MEDICAL CONDITIONS - During registration, parents complete or update a student health information via Infinite Campus. The requested information includes the physician's name, hospital preference, any known medical conditions, and a number to call in an emergency when parents cannot be reached. For students with the following health conditions; Diabetes, Seizure Disorders, Bee Allergies, Food Allergies and/or Asthma, there are additional forms, located in the office and/or on the district website, to be filled out by parents/guardians and medical providers. These forms are utilized to help manage medical emergencies related to your students' health conditions.

Note: This information is confidential information shared with school personnel only.

ILLNESS – Students who indicate that they are ill have to be seen by the health services team and have their temperature taken and evaluated.

- If your child has a temperature of 100 degrees or higher, your child will be sent home from school. Your child will need to be excluded from school until they are **fever free for 24 hours without the use of a fever reducer.** (Tylenol or Ibuprofen product)
- If a fever is accompanied by a sore throat, stomach ache or headache it may be strep throat. If your child is diagnosed with strep throat your child will be excluded from school 24 hours after initiation of appropriate antibiotics.

- If your child has an episode of vomiting and/or diarrhea at school, they will be sent home. Anyone with these symptoms should be excluded from school until symptom free for 24 hours.
- Rashes and infected sores need to be diagnosed by a medical provider. Many skin rashes are contagious. Students may return to school once the rash has been diagnosed and treated for 24 hours or cleared by a doctor. Open sores from illnesses such as chicken pox and impetigo may need to be covered at school.

If the student has a temperature or any of the above conditions, a parent/guardian is contacted and the student is sent home. If a parent/guardian cannot be reached and if the emergency contact is unavailable, the student will remain in the health office until contact occurs. Please be sure to list emergency contacts that are available during the day so in the event your child needs to be picked up due to illness it can be done so in a timely manner.

SCHOOL MEDICATION POLICY

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

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

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

STUDENT POSSESSION AND USE OF OTHER PRESCRIPTION AND NONPRESCRIPTION MEDICATION

The District may permit responsible students, as determined in advance by the agreement of the parent or guardian and building principal (in consultation with a nurse serving the school as needed), to possess and self-administer medications other than asthma inhalers and epinephrine auto-injectors. Refer to [Policy 453.4](#).

LOST AND FOUND

All lost and found items are taken to the shared office. Items not claimed within a two week time period will be donated.

BALLOON OR FLOWER DELIVERY

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

BIRTHDAY TREATS

While we understand wanting to celebrate your child's birthday with treats for the class, we ask that due to possible food allergies in the building, you do not send or bring in birthday treats. Thank you for understanding and cooperation.

PROPER DRESS

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

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

- Headgear must be removed upon entrance to the building and cannot be worn in the building during school hours. Hoods must also be down at all times.
- Students must wear shoes/appropriate footwear.
- No backless/strapless garments will not be permitted. See-through, swim attire, crop tops are also prohibited. Cleavage/torso exposure must be minimal, if at all.
- Shorts, skirts, and dresses must be at a length that maintains modesty in the opinion of the staff.
- No garment may advertise or promote alcohol, tobacco products, or other drugs by name or logo. No messages or symbols that include profanity, weapons, violent or sexual language/actions or considered to be offensive are allowed.
- No attire with a gang related purpose is allowed. Chain links and spiked collars are not allowed.
- 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. Members of the faculty and staff will use their professional judgment when enforcing this policy and violations may result in a warning or disciplinary action and be required to change clothing.

STUDENT CODE OF CONDUCT

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

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

- Obstruction of classroom activities
- Dressing or grooming in a manner that presents a danger to health or safety, or causes interference in the school environment
- Repeated interruptions, confronting staff argumentatively, making loud noises, or refusing to follow directions;
- Throwing objects or food
- Repeated violation of classroom, commons, or playground rules
- Behavior that causes the teacher or students fear of physical or psychological harm
- Physical confrontations or verbal/physical threats
- Public displays of affection
- Willful damage to school property
- Defiance of authority (willful refusal to follow directions given by the staff);
- Leaving classroom, rec area, or other supervised area out of anger or defiance of adult authority;
- Possession of personal property prohibited by school rules;
- Repeated use of profanity;
- Leaving school grounds without permission;
- Disregarding student transportation rules
- Possession or use of a weapon or other item that might cause bodily harm;
- Possession or use of alcohol, cigarettes, vaping devices or drugs not covered under the District's medication policy;
- Fighting;
- Behaviors that create an intimidating, hostile, or offensive environment;
- Taunting, baiting, inciting, and/or encouraging a fight or disruption;
- Pushing or striking a student or staff member
- Cheating

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

- Seriousness of the offense
- Student's age

- Frequency of misconduct
- Student's attitude
- Potential effect of the misconduct on the school environment

Consequences for misbehavior may include:

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

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

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

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 devices 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/athletics, or expulsion.

Students who are selected/elected to positions of honor may be removed from that position/honor if a violation of school policy in regard to use of drugs or alcohol occurs.

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, may be recommended to the Board of Education for expulsion.

WEAPONS

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

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

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

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

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

POLICE SCHOOL LIAISON PROGRAM

The Police School Liaison (PSL) has many roles. The PSL is a law enforcement officer who, by definition, has an obligation to serve, protect, and uphold the law. The PSL is a listener and a

friend to young people and a resource person to families, the school, and the community. The PSL serves an educational function by assisting in instruction designed to acquaint students with the law, the ways in which it operates on the local/state level, and how it touches their lives.

FIRE DRILL EVACUATION

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

TORNADO PLAN

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

TOYS IN SCHOOL

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

PETS ON SCHOOL GROUNDS

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

STUDENT ACCEPTABLE USE OF TECHNOLOGY ([Policy 363.2](#))

The School District’s technology resources, including the District’s technology-related equipment, software, networks, network connections, and internet access, are open to limited and regulated use by students as a privilege. Each student who uses the District’s technology resources is required to follow the School District’s established expectations for acceptable use. Failure to follow these expectations may result in disciplinary action or loss of technology privileges.

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.

EXCEPTION TO PUPIL RECORDS CONFIDENTIALITY LAW: CHAPTER 272

(This can be found on the DPI website www.dpi.wi.gov)

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

Directory data may be disclosed to any person if the school has given public notice of the categories of information which it has designed as directory data with respect to each pupil and has allowed reasonable time thereafter for the parent or guardian of the pupil to inform the school that all or any part of the directory data may not be released without prior consent of the parent or guardian. If, for any reason, you do not wish to have directory data released to specific organizations, please call the Middle School Office at 788-7600 by September 21, 2018.

TEACHER QUALIFICATIONS

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

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

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



LCASD Extra-Curricular Guidelines

SCHOOL ACTIVITIES/CLUBS

Track 6-8th Grade	Spelling Bee 5-8th Grade
Volleyball (Girls) 6-8th Grade	Wrestling 5-8th grade
Builders Club 5-8th Grade	Destination Imagination 5-8th Grade
Basketball (Boys & Girls) 7-8th grade	Forensics 6-8th Grade
Student Council 5-8th Grade	Ski Club 6-8th Grade
Cross Country 6-8th Grade	Play 6th Grade
Girls on the Run 5th grade	Sources of Strength 7-8th grade

Student Expectations

I. Academic

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

At the end of each term, 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 term, 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 term, the student will be expected to comply with the following code expectations:

1. No competition for a minimum of 20% of the season. If, at that time, the student is doing passing work, eligibility is regained on the next school day; 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.

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 Area School District 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.

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. Students will only be released to their own parent/guardian. 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 Area School District 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 students.

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

Process for Handling Violations

1. Any notification of violation(s) will be reported in person or by signed statement to the activities director as soon as possible.
2. The activities director or designee reserves the right to investigate allegations of code violations.
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.
4. 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.
5. 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 rights 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, parents/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**.

Consequences for Behavioral Violations

Violation	Examples	Participation									
Level 1	<ul style="list-style-type: none"> ● Defiance of authority ● Inappropriate language/gestures/signage etc. ● Falsification of school issued documents ● Behaviors reflective of, but not reaching the levels 2, 3, or 4 (per discretion of activities director or designee) 	<table border="1" style="width: 100%;"> <tr> <td data-bbox="938 1199 1222 1262">1st Offense</td> <td data-bbox="1222 1199 1507 1262">5% of season</td> </tr> </table>		1st Offense	5% of season						
1st Offense	5% of season										
Level 2	<ul style="list-style-type: none"> ● Repeated Level 1 behaviors ● 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 ● Misuse or destruction of any school equipment or facilities through negligent behavior ● Traffic violations on or adjacent to school property, related to student safety ● Behaviors reflective of, but not reaching the levels 3 or 4 (per discretion of activities director or designee) 	<table border="1" style="width: 100%;"> <tr> <td data-bbox="938 1419 1222 1482">1st Offense</td> <td data-bbox="1222 1419 1507 1482">10% of season</td> </tr> <tr> <td data-bbox="938 1482 1222 1545">2nd Offense</td> <td data-bbox="1222 1482 1507 1545">30% of season</td> </tr> <tr> <td data-bbox="938 1545 1222 1608">3rd Offense</td> <td data-bbox="1222 1545 1507 1608">50% of season</td> </tr> <tr> <td data-bbox="938 1608 1222 1671">4th Offense</td> <td data-bbox="1222 1608 1507 1671">100% of season</td> </tr> </table>		1st Offense	10% of season	2nd Offense	30% of season	3rd Offense	50% of season	4th Offense	100% of season
1st Offense	10% of season										
2nd Offense	30% of season										
3rd Offense	50% of season										
4th Offense	100% of season										

<p>Level 3</p>	<ul style="list-style-type: none"> • Theft • Vandalism to include the misuse or destruction of any school equipment or facilities through intentional behavior • Hazing • Engaging in physical confrontations • Possessing or using tobacco and nicotine products (including electronic cigarettes and look-a-like paraphernalia) • Use, possession, sale, distribution or being under the influence of alcohol or any other illegal controlled substance • Gambling • Behaviors reflective of, but not reaching level 4 (per discretion of activities director or designee) 	<table border="1" data-bbox="938 239 1507 485"> <tr> <td>1st Offense</td> <td>50% of season</td> </tr> <tr> <td>2nd Offense</td> <td>100% of season</td> </tr> <tr> <td>3rd Offense</td> <td>Suspended for remainder of IS/MS career</td> </tr> </table> <p style="text-align: center;">Self-referral Clause</p> <p>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.</p> <p>Self-referrals must be made within 48 hrs from the time of the violation or by 9:00 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>This is for a first time violation only. This clause is not applicable if/when a ticket is issued for a level 3 violation.</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>	1st Offense	50% of season	2nd Offense	100% of season	3rd Offense	Suspended for remainder of IS/MS career
1st Offense	50% of season							
2nd Offense	100% of season							
3rd Offense	Suspended for remainder of IS/MS career							
<p>Level 4</p>	<ul style="list-style-type: none"> • Hosting, sponsoring, organizing a Drug/Alcohol party • Possession of weapons or other dangerous articles, as per board policy • Pending or adjudicated civil infractions, pending criminal/municipal charges, or criminal/municipal convictions • Behaviors to be defined by the activities director or designee 	<table border="1" data-bbox="938 1218 1507 1404"> <tr> <td>1st Offense</td> <td>365 calendar days</td> </tr> <tr> <td>2nd Offense</td> <td>Suspended for remainder of IS/MS career</td> </tr> </table>	1st Offense	365 calendar days	2nd Offense	Suspended for remainder of IS/MS career		
1st Offense	365 calendar days							
2nd Offense	Suspended for remainder of IS/MS career							

DISTRICT BOARD POLICIES

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

NON-DISCRIMINATION - TITLE IX (LCASD POLICY 113) Title IX Nondiscrimination Policy Statement – As mandated by the current provisions of Title IX of the Education Amendments of 1972 and under the regulations set forth in Chapter 106 of Title 34 of the Code of Federal Regulations ("the federal Title IX regulations"), the District does not unlawfully discriminate on the basis of sex

in any education program or activity that the District operates. Title IX's requirement not to discriminate in any education program or activity extends to cover, but is not limited to, District students, certain admissions processes, and District employment. Inquiries regarding how Title IX and the federal Title IX regulations apply to the District may be referred to a District Title IX Coordinator (as designated below), to the Assistant Secretary for Civil Rights at the U.S. Department of Education, or to both.

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

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

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

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

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

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

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

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

District Response to Reports and Complaints of Sex Discrimination and to Formal Complaints of Sexual Harassment under Title IX – The District has established grievance procedures through which the District structures its response to reports that allege unlawful discrimination on the basis of sex in any education program or activity of the District. Those procedures are set forth in Policy 411 Rule and Policy 511 Rule, as published on the District's website. The purpose of such procedures is to provide for the prompt and equitable resolution of any report or complaint of alleged sex discrimination, excluding formal complaints of sexual harassment under Title IX (which are subject to a different process).

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

SCHOOL VOLUNTEERS (LCASD POLICY 353.1)

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

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

3. Strengthen school/community relations through positive participation.

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

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

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

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

STUDENT NONDISCRIMINATION/EQUAL EDUCATIONAL OPPORTUNITY (LCASD POLICY 411)

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

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

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

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

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for such accommodations shall be made in writing and shall be approved by the building

principal. Accommodations may include, but are not necessarily limited to, being excused from participation in an activity, alternative assignments, release time from school to participate in religious activities, and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

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

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

No employee, officer, agent or representative the District shall unlawfully retaliate against, harass, intimidate or otherwise impose any improper consequence against any person who, acting in good faith, (1) pursues any complaint under this policy and its related

complaint procedure, or (2) otherwise participates in the resolution of such a complaint. Further, any act of retaliation, harassment, or intimidation performed by a student against any such persons who are involved in the complaint process would itself constitute a violation of school rules and District policy, and subject the student to appropriate disciplinary action. Failure to act in good faith, which can subject an employee or student to potential discipline, includes the pursuit of a complaint that the complaining party knows to be false or wholly frivolous, or the intentional provision of false or misleading evidence during the processing of a complaint.

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

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

STUDENT DISCRIMINATION COMPLAINT PROCEDURES (LCASD POLICY 411 RULE)

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

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

OPTIONS AND PROCEDURES FOR INFORMAL RESOLUTION

The District strongly encourages, but does not require, the informal resolution of complaints and concerns regarding the implementation and monitoring of the laws, regulations, and local policies that facilitate the provision of equal educational opportunities and that prohibit discrimination. To pursue informal means of resolving a complaint, a person may contact either the appropriate building principal, or the Director of Pupil Services at the main district administrative offices: Heidi Schmidt, Director of Pupil Services, Little Chute Area School District, 1402 Freedom Rd, Little Chute, WI 54140 (920) 788-7605 Ext. 3206.

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

FORMAL DISCRIMINATION COMPLAINT PROCEDURES

1. Any aggrieved person who is dissatisfied with the outcome of his/her prior attempts to resolve a complaint or concern arising under the state or federal laws identified in this rule or under the Board's equal educational opportunities and student nondiscrimination policy, the person may file a formal, written complaint. Such complaints shall be filed directly with the office of the District Administrator, who serves as the District's designated Title IX Coordinator and as the District's designated nondiscrimination and equal opportunities compliance officer. The District Administrator's contact information is as follows: David M. Botz, Little Chute Area School District, 1402 Freedom Rd, Little Chute, WI 54140, (920) 788-7605.

2. Upon receiving such a complaint, the District Administrator shall initially issue an acknowledgement of receipt, determine whether the issues presented are properly amenable to resolution through the student discrimination complaint procedures, and, if so, undertake or arrange for an investigation of the issues raised by the complaint.

a. Receipt of the complaint shall be acknowledged on or before 15 days of delivery of the complaint to the Office of the District Administrator.

b. To the extent the District determines that the complaint has been filed by someone other than an actual and direct party in interest to the matters raised in the complaint, the District may seek to join or, potentially, substitute additional complainants who are actual and direct parties in interest to the matters raised by the complaint.

c. If the District Administrator initially determines that the complaint does not present an issue that can be addressed through this complaint procedure, the District Administrator may redirect the complaint to the proper internal procedure, to the extent applicable.

Within fifteen (15) days of receiving notice of a decision that the complaint is not amenable to resolution through these procedures, the complainant may request the District Administrator to reconsider that determination; and, upon receiving any adverse response to the request for reconsideration, the Complainant may appeal the determination to the Department of Public Instruction within thirty (30) days, as further identified below.

d. Any investigation shall be conducted by a person who the District Administrator determines is not identified within the complaint as a party who is allegedly responsible for, or who was directly involved in, the underlying issue or incident.

e. In all cases, the investigator shall speak or correspond personally with the Complainant in order to provide an opportunity for the complainant to provide such information and other evidence as the complainant wishes to present.

3. Following the investigation, the District Administrator shall issue the administrative resolution of the complaint, determine the action to be taken in response, if any, and report the resolution in writing to the complainant provided that such reporting does not violate any laws regarding student confidentiality or other legal obligations concerning individual privacy or confidentiality which apply to the District.

4. Generally, the administrative resolution will be reported to the complainant within thirty (30) calendar days of the District Administrator's receipt of the complaint. More complex issues may take up to ninety (90) calendar days to resolve. If such additional time is needed, the District Administrator is encouraged to keep the complaining party apprised of the status of the complaint. The District Administrator and the complainant may mutually agree to a further extension of the 90-day time period.

5. If the complainant is dissatisfied with the administrative resolution of the complaint, he/she may either (1) file a request within ten (10) days of receipt of the administrative resolution asking the District Administrator to reconsider the resolution; or (2) proceed directly to filing an appeal of the District's decision with the Department of Public Instruction, Equal Educational Opportunity Office, P.O. Box 7841, Madison, WI 53707.

a. If the complainant requests reconsideration, he/she shall identify the basis for the request with reasonable specificity. The District Administrator shall issue a decision on reconsideration within twenty (20) days of the District Administrator's receipt of the request, and that decision is then subject to appeal to the Department of Public Instruction as the District's final action on the complaint.

b. If the complainant chooses not to request reconsideration, the initial administrative resolution of the complaint shall serve as the District's final action on the complaint, which is subject to an appeal to DPI at that point in the process.

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

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

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

District Administrator may follow-up on the issues presented through other means if appropriate). Such a determination of untimeliness is subject to the reconsideration and appeal steps identified in paragraph 2.c., above.

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

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

OCR independently determines the extent to which any given complaint falls within OCR's realm of authority.

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

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

VOLUNTARY WITHDRAWAL OF A COMPLAINT

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

SEPARATE COMPLAINT PROCEDURE - SPECIAL EDUCATION

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

SEPARATE COMPLAINT PROCEDURE - FEDERAL PROGRAMS

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

DISSEMINATION OF DISCRIMINATION COMPLAINT PROCEDURES

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

MAINTENANCE OF COMPLAINT RECORDS

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

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

ANTI-BULLYING AND ANTI-HARRASSMENT ([LCASD POLICY 412](#))

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

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

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

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

1. The Board expects the District's response to any incident or course of conduct that involves bullying or harassment to exhibit a degree of proportionality to the totality of the known circumstances. That is, a relatively limited response that may adequately address a relatively minor incident is unlikely to be sufficient as a response in a situation where District employees know that repeated, severe incidents of bullying have occurred against a student at school, and that significant physical, mental, or emotional harm to the victim has occurred, is occurring, or is imminent. Similarly, if District employees conclude that an initial response to an incident or pattern of bullying or harassment has been ineffective, and they know that the behaviors have continued or that the behaviors have escalated, then a proportional response would include changing the District's approach to intervention.
2. Students and their parents/guardians must take an active role in helping the District to be fully aware of and to better understand the totality of the circumstances involved with particular incidents and patterns of bullying or harassment. Because these behaviors and their effects differ substantially from one situation to the next, the District can be more effective in its efforts when the students and parents/guardians affected by a serious situation (1) clearly identify the severity of the situation to a teacher or administrator; and (2) participate in an ongoing partnership with District employees to monitor, communicate about, and make adjustments to the response(s) that have been implemented to date.
3. Bullying and harassment involve many overlapping behaviors, and conduct that may be properly labeled as bullying and/or harassment may also violate a state law, another District policy, school rules, or other established behavioral expectations for students or employees. Assigning a particular label to a negative behavior is less important than identifying the behavior as inappropriate and taking action to address the behavior.

Defining Bullying

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

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

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

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

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

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

Defining Harassment

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

1. Behavior directed towards another person:

a. which either:

i. is based, in whole or in part, on any legally-protected characteristic or classification, including (with respect to a student victim/target) a student's race, color, national origin, ancestry, sex, sexual orientation, gender identity, religion, creed, pregnancy, marital or parental status, or any physical, mental, emotional or learning disability;

ii. is based on some other actual or perceived, but irrelevant, distinguishing characteristic, such as (with respect to a student victim/target) a student's physical appearance, economic status, or social status; or

iii. does not serve a legitimate purpose; and

b. which either (1) substantially interferes with a student's school performance, an employee's ability to do his/her work, or any person's ability to perform or participate in a District-related function; (2) substantially interferes with a student's ability to participate in or benefit from any school activity or program; (3) creates an intimidating, hostile or offensive environment within any District school, activity, or program; (4) substantially interferes with or endangers the education, health, safety, or property of the victim/target; (5) causes a substantial disruption to any school-related activity or program; or (6) compromises the District's ability to operate efficiently and effectively.

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

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

Bullying and Harassment by Students is Prohibited

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

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

The District is not able to investigate and impose school-related consequences on a student for all out-of-school conduct that, if the conduct had taken place under other circumstances, would have constituted a violation of this Policy. However, the Board recognizes that some out-of-school incidents can lead to future in-school incidents or disruption, cause a student to be fearful at school, or interfere with a student's education and his/her participation in school activities. Accordingly, where a District employee reasonably determines, that an out-of-school incident is having, or is likely to have, a negative effect within the school environment, the Board authorizes District staff to respond to non-school incidents that are brought to the District's attention through activities that may include a parent meeting, safety planning, counseling, or other appropriate interventions, potentially including reasonable discipline if a disciplinary intervention would be consistent with the limitations that state law places on the District's disciplinary

jurisdiction. Further, nothing in this Policy limits consequences from being imposed under the District's extracurricular Code of Conduct where the District determines that a violation of that Code has occurred.

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

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

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

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

Retaliation is Prohibited

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

Notices, Reports/Complaints,

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

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

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

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

ELECTRONIC COMMUNICATION DEVICES (LCASD POLICY 443.5)

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

1. The Little Chute Area School District shall not be responsible for the safety or security of personal electronic equipment that students choose to bring to school. Students who bring any personal electronic device(s) to school do so at their own risk to possible theft, damage, misappropriation of data/equipment, or other loss.

2. The rapid expansion of communications technologies, the increasing prevalence of multi-function devices, and the extent to which numerous electronic devices are now internet-enabled, lead the Board to conclude that the regulation of electronic communications devices has become merged with the broader topic of acceptable use of technology within the school setting. Accordingly, the Board delegates to the administration the authority to develop, implement, enforce, and revise as necessary rules that govern students' acceptable use of technology and that incorporate specific expectations related to the possession and use of communications devices and other personal electronic devices.

a. Students in the various schools have different needs, levels of understanding, and maturity levels. Accordingly, rules regarding student possession and use of communications devices and other personal electronic devices may differentiate among students by grade level or on another reasonable basis.

b. The rules may address both instructional and non-instructional uses of the devices.

c. The rules shall permit students at all grade levels to use a personal electronic device to contact a responsible adult in any emergency situation that involves an immediate threat to the health or safety of any person.

d. At all times other than emergencies as identified in the paragraph above, permission to possess and/or use personal electronic devices at school or in any school-supervised setting shall be subject to further modification or limitation by a teacher, activity supervisor, or any school administrator.

e. Consistent with state law requirements, a copy of the District's rules regarding student possession and use of electronic communications devices shall be provided to students on an annual basis.

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

LOCKER AND STUDENT SEARCHES (LCASD POLICY 446)

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

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

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

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

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

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