2017-2018 Little Chute Elementary School Student/Parent Handbook

www.littlechute.k12.wi.us/es

LCASD MISSION STATEMENT ("Fostering a Community of Learners")

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

LCASD LEARNER GOALS

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

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

REGULAR SCHOOL DAYS KINDERGARTEN THROUGH GRADE 4 (FULL DAY OF INSTRUCTION)

Start of Day

The school day begins at 8:10 a.m. Students are expected to be in their classroom at 8:10 a.m. (students not in the classroom at 8:10 a.m. will be marked as tardy). Morning supervision begins at 7:55 a.m. Students are **NOT** to be on school grounds prior to 7:55 a.m. unless they participate in the breakfast program or Boys and Girls Club before school program. Students enter the building beginning at 8:00 a.m. through assigned doors based on grade level. All doors lock electronically at 8:10 a.m. except Door 1 (main office door). Students who arrive after 8:10 a.m. need to enter through Door 1. If it is raining or extremely cold, students will be permitted to enter the building beginning at 7:55 a.m. (students are not allowed to enter prior to 7:55 a.m. due to a lack of supervision—please plan accordingly so that your child is safe in the event of severe weather conditions). Students who participate in the breakfast program should enter through Door 6 from 7:30 a.m. to 7:40 a.m. Students who participate in the Boys and Girls Club before school program should enter through Door 12 beginning at 7:00 a.m.

End of Day

School is dismissed at 3:10 p.m. It may take five to ten minutes before a student leaves the building as it takes time for young children to get ready to go home. After school outdoor supervision begins at 3:10 p.m. and continues through 3:25 p.m. All students **MUST** be picked up or have left the school grounds by 3:25 p.m. with the exception of students who participate in the Boys and Girls after school program. Students not picked up at 3:25 p.m. will be taken to the office and a telephone call will be made to the parent.

EARLY RELEASE SCHOOL DAYS KINDERGARTEN THROUGH GRADE 4 (WEDNESDAYS)

September 13, 20, 27 **(NOT September 6)**
October 4, 11, 18 **(NOT October 25)**
November 1, 8, 15, 29
December 6, 13, 20
January 10, 17, 24, 31
February 7, 21 **(NOT February 14, 28)**
March 7, 14, 21 **(NOT March 28)**
April 11, 18, 25
May 2, 19, 16, 23
NOT June 6

Start of Day

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

End of Day

An early release day constitutes a full day for attendance purposes. School is dismissed at 1:45 p.m. It may take five to ten minutes before a student leaves the building as it takes time for young children to get ready to go home. After school outdoor supervision begins at 1:45 p.m. and continues through 2:00 p.m. All students **MUST** be picked up or have left the school grounds by 2:00 p.m. with the exception of students who participate in the Boys and Girls after school program. Students not picked up at 2:00 p.m. will be taken to the office and a telephone call will be made to the parent.

FOUR-YEAR-OLD KINDERGARTEN SCHOOL DAYS

FOUR-YEAR-OLD KINDERGARTEN ATTENDS SCHOOL AS USUAL ON EARLY RELEASE DAYS

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

Morning Session

The school day begins at 8:10 a.m. Students are expected to be with their teacher at 8:10 a.m. (students not with their teacher at 8:10 a.m. will be marked as tardy). Morning supervision begins at 7:55 a.m. Students are **NOT** to be on school grounds prior to 7:55 a.m. Students enter the building beginning at 8:05 a.m. through Door 2. All doors lock electronically at 8:10 a.m. except Door 1 (main office door). Students who arrive after 8:10 a.m. need to enter through Door 1. If it is raining or extremely cold, students will be permitted to enter the building beginning at 7:55 a.m. (students are not allowed to enter prior to 7:55 a.m. due to a lack of supervision—please plan accordingly so that your child is safe in the event of severe weather conditions). The school day ends at 10:50 a.m. Parents are required to provide a responsible individual to pick up their child. After school supervision begins at 10:50 a.m. and continues through 11:00 a.m. All students must be picked up by 11:00 a.m. Students not picked up at 11:00 a.m. will be taken to the office and a telephone call will be made to the parent.

Afternoon Session

The school day begins at 12:25 p.m. Students are expected to be with their teacher at 12:25 p.m. (students not with their teacher at 12:25 p.m. will be marked as tardy). Afternoon supervision begins at 12:15 p.m. Students are **NOT** to be on school grounds prior to 12:15 p.m. Students enter the building beginning at 12:20 p.m. through Door 2. Students who arrive after 12:25 p.m. need to enter through Door 1. If it is raining or extremely cold, students will be permitted to enter the building beginning at 12:15 p.m. (students are not allowed to enter prior to 12:15 p.m. due to a lack of supervision—please plan accordingly so that your child is safe in the event of severe weather conditions). The school day ends at 3:05 p.m. Parents are required to provide a responsible individual to pick-up their child. After school supervision begins at 3:05 p.m. and continues through 3:25 p.m. All students must be picked up by 3:25 p.m. Students not picked up at 3:25 p.m. will be taken to the office and a telephone call will be made to the parent.

TRAFFIC AND PARKING

Traffic is extremely busy before and after school as many parents drop off and pick up. Use caution when driving as there are many young children trying to get into school or out of school at the same time. Please obey parking restrictions around the school to ensure student safety and to allow for an orderly traffic flow. Automobiles and daycare vans are prohibited from parking in zones marked for buses. Parking rules will be enforced by the Fox Valley Metro Police Department.

STUDENT TRANSPORTATION

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

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

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

PETS ON SCHOOL GROUNDS

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

STUDENT ATTENDANCE AND ABSENCES

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

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

Student on-time behavior is very important. Students should be in line with their class at 7:55 a.m. and ready to enter the building at 8:00 a.m. Students entering school late miss important information presented by the teacher, disrupt the learning process, and develop a pattern of behavior which may be detrimental for future success in school and life. Assist your child in developing a pattern of on-time behavior at school. Parents will be contacted if a pattern of tardiness occurs in accordance with school board policy/rule)

If a student is going to be absent from school, the elementary office must be notified. Please contact the office prior to 8:00 a.m. Voicemail is available for before or after hour calls. If the office does not receive notice of an absence, you will be contacted by telephone. This contact is to prevent children from getting lost or loitering on their way to school. If a student is not reported absent by a parent, the absence will be considered unexcused.

Doctor and dentist appointments during school hours are inevitable. Please send a note to your child's teacher on the day of the appointment or contact the office by telephone. You will need to come into the office to sign your child out when he/she is ready to leave for their appointment. **Students will not be called to the office until you arrive so please plan accordingly.**

SCHOOL CLOSING RELATED TO WEATHER

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

CRISIS RESPONSE

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

VISITORS

A safe environment for students, staff, and parents is a priority as LCES. Staff members are required to wear identification badges. **All visitors MUST enter through Door 1, sign in and out, and wear a name tag while in the school. Visitors will not be allowed to go to the classroom without approval from a staff member.** Any adult in the building without a name tag will be asked to report to the office. In order to provide a safe school environment, all doors are locked during the school day with the exception of Door 1 (a buzzer system is in place at Door 1). When visiting, please use the buzzer and state your purpose for your visit through the intercom system. Office staff has the discretion to deny a visitor access to the building.

VOLUNTEERS

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

CUSTODIAL AND NON-CUSTODIAL PARENTS

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

PARENT RESOURCE CENTER

LCES is fortunate to have a parent resource center that has educational materials and computers with internet access (wireless internet is available for laptop computers). Internet access is closely monitored and restricted to educational websites. The parent resource center is located near the main office. Parents are encouraged to use the center to learn more about literacy and materials to assist with their child's education. The center is dedicated for adult/parent use only.

PARENT TEACHER ORGANIZATION

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

HOME/SCHOOL COMMUNICATIONS

- SOCIAL MEDIA—LCES will post school information on social media. Parents will get more information on how to access social media at registration.
- WEBSITE POSTINGS—In an effort to reduce the amount of paper sent home with students and to better communicate with all significant adults in a student's life, LCES will post important school information and events electronically. Parents will get more information on how to access electronic information at registration.
- TAKE HOME ENVELOPES--Students will be issued a Take Home Envelope at the beginning of the school year. These envelopes, which are sent home with students each Tuesday, contain information which

require a parent response and/or information that LCES deems necessary to send out as a hard copy. Parents are asked to review this information, sign the envelope, and return it with their child on the following day. If a child loses or destroys their Take Home Envelope, a $1.00 fee will be charged for a replacement envelope.

- INFINITE CAMPUS COMMUNICATION--The Infinite Campus Communication System allows the LCASD to send mass e-mails or telephone messages to parents. Parents will be asked at registration to provide the appropriate contact information. Infinite Campus is utilized to communicate up-coming events, to provide notification of the school/parent newsletter, and/or to communicate emergency situations.
- PARENT-TEACHER COMMUNICATIONS--Teachers are encouraged to have many informal contacts with parents, either face-to-face, by telephone, or by e-mail. If you have any concerns or questions about your child's education, please feel free to contact your child's teacher. If you attempt to contact a teacher by telephone during instructional time, the office will give you the teacher's voicemail so you can leave a message. Parents are encouraged to contact their child's teacher with any questions or concerns that arise throughout the school year.
- PARENT-TEACHER CONFERENCES--Two parent/teacher conferences are scheduled for each child. Parents who are divorced or separated and who wish to attend their child's conference are to attend together so that each adult receives the same information. An exception to this is if there is a specific court order and/or agreement that prohibit parents from attending a conference together. Prior to parent-teacher conferences, parents will be provided information as to how to schedule a conference using online software.
- REPORT CARDS--Report cards are issued at conclusion of semesters (January and June). Grading of student progress will be based on performance. The district uses meaningful assessment tools to measure student progress. Adequate examples of student work (to support grades) will be kept by the teacher and shared with parents at conference time. Student work habits and social behaviors are also assessed on the report card.

BALLOON OR FLOWER DELIVERY

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

STUDENT DRESS

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

STUDENT CODE OF CONDUCT

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

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

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

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

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

Consequences for misbehavior may include:

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

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

CELL PHONES AND ELECTRONIC EQUIPMENT

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

LCES recognizes the legitimate safety purpose of students possessing cellular telephones. However, all students have a right to learn and engage in school activities without distraction or disruption from the use of two-way devices or any other personal electronic equipment. As a result, students are prohibited from using cellular telephones, electronic pagers, two-way communication devices, CD/MP3 players, or gaming devices during the school day (8:10 a.m. to 3:10 p.m.). All devices must be turned off and out of sight during the school day (stored in lockers or backpacks). Violation of this policy will result in the device being taken from the student. The device will be returned at the end of the day or parents will be called to pick up the device from the office. The school is not responsible for any damage to or theft of electronic equipment brought into the school environment.

TOYS IN SCHOOL

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

LOCKERS

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

FIELD TRIPS

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

STUDENT LUNCH/RECESS

For safety reasons and for the orderly operation of the school during lunch and recess, parents or other visitors will NOT be allowed to have lunch or participate in recess with a student at school. Parents may take their child or children to lunch during the lunch/recess period. Students leaving for lunch must be signed out in the office by the parent. Parents may only sign out their own child or children (you may not sign out a child's friend even with permission from that child's parent). Crossing guard coverage is not provided during lunch periods. In order to enable a child to walk home for lunch or to leave school with an adult relative, you must make special arrangements with the Office.

FOOD SERVICE

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

CLASSROOM BOOKS

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

EDUCATIONAL PROGRAMS

LCES offers a variety of programs to assist with student learning difficulties and student adjustment. Comprehensive special education programs are available to students with disabilities. If you need further information about special education services, please contact Laura McCormick, Director of Pupil Services, at (920) 788-7605. Title One Reading services are available for students who require additional assistance in reading. If you need further information about Title One services, please contact Kurt Krizan, Director of Curriculum and Instruction, at 788-7605. English Language Learner (ELL) services are available for students who speak a second language and require additional academic support. If you need further information about ELL services, please contact Dorene Pepin, RtI Resource Teacher, at 788-7610.

POLICE SCHOOL LIAISON PROGRAM

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

SCHOOL COUNSELOR

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

SCHOOL PSYCHOLOGIST

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

SCHOOL NURSE AND HEALTH SERVICES

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

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

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

SCHOOL MEDICATION POLICY

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

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

For safety purposes, **parents must personally deliver** prescription and over-the-counter medication to the school office. Students are prohibited from having medication on their person or in their belongings while at school.

STUDENT WELLNESS POLICY

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

The LCASD expects parents to send only birthday treats that follow the District Nutrition Standards. The standard states that food throughout the instructional day will have no more than 30% of its total calories derived from fat and no more than 10% of its total calories derived from saturated fat. Nuts and seeds are exempt from these standards because they are nutrient dense and contain high levels of monounsaturated fats. Beverages can be milk, water, sports drinks, and beverages containing 10% real juice. No candy is allowed. Candy is defined as any item that contains sugar (including brown sugar, corn sweetener, corn syrup, fructose, glucose, dextrose, high fructose, corn syrup, honey, invert sugar, lactose, maltose, molasses, raw sugar, table sugar, sucrose, and syrup) listed as one of the first two (2) ingredients. A copy of the policy in its entirety is available by contacting our office.

PARTICIPATION IN PHYSICAL EDUCATION

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

LIBRARY MEDIA CENTER (LMC)

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

INTERNET USER POLICY

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

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

1. I will never share my password or account with anyone. I have full responsibility for the use of my account. I will be held responsible for any violations of these rules that can be traced to my account.

2. I am aware that giving out personal information on the Internet can be dangerous. Names, addresses, telephone numbers and other personal information should not be given out.
3. I will not use the network for any illegal activities. Illegal activities include tampering with computer hardware or software, unauthorized entry into computers, or vandalism or destruction of computer files. In some cases, such activity is considered a crime under state and federal law.
4. I will not vandalize computers, software, or network devices.
5. I will not download or upload files to school computers without permission of my instructor and/or technology support personnel. Downloaded files may contain viruses, which could damage the computer and cause the school to shut down its computing availability.
6. I will not intentionally search for, view, and/or distribute inappropriate materials.
7. I will obey the rules of copyright.
8. I will not post personal communications in a public forum without the author's prior consent. All messages posted in a public forum such as a news group may be copied in subsequent communications, so long as proper attribution is given.
9. I will use appropriate language and avoid offensive or inflammatory speech. Profanity or obscenity will not be tolerated on the school network. I must use language appropriate for school situations as indicated by school policy. Internet users must respect the rights of others both in the local community and on the Internet at large. Personal attacks are an unacceptable use of the network. If I am the victim of a personal attack, ("flame") I will bring the incident to the attention of a teacher or system administrator.
10. I understand that certain Internet processes require extensive resources (i.e. streaming audio, streaming video, Real Players, on-line gaming, instant messaging, etc.). I will not use such processes unless directed by a supervisor.
11. I understand the district utilizes an Internet Filter for my protection. I will not disable nor attempt to bypass this filter.

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

TITLE ONE NOTIFICATION

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

- Is my child's teacher licensed to teach the grades or subjects assigned?
- Has the state waived any requirements for my child's teacher?
- What was the college major 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.

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 ELEMENTARY SCHOOL STUDENT HANDBOOK.

SCHOOL VOLUNTEERS (LCASD POLICY 353.1)

(Adopted date: 2/13/17)

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)

(Revised date: 9/10/12)

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

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

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

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

The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for such accommodations shall be made in writing and shall be approved by the building principal. Accommodations may include, but are not necessarily limited to, being excused from participation in an activity, alternative assignments, release time from school to participate in religious activities, and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

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

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

No employee, officer, agent or representative the District shall unlawfully retaliate against, harass, intimidate or otherwise impose any improper consequence against any person who, acting in good faith, (1) pursues any complaint under this policy and its related complaint procedure, or (2) otherwise participates in the resolution of such a complaint. Further, any act of retaliation, harassment, or intimidation performed by a student against any such persons who are involved in the complaint process would itself constitute a violation of school rules and District policy, and subject the student to appropriate disciplinary action. Failure to act in good faith, which can subject an employee or

student to potential discipline, includes the pursuit of a complaint that the complaining party knows to be false or wholly frivolous, or the intentional provision of false or misleading evidence during the processing of a complaint.

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

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

STUDENT DISCRIMINATION COMPLAINT PROCEDURES (LCASD POLICY 411 RULE)

(Revised date: 9/10/12)

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

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

OPTIONS AND PROCEDURES FOR INFORMAL RESOLUTION

The District strongly encourages, but does not require, the informal resolution of complaints and concerns regarding the implementation and monitoring of the laws, regulations, and local policies that facilitate the provision of equal educational opportunities and that prohibit discrimination. To pursue informal means of resolving a complaint, a person may contact either the appropriate building principal, or the Director of Pupil Services at the main district administrative offices:

Laura McCormick, Director of Pupil Services
Little Chute Area School District
325 Meulemans Street, Suite A
Little Chute, WI 54140
(920) 788-7605 Ext. 3104

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

FORMAL DISCRIMINATION COMPLAINT PROCEDURES

1. Any aggrieved person who is dissatisfied with the outcome of his/her prior attempts to resolve a complaint or concern arising under the state or federal laws identified in this rule or under the Board's equal educational opportunities and student nondiscrimination policy, the person may file a formal, written complaint. Such complaints shall be filed directly with the office of the District Administrator, who serves as the District's designated Title IX Coordinator and as the District's designated nondiscrimination and equal opportunities compliance officer. The District Administrator's contact information is as follows:

   David M. Botz
   Little Chute Area School District
   325 Meulemans Street, Suite A
   Little Chute, WI 54140
   (920) 788-7605

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

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

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

c. If the District Administrator initially determines that the complaint does not present an issue that can be addressed through this complaint procedure, the District Administrator may re-direct the complaint to the proper internal procedure, to the extent applicable. Within fifteen (15) days of receiving notice of a decision that the complaint is not amenable to resolution through these procedures, the complainant may request the District Administrator to reconsider that determination; and, upon receiving any adverse response to the request for reconsideration, the Complainant may appeal the determination to the Department of Public Instruction within thirty (30) days, as further identified below.

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

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

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

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

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

a. If the complainant requests reconsideration, he/she shall identify the basis for the request with reasonably 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 web site, guidance offices, etc.)

MAINTENANCE OF COMPLAINT RECORDS

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

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

ANTI-BULLYING AND ANTI-HARRASSMENT (LCASD POLICY 412)

(Revised date: 11/25/13)

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

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

1. Within the District's personal development and health education curriculum;

2. As an element of technology/internet safety instruction;

3. As an element of developing and monitoring the overall climate of District schools and programs;

4. By providing staff development resources related to harassment and bullying and communicating to District employees about their responsibilities related to awareness, prevention, and intervention;

5. By enforcing the Board's expectations that employees and other adults who are present in the school environment will model appropriate behaviors, including not only the expectation that such adults will avoid engaging in bullying or harassment of students and others, but also the expectation that such adults will model the responsive behaviors that students are encouraged to use when they observe or intervene in response to negative conduct by others;

6. Through the provision and use of interventions and supports for students;

7. By establishing and communicating expectations for student conduct that address negative behaviors that, even if not rising to the level of bullying or harassment, are inappropriate for the school environment and that may be a precursor to bullying or harassment; and

8. By establishing and implementing procedures under which incidents and concerns involving bullying and harassment can be reported and addressed in an appropriate manner.

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

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

2. Students and their parents/guardians must take an active role in helping the District to be fully aware of and to better understand the totality of the circumstances involved with particular incidents and patterns of bullying or harassment. Because these behaviors and their effects differ substantially from one situation to the next, the District can be more effective in its efforts when the students and parents/guardians affected by a serious situation (1) clearly identify the severity of the situation to a teacher or administrator; and (2) participate in an ongoing partnership with District employees to monitor, communicate about, and make adjustments to the response(s) that have been implemented to date.

3. Bullying and harassment involve many overlapping behaviors, and conduct that may be properly labeled as bullying and/or harassment may also violate a state law, another District policy, school rules, or other established behavioral expectations for students or employees. Assigning a particular label to a negative behavior is less important than identifying the behavior as inappropriate and taking action to address the behavior.

Defining Bullying

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

1. Are either (1) inherently harmful, or (2) done with the purpose of threatening, intimidating, harassing, or degrading another person, or causing another person fear, physical harm, emotional harm or distress, social isolation, or humiliation;

2. Involve either (1) an imbalance of real or perceived power, or (2) an attempt to establish/assert such a power differential through the conduct in question; and

3. Either (1) cause a substantial school-related disruption; or (2) substantially interferes with or endangers the education, health, safety, or property of the target(s) of the behavior, including (as examples): any substantial interference with a person's ability to participate in or benefit from any school activity or program, or the creation of an intimidating, hostile, or offensive environment within any District school, activity, or program.

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

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

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

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

Defining Harassment

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

1. Behavior directed towards another person:

    a. which either:

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

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

        iii. does not serve a legitimate purpose; and

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

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

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

Bullying and Harassment by Students is Prohibited

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

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

The District is not able to investigate and impose school-related consequences on a student for all out-of-school conduct that, if the conduct had taken place under other circumstances, would have constituted a violation of this Policy. However, the Board recognizes that some

out-of-school incidents can lead to future in-school incidents or disruption, cause a student to be fearful at school, or interfere with a student's education and his/her participation in school activities. Accordingly, where a District employee reasonably determines, that an out-of-school incident is having, or is likely to have, a negative effect within the school environment, the Board authorizes District staff to respond to non-school incidents that are brought to the District's attention through activities that may include a parent meeting, safety planning, counseling, or other appropriate interventions, potentially including reasonable discipline if a disciplinary intervention would be consistent with the limitations that state law places on the District's disciplinary jurisdiction. Further, nothing in this Policy limits consequences from being imposed under the District's extracurricular Code of Conduct where the District determines that a violation of that Code has occurred.

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

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

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

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

Retaliation is Prohibited

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

Notices, Reports/Complaints,

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

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

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

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

STUDENT ATTENDANCE (LCASD POLICY 431)

(Revised Date: 3/9/15)

The School Board believes attendance is a key factor in student achievement and believes that students must be in regular school attendance in order to successfully achieve the goal of high school graduation.

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

from school attendance for any of the following reasons or has graduated from high school:

1. Prior Parent-Excused Absences.

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

2. Other Excused Absences of a Temporary Nature.

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

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

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

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

   d. Family emergency;

   e. Severe weather conditions that, in the parent's or guardian's reasonable judgment, are a danger to the health and welfare or safety of the student;

   f. Funerals of a family member or friend;

   g. Up to 3 days per school year for college visitations by high school juniors and seniors;

   h. Suspension from school;

   i. Mandatory court appearances;

   j. Visiting a parent or guardian who is on active military duty and has been called to duty for or is on leave from deployment to a combat zone or combat support posting, or has returned from deployment to a combat zone or combat support posting within the past 30 days;

   k. Serving as an Election Official – Students may be excused to serve as an election official provided they have at least a 3.0 grade point average or the equivalent and have the permission of their parent(s) or guardian and the building principal;

   l. Sounding Taps – A student in grades 6 to 12 may be excused for the purpose of sounding "Taps" during a military honors funeral for a deceased veteran;

   m. Any other reasonably non-discretionary absence deemed appropriate by the school attendance officer.

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

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

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

3. Program or Curriculum Modifications.

   A child may be excused from regular school attendance pursuant to a program or curriculum modification, as further defined under

state law, that has been requested by the student's parent or guardian and approved by the building principal or designee.

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

4. Participation in a Board-Approved Alternative Program.

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

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

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

Students who are absent from school without an acceptable excuse as authorized above will be considered truant and shall be dealt with in accordance with state law and established District procedures. Students with unexcused absences (truant students) will be permitted to make up tests and examinations that were missed during the unexcused absence period provided that that test/examination can be completed independently and by a reasonable deadline that is established by the teacher. Such students will also be permitted to make up assignments missed during their truancy to the extent such assignments can be completed independently and were not integrated with an in-school or group-based activity that the student missed while truant. Truant students may receive less than full credit for make-up assignments and make-up tests/exams. Teachers shall be expected to apply the same standard for making up missed classroom assignments to all truant students on a fair and consistent basis. With the approval of the building principal, a school may establish periods of supervised study, either during or outside of the regular school day, during which students who need to make-up work will be expected to complete the make-up work. The District shall not deny student credit in a course or subject solely because of a student's unexcused absences.

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

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

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

STUDENT ATTENDANCE PROCEDURES (LCASD POLICY 431 RULE)

(Revised Date: 3/9/15)

A. Responsibilities for Student Attendance

1. Parent and Guardian Responsibilities

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

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

b. Required to submit a written communication to the school office identifying the date(s) the student will be (or was) absent from school and the reason(s) for the absence. This written notification must be provided:

(1) Prior to the absence for all parent-excused absences, as identified in the Board's attendance policy; **or**

(2) Either prior to or immediately following the absence for all school-excused absences, but always within 24 hours following the student's return to school from the absence in order for the absence to be considered excused, except when a different time period has been approved by the building principal.

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

2. Student Responsibilities

   a. During the entirety of the scheduled school day for students, students are required to attend all of their classes, lunch periods, and other school-approved activities on time, unless either they are absent from school for an excused (or excusable) reason or some other school-approved or school-directed exception applies.

   b. Failing to attend all or a portion of a scheduled class, lunch period, or other activity (e.g., skipping class) without an appropriate excuse or school approval subjects a student to appropriate consequences as both an attendance matter and as a violation of school rules, including in situations in which the student remains on school grounds but is not in a location where he/she is supposed to be.

   c. Other than at the regular student arrival and departure times for the day in question, students are required to check in and check out at the school building's designated attendance office whenever they arrive at, leave from, or return to school during the scheduled school day for students.

   d. Students are expected to make up class work and any examinations missed during an absence to the extent permitted by Board policy and as directed by their classroom teacher(s). Make-up work related to excused absences is handled differently from work related to unexcused absences.

3. Teacher Responsibilities

   a. Teachers are required to emphasize the importance and necessity of good attendance.

   b. Teachers shall allow students to make up class work and examinations missed during an excused or unexcused absence in accordance with Board policy, and shall not deny credit in a course solely because of the student's unexcused absences. Teachers are permitted to establish reasonable deadlines for the completion of make-up work.

   c. Teachers are required by law to take daily attendance in their classes and to maintain a record of student absences.

4. School Attendance Officer Responsibilities

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

   a. Determine daily which students enrolled in the school are absent from school and whether that absence is excused in accordance with Board policy.

   b. Receive, review and act on requests for and notifications of pre-planned, parent-excused absences.

   c. Receive and, after consulting with appropriate school personnel to determine the district's response, respond in writing to requests from students or their parents or guardians for program or curriculum modifications.

   d. Upon the request of a teacher, assist teachers and students with excused or unexcused absences in formulating a plan for the completion of make-up work. The attendance officer may also assign students with unexcused absences to a period of detention or a supervised directed study program for the purpose of making up class work and tests/examinations missed during an unexcused absence.

   e. In the event of a challenge to or possible error in a student's attendance records, evaluate the totality of circumstances and determine whether a student's official attendance records should ultimately reflect that the student was attending, tardy, or absent with or without an acceptable excuse. The reason for any discretionary changes to a student's existing official attendance record shall be sufficiently documented.

   f. Notify, or cause a designee to notify on his/her behalf, the parent or guardian of a student who has been truant of the student's truancy and direct the parent or guardian to return the student to school no later than the next day on which school is in session or to provide an excuse. Subject to Section B of these procedures regarding tardiness, "truancy" means any absence of part or all of one or more school days during which the school attendance officer or teacher has not been notified of the legal and excusable cause of such absence by the parent or guardian of the absent student, and also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law. The notice under this paragraph must be given before the end of the second school day after receiving a report of an unexcused absence. The attendance officer shall first attempt to notify the parent/guardian by personal contact or telephone call, keeping a written record of the contact or attempted contact. In the event that contact cannot be established in person or by telephone, the notice shall be sent by mail.

   g. Notify the parent or guardian of a student who is a habitual truant by registered or certified mail when the student initially becomes a habitual truant. Subject to Section B of these procedures regarding tardiness, "habitual truant" means a student who is absent from school without an acceptable excuse for part or all of 5 or more days on which school is held during a

semester. The notice shall include the following:

(1) A statement of the parent's or guardian's responsibility under state law to cause the student to attend school regularly.

(2) A statement that the parent or guardian or student may request program or curriculum modifications for the student and that the student may be eligible for enrollment in a program for children at risk.

(3) A request that the parent or guardian meet with appropriate school personnel to discuss the student's truancy. The notice must include the name of the school personnel with whom the parent or guardian should meet; a date, time and place for the meeting; and the name, address and telephone number of a person to contact to arrange a different date, time or place. The date for the meeting must be within five (5) school days after the date that the habitual truancy notice has been sent to the student's parent or guardian. However, with the consent of the student's parent or guardian the date for the meeting may be extended for an additional five (5) school days.

(4) A statement of the penalties that may be imposed under state law on the parent or guardian if he/she fails to cause the student to attend school regularly.

h. After a notice of habitual truancy has been issued to the student's parent or guardian in any school year, notify the parent or guardian of any further unexcused absences as provided in the District's truancy management plan.

i. If the district determines that a nonresident student attending school in the District under the open enrollment program is habitually truant from school during either semester in a given school year, the District may prohibit the student from continuing to attend school in the District as an open enrollment student in the succeeding semester or school year.

B. <u>Tardiness as It Relates to Absences and Truancy</u>

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

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

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

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

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

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

C. <u>Procedures Leading To Legal Referral</u>

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

1. Documented the student's truancies and notified the student's parent or guardian of the truancies as required by law and these procedures.

2. Met with the child's parent or guardian to discuss the student's truancy and various options under the law, or attempted to meet with the parent or guardian and received no response or been refused.

    a. This meeting may also be used to obtain parent consent for any evaluation(s) (e.g., special education) which the district has determined are necessary and which require the consent of the student's parent or guardian.

    b. This meeting is not required if it is not held within 10 days of the District's initial notice to the parent or guardian that the student is a habitual truant (after the student's fifth unexcused absence during a school semester).

3. Provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy problem, and have considered any appropriate program or curriculum modifications.

    a. The school attendance officer or designee should specifically review the compulsory attendance and truancy laws regarding curriculum modification options.

    b. The educational counseling may generally be conducted by school counselors, principals, or teachers.

    c. If the student has a disability and either an individualized education program (IEP) or Section 504 plan, the relevant team shall be involved in any decisions affecting the student's curriculum, educational program, or placement.

4. Evaluated the student to determine whether learning problems may be the cause of the student's truancy and, if so, taken appropriate action or made appropriate referrals to overcome the learning problems. However, the student need not be further evaluated for learning problems as a pre-requisite to a legal referral for truancy if tests administered within the previous year indicate that the student is performing at his/her grade level.

5. Conducted an evaluation to determine whether social problems may be the cause of the student's truancy, and, if so, taken appropriate action or made appropriate referrals.

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

- The evaluations should include at least a review of the student's records, communication with the student, the student's teacher(s), and the student's parent(s) or guardian(s). Additional steps, such as direct observations may also be considered.

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

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

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

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

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

ELECTRONIC COMMUNICATION DEVICES (LCASD POLICY 443.5)

(Revised Date: 5/28/13)

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)

(Revised Date: 11/23/99)

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 it's 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 it's 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.