

2011-2012 Little Chute Elementary School Student/Parent Handbook

www.littlechute.k12.wi.us

Principal
Jim Neubert

School Counselor
Dawn Alft

School Nurse
Kara Kramer

School Psychologist
Rachelle Nelson

Police School Liaison Officer
Jeff Nett

Student Name _____

LCASD VISION STATEMENT

Little Chute Schools – Fostering a Community of Learners

LCASD MISSION STATEMENT

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

DISTRICT LEARNER GOALS

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

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

SCHOOL DAY

The school day starts at 8:10 a.m. and ends at 3:10 p.m. Outdoor supervision is provided at 7:55 a.m. **Students should not be on school grounds prior to 7:55 a.m. unless they are participating in the breakfast program.** Students will enter the building at 8:00 a.m. through assigned doors based on grade level. At 8:10, all doors except the main office doors will be locked. Students arriving after 8:10 will need to enter through the main doors. Students entering through the main doors after 8:10 will be marked as tardy. If it is raining or extremely cold, students will be permitted to enter the building at 7:55 a.m. Please note that students participating in the breakfast program should enter through the cafeteria doors near the parking lot (DOOR 6) beginning at 7:30 a.m. All students are expected to be in their classroom by 8:10 a.m. Classes are not dismissed until 3:10 p.m. If you are picking up your child, please remember it may take five to ten minutes before he/she is out of the building as it takes time for young children time to get ready to go home. The Be Four Program (four-year-old kindergarten) runs from 8:10 a.m. to 10:40 a.m. and 12:40 p.m. to 3:10 p.m.

TRAFFIC AND PARKING

Traffic around the elementary school 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. Parking violations will be monitored by the Metro Police Department.

STUDENT TRANSPORTATION

Many students ride bicycles, roller blades, scooters, and skateboards to school. For safety purposes, all items must be walked after reaching school property or reaching streets adjacent to school grounds. Students are not allowed in the faculty parking lot which is located on the west side of the building. Roller blades, 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, roller blades, scooters, 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.

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.

VISITORS

A safe environment for students, staff, and parents is a priority as LCES. Staff members are required to wear identification badges. **All visitors entering the building, including parents, must enter through the front (main) door, sign in and out, and wear a name tag while in the school. Visitors will not be allowed to go to the classroom during instructional time without approval from the teacher.** 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 the front door (Door 1).

CUSTODIAL AND NON-CUSTODIAL PARENTS

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

PARENT RESOURCE CENTER

Little Chute Elementary School 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 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 ASSOCIATION

The PTA is important to LCES. PTA 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 PTA, parents are encouraged to contribute their time and talents to the school. More information on volunteering will be provided during the school year. The PTA also financially supports supplemental activities for students. Please get involved!

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.** 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.

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 school except 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 ATTENDANCE AND ABSENCES

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. Please assist your child in developing a pattern of on-time behavior at school. Parents will be contacted if a student develops a pattern of tardiness.

Excused absences are granted for reasons of personal illness, family illness, family emergencies, death in the family or funerals, personal appointments of a professional nature, religious holidays, court appearances, special educational events, approved school activities, and special circumstances that show good cause and are approved in advance by the principal. Absenteeism from school for reasons other than those cited shall be regarded as unexcused. The principal has the authority to determine the appropriateness of the excuse.

If a student is going to be absent from school, the elementary office must be notified. Please contact the office prior to 8:00 am. 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. All absences must be reported verbally or in writing within two days to be considered excused.

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 they are ready to leave for their appointment.

Absences, such as vacations, must be pre-arranged using a form available in the office. A student may be excused by a parent under this provision for not more than 10 days in a school year. Students are responsible for all missed assignments. Parents will be notified verbally and/or in writing when a student is developing excessive absence or tardy patterns. If the problem continues, a meeting will be set up with the parents to discuss and resolve the issue. This will be done whether the absences are excused or unexcused, unless the student is under medical supervision and a written statement from a physician is on file. If excused absences become excessive, the school will notify the parent that further absences may require a physician's excuse.

Truancy is defined as: to be absent without a valid excuse from all or any part of the school day under State statute 118.16. Students who are absent without an acceptable excuse for any part of five or more days on which school is held during a semester are considered to be habitually truant. Once a student is identified as being habitually truant, legal action can be taken against them and their parents in either the municipal or the circuit court system and services can be mandated to address the truancy problem.

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 insure the rights of each student to attend a safe, positive, and productive learning environment.

Dangerous, disruptive, or unruly behavior will not be tolerated in the classroom, 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.

BALLOON OR FLOWER DELIVERY

Delivery of balloons or flowers to school is strongly discouraged. Balloons or flowers in a classroom interfere with the learning environment. If balloons or flowers are delivered to school, students will be notified to pick up the delivery from the office on their way out of school at the end of the day.

CELL PHONES AND ELECTRONIC EQUIPMENT

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.

LOCKERS

Lockers are and remain the property of the Little Chute Area School District. 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. A minimum student fee of at least \$1 will be charged for all field trips to help cover bus costs. **Field trips are not optional as they are part of a child's academic day. All students are required to participate.**

LUNCH

LCES is a closed campus which means that students must stay at school during lunch. Parents may take their child or children to lunch. 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, you must call and make special arrangements with the principal. Parents and other relatives are welcome to join their child for lunch but need to eat in the cafeteria. We do not allow food in our Parent Resource Center or any other area of the school.

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 Windy at 788-7840. Parents may check their child's food service account on-line. 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. Text books are expensive so please be careful!!

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.

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 important information for parents such as report cards, field trip permission slips, PTA events, etc. Parents are asked to look through this information, sign the envelope, and return it with their child on the following day. **Blue notes need to be returned to school with a signature.** If a child loses or destroys their Take Home Envelope, a \$1.00 fee will be charged for a replacement envelope. Monthly newsletters will be posted online.

HOME/SCHOOL COMMUNICATIONS

REPORT CARDS - Report cards are issued quarterly (Be Four receives semester grade reports). Grading of student progress will be based on performance. The district uses meaningful assessment tools to measure student progress. Assessment folders are used to compile demonstrations of student learning. 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.

PARENT-TEACHER COMMUNICATIONS/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 encouraged 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. 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.

ALERT NOW COMMUNICATION – The Alert Now Rapid Communication System allows the School District to send mass e-mails or telephone messages to parents. Parents will be asked at registration to provide the appropriate contact information. Alert Now is utilized to communicate up-coming events, to provide notification of the school/parent newsletter, and/or to communicate emergency situations as they occur.

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 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 Jim Neubert, Principal, at 788-7610. 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, ELL instructor, at 788-7610.

POLICE SCHOOL LIAISON PROGRAM

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

SCHOOL COUNSELOR

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

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.

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, parents complete or update a student health data sheet. This sheet includes physician's name, hospital preference, any known medical conditions, and a number to call in an emergency when parents cannot be reached. This information is confidential information for school personnel only. Please update address and work numbers as necessary throughout the school year.

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.

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.

STUDENT NONDISCRIMINATION POLICY

In accordance with federal laws, state laws, school policies and rules, it is the policy of the Little Chute Area School District that no person may be denied admission to any public school in the District or be denied participation, be denied the benefits of, or be discriminated against, in any curricular, extracurricular, public service, recreational, or other program or activity because of the person's sex, race, religion, national origin, orientation, or physical, mental, emotional or learning disability or handicap in its educational programs or activities. Federal law also prohibits discrimination in employment on the basis of age, race, color, national origin, sex, religion, or handicap.

The District shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. 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.

The District encourages informal resolutions of complaints under this policy. A formal complaint procedure is available, however, to address allegations of policy violations in the School District.

Any questions concerning this policy should be directed to: Dave Botz, District Administrator, Little Chute Area School District, 325 Meulemans Street, Suite A, Little Chute, WI 54140.

SEXUAL HARASSMENT POLICY

Little Chute Area School District's policy is to maintain and ensure a learning and working environment free of any form of sexual harassment or intimidation toward and between students, employees, school board members, parents, volunteers, independent contracted service workers and applicants for employment. It is, therefore, the policy of the district that neither students nor employees will be allowed to engage in any form of sexual harassment or intimidation toward students or school employees.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, uninvited telephone calls or letters, and other verbal, visual, or physical conduct of a sexual nature. Sexual harassment also includes, but is not limited to unwelcome sexual flirtations, advances of proposition, verbal abuse of a sexual nature, subtle pressure or requests for sexual activities, unnecessary touching of an individual, graphic verbal commentaries about an individual's body, unusually degrading words used to describe an individual, a display of sexually suggestive objects or pictures, sexually explicit or offensive jokes, or physical assault.

No employee or student shall threaten or insinuate, either explicitly or implicitly, that a student's refusal to submit to sexual advances will adversely affect that person's school performance, employment, work status, evaluation, wages, advancement, assigned duties, or any other condition of employment, or career or educational development. Similarly, no employee or student shall promise, imply or grant any preferential treatment in connection with another student engaging in sexual conduct. Any employee or student who is determined, after an investigation, to have engaged in sexual harassment in violation of this policy will be subject to appropriate response, which may include suspension or expulsion for students. Any student or any parents/guardians who believe their student has been subjected to sexual harassment should report the incident(s) to the building principal/designee. If a student or parent is not comfortable with making a complaint to the principal/designee, the complaint may be made to a teacher, counselor, social worker, psychologist or nurse with the understanding that incidents must be reported to administration for review and action. The employee receiving the complaint shall report the complaint to the principal or their designee. No retaliation or intimidation directed towards anyone who makes a complaint or participates in any way in an investigation will be tolerated.

Third party witnesses are strongly encouraged to report observed incidents of sexual harassment to the administration. Every effort will be made, when requested, to maintain the confidentiality of witness identity unless the witness is requested to testify at a hearing.

NON-HARASSMENT POLICY

The Little Chute Area School District will strive to protect all persons from physical and/or psychological abuse. The School Board will not tolerate behaviors that violate the psychological or physical safety of students or staff. Courteous behavior is expected of all students, all school personnel and any other person visiting the school. Students and staff shall not be subjected to aggressive, intimidating or abusive behavior by other students, other staff or other school patrons, including parents. Acts of retaliation will not be tolerated. Verbal abuse of teachers or other school personnel, or insubordination to school personnel, is not permitted.

Harassment/hate, defined as any act or attempted act intended to cause physical injury, emotional suffering or property damage through intimidation, harassment, stress, bigoted, epithets, vandalism, force or the threat of any of the above, motivated all or in part out of hostility to the victim's real or perceived sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability is prohibited. Such incidents will result in disciplinary measures which may include suspension and expulsion.

Violations of this policy will be subject to the full extent of school disciplinary procedures including police referral.

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.

EXCEPTION TO PUPIL RECORDS CONFIDENTIALITY LAW: CHAPTER 272

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

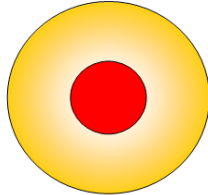
Directory data may be disclosed to any person if the school has given public notice of the categories of information which it has designed as directory data with respect to each pupil and has allowed reasonable time thereafter for the parent or guardian of any pupil to inform the school that all or any part of the directory data may not be released without prior consent of the parent or guardian. If, for any reason, you do not wish to have directory data released to specific organizations, please call the Elementary School at 788-7610 by September 11, 2010.

THINKING MAPS®

Key Words: List, Define, Explore, Brainstorm, Identify, Generate

Circle Map

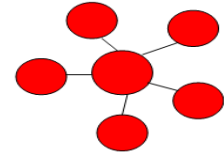
- Defining in context



Key Words: Describe, Qualities, Characteristics, Properties

Bubble Map

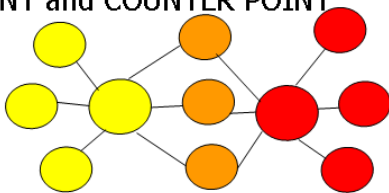
- Describing using adjectives or adjective phrases



Key Words: Differentiate, Distinguish between, Differences

Double Bubble Map

- Comparing and contrasting with POINT and COUNTER POINT



Key Words: Classify, Sort, Order, Categorize

Tree Map

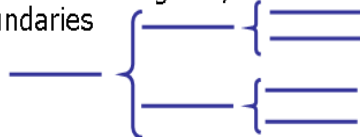
- Classifying or sorting things and ideas into categories or groups
- Grouping main ideas and/or details



Key Words: Take apart, Identify the structure, Parts of...

Brace Map

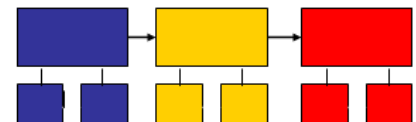
- Identifying Whole to Part relationship of a concrete object
- Creating spatial reasoning and/or physical boundaries



Key Words: Sequence, Put in order, Cycles, Process, Patterns, Retell

Flow Map

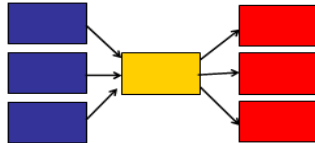
- Sequencing the stages and sub-stages of an event
- Identifying the steps in a process
- Ordering a process



Key Words: Causes/Effects,
If...Then..., Problem/Solution

Multi-Flow Map

- Identifying the causes and effects of an event
- Predicting future outcomes
- Answering: What happened? and Why?



Key Words: Metaphor, Analogy,
Simile, Identify the relationship

Bridge Map

- Identifying similarities between relationships
- Creating analogies



Key Words: Sort, Relationships,
Common traits

Multiple Features Map

- Sorting relationships based upon multiple traits

	Item A	Item B	Item C
Trait 1			
Trait 2			
Trait 3			
Trait 4			

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VOCABULARY TOOLS

Logging with Words and Images

- Access prior knowledge
- Write word or phrase to match term
- Make a picture of term
- Reflect upon proficiency level

Chaos to Categories

- Access prior knowledge related to classification
- Classify items into categories
- Share thinking and justification
- Reflect on the ease or difficulty being able to classify based upon the criteria

Another Way to Think About It

- Access prior knowledge
- Identify relationships between words
- Continually evaluate own understanding

- Focus on the important parts
- Heighten awareness of how one thinks
- Solidify understandings of vocabulary
- Connect new knowledge to make meaning

From Pencil to Publish

- If you are not very sure or think you could be wrong, record the information under "Rough".
- Record information you are not absolutely confident about, under "Revise/Edit".
- Information you believe is absolutely true gets recorded under "Publish".
- Use pictures, words, phrases, or sentences.

Merge and Fork

- Enter the two concepts or processes to be compared in rectangles. List the characteristics the two have in common under "Similarities". Put one unique difference of each in the rounded rectangles below the concept or process.

COMPREHENSION STRATEGIES

Synthesizing Tools



I Remember

A good reader will remember what has been read by getting into the habit of stopping frequently to reflect about what they heard and retelling those thoughts to a peer.

Key Word



Good readers pause after each paragraph or small chunk of text and select a word or short phrase that best represents the main message in that portion of text. They think about the information and make new meaning in their mind.

Read, Cover, Remember, Retell

Good readers will...

- focus on trying to remember what they have just read.
- practice adjusting their speed.
- remember the content of a passage rather than focusing on being able to read all the words in the text.



Say Something



Students share personal responses, make connections, develop inferences, and ask questions after thinking about what was read/said and then react to it.

V.I.P.

Very important points are interesting facts, new information, surprising information, something that you can make a connection with, or something that is confusing. A good reader is able to be specific in telling why he chose them.

Rank Ordering

When students use rank ordering as a strategy, they benefit in the following ways:

- Use schema to enrich interpretations
- Prioritize thinking
- Allow more deeply developed thinking about relationships between concepts
- Solidify understandings
- Allow consideration of larger issues and ideas



Questioning Tools

I Wonder

Good readers ask themselves questions before they read, while they read, and after they have finished reading.



First Thoughts and Revised Questions

- Clear up confusions or explain ever-changing understandings
- “Slow down” to wrestle with the tougher parts or focus on the important parts
- Probe into new areas and formulate beliefs
- Analyze and draw conclusions

Which lingering questions would you like to answer?








My First Thoughts	My Revised Questions

Questioning VIPs

Good readers stop and question each of their VIPs to make connections, to clarify, and to extend their understanding of why they feel it is an important point.

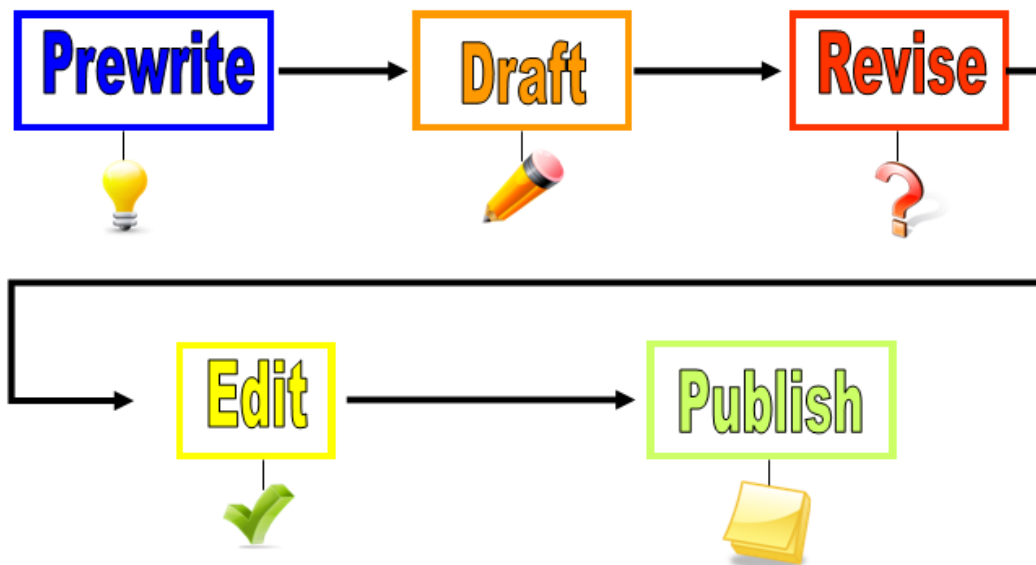
Sticky note containing VIP being considered	Topic or idea being studied	How does this VIP connect to, clarify, or extend my understanding?

Editing Marks

-  Make a capital letter Little chute
-  Make a small letter He likes ~~Me~~.
-  Add a letter or word I go ^{to} the store.
-  Take out She is ~~is~~ a girl.
-  Add a period I see the dog.
-  Close space To day is sunny.
-  Spelling error I lik her.

LCASD Grade K-2

Five Steps of Writing



Symbol	Meaning	Example	Correction
	Capitalize	Jack London wrote Call of the wild	Jack London wrote Call of the Wild
	Lowercase	Mr. Harvey is the main Character.	Mr. Harvey is the main character.
	Insert (add) a letter or word	Don't forget to, your work check	Don't forget to check your work
	Delete (take out)	The dog he had a strong will to survive.	The dog had a strong will to survive.
	Insert a period	This is a declarative sentence.	This is a declarative sentence.
	Close space	I lost the basket ball.	I lost the basketball .
	Spelling error	She was in trubble. SP	She was in trouble .
	Insert punctuation: comma, question mark, etc.	I live in Little Chute Wisconsin.	I live in Little Chute, Wisconsin.
	New paragraph	Lee receives a present from Mike. One day he...	Lee receives a present from Mike. One day he...
	Transpose (change order)	The two dogs strong fought over the toy.	The two strong dogs fought over the toy.
	Add Quotation Marks	I'm having a blast, he shouted.	"I'm having a blast", he shouted.
	Add space	Our summe vacation is eight weeks long. #	Our summer vacation is eight weeks long.

LCASD, Grades 3-8

The Five Step Writing Process

