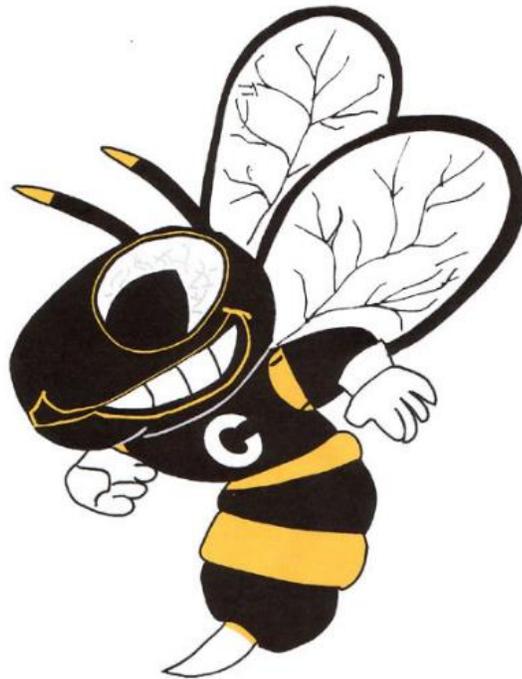


Cadott Elementary School Student/Parent Handbook

2017-18



*The Student Parent Handbook and Media opt -out forms are available online at the Cadott Community Schools webpage or in hard copy at the Cadott Elementary School Office.

** Current board policies supersede the student/parent handbook

SCHOOL BOARD ENDORSEMENT

This handbook is endorsed by the School District of Cadott Community School Board as a vital part of the school's written policy. The rules and regulations in this handbook are approved school policy.

BOARD OF EDUCATION

President	Donna Albarado
Vice President	P. Scot Kelly
Clerk	Christine Rowe
Treasurer	Cedric Boettcher
Director	Anthony Riley
Director	Charlotte Seibel
Director	Rodney Tegels

SCHOOL BOARD MEETINGS

Regular school board meetings are held on the second Monday of each month and begin at 7:00 PM.

All school board meetings including regular and special meetings are posted in the following areas:

- Cadott Citizens State Bank
- Cadott Sentinel Office
- Cadott Junior/Senior High School Office
- Cadott Elementary School
- Cadott School Business Office

District Vision

In the District of Cadott Community, we engage our community, support our educators, and ensure all students achieve high levels of learning.

District Values

Teamwork, Respect, Responsibility, Safety

District Strategic Goals

- We equip our graduates to meet college and career readiness standards through a rigorous and engaging academic curriculum and diverse extracurricular options.
- We are an engaged workforce and our culture is collaborative, builds mutual respect, and promotes individual and collective effort and achievement.
- We are committed to partnering with our families and the community to support students' social and emotional wellness and academic success.
- We are an efficient operation that ensures a healthy, child-centered, safe and secure environment.

Our Elementary Vision

Our vision is to provide a safe and supportive learning environment where data-driven and meaningful instruction empowers students to be socially skilled, emotionally well, and academically successful.

Our Elementary Values

We will consider the whole child (social, emotional, academic).

We agree to respect each other's opinions.

We will continually research best practices aligned with our vision.

We agree to be open minded and try new things.

We will keep families informed and work together as a team by having open lines of communication.

We agree we must keep kids first!

Dear Cadott Elementary School Families,

It is with renewed energy and positive intention that I enter this year with our Elementary School Family. Our staff has worked collaboratively to create our vision, values, and goals to guide our journey. Our main priority this year is to build understanding of Conscious Discipline (CD) practices and to integrate many of the structures of CD in order to strengthen our students' self-regulation skills which in turn will increase achievement, social-emotional wellness, and reduce bullying.

This will require transformational change. Our journey will include creating a new mindset, a new way of thinking. We will be engaged in the process of creating something that has never existed before and could not be predicted from the past. Transformational change is what happens when we see the world through a new lens of knowledge and then create an infrastructure we never before envisioned.

CD is about transformational change. It asks adults to:

- *See misbehavior as a call for help instead of disrespect*
- *See conflict as a teaching opportunity rather than a disruption to learning*
- *See children as capable of self-regulation instead of needing to be controlled*
- *See connection as the most powerful motivating force for achievement*
- *Understand that the only person we can truly make change is ourselves*
- *Understand that interdependence is the basis for problem-solving*
- *Understand that internal state dictates external behavior*
- *Understand that what you focus on, you get more of*

(Pay It Forward Transformational Process, CD 2015 Loving Guidance, Inc)

Transformational change takes time and thoughtful planning. We intend to share this journey with each of you in our Extended School Family. I hope that you will consider joining us in learning about and implementing the practices of Conscious Discipline. I believe that when we (adults who care for children) look through the lens of Conscious Discipline we will have a transformational impact on the lives of the children in our care.

I Wish You Well,

Terri Goettl

Cadott Elementary Principal

Equal Education Opportunities

It is the policy of the School District of Cadott Community that no person may be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, color, sexual orientation, or physical, mental, emotional, or learning disability. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), and Section 504 of the Rehabilitation Act of 1973 (handicap) and the Americans Disabilities Act of 1990.

The district shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments released 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.

Students who have been identified as having a handicap or disability, under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, shall be provided with reasonable accommodations in education services programs. Students may be considered handicapped or disabled under this policy even if they are not covered under the District special education policies and procedures.

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

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

Any questions concerning s.118.13, Wis. Stats., or title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex, or Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act of 1990, which prohibits discrimination on the basis of handicap, should be directed to: District Administrator, School District of Cadott Community, 426 Myrtle St, Cadott, WI 54727. (715) 289-3795.

Equal Educational Opportunities

Pupil Discrimination Complaint Procedure

If any person believes that the School District or any part of the school organization has inadequately applied the principles and/or regulations of Title VI, Title IX, Section 504 or Americans with Disabilities Act or in some way discriminates on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, parental or marital status, sexual orientation, physical, learning, mental or emotional disability or handicap, she/he may bring forward a complaint to the Title IX, Section 504 or equal opportunity coordinator at his/her office in the Cadott Community School District, Cadott, WI, or contact the building principal by phone at his/her office.

Informal Procedure

The person who believes he/she has a valid basis for a complaint shall discuss the concern with the building principal, the local Title IX, Section 504 or equal opportunity coordinator, who shall in turn investigate the complaint and reply to the complainant in writing and the acknowledgement of the student discrimination complaint within 45 days of receipt of the written complaint. The determination of the complaint is to be made within 90 days of receipt of the written complaint unless the parties agree to an extension of time. If this reply is not acceptable to the complainant, he/she may initiate formal procedures according to the steps listed.

Formal Grievance Procedures

- Step 1: A written statement of the grievance shall be prepared by the complainant and signed. This grievance shall be presented to the building principal, the local Title IX, Section 504 or equal opportunity coordinator within ten (10) school/business days of receipt of the written reply to the informal complaint. The coordinator shall further investigate the matters of the grievance and reply in writing to the complainant within twenty (20) school/business days.
- Step 2: If the complainant wishes to appeal the decision of the building principal, local Title IX, Section 504 or equal opportunity coordinator, he/she may submit a signed statement of appeal to the school district's administrator within ten (10) school/ business days after receipt of the local coordinator's response to the grievance. The school district administrator shall meet with all parties involved, formulate a conclusion, and respond in writing to the grievance with twenty (20) school/business days.
- Step 3: If a complainant remains unsatisfied, he/she may appeal through a signed, written statement to the Board of Education within ten (10) school/business days of his/her receipt of the school district administrator's response to Step 2. In an attempt to resolve the grievance, the Board of Education shall meet with the concerned parties and their

representatives at the next regular Board meeting or within thirty (30) school/business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent by the Board Clerk to each concerned party within twenty (20) school/business days of this meeting. The complainant shall also be given notice of his/her right to appeal the Board's determination, within 30 days, to the State Superintendent of Public Instruction.

Step 4 If, at this point, the grievance has not been satisfactorily settled, further appeal may be made within 30 days to the Department of Public Instruction, Equal Educational Opportunity Office, P.O. Box 7841, Madison, WI 53707.

A complaint or appeal may also be made on some of the above bases (Title IX, Title VI, Section 504, Americans with Disabilities Act) to the Office of Civil Rights, U.S. Department of Education, 111 N. Canal Street, Room 1053 Chicago, Illinois, 60606.

Grievance Procedure - Special Education

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with a disability shall be processed in accordance with established appeal procedures outlined in the district's special education handbook.

Grievance Procedure - Federal Programs

Discrimination complaints relating to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction.

Dissemination of Discrimination Grievance Procedures

The adopted discrimination grievance procedure shall be disseminated to students, parents, employees and others to inform them about the proper process of making a complaint. The information shall be published in student/parent/staff handbooks, news articles before the start of school and other appropriate times, and Board policies made available to staff.

Maintenance of Grievance Records

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

1. The name of the grievant or complainant and his/her title or status.
2. The date the grievance was filed
3. The specific allegation made and any corrective action request by the grievant
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

INDIVIDUALIZED EDUCATION PLAN

An Individualized Education Plan (IEP) may change any policy and/or procedure in this handbook.

ABUSE - REPORTING CHILD ABUSE

As a social resource the school is second only to the family unit in its potential for sustained, thorough involvement in a child's life. Because of this sustained contact, school personnel are in an excellent position to identify abused or neglected children and to refer them for treatment and protection.

To combat the child abuse and neglect problem and in compliance with state law, all employees of our school district having reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected shall immediately contact the county social services department, the county sheriff or the city police and inform the agency contacted of the facts and circumstances which lead to the filing of the report.

It is not the responsibility of school personnel to prove that the child has been abused or neglected, nor to determine whether the child is in need of protection. School personnel shall not contact the child's family or any other person to determine the cause of any suspected abuse or neglect.

No district employee shall be discharged from employment for making such a report. In addition, state law guarantees immunity from civil or criminal liability that may result from making a report on child abuse or neglect.

State law provides for the protection of the identity of any individual who makes such a report. *School Board Policy 454*

ADDRESS/TELEPHONE NUMBER/EMAIL CHANGES

It is very important for emergency and administrative reasons, that every student maintains an up-to-date telephone number, address and email for parent(s) and guardian(s) at the school office. Notify the school immediately if you have a change during the school year.

ATTENDANCE

Compulsory Student Attendance

In accordance with state law, all children between six (6) and eighteen (18) years of age must attend school full time until the end of the term, quarter or semester in which they become 18 years of age, unless they have a legal excuse, fall under one of the exceptions outlined in the state statutes or have graduated from high school.

Regular attendance and promptness are essentials for good performance on any job. Absence from school is the greatest single cause of poor achievement in school. If a student is not regular in attendance, his/her performance lags, he/she loses interest and tends to fall behind. The home and the school should regard it as a prime responsibility to assist young people to develop good habits of attendance.

School Attendance Officer

For purposes of this policy and Wisconsin Statute 118.16, building principals are designated as attendance officers for the Cadott Community School District.

Definitions

- Absence is defined as missing part or all of one or more days of school; excused and unexcused.
- Tardiness to school, according to state law, is regarded as an absence from school (s.s. 118.16 (b)).

Excused Absences

According to state statute 118.5 (3) "any child excused in writing by his or her parent or guardian before the absence" is excused from school attendance. "The school board shall require a child excused under this paragraph to complete any course work missed during the absence. A child may not be excused for more than 10 days in a school year under this paragraph."

- An excused absence must be acceptable according to state guidelines, which include illness, doctor appointments, death in the family, religious observances, court appearances, extreme weather conditions, and emergency or prearranged absences approved by the principal. Students are limited to 10 absences per school year.
- Excused absences must be documented by a written explanation at the time the student returns to school unless the absence has received approval in advance from the principal. Students have 3 days after they return to school to turn in a note or excused absence turns into truancy. **Doctor, dentist, court, etc. need professional verification (unless student is signed in or out by parent/guardian for the appointments) after the 10 excused absence limit has been reached.**
- A pre-arranged absence is defined as a student being absent for other than an excused reason and having received approval **in advance** from the principal. Examples of pre-arranged absences are: Deer hunting and extended family vacations with one or both parents. Students must be passing all classes in order to be approved for pre-arranged absences. (This would include special prearranged trips such as band trips, incentive trips, or other non-academic field trips).
- Students should always be signed in and out at the school building office by a parent or other designated adult when they leave and return to school.

Unexcused Absence/Truancy

An absence is considered unexcused if it does not qualify as an excused absence or pre-arranged absence.

- An unexcused absence includes but is not limited to: missed bus, oversleeping, babysitting, shopping, haircuts, car trouble, personal business
- Failure to make arrangements in advance will result in an unexcused absence.

Habitual Truant

A habitual truant is a student who is absent from school without an acceptable excuse under sub. (4) and s. 118.15 for part or all of 5 or more days on which school is being held during a school semester.

Make-up Work

All students with excused absences will be given the opportunity to make up work missed in accordance to the following guidelines:

- It is the student's responsibility to contact the teacher(s) to make arrangements for making up missed work during an absence from school.
- Students will be given the opportunity, whenever possible, to make up work missed when they return to school.
- Teachers will be asked to grant the number of days absent plus one for make-up time. This provision applies to all work assigned during absence(s).
- Examinations missed, during an excused absence, will be taken, at a time mutually agreed upon by the student and the teacher.
- **Homework may be made available for pick-up in the school office AFTER 3:00 on the day of an absence. Please contact the office by 10:00 A.M. to request homework on the day of an absence. We recommend that you only request homework if your child will be absent for more than one day.**

Responsibilities for Attendance

Parent(s)/Guardian Responsibility

- When a student is absent, his/her parent(s) or guardian shall contact the school during the day by the time established at each school building. Failure to contact the school may result in a telephone call to the home or work place of the parent or guardian.
- Parents or guardians are required to provide a written explanation of absences at the time the student returns to school, or in the case of anticipated absences, prior to the absence. Anticipated absences must receive prior approval of the school attendance officer or designee.
- Parents are required to check their student in and out at the front office when the student leaves and returns to school.

Student Responsibility

- Students are required to attend all of their scheduled classes, study halls and lunch periods, unless they have obtained parental permission and a pass approved by the student attendance officer or designee.
- A student who has been absent, or is anticipating being absent, shall be expected to provide a written explanation of the absence signed by his/her parent(s) or guardian.
- Students should always check in and out at the school building office when they leave and return to school.

Teacher Responsibility

- Teachers are required to emphasize the importance and necessity of good attendance. Classroom procedures and grading requirements will be developed which reflect the importance of daily assignments, classroom discussion and examinations in grading students.
- Teachers are required by law to take daily attendance in their classes and maintain a record of absences.

Principal Responsibility

- Principals shall request from each teacher the procedures used for grading students who are absent from school. All grading systems throughout the school district should reflect the importance of daily assignments and classroom discussion in grading students.
- Principals shall maintain office records for all excused and unexcused absences that occur in their school building.

BICYCLES

All bikes are to be parked in the bike racks during the school day with no use during school hours. We encourage all bike riders to come to the elementary school by way of the tunnel. We discourage crossing Highway 27. Those coming through the tunnel should ride across the blacktop playground and go directly to the bicycle rack on the north side of the building

BULLYING

Introduction

The School District of Cadott Community strives to provide a safe, secure and respectful learning environment for all students in school buildings, on school grounds, and school vehicles and at school-sponsored activities. Bullying has a harmful social, physical, psychological and academic impact on bullies, victims and bystanders. The school district consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Definition

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet - also known as cyber bullying)

Prohibition

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision.

Procedure for Reporting/Retaliation

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal (or guidance counselor in the event that the principal is not available). Any other person, including a student who is either a victim of the bullying or is aware of the bullying or any other concerned individual is encouraged to report the conduct to the building principal (or guidance counselor in the event that the principal is not available).

Official reports of bullying may be made in writing and may be made confidentially. All such reports will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

The school official receiving a report of bullying shall immediately notify the school district employee assigned to investigate the report.

There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Procedure for investigating reports of bullying

The person assigned by the district to conduct an investigation of the bullying report shall, within one school day (that the person(s) are available), interview the person(s) who are the victim(s) of the bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

Parents and/or guardians of each pupil involved in the bullying will be notified prior to the conclusion of the investigation. The district shall maintain the confidentiality of the report and any related pupil records to the extent required by law.

Sanctions and supports

If it is determined that students participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the school district administration and school board may take disciplinary action, including: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate. Pupil services staff will provide support for the identified victim(s).

Disclosure and Public Reporting

The policy will be distributed annually to all students enrolled in the school district, their parents and/or guardians and employees. It will also be distributed to organizations in the community having cooperative agreements with the schools. The school district will also provide a copy of the policy to any person who requests it.

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and kept on file, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior.

LEGAL REF.: Sections 118.46(2) Wisconsin Statutes

"CELL PHONES" STUDENT USE

Cell phones *MAY* be used by students, with a silent ring/vibrate tone, during the following non-instructional times: Before 8:12 AM and after 3:25 PM. If the students use of the cell phone is disruptive or creates a problem during non-instructional time school staff may enforce disciplinary actions listed below.

Cell phones *MAY NOT* be used during instructional, educational (unless a specific instructional purpose with instructor permission), or privacy time, including, but not limited to:

- During class, study hall or recess
- In the LMC
- Bathroom/Locker Room
- No pictures are to be taken with a cell phone

The phones are to be turned off and put in the students lockers/backpacks during the school day.

Students and parents should note that lockers in the elementary school are not secured by locks, so storage of cell phones is at the risk of the owner.

1st and 2nd Offenses - Cellphone confiscated by staff and turned in at the office. Returned to student at the end of the day. Referral noting offense.

3rd Offense - Cell phone confiscated by staff and turned in at the office. Parent/student/administrator meeting. In-school suspension. Cell phone returned to parent following this meeting.

Subsequent Offense(s) - Cell phone confiscated by staff and turned in at the office. Cell phone returned to parent following re-entry conference for Out of School Suspension.

***Refusal to turn the cell phone over to staff when told to do so could result in an out of school suspension**

CODE OF CONDUCT

This handbook adheres to the following Code of Classroom Conduct (*School Board Policy 443.1*) State of Wisconsin requirement per section 120.13(1)(a) of the state statutes, as created by 1997 Wisconsin Act 335. Any discrepancy with school board policy, the School Board Policy overrules the handbook.

Code Philosophy/Scope

The District is committed to maintaining an orderly and safe class environment, conducive to teaching and learning. Staff, including administrators and teachers, must use their training, experience and authority to create an effective learning environment. Students are expected to come to school and to each class ready and willing to learn.

Student behavior that is dangerous, disruptive or unruly or that interferes with the teacher's ability to teach effectively or behavior that interferes with other students learning will not be tolerated. Any student who engages in such behavior may be subject to removal from class and placement as outlined below. In addition, the student may be subject to disciplinary action in accordance with school board policies and school rules.

For purpose of this code, a "class" includes regular classes, special classes, resource room sessions, labs, study halls, library time, school assemblies and field trips. "Teacher" means a person holding a license or permit issued by the state superintendent whose employment by the school district requires that he/she hold that license or permit.

This code of classroom conduct applies to all students in grades attending Schools of Cadott Community. (*Grades Early Childhood, Kindergarten through 12 inclusive*). The school district shall not discriminate in standards and rules of behavior on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, color, handicap, sexual orientation or physical, mental, emotional or learning disability.

1. Reasons for Removal from Class

A teacher may remove a student from class for one or more of the following, which are described as dangerous, disruptive or unruly behavior, or behavior that interferes with the ability of the teacher to teach effectively and other students to learn. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every inappropriate circumstance that would justify removal from class under this code.

- a. Possession or use of a weapon or other item that might cause bodily harm to persons in the classroom
- b. Possession or being under the influence of alcohol or other controlled substances or controlled substance analogs, or otherwise in violation of district student alcohol and other drug policies
- c. Behavior that interferes with a person's work or school performance or creates intimidating, hostile or offensive classroom environment
- d. Taunting, baiting, inciting and/or encouraging a fight or disruption
- e. Disruption and intimidation caused by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations
- f. Pushing or striking a student or staff member
- g. Physical confrontations or verbal/physical threats
- h. Obstruction of classroom activities or other intentional action taken to attempt to prevent the teacher from exercising his/her assigned duties
- i. Interfering with the orderly operation of the classroom by using, threatening to use or encouraging others to use violence, force, coercion, threats, intimidation, fear, or disruptive means.
- j. Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work or creates classroom disorder
- k. Restricting another person's freedom to properly utilize classroom facilities or equipment
- l. Throwing objects in the classroom
- m. Repeated disruption or violation of classroom rules
- n. Excessive or disruptive talking
- o. Behavior that causes the teacher or other students fear of physical or psychological harm
- p. Willful damage to school property or property of others
- q. Defiance of authority
- r. Possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others
- s. Behavior that may constitute sexual or other harassment

2. Removal Process

- a. When a student is removed from class, the teacher shall send the student to the building principal or designee and inform him/her of the reason for the student's removal from class. A verbal explanation will be given to the principal or his/her designee upon removal. A written explanation of the reasons shall be given to the principal or designee within 24 hours of the student's removal from class.
- b. The principal or designee shall inform the student of the reason(s) for the removal from the class and shall allow the student the opportunity to present his/her version of the situation.
- c. A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.
- d. The principal or designee shall then determine the appropriate educational placement for the student who has been removed from a class by a teacher. This procedure is outlined in #3 entitled Placement Procedures.

- e. The parent/guardian of a minor student shall be notified of the student's removal from class. This procedure is outlined in number 4 entitled Parent/Guardian Notification Procedure.

3. Placement Procedures

- a. The building principal or designee shall place a student who has been removed from a class by a teacher in one of the following alternative educational settings:
1. An alternative education program approved by the School District of Cadott Community's Board. Section 115.28(7)(e)1 of the state statutes defines this as an instructional program approved by the school board that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs.
 2. Another class in the school or another appropriate place in the school.
 3. Another instructional setting.
 4. The class from which the student was removed if, after weighing the interests of the removed student, the other student in the class and the teacher, the principal or designee determines that readmission to the class is the best or only alternative.
 5. When making placement decisions, the building principal or designee shall consider the following factors:
 - The reason the student was removed (*severity of the offense*)
 - The type of placement options available for students in that particular school and any limitations on such placement (*costs, space, availability*)
 - The estimated length of time of placement
 - The student's individual needs and interests, whether the student has been removed from a teacher's class before (*repeat offender*)
 - The relationship of the placement to any disciplinary action (*e.g., if student suspension from school is required as a result of the student's conduct, is the placement applicable before and/or after the suspension?*)

The principal or designee may consult with other appropriate school personnel as the principal or designee deems necessary when making or evaluating placement decisions. A student's parent/guardian may also be consulted regarding student placement decisions when determined by the principal or designee to be in the best interests of the person involved or required by law.

All placement decisions shall be made consistent with established Board policies and in accordance with state and federal laws and regulations.

The parent/guardian of a minor student shall be notified of a student's placement in an alternative educational setting as outlined below.

4. Parent/Guardian Notification Procedures

- a. The building principal or designee shall notify the parent/guardian of a minor student, in writing, when a teacher has removed a student from a class. This notification shall include the reasons for the student's removal from class and the placement decision involving the student. The notice shall be given as soon as practicable after the student's removal from a class and placement determination
- b. If the removal from class and change in educational placement involves a student with a disability, parent/guardian notification shall be made consistent with state and federal laws and regulations.

If the student removed from a class is also subject to disciplinary action from the particular classroom conduct (*i.e., suspension or expulsion*), the student's parent/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.

COMMUNICATION

All forms of written communication sent to the school should include the student's full name (first and last), the teacher's name and grade, a date and the signature of the parent/guardian.

DISCIPLINE - SCHOOL WIDE EXPECTATIONS

Our Cadott Elementary Values are:

Be Respectful - Be Responsible - Be Safe

We expect each of our students to exhibit this behavior in all environments at school or at school related functions. So that it is perfectly clear what is expected we have defined what Being Safe, Being Respectful, and Being Responsible looks like in all the learning spaces in and around our school. These Rule Posters can be found hanging in our hallways, in the classrooms, in the lunchroom, in the gymnasium, etc.

In addition teachers will develop their classroom rules with input from students. These rules may include, but not be limited to the following:

- I will use listening ears
- I will use walking feet
- I will use care for the classroom by putting things in their place

Students who do not display safe, respectful and responsible behavior at school or at school related activities will be reminded by school staff of the expectations. When there are minor infractions, there will be reteaching of the rule. When there are major infractions, there will be reteaching and a consequence to promote learning and future positive behavior. Parents will always be notified (via writing or phone call) if their child has a major behavior incident.

We know that all students misbehave at some point or another, there is no perfect child, and after all they are learning social emotional skills just as they are learning to read, write, and solve math problems. Therefore, we see misbehavior as teachable moments. When responding to minor or major behavior incidents we are thoughtful in responding so that the student can learn from the incident and whenever possible fix the problem or be playful in responding differently should the situation arise again in the future. Some ways that we will respond to support positive behavior in the future are: Student Conferences, Self-regulation and coping skill practice, individualized instruction for skill deficits, natural and logical consequences, removal from the situation if needed to maintain safety of all, alternative placement/environment, fix-it plan, restitution, fair fight with peers, etc.

In school and out of school suspensions may be necessary in very isolated and serious cases (see below).

If the student's behavior is disruptive to their learning or the learning of others or is considered not to be safe the building principal may enforce disciplinary actions. The building principal has the authority to decide on the type and amount of action to be administered to students, depending on the severity of the behavior. This may include any or all of the disciplinary action contained in this handbook.

Classroom discipline is generally handled by the classroom teacher. However there are times when those actions may have failed, when incidents occur outside of the classroom, or when the rule or infraction is of a serious nature. In those cases students are then referred to the principal for investigation and action.

The Elementary Teaching Staff worked collaboratively to define Minor/Major Behaviors. See Below:

Target Behavior:	Definition:	Minor: Includes, but not limited to...	Major: Includes, but not limited to...
Inappropriate Language/Profanity	Sexually offensive gestures, drawings, and words, swear words, bathroom language, name-calling, yelling using aggressive language	Not directed at another/slips out accidentally, mumbled under the breath, sound-alike swear words, innuendo language, words used with intent to distract	Directed at another, intentional name calling, used for harassing, repeated usage, f-word, middle finger
Defiance/ Disrespect/ Non-compliance	Disobeying adult or school rules, aggression toward another, refusing to comply with directives, talking back/argumentative	Flippancy or belligerent attitude, passive-aggressive, lack of self-control/ impulsive, no intent to interrupt the learning of others, lack of expected participation	Belligerent attitude toward authority, intentional/ premeditated, intent to interrupt the learning of others
Disruption	Blurting, Interrupting, Yelling, Noise making, Getting out of seat, Not following directions, Items in hands, Talking to neighbor	Consider developmental level of the student Impeding the learning of self/others	When you have to remove the rest of the class Stopping the learning

Target Behavior:	Definition:	Minor: Includes, but not limited to...	Major: Includes, but not limited to...
Physical Aggression	Pushing, Hitting, Kicking, Pinching Squeezing, Pulling hair, Self-harm, Spitting, Biting, Poking, Physical Threat, Throwing objects	Get a spot in line Light tap Intent to annoy someone Only verbal Continued behavior without intent to harm	Pushing to the ground With intent to harm With force Leaves a mark
Harassment	Comments, gestures, actions, or attention that is intended to hurt, offend, or intimidate another person including sexual harassment.	*one time name calling *unkind words *pushing in line *glares and stares *finger guns *nonverbal gestures	*repeated verbal harassment *threats of physical violence *relational aggression (silent treatment/rumors/purposeful exclusion) *sexual harassment of any kind!!!
Bullying	*Unequal balance of power *Someone is being hurt on purpose *Attacked physically, socially and/or emotionally *Happens more than once over a period of time	N/A	*repeated physical violence *repeated verbal harassment *threats of physical violence **happens more than once in a period of time *social/cyberbullying *relational aggression (silent treatment/rumors /purposeful exclusion)
Lying	Not telling the truth, taking extra portions without permission, cheating on the test, looking at other papers, not taking responsibility for behavior, lying about another student to get them in trouble	*exaggeration *storytelling *quickly glance at a someone else's answer *forgery *fib	*rumor spreading, gossip *copying a test *plagiarism *serious lie that affects major issue *false accusations of serious behavior such as stealing
Property Misuse/ Vandalism	In other people's lockers, writing on tables, excessive use of toilet paper/soap, not being accurate/sanitary in the bathroom, destroying books/pencils/etc, slamming tray on garbage can, leaving a mess in lunch room, drawing on /picking the paint off the walls, littering on the playground, walking on picnic tables, jumping up and hitting signs and/or artwork, deliberately making black marks on the floor, misuse of playground equipment	Repeated "accidents" after re-teaching. Unintentional damage	Purposeful damage of property Targeting personal property
Tardy	Coming into class late, not coming back right after being with a specialist, excessively long bathroom or drink break, not reporting to specialists when they are supposed to (3x consecutively), not bringing materials in from lockers	Within 5 minutes without just cause	After 5 minutes without just cause Skipping
Threats	Making a person feel unsafe, verbal and nonverbal intent to endanger self or others, bringing a weapon	N/A	Death and bodily harm, bringing a weapon
Technology Violation	Cyber bullying, social media sites, browsing off topic websites, plagiarism, non-school related emails, games	Accessing and browsing another account, minor inappropriate language, browsing off topic websites, gaming, social media, use of personal devices during school without permission	Using another account, introduction of malware or viruses, hacking, altering accounts, using technology to engage in illegal acts, major inappropriate language, viewing obscene websites, Cell phone usage in locker rooms and bathrooms

**Student activities that involve illegal or threatening behaviors may warrant the principal contacting the police for legal steps to be taken.

** Restitution may be required for damaged or stolen items. Students may be required to "fix" the situation they have caused by meeting with the victim or writing apologies or completing community service.

**If a student is a danger to themselves or others, or has repeated discipline issues, a conference may be held with parents, teachers and the principal to determine possible solutions to resolving discipline issues.

Suspension Procedures

1. While on suspension, a student is assigned to the office unless the infraction warrants out-of-school suspension or when the student's presence in the building poses a threat to the orderly operation of the school. Students assigned to in-school suspension must obtain assignments from their teachers and complete the work by the time they return to class. In case of lab situations, makeup work is due at the discretion of the teacher. If work is not completed on time, the teacher may require the student to come in after school and complete the work. All other rules pertaining to conduct in the office are applicable. Students who are suspended may not attend any school events home or away or be on school grounds while on suspension.
2. Students who are suspended out-of-school may complete their missed work. Students need to talk to their teachers about the absence. Attendance policy (see page) will apply to days they have to complete and turn in their work).
3. No suspension from school shall be imposed without an administrative conference with the pupil, except where it appears that the pupil will create an immediate and substantial danger to himself/herself or to persons or property around the student.
4. Notice of the grounds for suspension shall be given to the pupil at the suspension conference. His or her parent or guardian shall also be notified of this information and the suspension.
5. In the event a student is suspended without an administrative conference, written notice shall be mailed to the pupil and his/her parent/guardian within 24 hours of the suspension. Whenever possible, however, the parents or guardians shall first be notified by telephone or personal contact at the time of suspension.

DRESS CODE

Each student should dress and be groomed according to the following:

- Dress and grooming will meet the general decency standards of our community and school
- Dress and grooming will not be disruptive to the education of other students and in no way will it hinder the educational process
- Dress and grooming will not endanger the public health and safety of other students
- Special classes (labs, art, etc.) may establish additional rules governing dress and hair

The following will NOT be allowed in school:

- Students without footwear
- Students wearing soiled clothing
- Students wearing excessively torn clothing (principal's discretion)
- Wearing of hats or hat-like apparel such as bandannas, etc. during the regular school day
- Wearing insignia, buttons, etc. which are derogatory to other persons, groups, etc.
- Shoes that cause excessive floor marking
- Clothing that advertises products that are illegal to minors such as alcohol, tobacco, etc. or articles of clothing or jewelry counter to our educational message (principal's discretion)
- Wearing of outdoor coats and jackets during indoor school hours
- Clothing that displays indecent writing or graphics
- Half-shirts, tube tops, backless tops, low cut tops, tops with spaghetti straps (unless worn with a sweater or over blouse), tops that expose the midriff or undergarments, pajama bottoms, bottoms that expose the wearer's undergarments or excessive skin, short shorts that expose undergarments or portions of the wearer's pelvic region

Students may wear flip-flops **IF and ONLY IF** they **bring tennis shoes for recess and Phy. Ed.** If they don't bring tennis shoes they will not be able to participate in either activity. This is a safety issue for students as injury is very likely without proper footwear.

Consequences of Dress Code Violations

- Warning—Students will be warned individually and be allowed to correct the situation if possible
- Parents will be called if the problem persists so that they are aware of the situation and can correct it

EMERGENCY SCHOOL CLOSINGS

If it is necessary to close the school because of inclement weather or some other reason, it will be announced on the air as soon as a decision is made. Students will be dismissed as usual. Please turn your radio or TV on, as these are the stations that will be contacted: WEAU-TV 13, WAXX - 104.5, WEAQ - 96, WBIZ - 100, WQOW - 18, WWIB - 103.7, WAYY - 1100, I-94 - 94

FIELD TRIPS, CLASS TRIPS and ATTENDING SPECIAL EVENTS

Field trips, class trips, and attending special events are part of the total educational program at the Cadott Elementary School. **They are also considered privileges to be earned.** Students will earn the privilege of participating in the above activities by demonstrating good conduct throughout the school year. A student may be denied the privilege of some or all of these activities due to misconduct or missing schoolwork. Teachers will inform parent of trip particulars and possible costs as they occur. If parents choose not to let their child participate in any activity, they must inform the school in writing. Parents must also understand that if they choose not to have their child participate in a field trip opportunity, the child is expected to attend school as it is still considered an official school attendance day. If a child is denied a field trip opportunity because of misbehavior or unfinished schoolwork, he/she must still attend school. It is considered an official day of attendance. In rare cases the principal may make exceptions.

Chaperones-We welcome parents who can take the time to chaperone field trips and teachers will contact parents as the various opportunities arise. There are several guidelines that need to be in place for the safety of all:

- Students who are participating in a field trip activity are to report to school as usual and leave on the bus with the rest of the class.
- Parents who are chaperoning also need to come to school to get the information needed for the trip and travel on the bus with the children.
- Neither the student nor the parent/chaperone should be meeting a class at the trip destination.

There are several reasons for these guidelines. First of all attendance needs to be taken, instructions need to be given to both the students and the chaperones, and children need to know who their particular chaperone is. Chaperones need to know which children they are responsible for, what the expectations are for helping the teacher and the students, and the parameters of the trip. Chaperones should ride the bus and travel with the students to and from the designated activity.

If parents choose to take their children home early after the trip is completed and everyone has returned to school that is perfectly fine. They can inform the teacher—either verbally or in writing—about their intention and then sign their children out at the office. Rare exceptions can be made, but those requests need to come through the office.

FIRE/TORNADO DRILLS

It is for everyone's safety that fire and tornado drills are scheduled during the year. Near the door in every room are instructions for students and staff to follow. When the fire alarm sounds everyone should leave the room in an orderly manner, walk out of the building and go to the appointed area. Return to the classroom is quiet and orderly. Tornado drills will be announced through our intercom system (to distinguish between fire and tornado drills/emergences). At that time students and staff should immediately proceed to their assigned safe area and assume the proper safety position. Everyone will be instructed in that position before a tornado drill takes place. Once again this is an orderly, quiet exercise, not a recess time.

GAMES AND TOYS

Games and toys should not be brought to school (including trading cards, hand held gaming devices, and balls). The principal or classroom teacher may give special permission for toys or games to be brought to school as part of a special activity or display.

GRADING POLICY

Grades 3-6

90% to 100% A 94% - 100% = A 90% - 93% = A-	80% to 89% B 87% - 89% = B+ 83% - 86% = B 80% - 82% = B-	70% to 79% C 77% - 79% = C+ 73% - 76% = C 70% - 72% = C-	60% to 69% D 67% - 69% = D+ 63% - 66% = D 60% - 62% = D-	59% & Below F
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GUM

Gum will not be allowed in school unless through special permission of the classroom teacher or building principal.

HEADLICE

The control of head lice can be an emotional issue. Most of the concern stems from misunderstandings. Anyone can get head lice. If a student is found to have head lice, most often in the nit form (egg), the parent or guardian will be contacted to discuss treatment. An information packet will be sent home. It is very much appreciated if you contact the school if/when you discover your child has head lice.

HOMEWORK

Homework is considered an essential part of the educational process AND it is an expectation that ALL homework will be completed and handed in on time. Homework gives students practice and reinforces what is being taught in the classroom. Length of homework time depends on the grade level of your child. Neatness and completeness will be stressed concerning all schoolwork. Homework is a key part of your child's grade and late work has very serious consequences. **Assignment notebooks are required for all students in grades 3-6. They can be picked up free of charge at registration.**

Please use evenings for the learning experiences your child cannot receive in school. This "homework" time should be used wisely at all levels. If you have a **primary student (grades K-2)**, who may not have homework, then discussing the day's events and doing some reading or math facts would be beneficial. **Intermediate students (grades 3-6)** will have assignment notebooks to keep track of their assignments. They need a quiet place to study and may also need to have a parent/guardian available for help or review.

HOT LUNCH PROGRAM

We have a very good hot lunch program and hope the children will take advantage of it. The state designates a meal program called Offer vs. Serve. A student is required to take at least three of the five dishes or items that are available. Students in kindergarten, first and second grades will receive a small portion of the main dish. The older students in grades three through six should be capable of making a good healthy choice on their own. All students will be encouraged to finish one food item on their tray and finish their milk. They will also be encouraged to try "new" dishes. The following prices are for each meal and additional milk.

<u>Breakfast:</u> 4K-12 Full Paid \$1.75	<u>Lunch:</u> 4K-4 Full Paid \$2.15	
Reduced \$0.30	5-12 Full Paid \$2.35	Extra Milk \$0.40
Adults \$2.20	Reduced \$0.40	Adults \$3.45

Opening Your Lunch Account - We ask for your cooperation in getting the program started each year. We are requesting a minimum of \$30.00 to be deposited to your account. You will be notified that the account is nearing a zero balance.

Maintaining Your Account - As your account balance reaches a certain point the student will be notified that the account is nearing a zero balance. Money may be sent to the Administrative Office or brought in to the elementary office. Please do not include monies for other activities in this check. Keep a balance in your account. You may also check your account through Family Access on our website.

Milk - Each student will receive one carton of milk with their hot lunch. Additional cartons of milk or milk without a hot lunch may be purchased. The amount will be deducted from the account.

Refund Policy - There will be no refunds on account balances at the end of the year. The balance will be carried over to the next school year unless your student is moving from the district or graduating.

Using Someone's Number - Students will not be allowed to use another student's number. When the number is entered into the computer the name of the person to which that number has been assigned will come up on the computer screen.

Free or Reduced Price Meals - Free or reduced price meals are available according to government established financial need forms. Families who plan to apply for this program are required to fill out and return the proper application forms, which are available at the school office. All information on the application as well as student participation in the program is kept in the strictest confidence. The application must be made EACH YEAR even if a family was on the program previously, and must be approved by the superintendent of schools.

OFFICE HOURS/SCHOOL TIMES

Office Hours: 7:30 AM - 4:00 PM

School Hours: 8:20 AM- 3:25 PM

Arrival - The school building will be open to all students at 7:45 a.m. every morning. Repeated early arrivals should be avoided if possible. Breakfast is available to students from 7:45-8:12 a.m. Classes begin PROMPTLY at 8:20 a.m. Parents should drop their students off at the main entrance of the building. Students arriving late will be marked Tardy after 8:20 a.m. Habitual tardies can result in truancy proceedings. Students must have an acceptable excuse to leave early.

Errands - No students are permitted to run errands for home or school during the school day. If a student must go to the doctor or dentist, the parent/guardian must send a note requesting the student be allowed to leave. Parents must pick up the students and sign them out in the office.

Dismissal - We are on a time schedule with dismissal at 3:25 PM, with the buses leaving when all students are out and loaded. If parents pick up their children early, before 3:25 p.m., the compulsory attendance rule will apply.

IMMUNIZATION REQUIREMENTS

The following are general minimum required immunizations for each age/grade level. Please contact your health care provider or the school district nurse with questions.

**Var means Varicella (chickenpox). A history of chickenpox disease is also acceptable.*

Immunization Schedule 2017-18

Age/Grade		Number of Doses				
2 yrs - 4 yrs	4DTP/DTaP/DT	3 Polio	3 Hep B	1 MMR	1 Var*	
Grades K - 4	4 DTP/DTaP/DT/Td	4 Polio	3 Hep B	2 MMR	2 Var	
Grade 5	4 DTP/DTaP/DT/Td	4 Polio	3 Hep B	2 MMR	1 Var	
Grades 6-10	4 DTP/DTaP/DT/Td	1 Tdap	4 Polio	3 Hep B	2 MMR	2 Var
Grade 11	4 DTP/DTaP/DT/Td	1 Tdap	4 Polio	3 Hep B	2 MMR	1 Var
Grade 11	4 DTP/DTaP/DT/Td	1 Tdap	4 Polio	3 Hep B	2 MMR	2 Var

INJURIES AND INSURANCE

The school board carries a secondary medical insurance policy through First Agency Insurance Company. The policy has a \$250 deductible (parent responsibility) on all claims and provides benefits for accidental bodily injury incurred by your child while:

- Attending regular school sessions.
- Participating in school-sponsored extracurricular activities.
- Participating in school-sponsored interscholastic sports and
- Traveling directly to and from school for regular school session, and while traveling to and from school-sponsored extracurricular activities while under the supervision of a school employee.

This plan has a \$250 deductible (parent responsibility) and covers only medical expenses which are not payable by your existing insurance. You MUST go to your Preferred Provider Organization (PPO) or Health Maintenance Organization (HMO). If you chose not to use an authorized medical vendor (under HMO or PPO), First Agency will only pay expenses incurred that they would have honored had you used the proper medical vendor. Therefore you must file a claim with your insurance company. The student should report any accident immediately to the teacher in charge of the activity. Failure to do so may deprive the student of benefits. The school cannot accept

responsibility for the coverage unless it is notified of the accident immediately. The school will then fill out an accident report form, which will be sent to the parent/guardian for completion. The parent/guardian must submit the form to First Agency with any worksheets, denials and/or statements of benefits from your primary insurer.

*** There is a \$250 deductible on all claims. This is supplemental program insurance only.**

MEDICATIONS

Over-the-counter medication will only be administered with written authorization from the parent/guardian. Prescription medication must also have written authorization from the health care provider. The Authorization to Administer Medication forms are available in the office or on the district webpage. Medication administration guidelines are available on the authorization form and from the school nurse.

MILK BREAKS

Milk will be provided to all students in early childhood through grade six by the school, free of cost. All students are encouraged to drink milk during their milk break as well as with their noon meal. The individual teacher decides milk break time.

PARENT GROUP (PACE)

The Cadott Elementary School parent group is called PACE (People Active in Cadott's Education). This group has been highly involved in improving our school. All parents are members and are urged to actively participate. Meetings are scheduled monthly and the dates are listed in the Weekly Buzz.

Every other year PACE sponsors one major fundraising project. With the help of all parents, this project is very successful. They allow PACE to fund many important activities at the school.

PARENT VOLUNTEERS

Cadott Elementary School considers parent volunteers a very special resource. Parents are encouraged to help in all classrooms, programs, and extra-curricular activities. Please notify the office if you have time or skills you can donate to make our school a better place for students to learn and grow. Volunteers must complete the School District Volunteer form including background check.

PETS

The Principal may give special permission for pets to be brought to school as part of a special display or activity. However, under no circumstances is a potentially dangerous pet to be brought to school.

PHYSICAL EDUCATION

Physical Education is a requirement of the school district and the state of Wisconsin. All students must take physical education unless there is a medical doctor's excuse stating that the child should be excused from class. Parents may request a one-day excuse from the class, however if the absence is to be longer than a doctor's excuse will be required.

ALL STUDENTS are required to wear tennis shoes for physical education class. 5th and 6th grade students may choose to bring an extra shirt and shorts for class.

PLAYGROUND

Playground Procedures - We encourage all students to play outdoors every day, weather permitting. Fresh air and exercise are essential to maintain good health. On rainy days, or severely cold or windy days, we may not let students play outside. If parents wish to have their child remain inside for one day due to health reasons, a note should be sent to the teacher stating the reason why the child should not go outdoors. A doctor's excuse should be obtained for more days.

Students should dress according to the weather. That means that in the winter that students need to wear snow pants, boots, mittens and hats to be able to play in the snow. In the late fall and early spring student should also be wearing lightweight jackets or sweaters.

We expect all students to be safe, be respectful and be responsible on the playground. The playground is not supervised before school or after school is dismissed.

PRESIDENTIAL ACADEMIC AWARD

We encourage students to excel in their academic ability. For those who meet the criteria for the Presidential Award for Educational Excellence, there will be recognition at the end of the school year for their accomplishment. The award will be given only to students in the sixth grade. The test data and the grade average will be accumulated from fourth grade, fifth grade and the first Trimester of sixth grade. A student must earn an A-

average (90% or better on a traditional grading scale). The other criterion for this award is that the student must be advanced in reading or math in a standard achievement test.

The President's Award for Educational Achievement is to recognize students who show outstanding growth, improvement, commitment or intellectual development in their academic subjects, but do not meet the more stringent criteria for the President's Award for Educational Excellence. It is meant to encourage and reward students who work hard and give their best effort in school, often in the face of special obstacles to their learning. This award is given at the discretion of the principal and the teachers based on developed criteria.

PROGRESS REPORTS/REPORT CARDS

4K through Sixth Grade students receive report cards three times per year (Trimester). Progress reports will be sent home before the end of each Trimester. Parents may keep the copies of the progress reports and report cards.

The following are the dates that Progress Reports and Report Cards will be issued:

October 13	Progress Reports Go Home
December 1	Student Work Due for First Trimester
December 6	Grades in Skyward by 8:30 a.m.
December 8	Report Cards Go Home
February 2	Progress Reports Go Home
March 2	Student Work Due for Second Trimester
March 6	Grades in Skyward by 8:30 a.m.
March 8	Report Cards Go Home
April 13	Progress Reports Go Home
May 25	Student Work Due for Third Trimester
May 30	Grades in Skyward by 8:30 a.m.
June 4	Report Cards Go Home

PROMOTION/RETENTION POLICY

In general, students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide for the continuous progress of students from grade to grade, with students spending one year in each grade. Promotion from grade to grade shall be based upon: (1) academic performance; (2) scores on the Wisconsin Knowledge & Concept Examination (in applicable grades); and (3) teacher recommendations based upon academic performance.

Elementary/Junior High (Grades K-8) Promotion to the next grade level will be determined by readiness for the challenges at the next grade level, academic performance, teacher recommendation(s) based upon academic performance, and Wisconsin Knowledge & Concept Examination (in applicable grades).

Whenever retention is being considered, the teacher shall confer with the principal and other staff members involved with the student, such as special teachers and the counselor. By March 1st, the parent(s) or guardian(s) shall receive a written notice from the school expressing the concern and inviting the parent(s) or guardian(s) in for a conference to discuss the concern. This discussion shall consist of an explanation of the student's academic performance and readiness to move to the next grade level. If retention is still being considered toward the end of the school year, another meeting with the parent(s) or guardian(s) shall be scheduled to review the student's progress. Consultation with other subject area teachers, guidance counselor, other appropriate staff and parent(s)/guardian(s) will be considered before the final retention decision is made by the teacher(s) and building principal. Retention decisions shall be made by mutual agreement between the core area (reading, math, language arts/english, science and social studies) classroom teacher(s) and the building principal. Promotions/retention decisions shall be made no later than when final report cards are issued for the year.

Only in very unusual circumstances should a student be retained more than once in grades K-8.

PROPERTY DAMAGE

Any individual damaging property belonging to the school, staff or another student may be asked to replace or pay the value of the item. The school furnishes all textbooks and workbooks. Any damaged or lost books will be assessed and the student is expected to pay for them at replacement cost.

PUPIL-PARENT-TEACHER CONFERENCES

This year the fall conferences will be held on **October 17th** from 4:00-8:00 p.m. and **October 19th** from 12:00-8:00 p.m. All parents will be given a chance to sign up for preferred conference time and date.

The spring conferences will be held on **February 15th** from 4:00 - 8:00 p.m.

PURCHASING - STUDENTS/STAFF/COMMUNITY

Organizations that are purchasing shirts or other materials/equipment from the school district must pay for these items in advance of them being made/ordered.

RIGHTS-RESPONSIBILITIES-POLICY

STUDENT to STUDENT:

Right: Each student has the right to attend school and school activities and be free from threats against his/her feelings, physical well-being, and property.

Responsibility: Each student will be responsible to respect the feelings, property, and physical wellbeing of other students.

Policy: Students will refrain from physical and verbal abuse directed at students, as well as any damage or theft of the property of a fellow student.

Offenses:

- Threatening or intimidating acts: Verbally, by conduct or by gesture, threatening the wellbeing, health, or safety of any student. (Harassment of other students)
- Sexual harassment: unwelcome sexual advances, requests for sexual favors and other inappropriate verbal, written or physical conduct of a sexual nature that takes place under any circumstances.
- Disrespect: Insult, call names, use obscenity toward, dishonor or in other manner abuse verbally or in writing another student.
- Physical attack:
 - Horseplay: tripping, shoving, or dangerous action
 - Scuffle: pushing, wrestling
 - Fight: hitting, kicking, biting

- Property damage:

Replacement of damaged property and disciplinary action

STUDENT to STAFF:

Right: Students and staff have the right to work, study, and teach in an atmosphere of mutual respect. They also have the right to free inquiry and expression while being mindful of the responsibilities listed below.

Responsibility: Students have the responsibility to respect authority, feelings, physical wellbeing, and property of members of the school staff.

Policy: Students shall refrain from disobedience, disrespect, threats or attack directed at members of the school staff, as well as damage to and thefts of property belonging to the school staff.

Offenses:

- Nonverbal insubordination: The willful failure to respond to or carry out a reasonable request by authorized school personnel in a nonverbal manner.
- Verbal insubordination: The willful failure to respond or carry out a reasonable request by authorized school personnel in a verbal manner.
- Disrespect: To insult, call derogatory names, dishonor, make gestures, or in other manner abuse verbally or in writing, any member of the school staff.
- Threatening or intimidating acts: Verbally, by gesture or conduct, threatening the well-being, health, or safety of any school staff member.
- Physical attack: The act of physically assaulting any member of the school staff on school property or at activities under school sponsorship.
- Disrespect for the property of the school staff through damage and/or theft; Police referral and/or restitution will be required if conditions warrant.
- Repeated or serious classroom disruption

SCHOOL PROPERTY

Right: Each student is entitled to a well-equipped, well-maintained, clean, and pleasant-looking school.

Responsibility: Each student is responsible to respect and help maintain the appearance and cleanliness of the building and outside area.

Policy: Acts of vandalism, theft, and abuse of the school equipment, materials, building, and grounds are prohibited.

Offenses:

- Misuse of food: In lunchroom, hallways, classrooms (includes throwing food)
- Littering: includes food, trays, utensils, paper, etc.
- Lunchroom infractions: Overly loud talking/shouting, tipping of benches
- Defacing: Damage requiring cleaning or repair
- Vandalism: The act of destroying property on purpose.
- Theft: (Includes off premises activities, i.e. field trips); Police referral and/or restitution will be required if conditions warrant.

PUBLIC HEALTH and SAFETY

Right: All people have the right to be safe, secure from physical harm and free from the use of tobacco, alcohol, and drugs.

Responsibility: Students have the responsibility to conduct themselves in such a manner as not to pose a threat to the health and welfare of themselves and others.

Policy: The infractions listed below, as well as any act that poses a threat to the health and safety of students and/or staff, are strictly forbidden per school board policy and/or law.

Offenses:

- Matches or lighters: Ignition of matches or lighters for non-instructional purpose.
- Weapons: Possession of weapons or look-a-like weapons
- Tobacco: The use of/or possession of tobacco or look-alike tobacco. (Includes smoking & chewing tobacco)
- Alcohol/Drugs
 - 1) Possession or use of alcohol/drugs
 - 2) Selling or transmitting of alcohol/drugs
 - 3) Noticeably under the influence of alcohol/drugs, as by obvious behavior and mood changes and/or the smell of substances on the person.

SEARCHES AND SEIZURES - VEHICLE, LOCKERS AND STUDENT

School Board Policy 446

The authority granted educators and schools under the Wisconsin State Statutes provides school authorities with the right to inspect students' lockers, student owned or operated vehicles parked on school grounds, and/or articles carried on their person during the school day or at related school-sponsored activities. Desks will be subject to the same search standards as lockers. Principals, teachers, custodians, secretaries, educational assistants, and other administrative personnel may conduct searches as part of their overall responsibilities.

Searches may be conducted if school officials reasonably suspect that the search will yield contraband, evidence of a school rule violation, ordinance or crime. Searches may also be conducted without reasonable suspicion if school officials have obtained consent from the student and in the case of random locker or desk searches conducted by school authorities.

Searches may be conducted without notice, without student consent, and without a search warrant. The scope of a search must not be excessively intrusive and should take into consideration the age and sex of the student and the severity of the alleged violation involved.

Searches should be conducted by at least two (2) authorized individuals. Any illegal or unauthorized item(s) found in a search may be removed and held by the school for return to the parent/guardian of the student, retained for

disciplinary proceedings, or turned over to law enforcement officials. Adult student or parent/guardian of a minor student shall be notified of the item(s) removed from the locker or desk and turned over to law enforcement.

Vehicles

Parking on school property is a privilege, not a right. Searches of a vehicle located on District property, including searches of a student's personal property located within the vehicle, may be conducted when school personnel have a reasonable suspicion to believe that illegal or unauthorized materials are contained inside. Searches may also be conducted without reasonable suspicion if school officials have obtained consent from the student. Students are responsible for the contents of their vehicles.

Lockers (cubbies) and Desks

The school provides lockers (open cubbies) for students' convenience to be used solely and exclusively for the storage of outer garments, footwear, and school-related material. These areas are open and don't contain doors or locks. Valuable items/property should be left at home to prevent them from being lost or stolen, OR turned into the office every morning and then picked up at the end of the school day. The school retains ownership and possession control over all school lockers. Lockers are the sole property of the District and are always under the control of its agents. Students are responsible for the assigned lockers and its contents. Students are prohibited from putting private locks on their assigned lockers. School authorities for any reason may conduct periodic general or, random inspections of lockers at any time, without notice, without student's consent, and without a search warrant. Desks are subject to the same search standards as lockers.

Student's Person and/or Personal Belongings

While school officials are statutorily prohibited from conducting strip searches, student and/or their personal belongings may be subject to search. Principals shall provide a copy of this policy to each student enrolled via the student handbook or other means annually.

LEGAL REF.: Section 118.32 Wisconsin Statutes 948.50

SECURITY

The Cadott Elementary and Junior/Senior High Schools are equipped with video surveillance and controlled entrances to enhance student and building safety and security.

STREAMING EVENTS

The school district will be live streaming events over the Internet that may be of interest to people outside the district who cannot make it to the event in person. Any event that is open to the public (parents, grandparents, friends, newspaper, community members, etc.) has the potential to be streamed live and archived on the district website under Hornet TV.

SUBSTITUTE TEACHERS

A substitute teacher will periodically teach every student. The most common reason for using substitute teachers occurs when the regular teacher is ill. However, substitutes are also used when regular teachers are on leave for personal business, professional training, testing students individually, or family emergency. Students are expected to be respectful to substitute teachers, obeying classroom rules, and meeting behavioral and academic expectations. Any misconduct in the classroom will result in immediate consequences.

TITLE I PARENT INVOLVEMENT SCHOOL POLICY

The Title I program in the Cadott Elementary School recognizes the positive correlation between a parent's involvement in their child's education/school environment and the child's success in becoming a lifelong learner.

The School District of Cadott Community has developed a Parent Involvement Policy in accordance with the requirements of Section 1118 of Title I, to ensure that parents of participating Title I children are involved in the joint planning and development of the Title I program as well as the process of school review and school improvement. In addition, Cadott Elementary School has developed the policy specifying that we shall provide opportunities for parent involvement that may include, but not limited to:

1. Convene an annual meeting for parents of participating children to explain the requirements of Title I and their rights to be involved;
2. Offer a number of regularly scheduled meetings so that parents may be involved in the timely planning review, and improvement of the Title I instructional program and parent involvement component;

3. Share student progress reports, quarterly: to include proficiency levels, explanation of curriculum, forms of assessment to measure student progress;
4. Provide regularly scheduled opportunities for Parent-Pupil-Teacher Conference;
5. Initiate and maintain personal communication with parents (letter, phone, notes, parent survey, weekly newsletter, local newspaper, etc.) regarding any activity that affects the growth and development of the student;
6. Provide training and resources (material and personnel) to aid parents in working with their children;
7. Encourage parents to visit the school (make classroom visitations, volunteer in classrooms, open house);
8. Jointly develop with parents and student a school-parent compact that outlines shared responsibilities for improved student achievement.

This policy, which was developed and is being shared in the handbook, is in conjunction with the School District of Cadott Community Policy for Parent Involvement.

TRANSPORTATION POLICIES AND PROCEDURES

(The most current board policies supersede this Student/Parent Handbook)

BUS RIDER RULES AND DISCIPLINE PROCEDURES

- Bus riders shall conform to the same standards of conduct and cleanliness that are expected of them in school.
- Riders are to obey the bus driver promptly. Refusal to do so is sufficient reason for being denied transportation.
- All bus riders will have assigned seats.
- Animals and pets are not permitted on the bus except as required by law.
- Damage to seats or other bus equipment by the rider must be paid for by the rider or his/her parents or guardian as per state law not to exceed \$4,000 for any one act of vandalism.
- Keep head, hands and arms inside of the bus.
- Remain seated when the bus is in motion. This means stopping and starting.
- Loud talking, shouting, whistling or boisterous conduct will not be permitted.
- Do not litter bus with debris. This includes no eating, drinking or gum chewing. Smoking and other tobacco use is prohibited.
- All talking shall cease while approaching and crossing railroad tracks.
- Riders are expected to be on time at the bus stop. The bus will come to a full stop, but will not wait for students.
- Riders will not throw anything out of the windows at any time. This would be littering the highway and you could be fined for this.

Discipline Procedures

- **First offense** - The driver will talk to the student and call the parent or guardian to discuss the complaint and also write a misconduct report. In the case of a serious infraction students may be dealt with in the same manner as a second offense.
- **Second offense** - The driver will talk to the student and write a misconduct report and the principal or designee will inform the parent or guardian by letter or telephone call of discipline and/or actions taken. Student may be denied transportation.
- **Third offense** - The driver will write a misconduct report and the principal or designee will ask for a conference with parent or guardian and student and driver. Discipline or other actions taken are to be reported to the parent or guardian. Riding may be denied for a period of time.

Parents or guardians and students are to be aware that in any of the above actions, they have the right to due process. School officials may refuse transportation on first offense considering circumstances of student's conduct, but no student will be put off the bus except at school or at home or directly to parent(s)/guardian(s), a school administrator or transportation supervisor or their designee, or law enforcement personnel. The bus driver will not put a student off his/her bus unless authorized by a school official.

A student(s) may be ejected from the bus in situations where there is a sudden, immediate and grave threat to health and safety caused by the actions of one or more students. In such cases, care shall be taken to see that the student(s) ejected is not exposed to harm or injury, which the matter is immediately reported to the authorities and that alternative transportation for the ejected student(s) is provided within a reasonable time.

Before Loading

- Be on time at designated school bus stop.
- Stay off the road at all times while waiting for the bus. No horseplay. It leads to accidents.
- Wait until the bus comes to a complete stop before moving toward the bus. This also applies to the loading zone at the school.
- 4. BE COURTEOUS at all times.

Transportation Rule:

The driver will not discharge riders at any other place than the regular drop off/pick up location unless he has been properly authorized to do so by the school. There are no exceptions, so please do not ask your driver to violate this rule.

Policy 443.2 Revised and Approved: August 9, 2004

BUS ROUTING AND SCHEDULING

- All school bus routes and schedules will be prepared by the transportation supervisor and approved by the district administrator.
- Students eligible for transportation services will be assigned one pick up and one drop off point and if needed, a consistent alternative point prior to the beginning of the school year. The alternate point must be consistent week to week. (i.e.: Student goes home every Monday, Tuesday, and Thursday and goes to daycare every Wednesday and Friday.) Parents will be notified, in writing, by the transportation supervisor of their child's route and bus schedule three weeks prior to the start of the school year. If a student enrolls during the school year, then the pickup and drop off points will be assigned at that time.
- Bus Deviations from the normal bus route or schedule:
 - **For students with bus to bus changes:**
 - Any parent or guardian requesting a change to the transportation plan must meet with the Building principal or their designee before the request will be honored; notes and phone calls will not be accepted. Requests will only be honored for extenuating circumstance. A maximum of two requests may be granted each year. Consideration cannot and will not be made for social functions (birthday parties, sleepovers, etc.). Parent will need to provide transportation if more than 2 changes need to be made in a single year from the original or alternative assigned pickup and drop off points.
 - **For students who are typically assigned to ride the bus and there is a change made to their transportation (not bus to bus) routine:**
 - To ensure the safety of our children, parents and guardians who pick up their students after school must call the office before 3:00 pm, send a note (per item 4), or come to the office and sign their student(s) out. If someone other than a parent or guardian is picking up the student, the parent or guardian must call the school's office to notify them of the change.
- When a student will be walking home or will be staying after school for any reason, it is the responsibility of the parent or guardian to communicate these arrangements. A note must be sent to school to inform the school of any changes (i.e.: student will be staying after school for all football practices). Reminder notes will not be sent to students to remind them of this activity or changes.
- The transportation supervisor will submit field reports on routes and schedules followed by each bus when requested by the district administrator.
- Insofar as practicable, school buses shall not turn around on public highways or when the driver has an obstructed view.

- When returning from school, students will be discharged at the point of pickup on the inbound, morning trip. Individual student's pickup and drop off points may not be changed except by school authorities.
- Decisions relating to the time schedules and routes rest with the transportation supervisor and the Board of education. Decisions arising out of road emergencies, during trips in progress, affecting the route and schedule of the school bus involved, are to be made by the bus driver and reported to the transportation supervisor.

Policy 751.1 - Revised and Approved: July 13, 2015

Delivery and Pick Up of Elementary School Students at Bus Time

Visitor parking will be in the West parking lot located in front of the main entrance. Teacher parking and overflow parking will be in the North parking lot adjacent to the bus garage.

Student Drop off and Pick up--- West parking lot---Please drop off and pick up students by the sidewalk near the main entrance.

*****YOU ARE NOT ALLOWED TO PICK UP STUDENTS BACK IN THE BUS LOADING AREA*****

VISITORS/ SALESPERSON

Permission to be present during school or non-school hours in a school building or on school property is at the discretion of the principal or other designated personnel. All visitors, including parents/guardians **MUST** sign in at the office and obtain a visitors badge in order to be in school—no matter what time of day they visit or what purpose they have in the building.

The principal (or other delegated personnel) will consider the following when making the decision to allow an individual(s) to be present in the school building or school grounds:

- The normal school climate must be maintained.
- The safety and well-being of all people must be maintained.
- Visitation to a classroom should be arranged in advance.
- Visitation to meet with a teacher should be arranged in advance
- Denial for visitation may be reconsidered and rescheduled.
- Student visitation from other 4K-12 school districts is not allowed.
- All doors will be locked - please use the main door to pick up students.

WEAPON REPORTING

No person shall possess a dangerous weapon on school property, on school buses or at any school related event. A dangerous weapon is defined as any object that by design and/or use can cause bodily injury or property damage.

Any student violating this policy shall be subject to penalties outlined in state law (e.g. suspensions and expulsion from school). Any student who brings a firearm or weapon to a school facility in the district shall also be referred to law enforcement officers, or the criminal justice or juvenile delinquency system. The student's parent/guardian shall be notified. *School Board Policy 832*

STUDENT ACCEPTABLE USE POLICY FOR DISTRICT NETWORK, INFRASTRUCTURE, AND HARDWARE

(363.4) 25

Introduction:

The Internet is a powerful tool that allows for students to learn, create, and collaborate with other students in the district and throughout the world through the use of various technologies (computers, tablets, cell phones, etc.). To ensure that the students of the Cadott Community School District are prepared for careers and post-secondary education in the 21st Century and that the district upholds student rights to access information in a free and democratic society, the District offers Internet access for student use through two networks, one intended for district owned devices and the other a guest network which allows students to utilize their own personal devices. This document contains the Acceptable Use Policy for student use of the computer network(s). It is important that students and families understand that Internet access on both District computers and personal devices while on the District's computer network is a privilege, not a right, and that the guidelines outlined in this document determine a student's eligibility for Internet access.

Definitions:

- The terms "educational purpose" or "educational purposes" refer to classroom activities and instruction, professional and career development, and professional productivity.
- The acronym *GAFE* refers to the district's Google Apps for Education domain and refers to all software available to students through the Google platform, including but not limited to Google Drive (Docs, Spreadsheet, Presentation, Forms, Drawing), Google Sites, etc.
- "District network(s)" refers to any communications made by students using either the district's secured network or its open guest network.
- The term "Inappropriate Materials" refers to, but is not limited to, any content that is pornographic, obscene, violent, discriminatory, illegal, or derogatory, that can be found on the Internet.
- The term "Social Media" refers to, but is not limited to, any blogs, wikis, social networking, or file sharing sites that may be used in an educational setting.

Student Access:

- All students will have access to the Internet or World Wide Web information resources through their classroom, library media center, personal devices, or school computer lab.
- All students will be provided with individual e-mail accounts through Google Apps for Education. These accounts are secure and do not allow students to contact any Google users outside of the school district (i.e. students are only able to email and collaborate with teachers and students in the Cadott domain). The primary use of these accounts is intended for students to access online content through the Google Suite, including, but not limited to, Google Drive (Docs, Spreadsheet, and Presentation), Gmail, Google Sites, and Google Drawing. If a parent/guardian wishes that his/her student(s) not utilize a school email access, he or she must notify the district in writing.
- Students and parents (for students under the age of 18) must sign a Student Acceptable Use Agreement for a student to be granted an individual account on the computer network and given Internet privileges. This Agreement must be renewed on an annual basis. Parents (of students under the age of 18) can withdraw their approval at any time.

Educational Purposes:

- The computer network has been established for educational purposes only. The term "educational purposes" includes classroom activities that promote learning, collaboration, creation, and career development.
- The computer network has not been established as a public access service or a public forum. The Cadott School District has the right to place reasonable restrictions on the material you access or send through the system. You are also expected to follow the rules set forth in this policy, the Classroom Code of Conduct, and the law.
- You may not use the computer network for commercial purposes. This means you may not offer, provide, or purchase products or services through the computer network.
- You may not use the computer network for political lobbying; however, you may use the system to communicate with elected representatives.

Acceptable Uses:

Responsible users of the district networks and technology do the following:

- Utilize access to the Internet through the District's network(s) for educational purposes.
- Respect all students and people (including their ideas, personalities, beliefs, etc.) while online.
- Keep information about themselves and other people (including home addresses, phone numbers, etc.) private.
- Keep their usernames and passwords for the district network(s) and Google Apps for Education private.
- Respect and follow copyright laws in regards to text, pictures, videos, audio, and other digital media that they find on the Internet.
- Cite and give credit for information they use from any source on the Internet.
- Follow the directions of their teachers, administrators, and other staff when using the Internet and other district technology.

- Download materials from the Internet for the sole intent of educational purposes and in accordance with copyright laws.

Unacceptable Uses:

Responsible users of the district network(s):

- Do not create, send, or post language or media that is profane, lewd, vulgar, or threatening in nature.
- Do not create, send, or post language or media with the intent to harass, ostracize, or defame an individual, including prejudicial/discriminatory attacks against another person.
- Do not login or use an account (both for the district network and Google Apps for Education) other than their own, even if another student gives permission to use his/her account.
- Do not change or alter any computer or cloud-based files that are not his/her own.
- Do not make attempts to disrupt the district's network through the introduction of malware or viruses.
- Do not willfully damage or assist others in the damage of computer equipment.
- Do not intentionally access materials on the Internet that are not for educational purposes or help to meet the school district's educational objectives or mission.
- Do not intentionally access inappropriate while online.
- Do not use the Internet or district technology to engage in any illegal acts.

Privacy:

As a member of the school community and a user of its network(s), students should not expect privacy of the contents of any personal files stored on the district network or in the district's Google domain. An individual search of a student's files or accounts will be conducted if there is reasonable suspicion that a student has violated this policy, the Code of Classroom Conduct, or the law. The investigation will be reasonable and related to the suspected violation. Inappropriate and/or unacceptable files will be purged following the investigation.

Social Media:

Social media are a part of our everyday lives. However, these tools should be utilized within the school environment for educational purposes only and under the discretion of a classroom teacher.

Publishing to social media sites over the District network(s) should be done ethically and responsibly and students are reminded that they will be held responsible for any non-educational or inappropriate posts, images, etc. that they upload to any social media sites.

Furthermore, students will be held responsible if they bully, harass, intimidate, threaten, defame, slander, or libel any student or staff member in the school district through a social media site.

Encounter of Inappropriate Materials:

The School District of Cadott Community follows all regulations and guidelines necessary for filtering the Internet and keep our students safe from inappropriate materials on the Internet. However, due to the nature of the internet, there is always a chance that students will have access to materials that can be deemed inappropriate material and lack educational merit. The Cadott Community School District believes that the access to the wealth of good information that can be accessed using the Internet exceeds the access to poor or inappropriate materials that can be discovered on it.

If a student or staff member encounters a site that they believe to be inappropriate for students, he/she should alert their teacher and contact the district Library Media Specialist so that the content can be discussed, evaluated, and appropriately filtered.

Plagiarism and Copyright Infringement:

- You will not plagiarize works that you find on the Internet. Plagiarism is taking the ideas or writing or photos of others and presenting them as if they were yours. Using other peoples' words, ideas, or artistic creations requires the use of quotes or reference notations, as well as appropriate citations for material you use in a works cited page or bibliography.
- You will respect the rights of copyright owners. Copyright infringement occurs when you inappropriately reproduce a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, you should follow the expressed requirements. If you are unsure whether or not you can use a work, you should request permission from the copyright owner. Copyright law can be very confusing. If you have questions ask a teacher or speak with the district's library media specialist.

Limitation of Liability:

The District makes no guarantee that the functions or the services provided by or through the District computer network will be error-free or without defect. The District will not be responsible for any damage you may suffer, including but not limited to, loss of data or interruptions of service. The District is not responsible for the accuracy or quality of the information obtained through or stored on the computer network. The District will not be responsible for financial obligations arising through the unauthorized use of the computer network.

Personal Responsibility:

Students are responsible for all of their actions, words and behaviors when using the District computers and computer network (including network drive, e-mail, and Internet).

Infractions of the Acceptable Use Policy:

The elementary school and the Jr/Sr high school will conduct their own investigations into each infraction and determine a course of reprimand based on each individual case. If a violation has occurred when using the district computer network, the discipline procedure in either building may include teacher conference(s) with the student and/or parent and/or administration. Discipline may result in loss of access to the district's computer(s), and/or computer network including the Internet. Other discipline measures may include administrative intervention in accordance with the student/parent handbook and school behavior rules, which may include expulsion.

In the event there is a claim that a student has violated any stipulations in this policy, the student will be provided the opportunity to present an explanation to his/her teacher and/or building administrator.

Finally, in the event of a student's use of the network for illegal activities, the district will fully cooperate with local, state, or federal officials to help aid in any investigation.

STUDENT ACCESS AGREEMENT FOR
THE DISTRICT COMPUTER NETWORK, INFRASTRUCTURE, and HARDWARE

Student Name: _____ Grade: _____

School: _____

I have read the Student Acceptable Use Policy.

I agree to follow the rules contained in this Policy.

I understand that if I violate the rules I will lose my computer network and Internet privileges according to the disciplinary procedure set forth in the Policy and I may face other disciplinary measures.

Student Signature: _____ Date: _____

PARENT OR GUARDIAN SECTION

I have read the Student Acceptable Use Policy.

I hereby release the district, its personnel, and any institutions with which it is affiliated, from any and all claims and damages of any nature arising from my child's use of, or inability to use, the District computer network, including, but not limited to claims that may arise from the unauthorized use of the computer network to purchase products or services.

I give permission to issue student access to the computer network and the Internet for my child and certify that the information contained in this form is correct.

Parent Signature: _____ Date: _____

Parent Name: _____ Phone: _____

Home Address: _____

Due to school September 6, 2017

CADOTT ELEMENTARY PARENT INVOLVMENT COMPACT

At Cadott Elementary School, we expect a high standard of conduct on the part of all students. Parents, staff, and students all share responsibilities for assuring appropriate student conduct.

Cadott Elementary is dedicated to providing high quality curriculum and instruction to all students to allow for an effective learning environment so all children can reach their full potential. It is important for our students to have parents and teachers working together in support of their learning.

As a staff member, I will challenge each and every student to reach his or her full potential by

- Using data driven instruction
- Building trust and rapport
- Promoting differentiated opportunities
- Promoting a collaborative learning environment
- Incorporating 21st century technology

As a student, I will

- Come to school ready to learn and do my best
- Be safe, be respectful and be responsible at school

As a parent, I will

- Work with my child to help ensure their success
- Communicate regularly with staff members responsible for my child
- Provide an environment that encourages my child to learn
- Read the notes, newsletters, Weekly Buzz, and respond accordingly
- _____
- _____

I have read the Cadott Elementary School handbook, understand my responsibilities, and will cooperate in every way with everyone I am involved with in the school. I understand that the expectations in the handbook are to be followed.

Student Signature:

Grade Level:

Parent Signatures:
