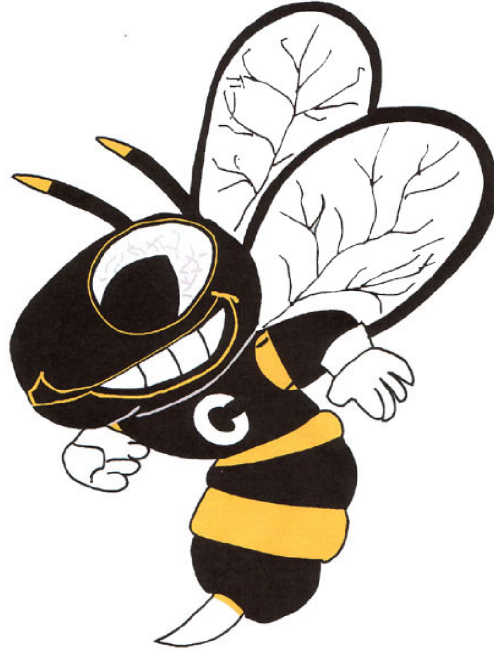


Cadott Community Schools

“It is the school district’s mission to challenge each and every student to reach their full potential.”



Elementary School Student/Parent Handbook 2023-24

****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.***

*****All Policies referenced in this handbook are based on the most updated versions.***

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SCHOOL BOARD ENDORSEMENT

This handbook is endorsed by the Cadott School Board as a vital part of the school's written policy.

BOARD OF EDUCATION

President	Cory LaNou
Vice President	Kevin Roshell
Clerk	Karen Winchell
Treasurer	Casey Yeager
Director	Andrea Wahl
Director	Rod Tegels
Director	Brad Sonnentag

SCHOOL BOARD MEETINGS

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

1. Cadott Citizens State Bank
2. Cadott Sentinel Office
3. Cadott Junior/Senior School Office
4. Cadott Elementary School
5. Cadott School District Office

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

Please note that the School Board policies may change throughout the school year. You can find the most updated policies on our website.

Message from Mr. Rogers

Get ready for an unforgettable 2023-24 school year at Cadott Elementary! I want to take a quick moment to thank everyone for my overwhelming welcome. My 16 years as a 6th-grade and 4th-grade classroom teacher were some of the best years of my career and that is what has led me back as a Hornet.

We will do everything in our power to provide a world-class education while keeping the students and staff safe. The students at Cadott are fortunate to have such a dedicated staff who work diligently every day to continue to make our school an incredible learning environment.

We will work tirelessly to make Cadott Elementary a great school. Great schools do everything that good schools do, they just do it for ALL students. We are on a mission for ALL students to achieve grade-level learning outcomes.

To keep informed about daily happenings at Cadott Elementary, follow us on Facebook (Cadott Schools) and Instagram (cadottschoools). Our school website is also a great place to find what you need to stay updated on our events and happenings. <https://www.cadott.k12.wi.us/schools/elementary/>

I encourage you to stay in close contact with your child's teacher to see how you can help support your student's incredible journey. Home and school partnerships are a vital key to success in education.

You are welcome to contact me at 715-289-3795, ext. 11502, or email me at rogersb@cadott.k12.wi.us with any comments, questions, or concerns. I consider it an honor to be working with all the wonderful students, parents, and staff of Cadott Elementary.

Working together,
Mr. Rogers

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, 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!

YOUR INVOLVEMENT AS A PARENT - Working Together as a Team

A child's education succeeds best when there is a strong partnership between home and school, a partnership that thrives on communication. Your involvement in the partnership may include:

- Encouraging your child to put a high priority on education and working with your child on a daily basis to make the most of the educational opportunities the school provides. Be sure your child comes to school each day prepared, rested, and ready to learn.
- Becoming familiar with all school activities and academic programs, including special programs offered by the District. Discuss with the counselor or principal questions you may have about the options and opportunities available to your child.
- Monitor your child's academic progress by using available district resources such as the Skyward Family Access system. Contact teachers, administrators and Student Services Departments to monitor and intervene if your child experiences academic, social or emotional difficulty.
- Become a school volunteer. For further information, please contact your child's school.
- Participate in parent organizations (PACE, Booster Clubs, Senior Lock-in Organization, etc.)
- Attend Board of Education meetings to learn more about District operations. (Meetings are held the second and fourth Tuesdays of each month).

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. Request 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 direct to: District Administrator, School District of Cadott Community, P.O. Box 310, Cadott, WI 54727. (715) 289-3795.

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 XI, 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 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 replay 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 within 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

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, any district teacher, counselor, nurse, social worker or administrator 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 8462)

ACADEMIC INTEGRITY CODE – PLAGIARISM AND CHEATING

Students in the Cadott School District are mindful of the values underlying an honest and true education, and the challenges posed by a continuously evolving world and, in particular, the immediate access to resources found on the Internet.

Cadott students agree to accept personal responsibility for honorable behavior in all of their academic endeavors, to assist one another in maintaining and promoting personal integrity and ethical standards, and to follow the principles and standards set forth in this Code of Academic Integrity.

Plagiarism and cheating are two examples of violations of the Code of Academic Integrity. Plagiarism is typically described as duplication of another's work without full acknowledgement of the debt to the original source, however, it also includes any of the following:

1. Direct duplication by copying (or allowing to be copied) another's work, whether from a book, article, Web site, another student's assignment, etc.;
2. Duplication in any manner of another's work during an exam;
3. Paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
4. Piecing together sections of the work of others into a new whole;
5. Submitting one's own work which has already been submitted for assessment purposes in another subject; and/or,
6. Producing assignments in conjunction with other people (e.g. another student, tutor), which should be your own independent work.

Cheating results in a loss of integrity on the part of the individual committing the act and on the educational process that is undermined by the act of cheating. It is a violation of the Code of Academic Integrity for any student to attempt to gain or gain an unfair advantage over another student by unfair or dishonest means. If you are unclear about an assignment, the methodology for the same, or the permissible bounds of assistance for completing your work please speak to your teacher(s) and ask for clarification.

Consequences for violating the Code of Academic Integrity may include receiving a zero on the assignment, failing the course, disciplinary action including the possibility of suspension and/or expulsion from school.

ACTIVITY ACCOUNTS

All organizational and class funds must be handled through the activity accounts because these funds are subject to audit and are of public interest. All high school activity accounts are under the jurisdiction of the principal. Each organization should have its treasurer keep its own books. The central business office personnel will mark deposits into your books, and a receipt will be placed in your book. It is recommended that students and advisors do not make expenditures without approval from the organization under whose name the funds are carried.

ADDRESS AND TELEPHONE NUMBER CHANGES

Any changes in address or telephone numbers should be reported to the main office as soon as possible so that the office has a correct information card on each student at all times, especially if an emergency should arise.

ASSEMBLY PROGRAMS

Each year a number of assembly programs are scheduled for your educational growth and entertainment. Students are reminded to be courteous. Please do your part to maintain a good reputation for the school and the community.

ATTENDANCE PHILOSOPHY AND WISCONSIN STATE STATUTES

1. PHILOSOPHY

In accordance with state law, all children between 6 and 18 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.

Regular attendance and promptness are the essentials of good performance on any job. ***Absence from school is the greatest single cause of poor achievement in school.*** If a pupil 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 a prime responsibility to assist young people to develop good habits of attendance.

2. SCHOOL ATTENDANCE OFFICER

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

3. DEFINITIONS

a. Absence

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

b. Excused Absence

- i. 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 pre-arranged absences approved by the principal. Students are limited to 10 absences per school year (principal's discretion).
- ii. 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 the student is signed in or out by a parent/guardian for the appointments) after the 10 excused absence limit has been reached.
- iii. 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 (principal's discretion). 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 pre-arranged trips such as band trips, incentive trips, or other non-academic field trips).
- iv. Student/Parent should always sign in and out at the school building office when they leave and return to school.

c. Unexcused Absence/Truancy

- i. An Absence is considered unexcused if it does not qualify as an excused or pre-arranged absence.
- ii. Unexcused absences include, but are not limited to:
 1. Work, except for approved school board programs.
 2. Babysitting, shopping, haircuts, beauty appointments, job interviews, car trouble, and oversleeping.
 3. Personal business
- iii. Failure to make arrangements in advance will result in an unexcused absence.

d. Habitual Truancy

- i. Students who are absent from school without an acceptable excuse:
 1. "Habitual truant" means a pupil 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 held during a school semester.

e. Responsibilities for Attendance

- i. 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.

ii. 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 where they leave and return to school.

iii. 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.

iv. Principal Responsibility

Principals shall maintain office records for all excused and unexcused absences that occur in their school building.

4. MAKE-UP WORK

- a. Students with excused absences are entitled to make up the work missed and are responsible for doing so.
- b. Students with unexcused absences will be allowed to make up daily work. Students may take major exams and turn in projects following an unexcused absence.
- c. For pre-arranged absences, the student is obligated to make arrangements with his/her teacher in advance regarding make-up work. Any student excused in writing by his or her parent before the absence (pre-arranged). A child may not be excused for more than 10 days in a school year under this paragraph. 118.15(3) ©
- d. Absence from school during the last two weeks of the school year is strongly discouraged. Excused absences from school prior to the end of the school year will be granted only after approval by the school principal. Such requests must be supported by valid reasons and written parental request.

5. ADMINISTRATIVE PROCEDURE - Unexcused Absences/Truancy/Excessive Absences

Parents/guardians will be notified as soon as it has been determined that an attendance problem does exist. This will occur after the students' 3rd unexcused absence or as determined by the school attendance officer. A letter will be sent to the parents to meet with the administrator to discuss the truancy issue. After the 5th unexcused absence, a letter will be sent to the parent/guardian, which identifies the student as a habitual truant and that a legal referral will be made to Chippewa County Juvenile Intake.

6. CO-CURRICULAR PARTICIPATION AND ATTENDANCE

A student must be in school attending classes during the entire day in order to participate in school activities UNLESS THE SCHOOL PRINCIPAL IS NOTIFIED IN ADVANCE AS TO EXTENUATING CIRCUMSTANCES THAT MIGHT PREVENT COMPLIANCE. A final determination as to whether a student will be allowed to participate in a school activity will be up to the discretion of the principal.

7. HOME NOTIFICATION OF ABSENCE

The day students are absent from school, the parent or guardian is requested to notify the school of this absence between 7:30 a.m. and 9:00 a.m. While calling their children in absent a parent may request homework at this time. Homework cannot be gotten for the current day if the phone request is received after 10:00 a.m. **If the school has not received a call from the home, the school will call the home to insure the continued education of students who are ill.** By state statute, parents/guardians are required to submit a written explanation for any absence. Written notification must accompany the child when they return to school.

8. ABSENCE DURING THE DAY APPOINTMENTS

Whenever possible, students and parents are requested to schedule medical, dental and other appointments during non-school hours.

a. High School Procedures:

If an absence should be required during school hours, the student must present an excuse from a parent or guardian to the Attendance Secretary, stating the nature, time and date of the appointment. A follow-up phone call to the parent/guardian may be made at this time by a school official, and an administrator may be consulted to verify the excuse. A pass to leave the building will then be issued. The time listed on the pass is the time the student will be dismissed from school. The student is to show this pass to the teacher in charge during the hour in which the student asks to be dismissed. This pass must be signed by an adult at the destination listed on the pass. Upon returning to school, the student must present this signed pass to the Attendance Secretary. The student will then be given a pass for admittance to class.

b. Elementary School Procedures:

If an absence should be required during school hours, the parent or guardian must call or the student must present an excuse from a parent or guardian to the Attendance Secretary, stating the nature, time and date of the appointment. If the student is leaving for an appointment, the parent or guardian must come into the school to sign the student out. If the student is returning from an appointment, the parent or guardian must come into the school to sign the student back in. Please be sure to also leave documentation if the absence is due to a doctor/dentist appointment.

BACKPACKS

Students may bring backpacks into the building. However, backpacks must be stored in the student's locker at all times. Backpacks may be removed from lockers at the conclusion of the school day and when the student is leaving the 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 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.

BUS - GENERAL INFORMATION - Transportation Policy 8600

While the law requires the school district to furnish transportation, it does not relieve parents of students from the responsibility of supervision

Once the student boards the bus--and only at that time--does he or she become the responsibility of the school district. Such responsibility shall end when the student is delivered to the regular bus stop at the close of the school day.

In view of the fact that a bus is an extension of the classroom, the School Committee (i.e., Board) shall require students to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. In cases when a student does not conduct himself properly on a bus, such instances are to be brought to the attention of the transportation supervisor by the bus driver. Habitual offenses and/or offenses considered as being serious will be reported to the principal by the transportation supervisor.

Students who become a serious disciplinary problem on the school bus may have their riding privileges denied by the principal. In such cases, the parents of the children involved become responsible for safely transporting their children to and from school.

The following guidelines will also be followed:

1. Grades kindergarten through third grade will be picked up at home in the morning, but may be requested to walk up to one-fourth mile at night with weather, wind chill factor and road safety considered.
2. Grades 4-12 will be picked up in the morning, but may be requested to walk up to one mile at night. If the shortened route saves turnaround, weather, wind chill factor, and road safety will be considered.
3. Your loading zone in the morning will be your home driveway. At night your unloading zone could be a crossroad corner or a side road corner. Again, road safety, weather, temperature and wind chill factor will be considered.
4. BEFORE LOADING:
 - a. Be on time at designated school bus stops.
 - b. Stay off the road at all times while waiting for the bus. NO horseplay. It leads to accidents.
 - c. Wait until the bus comes to a complete stop before moving toward the bus. This also applies to the loading zone at the school.
 - d. BE COURTEOUS at all times.
 - e. There will be pick up in the Cadott Village limits at designated areas.
5. The driver will not discharge riders at any other place than the regular bus stop at home or at school 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.
6. STUDENT RIDING SLIPS: If a student desires to go home with someone else, regardless if on his bus or on a different bus, he must bring a note from his parents. If elementary, a pass will be issued signed by the principal or by office personnel. If a junior or senior high student, the note is to be signed by the principal or by office personnel. If there is not enough seating on the bus, final approval rests with the transportation supervisor or the bus driver.
7. EXCEPTIONS FOR HEALTH AND SAFETY:
 - a. When a medical doctor, in a letter, declares the health of a student such that door-to-door pickup is imperative, these rules may be altered by board action.
 - b. In unusual safety conditions, rule exceptions may be acted upon by the board.
8. An adequate turn-around must be provided for the bus if your home is at the end of a route or at a turn-around. The driveway must be wide enough for turning into and backing out to be made in one motion, so the bus may proceed ahead.
9. STUDENTS ATTENDING PRIVATE SCHOOL: Transportation will be provided to students on the same basis set forth for students attending public school.
10. CO-CURRICULAR BUS: A student leaving school on a co-curricular bus will return to school on the same bus.
EXCEPTION: If the student lives on the route traveled and the bus goes right by his or her house, the student must bring a note from parents or guardians to the principal and a pass may be issued.

On sport and co-curricular trips, there will be no stops made to eat.

Highways to be used on trips: Buses to Chippewa Falls & Eau Claire will travel west on highway 29. Buses to Boyd, Stanley, and Thorp will use highway 29. Buses to Augusta and Osseo will use highway 27. Buses to Fall Creek will use County K and buses north to Cornell and Gilman will use highways 27 and 64.

11. ****SAFETY EVACUATIONS DRILLS:** Safety drills, including the use of the emergency door, will be conducted at least twice a year. The driver will select helpers for the drill. The emergency door should never be used except for drills and in case of emergency. ****Drivers:** See evacuation procedures.
12. Any damage done to seats or other bus equipment by the rider must be paid for by the rider or his parents or guardian.

BUS LOADING ZONE

Any bus rider who leaves the school grounds and does not go directly to the school building after getting off the bus, or any bus rider who leaves the school grounds and does not go directly to the school bus after school has been dismissed will not be permitted to ride the bus on the day of the incident and will receive a disciplinary referral. Any other student (non-bus rider) who is near the bus loading zone or in the road during bus arrival or departure will also receive a disciplinary referral.

BUS RIDER RULES & DISCIPLINARY PROCEDURES

1. Bus riders shall conform to the same standards of conduct and cleanliness that are expected of them in school.
2. Riders are to obey the bus driver promptly. Refusal to do so is sufficient reason for being denied transportation.
3. All riders will have assigned seats.
4. Animals and pets are not permitted on the bus except as required by law.
5. Damage to seats or other bus equipment by the rider must be paid for by the rider or his parents or guardians.
6. Keep head, hands and arms inside the bus.
7. Remain seated while the bus is in motion. This means stopping and starting.
8. Loud talking, shouting, whistling or boisterous conduct will not be permitted.
9. Do not litter the bus with debris. This includes no eating, drinking or gum chewing. Smoking and other tobacco use is forbidden
10. ALL talking shall *cease while approaching and crossing railroad tracks.*
11. Riders are expected to be on time at bus stops. The bus will come to a full stop, *but will not wait for students.*
12. 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.
 - a. First offense, the driver will call the parent/guardian to discuss the complaint and will 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.
 - b. Second offense, the driver will write a misconduct report and the school official will inform the parent or guardian by letter or telephone call of discipline and/or actions taken. Student could be denied transportation
 - c. Third offense, the driver will write a misconduct report and the school official will ask for a conference with parent or guardian. Riding could 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 of 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. Driver will not put a student off his/her bus unless authorized by a school official.

BUSING TO/FROM EVENTS

1. Students must ride the provided mode of transportation to and from a school-sponsored event. The only exception will be when parents or guardians specifically request that their son or daughter be released to them at the event, with the chaperon's permission.
2. The only students that will be dropped off along the route are those who have direct access to their home and who have a signed note by the parent or guardian and the building principal.
3. Exceptions to the above will be considered in advance only by a direct request to the building principal by the parent or guardian.

CELL PHONE USE

Cell phones **MAY** be used by students, with a silent ring/vibrate tone, during the following non-instructional times:

- Before classes start for the day and after classes have concluded for the day.
- Elementary students should keep their phones in their backpacks/coats.
- During lunch *at the High School only*
- In the hallways between classes *at the High School only*

Cell phones **MAY NOT** be used during instructional, educational, or privacy time, including, but not limited to:

- During class or study hall
- In the LMC
- Bathroom/Locker Room

The phones are to be turned off and put in the students lockers during the school day. Students and parents should note that storage of cell phones is at the risk of the owner.

DISCIPLINE - POLICY 5500

CLASSROOM DISCIPLINE

The District recognizes and accepts its responsibility to create, foster and maintain an orderly and safe school environment, conducive to the teaching and learning process. Staff, including administrators and teachers, must use their training, experience and authority to create schools and classes where effective learning is possible. Students are expected to come to school and to each class ready and willing to learn.

Students should be able to attend school and classes as free as reasonably possible from unnecessary and unwarranted distraction and disruption. Such behavior can interfere with the classroom environment and will not be tolerated. A student who engages in conduct or behavior as outlined in this code may be removed from class by a staff member and placed in an alternative setting in accordance with established procedures.

While this code of conduct allows for removal of a student from the classroom, this code does not preclude disciplinary measures or any staff member from sending a student to the office for such. Disciplinary measures, including but not limited to, detention, suspension or expulsion may be pursued or implemented by the administration for conduct for which the student has been removed. Behavioral interventions including peer or staff mediation may, at times, also be considered. The code of conduct is applicable to all students in all school situations of student participation under the control or direction of school authorities.

1. Reasons for Removal from Class

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed, when they are communicated as clearly as possible to students and staff. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every inappropriate circumstance that would justify a student's removal from class under this code. It is a teacher's responsibility to maintain an appropriate educational environment for the class as a whole. Therefore, notwithstanding the provisions of this code, in every circumstance the teacher should exercise his/her best judgment in deciding whether it is appropriate to remove a student from class.

Except as otherwise provided, a teacher may remove a student from class for the following conduct or behavior:

- a. Conduct covered by the District's policies regarding suspension and expulsion (e.g., conduct rule violations, possessing a firearm, knowingly conveying a threat to destroy any school property) and other student conduct policies/procedures requiring a student's suspension or expulsion from school (e.g. student alcohol and other drug use).
- b. Disruptive, dangerous or unruly behavior. The following behavior, by way of example and without limitation, may be determined to be disruptive, dangerous or unruly:
 - i. Inappropriate physical contact intended or likely to hurt, distract or annoy others such as hitting, biting, pushing, shoving, poking, pinching or grabbing.
 - ii. Inappropriate verbal conduct intended or likely to upset, distract or annoy others such as name calling, teasing, baiting or bullying.
 - iii. Behavior that may constitute sexual, racial or other harassment.
 - iv. Inappropriate verbal conduct likely to disrupt the educational environment.
 - v. Throwing any object, particularly one likely to cause harm or damage such as books, pencils, scissors, etc.
 - vi. Inciting other students to act inappropriately or to disobey the teacher or school or class rules, including without limitation inciting others to walk out.
 - vii. Destroying the property of the school, a staff member, a volunteer or another student.
 - viii. Loud, obnoxious or outrageous behavior.
- c. Conduct which otherwise interferes with the ability of the teacher to teach effectively. Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly and responding appropriately when called upon. A student's noncompliance may, in turn, distract others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior. By way of example and without limitation, this behavior includes:
 - i. Open defiance of the teacher, manifest in words, gestures or other overt behavior.
 - ii. Open disrespect of the teacher, manifest in words, gestures or other overt behavior.
 - iii. Other behavior likely or intended to sabotage or undermine classroom instruction.
- d. Conduct which is incompatible with effective teaching and learning in the class. In some cases, a teacher may believe that a student should be removed from the class for the good of the student and in the best interest of the class as a whole. Such reasons may, but need not be disciplinary in nature, and include for purposes of illustration and without limitation irreconcilable personality differences or issues between students in the class.

2. Procedures to be followed for Removing a Student from Class and Parent/Guardian Notification

Except where the behavior is extreme, a teacher should generally warn a student that continued misbehavior may lead to removal from class. When the teacher determines that removal is appropriate, the teacher should take one (1) of the following courses of action:

- a. Seek assistance from the assistant principal or other available staff. When assistance arrives, the teacher or the other staff member should accompany the student to the assistant principal's office or other designated location. The assistant principal, building principal or designee shall be informed of the reason for the student's removal at that time.
- b. Obtain coverage for the class and escort the student to the main school office. The teacher shall inform the building principal or designee of the reason for the student's removal from class.
- c. When the student arrives at the assistant or building principal's office, the student will be given an opportunity to briefly explain the situation. If the assistant principal, building principal, or designee is not available immediately upon the student's arrival, the student should be taken to the designated short-term removal area and the building principal or designee should speak to the student as soon as practicable.
- d. The assistant principal, building principal, or designee shall notify the student's parent/guardian that the student was removed from class. The notice shall specify the class from which the student was removed, the duration of the removal and the basis for the removal as stated by the teacher. If the student's removal from class is also subject to disciplinary action for 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.

3. Placement Procedures

a. Short-Term Placement

Each building principal shall designate a room or other suitable place in the school that will serve as the short-term removal area.

Following referral to the main office, a student who has been removed from class may be placed in the designated short-term removal area as determined appropriate by the teacher of the class the student was removed from. At the discretion of the building principal or designee, the student may be placed in another appropriate class, program or educational setting, provided the students are supervised in such alternative setting.

Students placed in the short-term removal area shall be supervised. During their time of placement, students should be required to do work of an academic nature. Such work should ordinarily be related to the work in the class from which the student was removed or may be related to the student's misconduct. In no event should a student's time in the short-term removal area be recreation or other free time.

In most cases, a student shall remain in the short-term removal area for at least the duration of the class from which he/she was removed. Prior to allowing the student to resume his/her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appears to be, ready and able to return to class without recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the building principal or designee may consider a different placement option as outlined below.

b. Long-Term Placement

Long-term placement in an alternative setting is an extremely serious step that should not be undertaken hastily or for less than compelling reasons. Such a step could have profound consequences for the affected student and his/her class, as well as any new class or teacher to which the student may then be assigned. For these reasons, long-term placement should not ordinarily be considered or implemented except after a thorough consideration of alternatives by the building principal or designee. The building principal or designee shall make all long-term placement decisions under this code.

If a classroom teacher believes that the best interests of the student and/or the class require the student's long-term placement in an alternative setting, the teacher should notify the building principal in writing. Such statement should set forth as clearly and completely as possible: (a) the basis for the placement request; (b) the alternatives, approaches and other steps considered or taken to avoid the need for the student's removal from class; (c) the impact, positive and negative, on the removed student; and, (d) the impact, positive or negative, on the rest of the class.

Upon receipt of such a statement, the building principal or designee, may at his/her discretion, consult with the teacher and/or other district staff. In most cases, it is also appropriate to inform and consult with the student's parent/guardian and the student involved in the request for a long-term placement in an alternative setting.

Following consideration of the teacher's statement and any other information, the building principal or designee shall, at his/her discretion, take one (1) of the following steps:

- i. Place the student in an alternative education program as defined by law;
- ii. Place the student in another area in the school or in another appropriate place in the school;
- iii. Place the student in another instructional setting; or
- iv. Return the student to the class from which the student was removed if the building principal or designee determines that readmission to the class is the best or only alternative.

The student and/or the student's parent/guardian will have the opportunity to meet with the building principal or designee and/or the teacher(s) who made the request for the student's long-term placement in an alternative setting. Where possible, this meeting shall take place within five (5) days of the request for a meeting. The building principal or designee has the authority to make a determination regarding the student's placement and implement

the placement plan.

4. **Removal and Placement Procedures for Students with Disabilities**
A student with a disability may be removed from a class by a teacher and placed in an alternative educational setting only to the extent authorized by state law and federal law (e.g., Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and related regulations).
5. **Code Dissemination**
Students, parents/guardians and teachers shall be informed of this code of classroom conduct annually.

Suspension Procedures

1. While on suspension, a student is assigned to the Office unless the infraction warrants mandatory 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 and the absence (Attendance see page policy) 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.

Expulsion

1. For these reasons the school administration believes the interest of the school demands the student's expulsion:
2. The student is guilty of REPEATED refusal or neglect to obey school rules, OR
3. The student knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives, OR
4. The student engaged in conduct while at school or while under the supervision of a school authority which endangered the property, health or safety of others, OR
5. The student while not at school or while not under the supervision of a school authority engaged in conduct which endangered the property, health or safety of others at school or under the supervision of a school authority, OR
6. The student endangered the property, health or safety of any employee or school board member of the school district in which the pupil is enrolled, OR
7. The student (being at least 16 years old) repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct does not constitute grounds for expulsion under any of the other five categories listed above, OR
8. The student, while at school or while under the supervision of a school authority, possessed a firearm in which case the student shall be expelled not less than one year.

CONDUCT AT EVENTS

1. All students shall be ready to stand at attention during the playing of the *Star Spangled Banner* - which will take place just prior to the start of each varsity contest.
2. Students should not leave the bleachers while the game is in progress.
3. There shall be no "horseplay" in the stands, on the field or in the gym.
4. Students are not to be on the football field or gym floor the evening of a contest.
5. Stomping on bleachers is prohibited.
6. There shall be no booing or other unsportsmanlike conduct by students at an athletic contest.
7. Attending athletic contests is a privilege. Students who do not behave at athletic contests will lose the privilege of attending future contests.
8. Adults are asked to abide by the above rules and set a good example for students.
9. Students must be in attendance at school for the full day in order to attend an after school event (unless the absence is approved by the principal).

COUNSELING/STUDENT SERVICES

The Wisconsin Developmental Guidance Model provides the basis for the Cadott School Counseling Program. Students are provided opportunities to develop competencies in the learning/educational, personal/social, and career vocational areas through classroom instruction, small groups, and individual counseling. The expertise of the school staff, parents, community, agencies, and business and industry is enlisted to assist in delivering this program. Interviews are confidential. You do not have to have a "problem" to see your counselor. Your school counselor will not make decisions for you, but will help you to get information and to think through your decisions. Student Services is available with information on jobs, colleges, vocational schools, etc. Set up an appointment today.

The Cadott Community School District also has a partnership with community-based mental health providers to expand upon our school-based mental health framework to promote relationships, engagement, and learning. This partnership supports our district's development of a continuum of support for students with mental health needs by providing intensive, ongoing strategies to support those with significant needs. Payment/Insurance options for services are coordinated by families and providers. Interested families can contact the Pupil Services Department for additional information.

DRESS CODE

You should dress and be groomed according to the following:

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

The following will not be allowed in school:

1. Students without footwear.
2. Wearing of soiled clothes.
3. Wearing of excessively torn clothes (principal's discretion).
4. Wearing of hats and hat-like apparel such as bandannas, etc. in school from 8:00 a.m. to 3:30 p.m.
5. Wearing of insignia, buttons, etc. which are derogatory to other persons, groups, etc.
6. Clothing articles that cause undue school maintenance problems, such as shoes that cause excessive floor marking.
7. Clothing articles that advertise 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).
8. Wearing of outdoor coats and jackets that are meant for cool or cold weather from 8:12 am to 3:25 pm
9. Clothing that causes a substantial disruption to the learning of others.
10. Half shirts, tube tops, backless tops with "spaghetti straps", tops that expose the wearer's midriff or undergarments, bottoms that expose the wearer's pelvic bones/region, a portion of the wearer's buttocks, or undergarments.

*Exceptions to this policy will be considered by the principal on a case by case basis.

Elementary students may wear flip-flops in school, but they must not on the playground or in PE. **Tennis shoes are required for Phy. Ed.** Sandals with back straps are allowed on the playground. This is a safety issue for students as injury is likely without proper footwear.

*Exceptions to this policy will be considered by the principal on a case by case basis.

EMERGENCY SCHOOL CLOSINGS

If it is necessary to cancel, delay the start or to close school early because of inclement weather or some other reason, a recorded call and email blast will be made to primary guardians as listed in skyward as well as media announcements as soon as a decision is made.

These are the stations that will be contacted:

WEAU-TV 13
WQOW - 18

WAXX - 104.5
WWIB - 103.7

WEAQ - 96
WAYY - 1100

WBIZ - 100
I-94 - 94

EMERGENCY SCHOOL CLOSING PROCEDURES

The following procedures will be followed if a storm develops and school must be closed.

1. The weather forecasts and road conditions are checked well in advance of any closing.
2. Announcements of closing of school will be made via recorded call, email blast, and local radio stations and television stations between 6 and 7 a.m. or during the day if a storm develops after the students arrive.



3. If weather is questionable and there is a delay in school starting, announcements will be made and television stations as to bus and school starting time and kindergarten classes.
4. If a storm develops while students are in school and they would have to start home early, a recorded call and email blast to primary guardians as listed in skyward, and the local radio and television stations would be used to alert the parents of an early dismissal.
5. The following stations will carry closing information: WEAU-TV; WEAQ; WWIB; WAXX; AND WBIZ.

FIELD TRIPS, CLASS TRIPS and ATTENDING SPECIAL EVENTS

Field trips, class trips, and attending special events are part of the total educational program in the Cadott Community School District. 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 parents of trip particulars and possible costs as they occur. Parents should 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.

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 unless an exception is made by the principal.
- 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 students need to know who their particular chaperone is. Chaperones need to know which students they are responsible for, what the expectations are for helping the teacher and the students, and the parameters of the trip.

FOOD SERVICE - 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.

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. Please 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. Free and reduced number will be handled in the same manner as the regular priced meals.

GAMES AND TOYS

Games and toys should not be brought to school (including trading cards, handheld 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 and Reporting

4 - Exceeding	Your student has a clear understanding of this domain and is able to go above and beyond grade level expectations
3 - Meeting	Your student understands and is meeting grade level expectations
2 - Progressing	Your student is starting to understand and make progress towards grade level expectations
1 - Beginning	Your student is starting to understand this at a beginning level

What do we expect students to know/learn? (Curriculum)

The staff at Cadott Elementary believes that ALL students are capable of learning at high levels. At Cadott Elementary, we define high levels of learning as “grade level or higher”. That is why we have developed a district vision that states.... “that all students will achieve high levels of learning.”

The teachers have essential learning outcomes to guide their instruction. These are standards that we deem so essential in their grade, that the teachers who teach them guarantee that they will achieve them.

Although we try to cover all of the standards, we have a limited amount of “Essential Standards” that we guarantee ALL students will achieve at each grade level. Research has proven that teaching less content to mastery leads to a significant increase in student achievement. Below, you will find each grade level’s ELO’s or Essential Learning Outcomes. Our progress reports will communicate to parents/guardian’s student progress towards those essential skills.

If students don’t master these essential skills the first time, staff will use our intervention time to reteach those essential skills. This means that students will be able to practice more/be retaught and be able to prove their learning at a later date. Some may refer to this as the practice of redoing/retaking tests. This is a deeply debated topic! It is our belief that ALL students learn at different rates/speed. Some students get it the first time and some students don’t. At Cadott Elementary our “Mission” is NOT....” Where Every Student Learns the First Time”. We are also not a Hunger Games School.... “Where the Odds Forever Be in Your Favor”.

At Cadott Elementary, we measure our effectiveness by the percentage of students achieving at grade level or higher. If we have 60% of our students reading at grade level, then we will figure out how to be better at reaching the 40% who are not. We will work tirelessly to guarantee that ALL students learn grade level essential content!

Reporting of Student Achievement (Report Cards come out every 12 weeks, trimesters)

The purpose of Cadott Elementary's report card is to provide a description of each child's strengths and areas for improvement in the following:

- o Progress towards grade level learning outcomes

Progress Report/Report Card Descriptors

- 4 - Exceeding expectations (Your student has a clear understanding of this domain and is able to go above and beyond grade level expectations)
- 3 - Meeting expectations (Your student understands and is meeting grade level expectations)
- 2 - Progressing (Your student is starting to understand and make progress towards grade level expectations)
- 1 - Beginning (Your student is starting to understand this at a beginning level)

Grading of IEP-Entitled Students

1. If a child's disability is a learning style and the child is expected to know the regular curriculum, the child is to be graded on the same standard as the other children in that grade level. The only exception in grading would be the different ways the child delivers an answer. The grade should reflect what the child knows, not the format in which he gave the answer.
2. If a child's work is being modified the child is to be graded solely on the modification, not how the child compares to other students in the regular curriculum. A special notation is placed with the grade indicating modified programming.

Homework

Homework is an important part of the education program. Homework will be assigned in an effort to reinforce concepts taught during the regular school day. Our hope is that the more practice a student does, will lead to those information/skills being embedded into their long-term memory. Therefore, **IF YOUR STUDENT STRUGGLES WITH THEIR HOMEWORK, PLEASE LET THE TEACHER KNOW IMMEDIATELY. WE DON'T WANT THEM TO EMBED WRONG PRACTICE INTO THEIR LONG-TERM MEMORY.** Please monitor your child's homework folders or assignment notebooks. Teachers will communicate their homework policy at the beginning of the year.

How will we respond when students haven't learned grade level essentials?

If students don't master these essential skills the first time, staff will use our intervention time to reteach those essential skills. This means that students will be able to practice more/be retaught and be able to prove their learning at a later date. Some may refer to this as the practice of redoing/retaking tests. This is a deeply debated topic! It is our belief that ALL students learn at different rates/speed. Some students get it the first time and some students don't. At Cadott Elementary our "Mission" is NOT...."Where Every Student Learns the First Time". We are also not a Hunger Games School.... "Where the Odds Forever Be in Your Favor".

How will we respond when students have learned? How will students receive "Enrichment"?

The staff at Cadott Elementary believes that ALL students are capable of learning at high levels. At Cadott Elementary, we define high levels of learning as "grade level or higher". That is why we have developed a district vision that states.... "that all students will achieve high levels of learning."

Once students have demonstrated a proficiency of grade level learning outcomes, staff will provide students with extension activities.

GUM

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

HARASSMENT

The Cadott Community School District believes strongly in the dignity and respect of each individual. Therefore, we are committed to maintaining a work and educational environment free from sexual and other forms of unlawful harassment. The District is also committed to maintaining a workplace free from all forms of harassment and conduct that adversely affect an employee's productivity. The District prohibits and will not tolerate harassment of any employee or student. Everyone should be able to work and attend school in an environment free of harassment whether from internal or external sources.

It is the responsibility of each and every student and employee to strive to maintain a working and learning environment free of all inappropriate and unwelcome conduct or communication of an offensive nature. To help in this effort, every student and employee should become familiar with this policy, report alleged incidents of harassment in accordance with established District procedures, and conduct himself/herself in a manner, which is expected of all students and employees. If a student is found to have engaged in harassment in violation of this policy, he/she will be subject to school disciplinary action, up to and including suspension and/or expulsion from school. If an employee is found to have engaged in harassment, he/she will be subject to disciplinary action up to and including termination from employment. If a supervisor is aware of harassment of students or employees, and fails to take immediate action against it, the supervisor shall be subject to discipline, up to and including termination from employment.

There shall be no retaliation against any employee or student who files a harassment complaint, or who cooperates in the investigation of a harassment complaint, under this policy. Any person who engages in retaliatory conduct in violation of this policy will be subject to disciplinary action.

This policy and accompanying complaint procedures will be made available to all students and District employees on an annual basis.

HARASSMENT PROCEDURES

Harassment may be sexual in nature or may relate to other forms of unlawful discrimination in the workplace. Harassment may be in verbal, non-verbal or written form. All forms of harassment are impermissible. Harassment may occur; student-to-student, student to staff, staff to student, staff to staff, male to female, or female to male. In such a case, all suspect conduct will be subject to immediate, confidential investigation and action.

Sexual harassment in the work and education environment is a violation of state and federal law. Sexual harassment in the work and education environment is a violation of state and federal law. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term of condition of an individual's employment or education.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual; or,
3. Such conduct has the purpose or effect of unreasonably interfering with an employee/student work/school performance or creating an intimidating, hostile, or offensive working/educational environment.

Specific actions that can be viewed as harassment include:

- Unsolicited verbal sexual comments and harassment;
- Subtle pressure for sexual activity;
- Sexist remarks about a person's body or sexual activities;
- Patting, pinching or unnecessary touching;
- Sexual or racially oriented jokes, stories and materials (i.e. calendars, posters, magazines);
- Demanding sexual favors accompanied by implied or overt threats concerning one's employment;
- Attempted or actual physical assault.

Harassment can also be found to occur where no adverse employment or education disruption has occurred, but where the working/education environment has become hostile and intolerable.

Procedure:

The Cadott Community School District is committed to give all employees/students to someone in administration whom they can talk confidentially with about a harassment concern. For persons who believe they have experienced or observed harassment, there are several ways to deal with the issue. There are a number of options. Contact any of the following people:

- A supervisor
- A school principal
- A school counselor

- School District Administrator
- The district's Equal Opportunity Coordinator
- Members of the District Health and Safety Committee

Informal Action:

It is not necessary to take any action before filing a formal grievance. Verbal and written approaches to the harasser are only suggested for those who want to try to resolve the issue themselves.

To make a verbal request, we suggest that thoughts are put in writing first. Whichever course taken, written or verbal, outline the following:

1. State the facts. Be as precise as possible and give times and dates possible.
2. Describe personal feelings or reactions to the incident(s).
3. State what should happen next. To stop the behavior, and then state just that – stop that behavior.

Document the meeting by including the harasser's reaction to the request. If sending a written request, deliver the letter to the alleged harasser personally or have someone accompany you to witness the delivery. The witness need not know the content of the letter.

Several objectives can be accomplished by utilizing the informal recourse:

- Letting the individual see the offensive behavior from your perspective;
- Giving that person a chance to correct the situation or to explain the behavior;
- Providing a fair warning to those accused of inappropriate behavior (direct and clear examples stated);
- Allowing you to present a clear response to the alleged harasser behavior;
- Allowing you to deal with the actions in a non-threatening manner and environment

In the event an informal approach is not utilized or is unsuccessful, more formal action is required.

Formal Complaint Procedure

Confidentiality: All personnel involved in the investigation of a complaint shall keep information confidential in order to protect the parties involved in the investigation and authorized by law to have access to the information.

Employees/students who believe they have been sexually harassed or otherwise unlawfully harassed in violation of Board policy 5517 should file a written complaint with any of the individuals listed above. The written complaint should contain as much specific factual information as the employee/student can provide along with suggestions as to what that person would like to see done to resolve the problem. The recipient of the written complaint shall refer the matter to the Building Principal or if the Building Principal is the source of the complaint, to the District Administrator. The complaint shall be thoroughly investigated. In all cases, the complaining employee/student will be advised as to the results of the District's investigation and the remedial action the District intends to take, if any.

In the event the employee/student is not satisfied with the result of the investigation, the employee/student may appeal the decision to the District Administrator. In all cases, the complaining employee/student will be advised as to the results of the District's investigation and the remedial action the District intends to take, if any.

In the event the employee/student is not satisfied with the District Administrator's recommendation, he/she may appeal the decision to the District Health and Safety Committee. In all cases, the complaining employee/student will be advised as to the results of the District's investigation and the remedial action the District intends to take, if any.

District Health and Safety Committee: The District Health and Safety Committee shall hear complaints of harassment. The District Health and Safety Committee shall also meet periodically to implement the education and training of students/staff regarding the existence of Board policy 5517 and to consider suggestions regarding modifications to or improvements of Board policy 5517.

In the event the employee/student is not satisfied with the District Health and Safety Committee's recommendation, he/she may appeal the decision to the Board. In all cases, the complaining employee/student will be advised as to the results of the District's investigation and the remedial action the District intends to take, if any.

The above procedures do not limit access to alternative actions or appeals available to the complaining party under state or federal law.

HEALTH AND WELLNESS

HEAD LICE

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.

ILLNESS IN SCHOOL

1. If you become ill, you should tell a teacher and then report directly to the OFFICE. After thirty minutes on the sick bed, arrangements will be made to transport the student home, to a doctor, or the student will return to class.
2. In the case of severe injury, the office should be contacted immediately. The school will then aid the student and make arrangements for transportation.

IMMUNIZATION SCHEDULE

Age/Grade	Number of Doses					
2 yrs – 4 yrs	4 DTP/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

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

MEDICATION

If your child is required to receive medication during school hours, school personnel must administer it. An **Authorization to Administer Prescription Medication** by School Personnel form must be completed and signed by the parent/guardian before any medications are administered. If the medication is a prescription medication, a doctor must sign the form as well. The **original** prescription container with label affixed **must** accompany this form. Forms may be obtained from the school office.

INDIVIDUALIZED EDUCATION PLAN

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

LOCKERS

A student locker is provided by the school for the convenience of the student. THE LOCKER IS TO BE USED SOLELY AND EXCLUSIVELY FOR THE STORAGE OF OUTER GARMENTS, FOOTWEAR, AND SCHOOL RELATED MATERIALS AND NO STUDENT SHALL USE THE LOCKER FOR ANY OTHER PURPOSE. Open containers such as pop bottles, cans, etc. are not permitted.

Locker signs must be school activity related (or approved by the principal), and must be secured to the lockers with painter's tape and approved in advance, by the principal. Locker signs that don't meet these criteria will be removed.

The locker is the property of the Cadott School District. **The student's locker may be opened and inspected by school authorities.** Unauthorized items found in the locker may be removed and held by the school for return to the parents or guardian of the student. If the inspection authority suspects that possession or storage of unauthorized items found in the locker involves a violation of the law, such items shall be turned over to law enforcement officials, parents of students shall be notified of such action.

MUSIC PROGRAMS/LESSONS

The Cadott School District considers instrumental and vocal music an integral part of the educational experience for all students. The district offers lessons during the school day to enhance the class learning of these students. Music students in grades 5 - 12 are not allowed to have lessons scheduled during their math, reading or english language arts classes but may have lessons scheduled during other times of the school day.

PACE

The Cadott Elementary School parent group is called PACE (People Active in Cadott 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 extracurricular 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.

PEP ASSEMBLIES

Pep assemblies may be held as special needs might indicate. They will be sponsored by organizations, coaches, and advisors and will primarily consist of the Pep Band and skit or speaker. These assemblies should be planned in advance and not be a spur of the moment activity. All skits must be approved in advance by the advisor and principal.

PETS

Pets are not allowed in school, on school grounds, or at school functions unless permission has been given by the principal.

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, students should wear snow pants, boots, mittens and hats to be able to play in the snow. In the late fall and early spring students 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 criteria 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 the 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 in the middle of each trimester. Parents may keep copies of the progress reports and report cards.

PROMOTION/RETENTION - POLICY 5410

The Board of Education recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

It shall be the policy of the Board that each student be moved forward in a continuous pattern of achievement and growth that is with his/her own development.

Such a pattern should coincide with the system of grade levels established by this Board and the instructional objectives established for each.

A student will be promoted to the succeeding grade level when s/he has:

- A. completed the course requirements at the presently assigned grade;
- B. in the opinion of the professional staff, achieved the instructional objectives set for the present grade;
- C. demonstrated sufficient proficiency to permit him/her to move ahead in the educational program of the next grade;
- D. demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience in the next grade.

Following sound principles of child guidance, the Board discourages the skipping of grades. © Neola 2016

PROPERTY DAMAGE

It is the policy of the Cadott Board of Education (Board Policy 5513) that students pay for damage to school property caused by carelessness or deliberate acts of violence and vandalism. 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 11th from 4:00-8:00 p.m. and October 18th 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 (as needed) will be held on March 14th from 4:00 - 8:00 p.m.

RECORDS - POLICY 8330

In order to provide appropriate educational services and programming, the Board of Education must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

Except for data identified by policy as "directory data," student "personally identifiable information" includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

The Board is responsible for the records of all students who attend or have attended schools in this District. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the School District or specifically permitted by this Board will be compiled by Board employees.

In all cases, permitted, narrative information in student records shall be objectively-based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law.

The Board may enter into a memorandum of understanding with a county department under State statutes (s. 46.215, 46.22 or 46.23) or a tribal organization, as defined under Federal law, that permits disclosure of information contained in student records as provided under State law in cases in which the student's parent, if the student is a minor, or the student, if the student is an adult, does not grant permission for such disclosure.

The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" refers to a student who is eighteen (18) years of age or older.

Both parents shall have equal access to student records unless stipulated otherwise by court order or law. In the case of eligible students, parents may be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code, and with respect to personally identifiable information, has not informed the school, in writing, that the information may not be disclosed.

A school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the Board has contracted to perform a special task (such as an attorney, auditor, or medical consultant); a contractor, consultant, volunteer or other party to whom the Board has outsourced a service otherwise performed by Board employees (e.g. a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers).

"Legitimate educational interest" is defined as a "direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the District" or if the record is necessary in order for the school official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including but not limited to physical and/or technological access controls) are utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have legitimate educational interest.

The Board authorizes the administration to:

- A. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a private or public school or school district in which a student of this District is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis, upon condition that:
 1. a reasonable attempt is made to notify the student's parent or eligible student of the transfer (unless the disclosure is initiated by the parent or eligible student; or the Board's annual notification - Form 8330 F9 - includes a notice that the Board will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer);
 2. the parent or eligible student, upon request, receives a copy of the record; and
 3. the parent or eligible student, upon request, has an opportunity for a hearing to challenge the content of the record;
4. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a juvenile detention facility in which the student has been placed, or a juvenile court that has taken jurisdiction of the student;
5. disclose student records that are pertinent to addressing a student's educational needs to a caseworker or other representative of the department of children and families, a county department under s. 46.215, 46.22, or 46.23, or a tribal organization, as

defined in 25 USC 450b(L), that is legally responsible for the care and protection of the student, if the caseworker or other representative is authorized by that department, county department, or tribal organization to access the student's case plan;

- B. provide "personally-identifiable" information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;
- C. report a crime committed by a child to appropriate authorities, and, with respect to reporting a crime committed by a student with a disability, to transmit copies of the student's special education and disciplinary records to the authorities for their consideration;
- D. release de-identified records and information in accordance with Federal regulations;
- E. disclose personally identifiable information from education records, without consent, to organizations conducting studies "for, or on behalf of" the District for purposes of developing, validating or administering predictive tests, administering student aid programs, or improving instruction;

Information disclosed under this exception must be protected so that students and parents cannot be personally identified by anyone other than representatives of the organization conducting the study, and must be destroyed when no longer needed for the study. In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study. (See Form 8330 F14.

This written agreement must include: (1) specification of the purpose, scope, duration of the study, and the information to be disclosed; (2) a statement requiring the organization to use the personally identifiable information only to meet the purpose of the study; (3) a statement requiring the organization to prohibit personal identification of parents and students by anyone other than a representative of the organization with legitimate interests; and (4) a requirement that the organization destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed.

While the disclosure of personally identifiable information without consent is allowed under this exception, it is recommended that whenever possible the administration either release de-identified information or remove the students' names and social security identification numbers to reduce the risk of unauthorized disclosure of personally identifiable information.

disclose personally identifiable information from education records without consent, to authorized representatives of the Federal government, as well as State and local educational authorities;

The disclosed records must be used to audit or evaluate a Federal or State supported education program, or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception. (See Form 8330 F16)

This written agreement must include: (1) designation of the receiving entity as an authorized representative; (2) specification of the information to be disclosed; (3) specification that the purpose of the disclosure is to carry out an audit or evaluation of a government-supported educational program or to enforce or comply with the program's legal requirements; (4) a summary of the activity that includes a description of methodology and an explanation of why personally identifiable information is necessary to accomplish the activity; (5) a statement requiring the organization to destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed; and (6) a statement of policies and procedures that will protect personally identifiable information from further disclosure or unauthorized use.

Under the audit exception, the District will use "reasonable methods" to verify that the authorized representative complies with FERPA regulations. Specifically, the District will verify, to the greatest extent practical, that the personally identifiable information is used only for the audit, evaluation or enforcement of a government-supported educational program. The District will also ascertain the legitimacy of the audit or evaluation and will only disclose the specific records that the authorized representative needs. Further, the District will require the authorized representative to use the records only for the specified purpose and not to disclose the information any further, such as for another audit or evaluation. Finally, the District will verify that the information is destroyed when no longer needed for the audit, evaluation or compliance activity.

- F. request each person or party requesting access to a student's record to abide by Federal regulations and State laws concerning the disclosure of information.

The Board will comply with a legitimate request for access to a student's records within a reasonable period of time but not more than forty-five (45) days after receiving the request or within such a shorter period as may be applicable to students with disabilities. Upon the request of the viewer, a record shall be reproduced, unless said record is copyrighted, or otherwise restricted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Based upon reasonable requests, viewers of education records will receive explanation and interpretation of the records.

The Board shall maintain a record of each request for access and each disclosure of personally identifiable information. Such disclosure records will indicate the student, person viewing the record, their legitimate interest in the information, information disclosed, date of disclosure, and date parental/eligible student consent was obtained (if required).

Only "directory information" regarding a student shall be released to any person or party, other than the student or his/her parent, without the written consent of the parent, or, if the student is an eligible student, without the written consent of the student, except as provided by applicable law.

DIRECTORY INFORMATION

Each year the District Administrator shall provide public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information":

- A. a student's name;
- B. photograph;
- C. participation in officially-recognized activities and sports;
- D. height and/or weight, if a member of an athletic team;
- E. awards received;

Parents and eligible students may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board within fourteen (14) days after receipt of the District Administrator's annual public notice or enrollment of the student into the District if such enrollment occurs after the annual public notice. Any parent or eligible student that refuses to allow disclosure of directory data that participates in extra-curricular activity must complete Form 2431 F1 – Parent Acknowledgement of Risk and Release, which includes a limitation on the refusal to disclose directory information obtained during the course of the student's participation in extracurricular activities.

In accordance with Federal and State law, the Board shall release the names, addresses, and telephone listings of secondary students to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. A secondary school student or parent of the student may request in writing that the student's name, address, and telephone listing not be released without prior consent of the parent(s)/eligible student. The recruiting officer is to sign a form indicating that "any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces." The District Administrator is authorized to charge mailing fees for providing this information to a recruiting officer.

Whenever consent of the parent(s)/eligible student is required for the inspection and/or release of a student's health or education records or for the release of "directory information," either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the District Administrator shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose "directory information," on former students without student or parental consent, unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not collect or use personal information obtained from students or their parents for the purpose of marketing or for selling that information.

INSPECTION OF INFORMATION COLLECTION INSTRUMENT

The parent of a student or an eligible student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to a student. Personal information for this section is defined as individually identifiable information including a student or parent's first and last name, a home or other physical address (including street name and the name of the city or town), a telephone number, or a Social Security identification number. In order to review the instrument, the parent or eligible student must submit a written request to the building principal at least fourteen (14) business days before the scheduled date of the activity. The instrument will be provided to the parent or eligible student within fourteen (14) business days of the principal receiving the request.

The District Administrator shall directly notify the parent(s) of a student and eligible students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- A. college or other postsecondary education recruitment, or military recruitment
- B. book clubs, magazine, and programs providing access to low-cost literary products
- C. curriculum and instructional materials used by elementary and secondary schools
- D. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent
- E. analysis and public release of the aggregate data from such tests and assessments
- F. the sale by students of products or services to raise funds for school- related or education-related activities
- G. student recognition programs

The Board authorizes the use of the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining, and preserving of records.

No liability shall attach to any member, officer, or employee of this Board as a consequence of permitting access or furnishing student records in accordance with this policy and regulations.

Any entity receiving personally identifiable information pursuant to a study, audit, evaluation or enforcement/compliance activity must comply with all FERPA regulations. Further, such an entity must enter into a written contract with the Board delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship

program, and must also provide assurances that the personally identifiable information will not be disclosed without prior authorization from the Board. Further, the entity conducting the study, audit, evaluation or enforcement/compliance activity is required to destroy the disclosed information once it is no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Board. See Form 8330 F14 and Form 8330 F16 for additional contract requirements.

SAFETY DRILLS

FIRE DRILLS

State laws require that all schools hold monthly fire drills that are random and unannounced. The fire alarm sound is very different from the class bell, so learn to recognize it. All rooms have fire exit signs directing you to the proper door for leaving the building. An announcement will signal the "ALL CLEAR" to re-enter the building.

TORNADO DRILLS

Tornado drills will be announced through our intercom system (to distinguish between fire and tornado drills/emergencies). 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.

INTRUDER/LOCKDOWN DRILLS

Lockdown drills will be announced through our intercom system (to distinguish between fire and tornado drills). 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 these procedures before a lockdown drill takes place.

SCHOOL TIMES

Office Hours: 7:30 AM – 4:00 PM School Hours: 8:00 AM– 3:25 PM Drop off: 7:45 AM - 8:00 AM

Arrival - The school building will be open to all students at 8:00 AM every morning. The drop off for students will be 7:45 AM. Parents should drop their students off at the main entrance of the building. All students will go to the playground from 7:45 AM to 8:00 AM. Breakfast is served in the classroom from 8:05 AM to 8:30 AM. Students arriving late will be marked tardy after 8:00 a.m. Habitual tardiness can result in truancy proceedings.

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, email or call 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.

SEARCH AND SEIZURES - VEHICLE, LOCKERS, AND STUDENT - POLICY 5771

The authority granted educators and schools under the Wisconsin State Statutes provides school authorities with the right to inspect students' lockers, student owned and 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.

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 reasonable grounds to suspect that the search will reveal evidence of violation of either the law or school rules. Students are responsible for the contents of their vehicles. (Applicable to High School Students)

Lockers and Desks:

The school provides lockers for students' convenience to be used solely and exclusively for the storage of outer garments, footwear, and school-related material. 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, students 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.

* Items found to be inappropriate to our educational message will be confiscated.

SECURITY

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

STUDENT BEHAVIOR

SCHOOL WIDE EXPECTATIONS: Be Safe, Be Respectful, Be Responsible

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 and possible consequences. 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 minor or 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, Time Machine, fix-it plan, restitution, 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 assistant principal and/or 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 Dean of Students and/or 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 w/ 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	Flippant 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
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
Target Behavior:	Definition:	Minor: Includes, but not limited to...	Major: Includes, but not limited to...
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	Repeated "accidents" after re-teaching. Unintentional damage	Purposeful damage of property Targeting personal property

	the floor, misuse of playground equipment		
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
Target Behavior:	Definition:	Minor: Includes, but not limited to...	Major: Includes, but not limited to...
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 use in locker rooms or 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.

DISCIPLINARY INFRACTIONS:

A: ATTENDANCE

Right: All students under age 21 living within the boundaries of the Cadott School District are entitled to a free public education through the twelfth grade.	Responsibility: Students are to attend school on a regular basis (Wis. Stat. 118.15)	Policy: Students will attend all classes, assemblies, required meetings, etc. unless properly excused by parent/guardian and principal as explained in Board Policy 5200. Students are required to report to school and classes on time and to remain on the school campus during regular school hours unless excused.
Infraction	See page 34 for Step System	Special Provisions
A-1 Tardiness: Reporting late for school, class or other required activities without an acceptable excuse.	1. Teachers shall use their own classroom discipline plan to correct tardiness. The school discipline plan may be used if insubordination becomes an issue (C-1: insubordination on page).	
A-2 Truancy: Being absent from classes part or all of a school day in violation of Board policy.	2. Step 1-3 Parents notified. In addition, habitual offenders will be referred to legal authorities under provisions of s.s. 118.15.	
A-3 Failure to Report to the Office	3. Step 3	

B: STUDENT-TO-STUDENT RELATIONSHIP

Right: Each student has the right to attend school and school activities without fear of threats against his/her feelings, property, or physical well-being	Responsibility: Each student is responsible to respect the feelings, property, and physical well-being of other students. This includes going to and from any activity under school sponsorship.	Policy: Students will refrain from physical and verbal abuse directed at other students, as well as any damage or theft of property of a fellow student
Infraction	See page 34 for Step System	Special Provisions
B-1 Threatening or Intimidating Act: The act of threatening, verbally or by gesture, the well-being, health or safety of any student.	3-8 May be referred to police	
B-2 Disrespect: To insult, call derogatory names, use obscenity toward, dishonor or in other manner abuse verbally or in writing.	3-6 May be referred to police.	
B-3 Shake Down: The act of extorting objects of value from a person, under pressure of either implied or expressed threats.	3-6 Referral to police when appropriate.	
B-4 Fighting: Any act of hostile bodily contact.		
B-4a Scuffle	3-6 Both parties involved are to be equally disciplined and share in damages, unless self-defense can be shown on the part of one of students.	
B-4b Fight	6-8 Referral to police when appropriate. Both parties involved are to be equally disciplined and share in damages, unless self-defense can be shown on the part of one of the students.	
B-5 Physical Attack: The act of physically assaulting or in some manner attempting to injure any student on school property or going to or from school.	6-8 Referral to police when appropriate.	
B-6 Property Damage: of another student's property	3-6 Restitution required through parental contact. Police referral.	
B-7 Theft: From another student	3-8 Restitution required through parental contact. Police referral.	
B-8 Harassment	3-8 Referral to police when appropriate	
B-9 Bullying	3-8 Referral to police when appropriate	

C: STUDENT-TO-STAFF RELATIONSHIPS

Right: Students and staff have a right to work study and teach in an atmosphere of mutual respect. They also have the right to free and responsible inquiry and expression while being mindful of the responsibilities listed below.	Responsibility: Students have the responsibility to respect authority, feelings, physical well-being, and property of members of the school staff.	Policy: Students shall refrain from disobedience, disrespect, threats, or attacks directed at members of the school staff, as well as damage to or thefts of property belonging to school staff members
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Infraction	See page 34 for Step System	Special Provision
C-1 Insubordination: The willful failure to respond or carry out a reasonable request by authorized school personnel.	3	
C-2 Disrespect: To insult, call derogatory names, use obscenity toward, dishonor or in other manner abuse verbally or in writing any member of the school staff.	6-8 Police referral when appropriate.	
C-3 Threatening or Intimidating Acts: Verbally or by gesture threatening the well-being, health, or safety of any member of the school staff.	6-8 Notification of police when appropriate.	
C-4 Physical Attack: The act of physically assaulting any member of the school staff.	7-8 Notification of police	
C-5 Disrespect for the Property of a Member of the School Staff.		
C-5a Damage	3-8 Restitution required through parental contact. Police referral when appropriate.	
C-5b Theft	3-8 Referral to police. Restitution required through parental contact.	
C-6 Harassment	3-8 Referral to police when appropriate.	

D: SCHOOL PROPERTY

Right:	Responsibility:	Policy:
Each student is entitled to a well-equipped, well maintained, attractive school environment.	Each student is responsible to respect and help maintain the appearance of the building and the equipment therein.	Acts of vandalism, theft, and abuse of the school property, buildings, and grounds are prohibited.
Infraction	See page 34 for Step System	Special Provision
D-1 Vandalism: The willful damage of property.		
D-1a Defacing: damage requiring cleaning or repair	6-8 Restitution required	
D-1b Abuse of printed materials or A-V materials	3 Restitution required.	
D-1c Destruction: to render unusable.	6-8 Restitution required through parental contact. Referral to police.	
D-2 Theft	3-8 Restitution required through parental contact. Referral to police.	
D-3 Littering	1-3	
D-4 Abuse of Computer Privileges	1st - 20 school days computer suspension 2nd - 45 school days computer suspension 3rd - 90 school days computer suspension 4th - Loss of privilege for remainder of school career	

E: PROTECTION OF THE PUBLIC SAFETY

Right:	Responsibility:	Policy:
Each student and staff has a right to be safe and secure from physical harm while attending school.	Students and staff have a responsibility to conduct themselves in a manner as not to pose a threat to the health and safety of others.	The infractions listed below, as well as other acts that threaten the health and safety of student and/or staff is strictly forbidden.
Infraction	See page 34 Step System	Special Provisions
E-1 Detonation of Explosive Devices	6-8 Referral to police	
E-2 False Alarms		
E-2a The act of initiating a fire alarm or initiating a report warning of a fire or other catastrophe without just cause.	6-8 Referral to police.	
E-2b Bomb threats	7-8 Referral to police	
E-3 Arson: the intentional burning of-or attempt to burn-any part of any building or any property of the school or of its staff or students	7-8 Referral to police	
E-4 Improper Use of Motor Vehicles		

E-4a Reckless Driving	3-6 Referral to police when appropriate. Repeated violations will result in denial of parking privileges.
E-4b Unauthorized driving during school day	3 Repeated violations of automobile policies will result in denial of parking privileges.
E-4c Parking in unauthorized areas or improper parking.	1-3 Repeated violations
E-5 Weapon or any "look-alikes"	Dealt with upon administrative discretion.
E-5a Possession of a weapon or a determination that a student brought a weapon on to school premises.	7-8 Referral to police
E-5b Threats involving a weapon.	7-8 Referral to police.

F: ALCOHOL, TOBACCO, AND DRUGS

Right: Each student has the right to associate with students who are free from the influence of alcohol, tobacco and drugs, and participate in healthy environment.	Responsibility: Each student has the responsibility to keep his/her mind and body in a sound, healthy condition, and abide by established laws.	Policy: The possession, use, distribution, or sale of any non-prescription drugs, or prescription drugs not taken by the person they're prescribed to, alcoholic beverages, or tobacco is prohibited on school grounds, as well as during or before school or school-sponsored activities
Infraction	See page 34 for Step System	Step Provisions
F-1 Alcohol and Drugs or any "look-alikes"	Dealt with upon administrative discretion	
F-1a Possession of alcohol and drugs	7-8 Referral to police and counselor	
F-1b Possession of drug related paraphernalia	7-8 Refer to police and counselor	
F-1c Selling or transmitting alcohol or drugs	7-8 Refer to police and counselor	
F-1d Noticeably under the influence of alcohol or drugs, as indicated by obvious behavior and mood changes and/or the smell of substances on the person.	7-8 Refer to police and counselor	
F-1e Use of drugs/alcohol	7-8 Refer to police and counselor	
F-2 Tobacco: or any "look alikes"	Dealt with upon administrative discretion.	
F-2a Use of tobacco products on school premises or at functions under the sponsorship of the school (includes both smoking and chewing)	6-8 Confiscate products and referral to police for minors	
F-2b Possession of tobacco products (on person, in vehicle or locker)	6-8 Confiscate products and referral to police.	

G: CORRIDOR CONDUCT

Right: Every member of the school community has the right to a safe and timely passage from one place to another within a clean and orderly school building.	Responsibility: Passing between classes should be done in an orderly and respectful manner. Every effort should be made to pass to a classroom, study or work area and be out of the corridor by the end of the allotted passing time. It will also be everyone's responsibility to maintain cleanliness and order in the corridor.	Policy: Behavior which disrupts or prevents.
Infraction	See page 34 for Step System	Step Provisions
G-1 Abusive, Offensive, or Inappropriate Language	3-6 See also Student-to-Student and Student-to-Staff Relationships	
G-2 Physical harassment and scuffling.	3-8 See also Student-to-Student and Student-to-Staff Relationships	
G-3 Necking, groping and other inappropriate displays of affection	1-3	
G-4 Littering	1-3	
G-5 Pass usage		
G-5a No Pass	1-3	
G-5b Forged Pass	3-6	
G-6 Running and other Horseplay	3-6	
G-7 Water balloons, squirt guns, etc.	1-3 Confiscate items.	
G-8 Food and drink		
G-8a Use of food or candy in the corridor	1-3 Confiscate items.	

G-8b Open containers or consumption of drinks in areas other than the cafeteria or the commons	1-3 Confiscate items.
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H: OTHER DISCIPLINARY INFRACTIONS

Infraction	See page 34 for Step System	Step Provisions
H-1 Repeated or serious classroom disruption	3-8	
H-2 Disruption of school events, games, meetings, and assemblies	3-8	Removal from event and possible exclusion from similar programs
H-3 Cheating: that extends beyond the bounds of the classroom (i.e. stealing a test, tampering with grade books, etc.)	2-6	
H-4 Misrepresentation/Forgery: Written or spoken misrepresentation of the truth (i.e., forged passes, parent signatures, false phone calls, lies, etc.)	3-6	
H-5 Misuse of food in the cafeteria; soda or food in other areas of the building	3-6	
H-6 Radios, tape recorders, and personal stereos (unless during lunch or authorized by a teacher)	1	confiscated and to be returned to parent/guardian
H-7 Being in an unauthorized area.	1-3	
H-8 Being an accessory to a school rule violation.	1-8	Step assignment at principal's discretion, depending upon level of involvement
H-9 Improper and/or disruptive behavior not covered elsewhere in this code.	1-8	Step assignment at principal's discretion, depending upon level of involvement
H-10 Any offensive clothing, either in poor taste or suggestive or improper writing or logos will be immediately changed. If the student is unable to do so, he will be sent home. An unexcused absence will be recorded for the time missed.(see Dress Code page 49)	1-3	See Dress Code page 37
H-11 Being involved in sit-ins, walkouts, and other unauthorized demonstrations	3-6	
H-12 Card playing at any time during the school day (except lunch time).	1-3	

I: TRANSPORTATION INFRACTIONS

Student Conduct on School Buses

While the law requires the school district to furnish transportation, it does not relieve parents from the responsibility of supervision until such time as the child boards the bus in the morning and after the child leaves the bus at the end of the school day.

Once a child boards the bus - and only at that time - does he or she become the responsibility of the school district. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

In view of the fact that a bus is an extension of the classroom, the School Committee (i.e., "Board") shall require children to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

In cases when a child does not conduct himself/herself properly on a bus, such instances are to be brought to the attention of the transportation supervisor by the bus driver. Habitual offenses and/or offenses considered as being serious will be reported to the principal by the transportation supervisor.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended by the principal. In such cases, the parents of the children involved become responsible for seeing that their children get to and from school safely.

Bus Rider Rules and Discipline Procedures

- A. Bus riders shall conform to the same standards of conduct and cleanliness that are expected of them in school.
- B. Riders are to obey the bus driver promptly. Refusal to do so is sufficient reason for being denied transportation.
- C. All riders will have assigned seats.
- D. Animals and pets are not permitted on the bus.
- E. Damage to seats or other bus equipment by the rider must be paid for by the rider or his parents or guardian.
- F. 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 the bus with debris. This includes no eating, drinking or gum chewing. Smoking is forbidden.

G. All talking shall cease while approaching and crossing railroad tracks.

H. Riders are expected to be on time at bus stops. The bus will come to a full stop, but will not wait for students.

I. Riders will not throw anything out the windows at any time. This would be littering the highway and you could be fined for this.

Infraction	See page 34 for Step System	Step Provisions
I-1 Any conduct that violates any of the bus rider rules and disciplinary procedures (School Board Policy – 8600)	1 st Offense – Step 2 - The driver will call the parent/guardian to discuss the complaint and will 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. 2 nd Offense – Step 3 – 8 The driver will write a misconduct report and the school official will inform the parent or guardian by letter or telephone call of discipline and/or actions taken. Student could be denied transportation. 3 rd Offense – Step 3 - 8 – The driver will write a misconduct report and the school official will schedule a conference with the student and the parent/guardian. Transportation could be denied for a time.	

J: CELL PHONE USE

Cell phones **MAY** be used by students, with a silent ring/vibrate tone, during the following non-instructional times:

- Before the start of the school day and after the school day ends.
- During lunch at the high school
- In the hallways between classes at the high school

Cell phones **MAY NOT** be used in the following locations regardless of the time of day:

- Bathroom
- Locker Room
- any other location where there is an expectation of privacy

Infraction	See page 34 for Step System
J-1 Any cell phone (or other communication device) use that violates any of the cell phone (or other communication device) use provisions above.	1 st Offense – Step 2 - * Cell phone confiscated by staff. Returned to student at the end of the day. Referral noting offense. 2 nd Offense – Step 2 - * Cell phone confiscated by staff and turned in at the office. Returned to student at the end of the day. Referral noting offense. 3 rd Offense – Step 3 – * Cell phone confiscated by staff and turned in at the office. Parent/student/administrator meeting. Cell phone returned to parent following this meeting. Subsequent Offense(s) – Step 3 – 8 – * Cell phone confiscated by staff and turned in at the office. Cell phone returned to parent following meeting with administration. *Refusal to turn the cell phone over to staff when told to do so could result in an out of school suspension.

OFFICE RULES

For students assigned from a class:

- A. Work from the assigning teacher may be done followed by work for other classes.
- B. Disruptions and/or failure to cooperate with the office personnel will be dealt with as C-1 infraction (insubordination).
- C. No visiting or, no sleeping, no unauthorized food.
- D. No recreational reading until all work under "A", above, is completed.

For students on an in-school suspension:

- A. You must see each of your teachers to receive assignments prior to reporting to the office at 8:00 a.m. Signature of each teacher is required on the Office Assignment sheet to indicate contact was made and assignments were given.

- B. You will remain in the office for the entire time of suspension. You will receive directions for lunch, breaks, etc. Disruptions and/or failure to cooperate with the office personnel will be dealt with according to the Discipline Plan
- C. No visiting, no sleeping; no unauthorized food.
- D. No recreational reading until all assigned work is completed.

STEPS

When corrective actions taken by the classroom teacher have failed, or when incidents occur outside of the classroom, or when the rule infraction is of a serious nature, the incident shall be referred to a principal for investigation and action. The severity of the consequences applied by the principal depends upon two factors: 1) the seriousness of the progression of consequences (the step system) has been adopted. 2) A student who is referred for violating a rule with this code will receive at least the consequence that corresponds to the entry level step for that offense. With each successive referral the student advances at least one step depending upon the seriousness of the infraction. Community work may be accepted in lieu of out-of-school suspension at the principal's discretion. The minimum consequences for each step are as follows:

Step 0:	Teacher and student use the Office to work out plan. No formal administrative consequences if the plan is successful.
Step 1:	Administrative conference.
Step 2:	Administrative conference with written notification to parents following the conference.
Step 3:	One-half (1/2) day to (1) day in-school suspension <u>or</u> one (1) after school activity suspension. (Principal's choice). Detentions may be assigned in lieu of suspension.
Step 4:	Two (2) day in-school suspension (alternative: one of the student's parents may attend classes with the student for an entire day) <u>or</u> two (2) after school activity suspensions (Principal's choice). Detentions may be assigned in lieu of suspension.
Step 5:	Two (2) day out-of-school suspensions <u>and</u> two after school activity suspensions. Reentry conference with parent required.
Step 6:	Three (3) day out-of-school suspensions <u>and</u> (3) after school activity suspensions. Reentry conference with parent required.
Step 7:	Five (5) days out-of-school suspension <u>and</u> five after school activity suspensions. Discipline Review Committee hearing may be necessary. Reentry conference with parents required. Once a student reaches step 7, all succeeding violations will be treated as step 7, unless the student moves down the steps or the violation moves the student to step 8. IEP's will be convened for students with disabilities.
Step 8:	Up to fifteen (15) days out-of-school suspension pending expulsion hearing before the Board of Education. Step 8 will not be used as a progressive step unless the violation is warranted (step 3 to 8) or called for as a specific consequence of a state violation. Manifestation determination meetings will be convened for students with disabilities.

STEP PROVISION

1. A disciplinary file will be kept for each student referred to an administrator. A record of each violation, as well as the step assigned, will be maintained.
2. Parents will be notified in writing of all violations.
3. After a student has been placed on a step, the next infraction will result in the student being advanced at least to the next step. Steps may be "jumped" if the infraction calls for a higher entry level step. For example, a student will be advanced up the step system with each successive violation.
4. A student may work down the step system by demonstrating good behavior. Each period of 20 days without a referral results in a reduction of one step.

STEP PROCEDURES

1. Students sent to the Office are given a pass to report within three minutes.
2. While in the Office the student will complete any work from the assigning teacher followed by work for other teachers.
3. Failure to report to the Office will result in an automatic Step 3 suspension. Students who feel they have been sent to the Office unjustly must report as directed, then discuss the problem with an administrator later.
4. Disruptive behavior while in the Office or failure to cooperate with the Office personnel will result in automatic Step 3 suspension.

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 emergencies. 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.

TICKETS FOR EVENTS

Family passes are provided free of charge to all School District of Cadott Community students and families. Please stop by the high school office to pick up your family pass if desired.

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 students 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.

TWO (2) WAY COMMUNICATION

See Disciplinary Infractions for Student Cell Phone Use Policy. State Statute Section 118.258 (1) states that each school board may adopt rules prohibiting a pupil from using or possessing an electronic communication device while on premises owned or rented by or under the control of the public school.

VISITORS

1. 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. VISITORS WHO RECEIVE APPROVAL TO BE PRESENT MUST WEAR A PLASTIC NAME TAG FOR IDENTIFICATION.
2. All individuals (other than enrolled students, invited parents, invited guests, employees of school, volunteers or service delivery personnel coming on a regular basis) who enter the school building or school property during school hours must make their presence known to the appropriate school office and properly identify themselves.
3. Use of the school facilities or grounds during non school hours by guests at approved activities is permitted if the conduct of individual(s) is acceptable according to school policy and the law.
4. The principal or other delegated personnel in their consideration to allow an individual(s) to be present in the school building or school grounds will consider the following:
 - a. The normal school climate must be maintained.
 - b. The safety and well being of all people must be maintained.
 - c. Visitation to a classroom should be arranged in advance.
 - d. Visitation to meet with a teacher should be arranged in advance.
 - e. Denial for visitation may be reconsidered and rescheduled for another time.
 - f. Student visitation from other PK-12 school districts is discouraged; however, the principal will consider requests for approval following a possible background check.

5. Parents/caregivers who drop off or pick up students before and after school should be aware of the procedure established by the building principal.

All school staff members should report violations of this policy to the appropriate school office immediately.

VOLUNTEERISM

Volunteerism is founded on the principle of service and learning. Volunteerism is designed to give students an opportunity to develop and enhance interpersonal skills, job skills and work experience. It reveals to students the different types of people and social issues in the world outside the classroom. Students gain personal satisfaction in helping others and the community benefits from the energy of volunteers. This program also demonstrates how school resources can be used to address community problems and improve the quality of life for local residents, and foster better understanding between the school and community at large.

Students' grades 9 through 12 are encouraged to participate in volunteering. Scholarship applications often ask for community service participation and sometimes base their selection on students who are active in volunteering. **Information and forms may be obtained from Student Services.** Organization forms other than our standard form and/or letters are acceptable. A signature is needed by a member of the organization.

Upon graduation, students who volunteer 24.0 hours or more will receive an endorsement on their permanent record from the Board of Education of the School District of Cadott Community. Receiving an endorsement may also be valuable when seeking employment opportunities.

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. School Board Policies 5772 and 7217

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.

The Department of Justice will operate a toll-free number for persons to provide information anonymously regarding dangerous weapons in schools, both public and private. That toll-free number is **1-800-622-3784**. As required by statute, this is the same number that has been used for many years for drug-related tips. An operator will be available to answer this toll-free number 24 hours a day, seven days a week.

Reports of dangerous weapons in schools will be provided immediately by the operator to both the school and district administrator and the local law enforcement agency. Protocols under school safety plans would then govern how the report is handled in each case. Section 2857g of 2001 of Wisconsin Act 16.

STUDENT ED . TECHNOLOGY ACCEPTABLE USE AND SAFETY - POLICY 7540.03

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides students with access to the Internet for limited educational purposes only and utilizes online educational services to enhance the instruction delivered to its students. The District's Internet system does not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of the District's computers, laptops, tablets, personal communication devices (as defined by Policy 7530.02), network, and Internet connection and online educational services ("Education Technology" or "Ed-Tech"). The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Education Technology. Users have no right or expectation to privacy when using the Ed-Tech (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the network and Internet).

The Board encourages students to utilize Education Technology to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The instructional use of the Internet and online education services is guided by the Board's policy on instructional materials.

The Internet is a global information and communication network that provides a valuable opportunity to education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet, students and staff can access relevant information that will enhance their learning and the education process. Further, the Education Technology provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such a vast quantity of information and resources brings with it, however, certain unique challenges.

The Board may not be able to technologically limit access to services through its Education Technology to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted

guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the District Administrator, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measures may not be disabled at any time that students may be using the Education Technology if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Board utilizes software and/or hardware to monitor online activity of students and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254(h)(7)) as any picture, image, graphic image file, or other visual depiction that:

- A. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- B. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- C. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

At the discretion of the Board or the District Administrator, the technology protection measure may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measure may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act.

The District Administrator or Library Media Specialist/Technology Coordinator may temporarily or permanently unblock access to websites or online education containing appropriate material, if access to such sites has been inappropriately blocked by the technology protection measure. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measure.

Parents are advised that a determined user may be able to gain access to services on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

The District Administrator shall prepare guidelines which address students' safety and security while using e-mail, chat rooms, instant messaging and other forms of direct electronic communication, and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking") and other unlawful activities by minors online.

Education Technology is provided as a tool for education. The School District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent with the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking"), cyberbullying, and other unlawful or inappropriate activities by students online;
- D. unauthorized disclosure, use, and dissemination of personal information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building Principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Education Technology. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All Internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers, they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students and staff members are responsible for good behavior on the Board's Education Technology just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Education Technology that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines.

Students shall not access social media for personal use from the District's network, but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users of the Board's Education Technology are personally responsible and liable, both civilly and criminally, for uses of the Ed-Tech not authorized by this Board policy and its accompanying guidelines.

The Board designates the District Administrator and Library Media Specialist/Technology Coordinator as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of the District's Education Technology.

Lunch Number: _____

2023-24
CADOTT SCHOOLS
STUDENTS ACCEPTABLE USE POLICY FOR THE CADOTT COMPUTER
NETWORK

(Including computer network and Internet privileges)

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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 may 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 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: _____

CADOTT ELEMENTARY PARENT INVOLVEMENT 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:

Due to school – September 8, 2023