

ALTOONA SCHOOL DISTRICT POLICIES

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OUR STUDENT CONDUCT CODE (GRADES 5-12) CAN BE FOUND ON THE DISTRICT WEB PAGE: www.altoona.k12.wi.us under “District” then “Board Policies – Series 400 (Section J)”

JE-R

STUDENT ATTENDANCE/TRUANCY PROCEDURES

A. Student Attendance Officer

1. The school attendance officer (i.e. principal or designee) in each school in the District will deal with all matters relating to school attendance and truancy.
2. Each school shall determine daily which students enrolled in the District are absent from school and whether that absence is excused in accordance with Board policy and established procedures.
3. The school attendance office shall notify the parent/guardian of a student who has been truant of the student's truancy and direct the parent/guardian to return the student to school no later than the next day on which school is in session, or provide an excuse. The notice under this paragraph must be given before the end of the second school day after receiving a report of an unexcused absence and may be made by personal service, mail or telephone call on which a record is kept. "Truancy" means any absence of part or all of one or more school days during which the school attendance officer or teachers has not been notified of the legal cause of such absence by the parent/guardian of the absent student. It also means intermittent attendance carried on for the purpose of defeating the intent of the compulsory attendance law.
4. The school attendance officer shall notify the parent/guardian of a student who is habitually truant by certified or registered mail. "Habitual truant" means a student who is absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester. The notice shall include:
 - a. a statement of the parent/guardian's responsibility, under state law, to cause the student to attend school regularly;
 - b. a statement of penalties, under state law, that may be imposed on the parent/guardian if he/she fails to cause the student to attend school;
 - c. a statement that the parent/guardian or student may request program or curriculum modifications for the student and that the student may be eligible for enrollment in a program for children at risk; and
 - d. a request that the parent/guardian meet with appropriate school personnel to discuss the student's truancy. The notice shall include the name of the school personnel with whom the parent/guardian should meet, a date, time and place for the meeting, and the name, address and telephone number of a person to contact. The date for the meeting shall be within five school days after the date that the notice is sent; however, with the consent of the student's parent/guardian, the date for the meeting can be extended an additional five school days.
5. The Superintendent, in cooperation with each school attendance officer will visit any place of employment to ascertain whether any minors are employed there contrary to school law. All cases of illegal employment shall be reported to the Department of Workforce Development as required by law.
6. The school attendance officer may contact home-based private educational programs to attempt to discover whether such programs meet the program criteria established by law. All such contacts should be documented.
7. The school attendance officer shall furnish student attendance information to appropriate agencies for purposes authorized by state law and the District's student records policy and implementing administrative procedures.

B. Student Absences and Excuses

1. The responsibility for regular school attendance of a student rests upon the student and the student's parent(s)/guardian(s).
2. In order for an absence to be excused, written verification by the student's parent/ guardian must be submitted to the school attendance officer or designee in advance of the absence or upon readmittance to school. In addition parents are required to call the school office (or absentee hotline) each day absent. Students beyond the compulsory attendance age may provide this written verification themselves.

3. Excused Absences

- a. Prior Parent-Excused Absences - A student who is excused in writing by his/her parent/guardian before an absence occurs will be excused from school. A student may be excused by the parent/guardian under this provision for not more than 10 days in a school year. An excused student must complete the course work missed during the absence.
- b. Other District-Excused Absences – The school attendance officer may authorize additional absences requested by a parent/guardian pursuant to existing law. The school attendance officer is empowered to approve a legal excuse to any student for the following reasons:
 - (1) **Personal Illness** - Evidence that the student is not in proper physical or mental condition to attend school or an educational program. The district may request the parent/guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the student. Such excuse shall be made in writing, shall state the period of time for which it is valid and shall not exceed 30 days.
 - (2) **Family Illness** - An illness in the immediate family which requires the absence of the student because of family responsibility.
 - (3) **Appointments** - Medical, dental, chiropractic, optometrical or other valid professional appointments. Parents/guardians are requested to make their appointments during non-school hours. Parents/guardians may sign their child out of school before the appointment and sign them in following the appointment. For an absence to be considered medically exempt, an appointment card with date and time seen will suffice.
 - (4) **Funerals** - A death in the immediate family or funerals for close relatives.
 - (5) **Religious Holidays**
 - (6) **Court/Legal Matters** - A court appearance or other legal procedure which requires the attendance of the student.
 - (7) **Field Trips and Other Approved School Activities** - Attendance at special events of educational value as approved by the school attendance officer, or designee; or approved school activities during class time.
 - (8) **Serving as an Election Official** - Students may be excused to serve as an election official provided they have at least a 3.0 grade point average or the equivalent and have the permission of their parents/guardians and the building principal.
 - (9) **Sounding Taps** - A student in grades 6 to 12 may be excused for the purpose of sounding “Taps” during a military honors funeral for a deceased veteran.
 - (10) **Other** - Special circumstances that show good cause which are approved in advance by the school attendance officer or designee.

Absence from school during a period of suspension or expulsion will also be treated as an excused absence for purposes of these procedures.

- c. With the exception of an expelled student, all students with excused absences will be given the opportunity to make up work missed in accordance with the following guidelines:
 - (1) It is the student's responsibility to contact the teacher(s) to make arrangements for making up work missed during an absence from school.
 - (2) Students who miss classes will be given the opportunity, whenever possible, to make up work missed when they return to school.
 - (3) Teachers will be asked to grant the number of days absent plus one for makeup time. This provision applies to all work assigned during absence(s). Work will not be able to be made up and turned in after this given time period.

- (4) Examinations missed will be permitted to be taken at a time mutually agreed upon by the student and the teacher.

4. **Unexcused Absences**

Students who are absent from school with or without the consent of their parent(s)/guardian(s) but whose absence does not fall under the reasons listed above, shall be considered unexcused (truant). In such cases, the student is permitted to make up class work missed under the same conditions as allowed for students with excused absences. The District shall not, however, deny credit in a course solely because of the student's unexcused absences.

If the student or parent/guardian feels that the absence falls under the "Other" category listed in Section B-3(b)(1-10) above, they will be expected to submit a written statement signed by the parent(s)/guardian(s) explaining the reason for the absence.

For students in grades 5-12, the following consequences shall also apply to truancies:

First Consequence: (a) principal/student conference, (b) parent/guardian contact, and (c) one detention.

Second Consequence: (a) principal/student conference, (b) parent/guardian contact, and (d) assignment to the in-school suspension program.

Third Consequence: (a) principal/student conference, (b) principal/parent/guardian/student conference, (c) assignment to the in-school suspension program, (d) begin the procedure toward legal referral outlined in Section D below, (e) develop a plan that may include student personnel services, recommendations for outside counseling services, schedule changes (if appropriate), referral to other appropriate agencies/service.

Fourth Consequence: Local ordinance citation (may apply to age 12 and older)

Fifth Consequence: Local ordinance citation

Additional truancies will be dealt with on an individual basis using input from appropriate personnel and will include the court referral process. Appropriate procedural letters will be sent home from school as truancy frequency increases.

5. **Tardiness**

A pattern of tardiness on the part of any student will be brought to the attention of the student's parent(s)/guardian(s). If it appears that the student is negligent, appropriate disciplinary action will be taken.

In grades kindergarten through 4, a tardy is defined as ten minutes or more late at the start of the school day for an unacceptable/unexcused reason. Beyond ten minutes constitutes an unexcused absence. The principal or designee will monitor and assign actions.

In grades 5-12, a tardy is defined as five minutes or less late to class for an unacceptable/ unexcused reason. Beyond five minutes constitutes an unexcused absence. Teachers will log all tardies to all of their classes using the student attendance web page. The following consequences will occur for each designated sequence of tardies:

Step 1: Tardies 1 through 6 will result in a teacher/student warning with each tardy reported to the office via the student attendance web page.

Step 2: 7th tardy will result in call or email to the student's parent/guardian and one

detention.

Step 3: 10th tardy will result in call or email to the student's parent/guardian and one in-school suspension.

Step 4: 15th tardy will result in parent/guardian conference/call and one in-school suspension.

Step 5: 20th tardy will result in disciplinary action to be determined by the assistant principal

In lieu of step 5 and further disciplinary action, the assistant principal, teacher, parents/guardians, student and other appropriate support staff will develop an individual student plan. Such a plan may include a parent/guardian conference, performance contract, superintendent involvement, school board action, support placement action, or any combination thereof.

C. Responsibility for Attendance

1. Parent(s)/Guardian(s) Responsibility

- a. When a student is absent, his/her parent(s)/guardian(s) shall contact the school during the day by the time established at each school. Failure to contact the school may result in a telephone call to the home or work place of the student's parent/guardian.
- b. Parents/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. Except as otherwise provided in Section B-3(a) above, anticipated absences shall receive prior approval of the school attendance officer, or designee.

2. Student Responsibility

- a. Students are required to attend all of their scheduled classes, study halls and lunch periods, unless they have obtained parental permission beforehand and a pass approved by the student attendance officer or designee.
- b. A student who has been absent, or is anticipating being absent, shall be expected to provide a written explanation of the absences signed by his/her parent(s)/guardian(s).
- c. Students should always check in and out at the office when they leave and return to school. Absences will be unexcused if the student does not first obtain a pass from the office and check out.
- d. If a student has seen a physician, dentist, chiropractor or other licensed health care professional, the District requests verification of the office visit. An appointment card, with date and time seen, will suffice.

3. Teacher Responsibility

- a. Teachers are required to emphasize the importance and necessity of good attendance. Classroom procedures and grading requirements will be developed and a copy given to the building principal to keep on file. The grading procedures should reflect the importance of assignments, classroom discussion and examination in grading students. Classroom procedures/grading requirements will also be provided to students and readily available to parents/guardians.
- b. Teachers are required by law to take daily attendance (period by period) in their classes and maintain a record of absences.
- c. Truant students will be welcomed back (i.e. will not be ridiculed or made an example of).

4. Principal (or Designee) Responsibility

- a. Principals shall request from each teacher, the procedure used for grading students.
- b. Principals shall maintain office records for all excused and unexcused absences that occur in their school building.
- c. After repeated or frequent absences due to a student's illness, a principal may request the student's parent/guardian to obtain a written statement from a physician or licensed health care practitioner as proof of the physical or mental condition of the student. Such excuse shall be made in writing, shall state the period of time for which it is valid and shall not exceed 30 days.

- d. Attend meetings, when scheduled, with county family services to discuss truancy and other problems.
5. **School District Responsibility**
- a. The school district has a responsibility to stress, on a routine basis, the importance of regular school attendance to students, parents/guardians, employers and the community.
 - b. The school district shall promote activities within the school that enhance attendance. This will be done by:
 - (1) displaying the attendance policy, state compulsory attendance law and county ordinances within each classroom;
 - (2) recognizing students for good attendance; and
 - (3) reviewing the truancy plan and procedures during faculty inservice and student assemblies or homerooms at the beginning of the year.
 - c. The school district shall promote activities that increase community awareness of school attendance issues and regulations and promote home-school cooperation. This will be done by:
 - (1) providing information relative to the attendance policy and procedures, along with the rationale, to parents/guardians, students and community each year;
 - (2) providing speaking opportunities for local service club programs and public service radio programming; and
 - (3) encouraging employers to establish work schedules which reduce interference with school attendance and scheduled detentions.

D. Procedure Toward Legal Referral

A legal referral may be initiated if a poor attendance pattern has continued and if the school attendance officer or designee has completed the following:

- 1. Notified parents/guardians by phone or written notice, if they cannot be reached by phone as soon as truancy is determined. These occurrences will be recorded on an attendance report in accordance with Sections A-3 and 4.
- 2. Met with the student's parent/guardian to discuss the student's truancy or attempted to meet with the student's parent/guardian and received no response or were refused. After the third unexcused absence during a school semester, a letter should be sent to the student's parent/guardian by certified mail to set up a meeting with the student's parent(s)/guardian to discuss the student's truancy.
 - a. The school attendance officer should be specific when scheduling a meeting with the student's parent/guardian. For example, a specific date, time and place should be identified in the letter. This notification is sent in accordance with Section A-4.
 - b. Flexibility should be allowed in changing the meeting time if the student's parent/guardian is unable to attend at the specified time due to work or another commitment. This should be done early in the process so that another meeting time can be set without circumventing and lengthening the process.
 - c. If after/during this meeting the attendance officer thinks any of the actions listed in Section D(3) through (5) below are appropriate, he/she should do them.
 - d. This meeting requirement does not apply if the meeting with the parent/guardian is not held within 10 school days after the date that the habitual truancy notice is sent.
- 3. Provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy, and has considered curriculum modifications.

- a. The school attendance officer should specifically review the program and curriculum modification options.
- b. Educational counseling may be done by regular counselors, principals, teachers, etc. An individualized education program (IEP) team evaluation is not required unless there is a suspected disability.
- c. The educational placement of the student should be reviewed in the school year of the problem. A review conducted outside the school year (August to May) should not be used.
- d. Data previously acquired during the school year may be used to determine educational counseling in situations involving students with disabilities. The IEP should be reviewed and adjusted if necessary.
4. Evaluated the student to determine whether learning problems may be a cause of the student's truancy and, if so, has taken appropriate action or made appropriate referrals.
 - a. If there is a suspected disability, a referral should be made to the IEP Team.
 - b. The evaluation must include a review of the records; communication with the student, the student's teacher(s) and the student's parent(s)/guardian(s); and, observation if appropriate.
 - c. Learning problems should be looked at carefully for classic disability, or lack thereof, as well as other types of contributing problems (e.g. physical).
5. Conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, has taken appropriate action or made appropriate referrals.
 - a. A "Social Problem Report" may be completed; or
 - b. Assistance from Eau Claire County Family Services may be requested.
6. After the fourth unexcused absence, the parent/guardian will be notified again by certified mail, and if the actions listed in Sections D(3) through (5) have not taken place they will at this time.
7. After the fifth unexcused absence during a semester, the parent(s)/guardian(s) will be notified by certified mail of the student's habitual truancy. If the truancy problem cannot be resolved, the Eau Claire County juvenile intake unit officer will be notified so a citation can be issued to comply with Eau Claire County Ordinances. The attendance officer will also engineer compliance with state truancy law requirements and submit this to the proper office (Refer to Section E below).

E. Legal Referral for Habitual Truancy

1. Specific documentation and the completion of the required referral form are mandatory before any legal action can be taken. This form should be submitted to the juvenile intake officer. The statute does not stipulate quantitative data, however, the more evidence presented in court, the more likely equitable consequences. Phone calls, letters, referrals and meetings should be documented. This is a critical part of the truancy procedures, as it is necessary to establish that the student in question is "habitually truant."
2. The juvenile intake officer will have forty (40) days to review a truancy case. The juvenile intake officer acknowledges that expedience shall be of primary interest and will limit his/her time deadline to five working days from the time the referral is made provided proper documentation accompanies the referral.
3. The case will be submitted to the district attorney, who will have 20 days to act. The district attorney acknowledges that expedience shall be of primary interest and will limit the actions filed (or not filed) and services rendered. It shall not take more than three weeks for the student to appear in court, if appropriate.

F. Return of a Truant Student to School

1. Responses to be made by school personnel regarding truant students returning to school may include, but are not necessarily limited to, the following:

- a. welcome the student
- b. assessment of factors contributing to truancy;
- c. discussion of alternative educational options and limitations;
- d. referral considerations;
- e. development of a plan for consequences to truancy;
- f. counseling;
- g. discussion of student's responsibilities;
- h. follow-up on obligations of students and parent(s) /guardian(s) regarding attendance (commitment to joint cooperation);
- i. promotion of staff awareness of the problem(s) the student is encountering.

G. Review of District Truancy Procedures/Plan

The District will review and, if appropriate, revise the truancy procedures/plan at least once every two years.

H. Special Exemptions from School Attendance

1. Upon a student's notification of the District, and with written approval of the student's parent/guardian, any student who is 16 years of age or over and a child at risk, may attend a technical college in lieu of high school or on a part time basis. The student and his/her parent/guardian must agree, in writing, that the student will participate in a program or curriculum modification leading to the student's high school graduation.
2. Upon a student's request, and with written approval of the student's parent/guardian, any student who is 16 years of age or over may be excused from regular school attendance if the student and his/her parent/guardian agree, in writing, that the student will participate in a program or curriculum modification leading to the student's high school graduation.
3. Upon a student's request, and with written approval of the student's parent/guardian, any student who is 17 years of age or over may be excused from regular school attendance if the student and his/her parent/guardian agree, in writing, that the student will participate in a program or curriculum modification leading to the student's high school graduation or leading to a high school equivalency diploma. Prior to a student's admission to a program leading to the student's high school graduation or a high school equivalency program under (2) and (3) above, the student, his/her parent/guardian, the Board and a representative of the high school equivalency program or program leading to the student's high school graduation shall enter into a written agreement. The written agreement shall state the services to be provided, the time needed to complete the high school equivalency program or program leading to high school graduation, and how the performance of the student will be monitored. The agreement shall be monitored by the Board or designee on a regular basis, but in no case shall the agreement be monitored less frequently than once per semester. If the Board determines that a student is not complying with the agreement, the Board shall notify the student, his/her parent/guardian and the high school equivalency program or program leading to the student's high school graduation that the agreement may be modified or suspended in 30 days.
4. Upon a student's request and with the approval of the student's parent/guardian, any student who is 17 years of age or over shall be excused from regular school attendance if the student began a program leading to a high school equivalency diploma in a secured correctional facility or a secured child caring institution and the student and his/her parent/guardian agree, in writing, that the student will continue to participate in the program. Prior to a student's admission to a program leading to the student's high school equivalency, the student, his/her parent/guardian, the

Board and a representative of the agency providing the program shall enter into a written agreement. The agreement shall specify that the student is excused from regular school attendance while he/she is enrolled in the program and making progress toward completion of the program, or successfully completes the program. If the agency providing the program determines the student is not making progress toward completion of the program, the agency shall notify the student and his/her parent/guardian that the agreement may be suspended within 30 days. If the agency suspends the agreement, the agency shall notify the student, his/her parent/guardian and the Board.

5. Any student's parent/guardian, or the student if the parent/guardian is notified, may request the Board, in writing, to provide the student with program or curriculum modifications, including but not limited to:
 - a. Modifications within the student's current academic program.
 - b. A school work training or work study program.
 - c. Enrollment in an alternative public school or program located in the District.
 - d. Enrollment in any nonsectarian private school or program located in the District.
 - e. Homebound study, including nonsectarian correspondence courses or other courses of study approved by the Board or nonsectarian tutoring provided by the school in which the student is enrolled.
 - f. Enrollment in any public educational program located outside the District.

Program and curriculum modifications shall be requested and approved in accordance with state law and established District procedures. Any decision made in response to the request for program or curriculum modifications shall be reviewed by the Board upon request of the student's parent/guardian. The Board shall render its determination upon review, in writing, if requested by the student's parent/guardian.

Approved: 01/10/11

STUDENT ALCOHOL AND CONTROLLED SUBSTANCES ABUSE

The School Board is committed to providing a school environment free of alcohol and controlled substances abuse. These substances interfere with the learning environment and student achievement.

With this in mind, the following actions shall be prohibited by students at all times at school, on school premises, on school buses and while engaged in activities under school district jurisdiction and/or supervision:

- ② Possessing, using, buying, selling, distributing, transferring or being under the influence of alcohol in any form or a controlled substance, as defined by state and federal law.
- ② Using, buying, selling, distributing, transferring or possessing with the intention of using, selling, distributing or transferring a substance that is believed to be or is represented as a controlled substance or alcohol regardless of the true nature of the substance.
- ② Possessing, transferring or selling drug paraphernalia. Drug paraphernalia, for purposes of this policy, includes any device designed primarily as an aid in the consumption of alcohol or controlled substances, including marijuana, or any device actually used in the consumption of alcohol or controlled substances.

A student may be required to submit to a breath test to determine the presence of alcohol if a designated school official or law enforcement officer has reasonable suspicion that the student is under the influence of alcohol in violation of this policy. Such test shall be administered by a law enforcement officer or trained school official and shall meet state law requirements. A student may be disciplined for refusing to submit to a required breath test.

Students who violate this policy shall be subject to the consequences outlined in District procedures, including school disciplinary action and referral to law enforcement authorities.

It shall be the policy of the schools to take positive action through education, counseling, parental involvement, and agency referral in handling incidents in the schools involving alcohol and/or controlled substances.

LEGAL REF.: Sections 118.126 Wisconsin Statutes

118.127

118.257

118.45

120.13(1)

125.02(8)(m)

125.09(2)

Chapter 961

Individuals with Disabilities Education Act (as amended)

CROSS REF.: JFCH/JFCI-R, Student Alcohol and Controlled Substances Abuse Policy

Enforcement Procedures (Grades 5-12)

IGAEA, Teaching about Drugs, Alcohol and Tobacco

JFCH/JFCI, Page 2

JFC, Student Conduct

JFCA-R, Student Dress Guidelines (Grades 5-12)

JFCK, Student Use and Possession of Two-Way Communication Devices

JFGA, Student Interviews with Outside Agency Personnel

JFGB, Search of School Property (Lockers and Desks)

JFGC, Search of Students and/or Their Belongings

JG, Student Discipline

JGA, Use of Physical Force by Staff

JGD/JGE, Student Suspensions/Expulsions

JHC, Emergency Nursing Services

JHCD, Administering Medication to Students

JHG, Reporting Child Abuse/Neglect

JHJ, Student Assistance Program

JO-R, Guidelines for the Maintenance and Confidentiality of Student Records

Special Education Policy and Procedure Handbook

Student Activity Code(s)

Initial Adoption: 3/1/82

Final Adoption: 3/15/82

Amended: 01/05/09

Policy JBB - Bullying, Cyber-Bullying and Hazing

JBB - SCHOOL DISTRICT OF ALTOONA BULLYING, CYBER-BULLYING, AND HAZING

I. The School District of Altoona is committed to providing a safe, positive and respectful learning environment for all students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. Therefore, all types of bullying, cyber-bullying, and hazing are prohibited and will not be tolerated. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

II. Definitions & Conditions

A. "Bullying" is defined as systematically or persistently inflicting physical hurt or psychological distress on one or more students. "Bullying" can include, but is not limited to:

- Intimidation and/or harassment such as teasing, put-downs, cruel rumors, false accusations, name-calling or making threats;
- Social alienation, exclusion and isolation such as shunning or spreading rumors;
- Extortion;
- Written notes, phone calls or electronic messages that are offensive, hurtful, slanderous, threatening, embarrassing intimidating, insulting, degrading, stereotyping;
- Verbal aggression or verbal assaults which are offensive, hurtful, slanderous, threatening, embarrassing, intimidating, insulting, degrading, stereotyping;
- Nonverbal or emotional threats or intimidation;
- Any act, attempted act or threat of physical aggression such as assault on a student or attacks on a student's property.
- Any act which threatens or intimidates any person or group because of sex, race, religion, national origin, color, disability, sexual orientation, age or other protected status.

"Bullying" includes aggressive or hostile behavior that is intentional and involves an imbalance of power between the bully and bullied. The behavior is typically repeated over time.

B. "Cyber-bullying" is defined as bullying that involves the use of digital technologies, including but not limited to, e-mail, cell phones, text messages, instant messages, chat rooms and social websites (e.g. My Space or Facebook). Cyber-bullying is prohibited and treated the same as all other types of bullying.

C. "Hazing" is defined as any intentional or reckless act which endangers the physical health or safety of a student, or is meant to induce pain or humiliation, or that results in property damage or theft and is directed against another student or students, for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization, class, club or team sponsored or supported by a school or the school district regardless of students' willingness to participate.

D. "Discriminatory Harassment" occurs when acts of bullying or hazing are related to, or motivated by a student's sex, color, religion, profession or demonstration of belief or non-belief, race, national origin, ancestry, creed, pregnancy, marital or parental status, homelessness status, sexual orientation or physical, mental, emotional or learning disability or any other basis protected by state or federal law. Such incidents shall be handled in accordance with Policy JB, Student Discrimination and Harassment.

III. Prohibition

Bullying is prohibited at school, on school premises, during school-sponsored activities, on school buses and at bus stops, or through the use of electronic, computer, and telecommunications messaging devices (cyber-bullying). Bullying, cyber-bullying, hazing, and/or harassment of any student are expressly prohibited in the following settings and/or circumstances:

A. During any educational program or activity conducted by or sponsored in whole or in part by the school or school district.

B. While being transported on a district provided bus or any other district vehicle.

C. Accessed, created, expressed, or communicated using any districted-owned computer, digital technology, or system network.

D. Sent or passed on through any type of non-district owned technology or personal electronic device while on school grounds, at any school related or sponsored activity, or on district provided transportation.

E. Any type of threat indicated to be carried out in a school setting. This includes threats made outside of school hours that communicate intent to be carried out during any school-related or school-sponsored program or activity, or on district provided transportation.

F. While the District cannot assume liability for incidents that occur at times or locations not defined above, a student or witness may file a complaint against a student and the school will provide assistance and intervention as deemed appropriate, which may include parent contact and/or referral to law enforcement.

IV. Reporting Procedure

All staff members are required to watch for bullying behavior and take appropriate corrective measures when they witness bullying or have reason to suspect that bullying has taken place.

Students are encouraged and expected to report incidents of bullying to any staff member at his or her school, preferably within 24 hours, for proper investigation.

A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to the building employee most closely connected to the student or the incident. This reporting procedure is not intended to prevent any person from reporting bullying directly to the building principal or school district human resource or human rights officer.

B. Any employee that receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying, is required to report to the building principal or principal's designee in a timely manner.

C. Bullying incidents will be reported using the same referral process as any disciplinary infraction. However, oral reports shall be considered complaints as well and will be documented. Anonymous reports will be investigated but the school district's ability to take action on such reports may be limited.

D. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

E. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

F. Submission of good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments or educational or work environment.

V. Retaliation for Reporting Bullying

Any student who engages in retaliatory behavior against another individuals because that individual made a report of bullying or participated in an investigation of a claim of bullying or similar unacceptable behavior, is subject to immediate discipline, up to, and including, expulsion. Any employee who is associated with a bullying claim and engages in retaliatory behavior against another individual because that individual made a report of bullying or participated in an investigation of a claim of bullying or similar unacceptable behavior, is subject to immediate discipline, up to, and including discharge.

VI. School District Action/Investigation

An investigation shall start as soon as possible after an administrator receives a report of bullying.

Goals of the investigation are:

- To establish, if possible, whether the allegations are true. (It may not be possible to establish absolutely the truth or falsity of each allegation.)
- To determine whether the alleged conduct constitutes bullying.
- To determine if remedial action and consequences are needed, and if so, to act promptly.
- To maintain confidentiality to the greatest extent possible but give no guarantee of strict confidentiality. Only those who need to know must be informed throughout the investigation process.

VII. Consequences

Consequences for students who commit acts of bullying, and where it has been determined that students participated in bullying behavior in violation of the policy, the school may take disciplinary actions that may range from positive behavioral interventions up to and including suspension and/or expulsion and referral to law enforcement for legal action when deemed appropriate.

Consequences for employees who permit, condone, tolerate or engage in bullying which includes having become aware that bullying was taking place and failed to take action or to report the behavior, are considered in violation of the prohibition expressed by the policy and, therefore, subject to disciplinary action that may result in disciplinary action up to and including termination and discharge.

Consequences for other individuals engaging in acts of bullying may include, but not limited to, exclusion from school district property and events.

Wisconsin Statutes give the Board authority to establish rules that pertain to the conduct of students to maintain a safe, caring and academic environment. Therefore, any form of bullying will be taken seriously and appropriate remedial actions will be enforced. Examples of remedial measures include:

- Restitution and restoration
- Meetings involving school staff and/or School Police Liaison Officer
- Peer Support Groups
- Corrective instruction or other relevant learning or service experience, as appropriate
- Behavioral assessment or evaluation, including, but not limited to, a referral to site based assistance/intervention teams, as appropriate
- Behavioral management plan
- Involvement of School Administration
- Student counseling with guidance or other pupil services staff
- Parent conferences

VIII. Disclosure and Public Reporting

This policy will be distributed annually to all students, their parents and/or guardians, and employees. It will also be distributed to organizations in the community that have cooperative agreements with the schools.

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 presented to the school board. The report shall include trends in bullying behavior and recommendations on how to further reduce bullying behavior.

Initial Adoption: 07/19/10

Final Adoption: 08/02/10

STUDENT USE OF ELECTRONIC DEVICES

Students may not use any electronic device in school buildings, on school grounds or in school vehicles during school hours/instructional time, except as authorized by the building principal.

Violations of this policy may result in search of the device and electronic data, confiscation of the device(s), and disciplinary action, including possible suspension.

This policy will be published in student handbooks and distributed annually.

LEGAL RE.: Sections 118.158 Wisconsin Statutes 120.13

CROSS REF: JFC, Student Conduct

JFCH/JFCI, Student Alcohol and/or Controlled Substances Abuse

JG, Student Discipline

JGD, Student Suspensions and Expulsions

JGE, Discipline, Suspension and Expulsion of Students with Disabilities

Initial Adoption: 06/18/90

Final Adoption: 06/26/90

Amended: 06/07/10

STUDENT CONDUCT

The intention of the Altoona School Board is to help students learn behavior patterns that will enable them to be responsible and contributing members of society. All student behavior at Altoona's public schools is based on respect and consideration for the rights of others.

Students shall receive annually, at the opening of school, a publication listing the student conduct rules and regulations to which they are subject.

Students have a responsibility to know and respect the rules and regulations of the school. Students have the further responsibility to behave in a manner appropriate to good citizenship everywhere. In all instances, students are expected to conduct themselves in keeping with their level of maturity and act with due regard for the supervisory authority vested by the Board in all District employees. All District employees are expected to be responsible for supervising the behavior of students and for seeing that they abide by the established rules of conduct.

In addition, students shall be expected to abide by the codes of classroom conduct adopted for each school. Failure to abide by the code of classroom conduct may result in student removal from class and placement in an alternative setting as outlined in the code of classroom conduct.

The District shall not discriminate in standards or rules of behavior, including student harassment, on the basis of sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

LEGAL REF.: Sections 118.13 Wisconsin Statutes
 118.16(4)(c)
 118.164
 120.13(1)
 PI 9.03 (1)(b), Wisconsin Administrative Code

CROSS REF.: JFC-R(1), K-8 School Code of Classroom Conduct (Student Removal from Class)
 JFC-R(2), High School Code of Classroom Conduct (Student Removal from Class)
 EEACD, Video Cameras on School Buses
 IIBG, Technology Acceptable Use
 JB-R, Student Discrimination Complaint Procedures
 JBA, Student Harassment
 JFCA, Student Dress
 JFCB, Care of School Property by Students
 JFCC, Student Conduct on School Buses
 JFCH/JFCI, Student Alcohol and Controlled Substances Abuse
 JFCK, Student Use of Two-Way Communication Devices
 JFGA, Student Interviews by Outside Agency Personnel
 JG, Student Discipline
 JGA, Use of Physical Force by Staff
 JGD/JGE, Student Suspensions/Expulsions
 KGC, Tobacco Use on School Premises
 KGD, Weapons on School Premises
 Student Code of Conduct (Grades 5-12)
 Student Activity Code(s)

Initial Adoption: 1/09/84
 Final Adoption: 2/06/84
 Amended: 4/20/09

STUDENT INTERVIEWS WITH OUTSIDE AGENCY PERSONNEL

The School Board recognizes that cooperation with law enforcement agencies is necessary for the education and protection of the students, for maintaining a safe school environment and for safeguarding all school property. At the same time, the Board recognizes the need to minimize disruptions in the educational process and to provide for concerns of parents/guardians regarding the welfare of their children.

Law enforcement and other agency officials who are called to the school for assistance shall be permitted to interview students as necessary for the situation. Law enforcement or other agency-initiated interviews with students shall be permitted under conditions established by the building principal and consistent with legal requirements.

Outside agency personnel shall conduct their business with students at a time other than normal school hours to the extent possible. When it is necessary to interview students on school premises, the interview shall be conducted in such a way so as to minimize interruptions in the learning environment.

Whenever possible, a school staff member shall be present during a student interview with outside agency personnel.

As permitted by law, parents/guardians of students who are not suspects in a specific violation shall be contacted when an interview takes place with outside agency personnel.

LEGAL REF.: Sections 48.19 Wisconsin Statutes

48.981(3) (b) and (c)

51.15

118.125

118.127

120.13(1)

938.396

946.40

946.41

Wisconsin Attorney General Opinions (79 OAG 49 – 1990 and 81 OAG 126,
132-33 – 1994)

CROSS REF.: EB, Safety Program

JO-R, Guidelines for the Maintenance and Confidentiality of Student Records

JFGB, Search of School Property (Lockers and Desks)

JFGC, Search of Students and/or Their Belongings

JHG, Reporting Child Abuse/Neglect

Initial Adoption: 4/02/01

Final Adoption: 4/17/01

Amended: 4/20/09

USE OF PHYSICAL FORCE BY STAFF

The School Board understands that the authority of teachers and building principals is necessary to assure that students are provided with an appropriate learning environment. It is also understood that at times inappropriate behavior may make it necessary to impose physical force or restraint to maintain order in a given situation.

School officials, employees or agents may use reasonable and necessary force under the following conditions:

- to quell a disturbance or prevent an act that threatens physical injury to any person including him or herself
- to obtain possession of a weapon or other dangerous object within a student's control
- for the purpose of self-defense or the defense of others, or for the protection of property in accordance with state law
- to remove a disruptive student from school premises, a motor vehicle or a school-sponsored activity
- to protect the safety of others.

Incidental, minor or reasonable physical contact designed to maintain order and control may also be used in the District.

The use of corporal punishment shall be prohibited in the District. "Corporal punishment" means intentionally inflicting or causing to be inflicted physical pain for the purpose of punishment or as a disciplinary action.

LEGAL REF.: Sections 118.31 Wisconsin Statutes
939.48

CROSS REF.: EB, Safety Program (Policy does not currently exist but a policy draft will be provided at a later time)
JFC, Student Conduct
JFC-R(1), Elementary School Code of Classroom Conduct (Removal of Students
from Class)
JFC-R(2), Middle School Code of Classroom Conduct (Removal of Students
from Class)
JFC-R(3), High School Code of Classroom Conduct (Removal of Students
from Class)
JG, Student Discipline
JFCH/JFCI, Student Alcohol and Controlled Substances Abuse
KGC, Weapons on School Premises

Initial Adoption: 5/19/86

Final Adoption: 6/2/86

Amended: 3/9/09

STUDENT DRESS

Responsibility for the personal appearance of students enrolled in the District shall normally rest with the students themselves and their parents/guardians. Student dress and grooming shall not, however:

- affect the health or safety of students;
- disrupt the learning process within the classroom or school; or
- be destructive to school property.

The building and/or district administration may set dress and grooming standards as appropriate to implement this policy.

LEGAL REF.: Sections 118.035 Wisconsin Statutes
118.13
120.13(1)(a)
121.02(1)(i)

CROSS REF.: JFCA-R, Student Dress Code Guidelines (Grades 5-12)
EB, Safety Program
JB, Equal Educational Opportunities
JFC, Student Conduct
JFCH/JFCI, Student Alcohol and Controlled Substances Abuse
KGC, Tobacco Use on School Premises
Student Codes of Classroom Conduct

Adopted: 7/18/05
Amended: 4/20/09

STUDENT DRESS CODE GUIDELINES

In order to assure a healthy and safe school environment for students and the minimum of distraction, the following student dress code guidelines will be enforced in grades 5-12:

1. Students will dress in a way that does not endanger themselves or others. During the school day headwear of any type is not to be worn in the school building (unless prescribed by a physician due to medical reasons or for documented religious beliefs). Outdoor jackets should not be worn in classes. Stereo headphones are not permitted in classes except study hall. Special requirements will be necessary in certain areas such as physical education, art, band, science labs, kitchens, and technology education work areas; i.e., safety glasses, aprons, hairnets, etc. Appropriate footwear must be worn unless exceptions are granted.
2. No student shall be permitted to wear any clothing or jewelry that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sexual references, profanity, promotion of gambling, illegal drugs. Clothing items that cause intimidation, disrupt or distract the learning of others are prohibited. Students will not wear clothing that defames insults, threatens, harasses or injures any racial, religious or cultural group or individuals.
3. Students will wear clothing that covers their stomachs, chests, backs, buttocks, and undergarments. Tops are not to be worn that are: (a) open backed or bare shoulders (must have one inch shoulder strap at a minimum); (b) overly sheer so undergarments can be seen; (c) low cut so that cleavage is exposed. Tops and bottoms are to overlap. There should be no exposed skin or underwear between the bottom of the shirt and the top of the pants.

Students who violate the dress code guidelines shall be asked to change or borrow clothing to wear for the day if possible. Attire that cannot be covered by clothing will result in the student calling home for clothing or being sent home to change. Continued violation of the District's dress code will result in disciplinary action, which may include suspension.

The dress code guidelines are not intended to limit the right of the building and/or district administration to establish rules or restrictions regarding other paraphernalia or dress that disrupts or threatens to disrupt the learning environment, affect the health or safety of students, or are destructive to school property. If there is a disagreement between students and/or parents/guardians and the staff regarding the appropriateness of clothing or other paraphernalia, the principal or his/her designee will make the final decision.

Approved: 4/20/09

STUDENT RELIGIOUS ACCOMMODATIONS

School district policies IGAC - Teaching About Religion and IGAC-R - Recognition of Religious Beliefs and Customs address the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. The section involving Religion in the Curriculum is included with this notice.

Religion in the Curriculum

Religious institutions and orientations are central to human experience, past and present. Therefore, whenever and wherever appropriate, recognition of religious beliefs and customs shall be an integral part of the curriculum. Particular attention shall be paid to a balanced, accurate presentation of such beliefs and customs. It is imperative that such instruction is about religions (beliefs and customs) rather than instruction designed to produce a particular outlook. Such teaching should take place, not in a vacuum, but in relationship to cultures and people.

Factual and objective teaching about religions, religious holidays and religious differences in the public schools is legal and educationally valuable when it is a part of the academic program, when it does not give preferential or derogatory treatment to religion in general or to any single religion, and when it does not constitute a religious practice, since insights in this area can enhance the mutual understanding needed by all citizens in a pluralistic society. An education, excluding such a significant aspect, would be incomplete. The following guidelines are presented to staff members to be used in planning curriculum related to religion.

1. The district supports the inclusion of religious, literature, music, drama, and the arts in the curriculum in school activities, provided it is intrinsic to the learning experience of the various fields of study and is presented factually, objectively, and in a respectful manner.
2. Emphasis on religious themes in the arts, literature, and history should be only as extensive as necessary for a balanced and comprehensive study of the areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.
3. Student-initiated expressions to questions or assignments, which reflect their beliefs or non-beliefs about a religious theme, shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech, and debate.

Student Nondiscrimination Statement:

Consistent with legal requirements, the School District of Altoona shall not unlawfully discriminate on the basis of sex, race, religion, color, national origin (including limited English proficiency), ancestry, creed, pregnancy, marital or parental status, sexual orientation, homelessness status, or physical, mental, emotional or learning disability/ handicap in its curricular, career and technical education, co-curricular, student services, recreational or other programs or activities, or in admission or access to programs or activities offered by the District as required by section 118.13 of the statutes. This policy also prohibits student discrimination under Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 of the Rehabilitation Act of 1973 (handicap) and Americans with Disabilities Act of 1990 (disability).

The District encourages informal resolution of discrimination complaints. A formal [complaint resolution procedure](#) is available, however, to address allegations of violations of the District's equal educational opportunities policy.

Any questions concerning this policy, or policy compliance, should be directed to:

*Director of Special Education and Pupil Services
School District of Altoona
1903 Bartlett Avenue, Altoona WI 54720
[715-839-6224](tel:715-839-6224)*

The responsibilities of the individual identified above include serving as the District's Title IX Coordinator (sex discrimination and sexual harassment issues and complaints), Section 504 Coordinator (handicap/disability discrimination issues and complaints), and coordinator of all other student nondiscrimination-related issues and complaints.

WASB 7/18/08

JFCC

(Replaces EEACC)

STUDENT CONDUCT ON SCHOOL BUSES

Students shall conduct themselves while on the school bus in a manner consistent with established behavior standards. Misbehavior of any kind will not be tolerated.

Bus rider rules shall be distributed annually to all students who qualify for bus transportation. The building principals are responsible to see that the rules are reviewed with students and distributed to parents/guardians, annually.

When a student fails to conduct him/herself properly on the school bus, such misconduct shall be brought to the attention of the building principal or designee. Where continuing or serious problems exist, the student's bus riding privileges may be suspended. Due process procedures shall be utilized when disciplining students regarding misconduct on school buses.

LEGAL REF.: Sections 120.13(1) Wisconsin Statutes
121.52(2)
895.035
TRANS 300, Wisconsin Administrative Code

CROSS REF.: JFCC-R, Bus Rider Rules and Disciplinary Procedures
JFCC-E, Bus Misconduct Report
EEA, Student Transportation Services
EEACD, Video Cameras on School Buses
JBA, Student Harassment
JFC, Student Conduct
JFCB, Care of School Property by Students
JFCH/JFCI, Student Alcohol and Controlled Substances Abuse
JG, Student Discipline
JGD, Student Suspensions/Expulsions
KGC, Tobacco Use on School Premises
KGD, Weapons on School Premises
Special Education Policy and Procedure Handbook

Initial Adoption: 3/5/90
Final Adoption: 3/26/90
Amended: 4/20/09

CODE OF CLASSROOM CONDUCT
OFFICIAL STUDENT REMOVAL FROM CLASS
ALTOONA MIDDLE SCHOOL

Official Student Removal from Class:

A teacher may remove a student from class **for dangerous, disruptive or unruly behavior or behavior that interferes with the ability of the teacher to teach effectively**. This type of behavior may include, but is not necessarily limited to the following guidelines:

- possession or use of a weapon or other item that might cause bodily harm to persons in the classroom
- being under the influence of alcohol or other controlled substances or controlled substance analogs, or otherwise in violation of district student alcohol and other drug policies
- behavior that interferes with a person's work or school performance or creates an intimidating, hostile or offensive classroom environment
- fighting, taunting, baiting, inciting and/or encouraging a fight or any physical contact that results in a disruption
- disruption and intimidation caused by gang or group symbols, gestures or group posturing to provoke altercations or confrontations
- obstruction of classroom activities or other intentional action taken to attempt to prevent the teacher from exercising his/her assigned duties
- interfering with the orderly operation of the classroom by using or threatening to use or encouraging others to use violence, force, coercion, threats, intimidation, fear or disruptive means
- dressing or grooming in a manner that presents a danger to health or safety, causes interference with work, creates classroom disorder or otherwise violates board policy
- repeated classroom interruptions, confronting staff argumentatively, making loud noises, refusing to follow directions or repeated use of profanity
- behavior that causes the teacher or other students fear of physical or psychological harm ("pupil harassment" as defined in DPI Chapter PI9, means behavior towards pupils based, in whole or in part, on sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability which substantially interferes with a pupil's school performance or creates an intimidating, hostile or offensive school environment)
- willful damage to school property
- defiance of authority (willful refusal to follow directives given by the teacher)
- possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others

Removal Procedure, Parent/Guardian Notification Procedures:

To remove a student from class, a teacher must either call the principal or designee and ask for an escort to the office. The teacher shall then inform the principal or designee of the reason(s) for the student's removal from class. The teachers shall contact, in person or by phone, the parent/guardian of the student as soon as practicable, but no later than two (2) days after the removal of the student from their class. In addition, a written explanation of the reason for removal from class shall be submitted to the principal or designee on a three-part K-12 Official Student Removal from Class Form (JFC-E-3) within 24 hours of the incident. One (1) copy of the removal from class form will be maintained for the student file, one (1) copy will be mailed to the parent and one (1) copy will be returned to the teacher. The principal or designee and the student shall discuss the reason(s) for the removal from class. The student shall have the opportunity for due process as stated in the student handbook. The principal or designee shall then determine the appropriate educational placement for the student who has been removed from class.

Placement Procedures:

The building principal or designee shall place a student who has been removed from a class by a teacher in one of the following alternative educational settings:

(1) an alternative education program approved by the Board. State law defines this as an instructional program approved by the school board that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs

(2) another class in the school or another appropriate place in the school.

(3) another instructional setting

1. the class from which the student was removed if, after weighing the interests of the removed student, the other students in the class and the teacher, the principal or designee determines that readmission to the class is the best or only alternative

When making placement decisions, the building principal or designee shall consider:

a) the reason the student was removed from class (severity of the offense)

b) the type of placement options available for students in that particular school and any limitations on such placements (costs, space availability, and location)

c) the estimated length of time of placement

d) the student's individual needs and interests

1. whether the student has been removed from a teacher's class before (repeat offender)
2. the relationship of the placement to any disciplinary action (e.g., if student suspension from school is required as a result of the student's conduct, is the placement applicable before and/or after the suspension?)

The principal or designee may consult with other appropriate school personnel as the principal or designee deems necessary when making or evaluating placement decisions. A student's parent/guardian may also be consulted regarding student placement decisions when determined by the principal or designee to be in the best interests of the persons involved or required by law. All placement decisions shall be made consistent with established Board policies and in accordance with state and federal laws and regulations.

The parent/guardian of a minor student shall be notified of a student's placement in an alternative educational settings.

Approved: 08/24/99

STUDENT LOCKER SEARCHES

Every student has the right to the use of the locker which has been assigned to him/her. The lockers remain the property of the school district. This policy does not preclude periodic inspections for the purposes of cleaning lockers, or, for example such actions as recovering library materials and textbooks. School administrators or their designees may search lockers with or without prior notice to the student. The student must use the locker assigned to them by the professional staff to the school.

Wis. Stats. § [118.325](#)

Lockers/Searches - Persons/Property

Desks, lockers, books and equipment loaned to students remains school property while in possession of the student. Such property shall be used only for authorized school purposes.

Students will be expected to reimburse the school district for damage to school property, or the loss or theft of such property including locker fire damages.

Students will be expected to exercise discretion in bringing personal items to school, recognizing that any personal items in their lockers or desks or on their person which constitutes evidence of an illegal act or school rule violation, shall be subject to seizure.

Each student is assigned a locker for their personal use. It is expected that each student assigned a locker:

1. be responsible for keeping the locker neat and in good working order; any damage to lockers will be the student's responsibility to pay for at the end of the year.
2. refrain from making any marks on the locker.
3. must stay in the locker assigned to them; changes must be made in the office.

The principal or his designee, shall be authorized to search a student's person, locker, desk or personal property.

Desks or lockers assigned to students may be opened and inspected by school personnel at any time following this policy. Any unauthorized item found in a school desk or locker may be removed and given to the parent or guardian of the student, returned to its rightful owner, or, forwarded to law enforcement officials as the circumstances may warrant.

Searches of a student's person or personal property, such as handbags or other items in the student's possession, may be conducted where, under the circumstances, school personnel have reasonable belief that a student has dangerous or illegal items in his or her possession, and where there is inadequate time to obtain a search warrant.

Student shall be given a reasonable opportunity to be present when searches are conducted.