



# **BRONCOS**

**BARRIE ELEMENTARY SCHOOL**  
**1000 Harriette Street**  
**FORT ATKINSON, WISCONSIN 53538**  
**(920) 563-7817**

**SUPPLEMENT TO**  
**STUDENT / PARENT HANDBOOK**

**2014 - 2015**  
IMPORTANT BEGINNING OF THE YEAR  
INFORMATION INCLUDED

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# BARRIE ELEMENTARY SCHOOL

*Principal, Mr. Brent Torrenga*

1000 Harriette St. • Fort Atkinson, Wisconsin 53538

Phone: 920-563-7817 • Fax: 920-397-7889

August 2014

Dear Barrie Parents/Guardians,

A warm welcome to the 2014-2015 school year! We are anticipating a great year! Thanks for entrusting us with the education of your child(ren). It is an extremely important task that will require your support and input during the school year. By working together, we can assure your child will learn to his/her greatest potential, which is always our goal.

It is extremely important that children develop a positive attitude about school from the beginning. This attitude will keep your children motivated and involved during the periodic slumps they may experience. You, as parents, are the most significant people in your children's lives. Therefore, your words and actions will emphasize how important school is to you and to them. One way to emphasize the importance of school is to stress **good attendance and punctuality**. Please make sure your child is at school by 8:00 a.m. **every day**. Missing the start of school puts your child at a disadvantage. Procedures for the day are usually discussed, assignments collected and directions given. This will have a positive impact on his/her learning as well as establishing an important life skill – punctuality!

Please read and save this supplement for reference throughout the school year. It contains the current information not included in the District Student/Parent Handbook. A complete Student/Parent handbook will be given to all students and parents new to our district. If you have misplaced yours, just ask for another one.

The **Barrie Buzz** will continue to go out monthly to all families. The Barrie Buzz will contain information about school events and activities. **Please take time to read this important publication for the latest information about dates and times for the various events.** Families will be asked if they prefer hard copies or electronic version of the Barrie Buzz.

As always, a new school year brings out the fresh enthusiasm everyone feels with a new start. The staff at Barrie is committed to providing a warm, caring environment that challenges your child to reach his/her academic potential. We are looking forward to an exciting year with the children at Barrie.

Enjoy the rest of the summer. It is going quickly! ☺

*"A Community of Lifelong Learners"*

# SCHOOL DISTRICT OF



# FORT • ATKINSON

## Strategic Plan

2013-2018

### Mission Statement

The School District of Fort Atkinson is committed to delivering the quality opportunities and services each student needs to achieve his or her academic and personal potential.

### Objective

The School District of Fort Atkinson strives to be recognized and acknowledged as an exemplary school district and leader in providing educational excellence.

### Educational Philosophy for the School District of Fort Atkinson

- A Fort Atkinson education provides outstanding professional educators and staff who are committed to creating a nurturing and safe environment where high expectations are sought and progress is measured and recognized.
- A Fort Atkinson education delivers the skills necessary to become a life-long learner and productive member of society. Students practice decision making, problem solving, creative and critical thinking within an aligned core curriculum stressing 21<sup>st</sup> century competencies in language arts, mathematics, science and social studies, and world languages.
- A Fort Atkinson education offers students comprehensive elective offerings including, but not limited to, visual and performing arts, family and consumer education, business and information technology, computer science, physical education, agriculture education and technology education providing opportunity to provide the same development of skills as core subjects while broadening artistic and cultural horizons, developing beneficial life-long skills and wellness habits and providing opportunity to consider careers in all fields.
- A Fort Atkinson education fosters positive self-worth, self-discipline, responsibility, cooperation, respect, dedication and spirit through co-curricular activities and community involvement.
- A Fort Atkinson education addresses the physical, emotional and social needs of students, as well as different learning styles and paces.
- A Fort Atkinson education embraces the diversity of all members within and surrounding our learning community.
- A Fort Atkinson education explores innovative ways to enhance and transform learning and personal development through the use of technology.
- A Fort Atkinson graduate will be provided an education that prepares him/her for a clearly defined "next step" after high school, whether that is pursuit of a career, military service, and/or other experiences.

## **Beliefs for the School District of Fort Atkinson**

### ***Culture/Environment***

- All students are entitled to a safe, welcoming and non-disruptive learning environment.
- Each person is unique, valuable, worthy of respect, has a right to his/her own beliefs and is responsible for his/her own actions.
- Attending to the emotional, social, and physical needs of students is essential to learning.
- Individuals learn through different methods and at different rates.
- Striving for constant improvement and quality programming requires change.
- Professional development of staff is integral to the work of educating students and supported by the District.

### ***Community***

- The family unit is the primary source of the beliefs and values of its children, though education is a shared responsibility among students, educators, family, and the community.
- Schools are accountable to the community, as the community benefits from its investment in public schools. Likewise, community involvement in the educational process enriches educational outcomes.
- Collaboration with local businesses and organizations helps support our learning environment.

### ***Academics***

- Learning is a life-long process; all people can learn, and students must be engaged in the learning process if they are to become responsible, contributing citizens in society.
- High standards, challenging expectations, and self-motivation lead to greater achievement.
- Collaboration and creative problem solving maximize performance.
- Attainment of skills and knowledge builds self-confidence and fosters personal growth.
- Understanding of learning objectives and growth in the learning processes is emphasized over grade attainment.
- Educational methods and programs are educationally sound, research-based, differentiated, and data-driven fostering highest levels of student achievement.
- 21<sup>st</sup> Century teaching methodology, including the use of technology, is utilized when possible and appropriate.

### ***Operations***

- Annual fiscal budgets and forecasts are prepared in accordance with generally accepted accounting practices and state regulations. Effective fiscal management and organizational efficiencies are ensured with annual audits.
- The financial resources of the District must adapt to the ever-changing needs of our student population and the community, thus ensuring those resources are utilized in the most efficient manner possible.
- The District's fund balance, reserves and debt are structured to the maximum advantage of the District.
- Facilities, grounds, equipment, and assets are well maintained to maximize their useful life, improve safety, reduce energy costs, and be environmentally sound.
- Creative ways are explored to reduce spending and increase revenues with minimal negative impact on programs and services offered by the District.

### ***Communications***

- Two-way, clear and engaging communications are necessary with all of our stakeholders and multiple methods are used to reach them.
- Pro-active, reliable, timely and transparent communications are utilized to build trusting relationships.
- Regular contact with legislators, professional associations, and community leaders is necessary to advocate for educational matters.

# SCHOOL DISTRICT OF FORT ATKINSON

## Board of Education

Mr. Bob Chady.....President  
Mr. Rodger Thomann.....Vice President  
Mr. Scott Johnson.....Treasurer  
Victoria Hachtel.....Clerk  
Mr. Bob Vincent.....Member

## Administration (J.F. Luther Building)

Dr. Jeff Zaspel.....Superintendent  
Jason Demerath.....Business Manager  
Amy Oakley.....Director of Instruction  
John Peterson.....Director of Special Education/Pupil Services  
Dennis Kuckenmeister.....Building & Grounds Supervisor  
Stacci Barganz.....Gifted and Talented Coordinator

## BARRIE ELEMENTARY SCHOOL

1000 Harriette St. Fort Atkinson, Wisconsin 53538

Phone: 920-563-7817 Fax: 920-397-7889

Web Site: [www.fortschools.org/barrie](http://www.fortschools.org/barrie)

## Office

Mr. Brent Torrenga.....Principal  
Mrs. Carol Klein.....Secretary

## Classroom Teachers

Mrs. Laura Janke.....Kindergarten	Mrs. Denise Engstrom.....Grade 3
Mrs. Patty Snyder.....Kindergarten	Mrs. Leah Schroeder.....Grade 3
Mrs. Therese Okray.....Grade 1	Mrs. Bobbie Rawinski.....Grade 4
Mrs. Kelly Ramirez.....Grade 1	Mrs. Sherry Pfeifer.....Grade 4
Mrs. Kaaren Adams.....Grade 2	Mrs. Holly Andrews.....Grade 5
Mrs. Kris England.....Grade 2	Mrs. Bobbi Recob.....Grade 5
	Mrs. Julie Recob.....Grade 5

## Special Area Teachers

Mrs. Carolyn Barel.....IMC Director	Mrs. Karisa Gust.....Psychologist
Mrs. Leah McKelvey.....Special Ed	Mrs. Debbie Pierce.....Special Ed
Ms. Nicole McCarty.....Vocal Music	Mr. Mark Sykes.....Physical Education
Mrs. Jessica Gary.....Band/Orchestra	Mrs. Amy True.....Guidance
Mrs. Mary Jo Hornickel.....Reading Recovery	Mrs. Kim Westby.....Vocal Music
Mrs. Leah Keller.....Art	Mrs. Kim Wittmann.....Occupational Therapist
Ms. Joelle Bender.....Speech/Language	

## Paraprofessionals/Aides

Mrs. Mandie Brewer.....Paraprofessional  
Mrs. Karen Behm.....Paraprofessional  
Mrs. Jackie Green.....Paraprofessional  
Mrs. Barb Athas.....Special Education Aide  
Mrs. Mahna Grossman.....Special Education Aide  
Mrs. Sue Mehring.....IMC Aide  
Mrs. Delanie Zimdars.....Kindergarten Aide  
Mrs. Sarah Brietzke.....Instructional Aide  
Mrs. Sherry Bennett.....Instructional Aide  
Mrs. Amy Schmidt.....Instructional Aide  
Mrs. Mary Kissinger.....Instructional Aide  
Mrs. Michelle Schoeller.....Instructional Aide  
Mrs. Jane Spencer.....Instructional Aide  
Mrs. Heather Trevino.....Instructional Aide

## Custodians

Mr. Maurice Jenks  
Mr. Greg Patrick

## Lunch Program

Mrs. Candy Pint, Cook  
Mrs. Jane Rowley, Cook  
Mrs. Angela Licari, Cook  
Mrs. Jackie Green, Aide

### **DAILY TIME SCHEDULE**

8:00	First Bell
8:05	School Begins (K-5)
9:30 – 9:45	Morning Break/Recess (K)
9:45 – 10:00	Morning Break/Recess (Gr. 1-3)
10:00 – 10:15	Morning Break/Recess (Gr. 4-5)
11:10 – 11:55	Lunch – (Kindergarten)
11:15 – 12:00	Lunch – (Gr. 1)
11:25 – 12:10	Lunch – (Gr. 2)
11:35 – 12:20	Lunch – (Gr. 3)
11:50 – 12:35	Lunch – (Gr. 4)
12:00 – 12:45	Lunch – (Gr. 5)
1:30 – 1:45	Afternoon Break/Recess (Gr. K-1)
1:45 – 2:00	Afternoon Break/Recess (Gr. 2-3)
3:00	Dismissal

### **2014 – 2015 P.T.O. OFFICERS**

	<b><u>Officers</u></b>	<b><u>Telephone</u></b>
President	Amy Larson	920-563-5667
Vice President	Kiara Tuten	920-723-4550
Secretary	Tara Foust	920-568-8169
Treasurer	Robynn Selle	920-397-7464

### **NOTICE OF NON-DISCRIMINATION POLICY**

The District shall provide any student in the District equal opportunity to participate in any programs or activities offered.

The School District of Fort Atkinson does not discriminate against students, employees or in its relationship with the community in areas of programs, services or facilities on any basis protected by federal, state or local laws.

The School District of Fort Atkinson does not discriminate in employment on any basis protected by federal, state or local laws.

Individuals who believe they have been discriminated against are encouraged to discuss the possible discrimination with the building administrator of the site at which the alleged discrimination took place. Questions about this policy should be directed to: Director of Instruction, 317 South High Street, Fort Atkinson, WI 53538. Phone: (920)563-7802.

### **SPECIAL EDUCATION REFERRALS**

Parents, physicians, mental health care providers, day care providers, private school representatives, or any other individual or agency having reasonable suspicion to believe that a child has an impairment and in need for special education services may initiate a referral on the child's behalf. Such requests must be in writing and forwarded to the child's public school of attendance. All written requests shall be date-stamped upon receipt and forwarded to the school's psychologist/IEP coordinator (the date of the receipt of the written request begins the 90-day timeline). It shall be the responsibility of the school psychologist/IEP coordinator to complete a special education referral in response to written requests. A copy of the special education referral shall be forwarded to the building principal and the original written request and related referral forwarded to the secretary to the Director of Special Education and Pupil Services for processing.



## **ATTENDANCE**

It is extremely important for the school and parents/guardians to work together to promote good attendance. Parents/guardians are required to notify the office by 9:00 A.M. on the day of their child's absence. The communication must include the reason for the absence. If the school is not notified by 8:30 a.m., it will attempt to contact a parent/guardian and determine if an absence is excused or unexcused. This is done to ensure the safety of your child. NOTE: If absence is due to illness, a doctor's excuse will be required upon student's return to school — after 3 days of absence.

### **PERFECT ATTENDANCE AWARD**

A great many students achieve this recognition yearly. Students receiving such an award will receive a Perfect Attendance Certificate at the year's end award assembly. In order to qualify, a student must not be absent or tardy unexcused throughout the year.

In certain cases (excused tardy) a student may have an appointment before or after school. Such absences will not jeopardize perfect attendance as long as the appointment is for any medical, guidance, or related professional appointment and the student:

- Is back to school before 10:00 AM – (will not count as ½ day absence)
- Leaves after 2:00 PM – (will not count as ½ day absence)
- Is not able to be picked up by a school bus due to inclement weather
- Is attending a school-sponsored trip
- Is observing a special religious holiday

#### **Criteria for Perfect Attendance Award is:**

- 0 – Days Absent
- 0 – Days Tardy Unexcused for the year

### **GOOD ATTENDANCE AWARD**

Good attendance will be awarded to students missing two or less days throughout the year.

#### **Criteria for Good Attendance Award is:**

- 2 or less – Days Absent
- 0 Tardy Unexcused for the year

### **UNEXCUSED TARDY DEFINED**

Any Unexcused Tardy eliminates a student from receiving an Attendance Award.

Criteria for Unexcused Tardy:

- Students are not at school when bell rings at 8:00 AM
- Students are not in the classroom when bell rings at 8:05 AM

### **ARRIVAL/DEPARTURE FROM SCHOOL**

Students who do not ride buses to school **should not arrive before 7:45 a.m.** Supervision becomes a problem when students arrive before 7:45 a.m. Students may enter the building at 8:00 a.m. when the first bell rings. Students will be allowed in the building beginning at 7:45 a.m. on days when we have inclement weather.

Students not waiting for busses must leave the school grounds immediately after school. If students are going to play on the playground they need to go home first, then come back to school to play. Students picked up by parents/guardians must go directly to the parent's/guardian's car.

### **DROPPING OFF & PICKING UP CHILDREN**

Please observe the parking lot signs when dropping off and picking up children. Drivers **may not park and leave their cars in the drive through area.** These areas must be left open. Also, observe the one-way traffic and stop sign when driving through the lot.

Children crossing the streets to be picked up by parents should cross at the corners where an adult crossing guard or safety patrols are stationed – these include the intersections of Harriette/Roosevelt, Charles/Roosevelt and Harriette/Shirley Streets.

Picking Students Up For An Appointment: Students are to be picked up in the main office and parents must sign their child out before leaving. If student returns to school after the appointment, they must check in at the main office before returning to class.

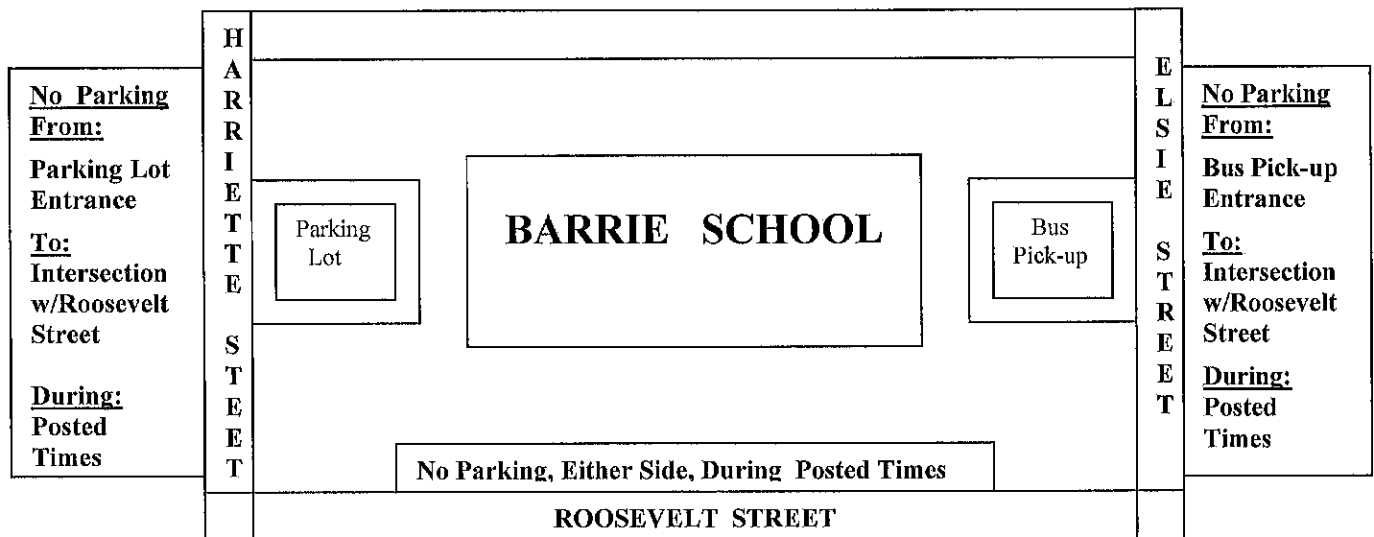
## SCHOOL VISITORS

We encourage you to visit school as often as you can. Barrie parents/guardians are asked to visit their children's classrooms at least once during a "regular" school day each school year. Please make arrangements with your child's teacher. All visitors must report to the office upon arrival at school and sign-in on the visitor's register and sign-out when leaving. Many of the staff like to get parents/guardians actively involved in our instructional program. Parent/guardian volunteers have been active in book conferences, paper checking, interest centers, and sharing hobbies, talents, etc. The best way to become familiar with our school is to become involved.

**All visitors to Barrie will be required to wear a visitor badge. The visitor badge is available when you sign-in at the office.**

## NO PARKING ZONES AT BARRIE

No parking zones have been established on the streets around Barrie School for the safety of our children. Please comply with these no parking zones.



From the students and staff at Barrie, THANKS for your cooperation.☺

## WEATHER – NO SCHOOL - LATE START - EARLY DISMISSAL

Families will be notified via the CONNECT 5 system. This automated calling system calls all district families shortly after 6:00 AM. In addition, the notice is posted at the [www.fortschools.org](http://www.fortschools.org) web site and on the following radio or TV stations:

- 1) WFAW / WSJY / LITE FM / WSLD
- 2) WISC – TV – Ch 3 / WMTV – Ch 15
- 3) Madison WKOW 27
- 3) WIBA / WTSO / WMLI / WZEE / WMAD
- 4) TODAY'S TMJ4 / WKTI / WTMJ
- 5) Milwaukee Fox 6 / WOLX / Triple M / Milwaukee Weather Watch 12
- 6) WBEV / WXRO / WTTN
- 7) Milwaukee CBS 58

## **PARTY INVITATIONS**

Having a birthday party is a fun event for a child. Please remember that hard feelings can be avoided if procedures at school are respected. Parents that would like the addresses of students in a given class can request those from the office. Please refrain from having students hand out invitations at school. This avoids hurt feelings for those not invited.

## **BARRIE SCHOOL BEHAVIOR PLAN**

Our school behavior plan contains general school wide playground, hallway, and lunchroom rules along with disciplinary consequences and positive recognition. Students are informed of the general rules and behavior expectations at the beginning of each school year.

Conflict is a natural part of life. As individuals we differ in what we want, need and think. Conflicts occur over these differences. But conflict itself isn't the problem – its how we deal with it.

Students need to be taught to be responsible for their actions. They need to realize that the choice is theirs: to follow the rules of the school and enjoy the rewards or to disregard the rules and accept the consequences.

## **RULES**

### **GENERAL SCHOOL RULES**

1. Help one another and be considerate.
2. Follow directions the first time given.
3. Stay in assigned areas.
4. Keep hands, feet, and objects to yourself.
5. Respect all students and adults.
6. No name calling, cursing, fighting or teasing.

### **PLAYGROUND RULES**

1. Students in grades 1-5 are to play in the area WEST of the building.
2. Students are to use restrooms before going outside.
3. Only soft or rubber balls are allowed on the playground. Balls may only be kicked on the grass.
4. Play fairly, respecting everyone's rights.
5. Use equipment properly and safely.
6. Stop playing when the bell rings and line up.

(Rules are reviewed with the children by the classroom teachers, physical education teacher, principal, or paraprofessionals.)

### **LUNCHROOM RULES**

1. Use quiet, appropriate talk
2. Walk
3. Clean up area before leaving and put trash in proper cans.
4. Be respectful and courteous.

## **CONSEQUENCES**

Consequences usually consist of staying in for noon recess. When children stay in for the noon recess they will first complete a form telling about the specific incident they were involved in and how they expect to handle similar situations in the future.

If the behavior becomes chronic or an infraction requires a more serious consequence than a noon detention, parents will be notified.

## **POSITIVE RECOGNITION**

Positive recognition is the sincere and meaningful attention our staff gives students for behaving according to our expectations. Consistently used, positive recognition will:

- > Encourage our students to behave appropriately.
- > Increase our students' self-esteem.
- > Reduce problem behaviors.
- > Create a positive school environment for staff and students.
- > Help staff teach behavior and establish positive relationships with our students.

Barrie staff members are encouraged to provide positive recognition by:

- > Praise
- > Special privileges
- > Tangible rewards
- > Positive Behavior Slips and phone calls home
- > Behavior awards

## **SCHOOL SAFETY PATROL**

Fifth grade students are encouraged to participate in the Barrie School Safety Patrol. Safety Patrol members must be responsible, reliable, and punctual. Monthly schedules are developed and children are scheduled for a week as a School Safety Patrol. Parents/guardians must grant permission for students to serve on Patrol. Students receive training early in their fifth grade year. They must also pass a test to become members. Meetings are held during the year. Captains and lieutenants are selected to help lead the patrol. The PTO, District Safety Committee, and various service groups provide rewards for the students throughout the year. Students who serve in an acceptable manner are rewarded with a special trip in the spring. They will also be recognized at the Awards Ceremony in the spring.

Safety Patrol members will help students cross safely at these corners from :

7:45 – 8:00 am and 3:00 – 3:15 pm:

1. Harriette and Shirley
2. Roosevelt and Charles

## **ADULT CROSSING GUARD**

An adult crossing guard employed by the City of Fort Atkinson will continue to be on duty at the corner of Harriette and Roosevelt. The Crossing Guard is present before school and after school.

### SCHOOL LUNCH & MILK PROGRAM

The School District of Fort Atkinson serves meals each school day. The cost of a breakfast meal is **\$1.40** and the lunch meal is **\$2.45** at the elementary school. Children may also get meals free or at a reduced price of **\$.30** for a breakfast meal and **\$.40** for a lunch meal at all grade levels. There is a \$.35 charge for milk when children on the free or reduced lunch program bring a cold lunch and take milk with their lunch. Money for this milk will need to be deposited in the student's lunch account.

An automated lunch system is used at Barrie School. Money for each child will be deposited in an account that will be accessed for breakfast / lunches or milk for lunches. **Parents are encouraged to make each payment sufficient to cover meals for each child for at least two weeks, or longer, whenever possible.**

Please, put your child's lunch money in a sealed envelope with your child's name, the teacher's name, and the amount enclosed written on the envelope.

Elementary students will be permitted to have only 1 outstanding charge for hot lunch. You should double check each day to make sure your child(ren) have a lunch or that the lunch account is current. A notice will be sent home when there is **no** money left in your child's lunch account

<u>BREAKFAST</u>	<u>REGULAR</u>	<u>REDUCED</u>	<u>FREE</u>
DAILY	\$1.40	\$.30	\$.00
<u>HOT LUNCH</u>	<u>REGULAR</u>	<u>REDUCED</u>	<u>FREE</u>
DAILY	\$2.45	\$.40	\$.00
LUNCH MILK	Included	\$.35 (w/cold lunch)	\$.35 (w/cold lunch)

<u>MILK</u>	<u>COST</u>	<u>REDUCED</u>	<u>FREE</u>
SEMESTER	\$30.00	\$.00	\$.00

# **CODE OF CONDUCT**

## **School District of Fort Atkinson**

### **Code Philosophy / Scope**

The School District of Fort Atkinson has developed this Code of Conduct through the cooperative efforts of parents, students, and staff from around the District in accordance to Wisconsin State Statute 120.13(1)(a), as created by 1997 Wisconsin Act 335.

The District recognizes and accepts its responsibility to create, foster, and maintain an orderly and safe class environment, conducive to teaching and the learning processes. The goal of the Code of Conduct is to create a positive learning environment through a balance of individual rights, and personal responsibilities. Students and staff will be afforded the opportunity to be part of a school as free as reasonably possible from unnecessary and unwarranted distraction and disruption, particularly by those relatively few students who, for whatever reason, are unwilling, not ready or unable to avail themselves of the opportunity for an education.

In order for the School District of Fort Atkinson's Code of Conduct to be effective, it is of great importance that all students and parents / guardians be aware of the document. Thus, all parents / guardians of students enrolled in the School District of Fort Atkinson will receive a copy of the Code of Conduct, and sign a record of receipt which will be kept in the appropriate school office.

#### **1. PRIOR TO STUDENT REMOVAL FROM CLASS**

Behavioral expectations need to be communicated as clearly as possible to student(s) and parent(s) / guardian(s). Actions taken by the teacher prior to removal of the student will be documented. Except where the behavior is extreme, the teacher will warn a student that continued misbehavior could lead to temporary removal from class. After warning the student, and exhausting appropriate classroom solutions to remedy the behavioral situation, teachers may elect to remove a student from their class.

#### **2. STUDENT REMOVAL FROM CLASS**

Removal from class is a serious measure and will 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, parents / guardians and staff through Board of Education policy, student handbooks, course syllabi and other oral or written communications. It is neither possible nor necessary to specify every type of improper or inappropriate behavior or circumstance that would justify *short* or *long-term* removal of a student from class under this Code of Conduct.

**A student may be removed from class for the following reasons:**

- a. Dangerous, disruptive or unruly behavior or behavior that interferes with the ability of the teacher to teach effectively.  
Examples of this type of behavior include, but are not limited to the following:

- Possession or use of a weapon or other item that might cause bodily harm to persons in the classroom;
  - 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 such as:
    - taunting, baiting, inciting, and/or encouraging a fight or disruption
    - pushing or striking a student or staff member
    - obstruction of classroom activities or other intentional action taken in an attempt to prevent the teacher from exercising his/her assigned duties
    - disrupting the orderly operation of the classroom by using, threatening to use, or counseling others to use violence, force, coercion, threats, intimidation, fear, or disruptive means
    - restricting another person's freedom to properly utilize classroom facilities or equipment
    - repeated classroom interruptions, confronting staff argumentatively, making loud noises or refusing to follow directions
    - throwing objects in the classroom
    - excessive or disruptive talking
    - repeated disruption or violation of classroom rules
    - behavior that causes the teacher or other students fear of physical or psychological harm
    - physical confrontations or verbal/physical threats
    - defiance of authority (repeated willful refusal to follow directions or orders given by the teacher)
  - Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work or creates classroom disorder;
  - Disruption and intimidation caused by gang or group symbols or gestures gang or group posturing to provoke altercations or confrontations;
  - Willful damage to school property;
  - Repeatedly reporting to class without bringing necessary materials to participate in class activities;
  - Possession of personal property prohibited by school rules and otherwise disruptive to the teaching and learning of others.
- b. Other behavior, which may result in removal from class. An example of this type of behavior includes, but is not limited to, the following:
- Irreconcilable personality differences between the student and other students, and/or student and teacher.

Any student may be temporarily removed from class under the School District of Fort Atkinson's Code of Conduct providing it is for nondiscriminatory reasons. A student with a disability may be removed from class and placed in



an alternative educational setting only to the extent authorized by state and federal laws and regulations, or as outlined in a student's *Individualized Education Plan, Section 504* plan, or other binding modification agreement.

### 3. PLACEMENT PROCEDURES

When the teacher deems removal of the student from class appropriate, the teacher will take on of the following courses of action:

- a. Instruct the student to report to the main office for the period of removal. In such a case, the teacher will notify the office; or
- b. Obtain coverage for the class and escort the student to the main office; or
- c. Seek assistance from the main office or other available staff. When the assistance arrives, the teacher or the other adult will accompany the student to the main office.

Upon arriving at the main office or as soon as practical:

- **The Student** will be presented with the reason(s) for their removal from class, and have the opportunity to briefly explain the situation.
- **The Teacher**, within twenty-four hours, or one business day of removal, will submit a written explanation detailing the need for removal to the building administrator.
- **The Building Administrator/Designee** will investigate the matter as needed to determine whether the incident will be considered a *short-term* or *long-term* removal.

#### Short-Term Removal

*Short-term* removal is a serious matter and should not be taken lightly by students or teachers. Temporary removal is intended to be disciplinary in nature, and addresses situations where the student's presence is disruptive to the class on a particular day aside from consequences as outlined in classroom guidelines / expectations. In most instances, the student will remain in the *short-term* removal area (designated by the building administrator). Prior to returning to the class, the building administrator or designee will speak with the student to determine whether the student is, or appears to be, ready to return to class without reoccurrence. In the event the student is unable to return to class, the building administrator or designee will make arrangements for the student to remain in the *short-term* removal area, or as necessary, sent home.

#### Long-Term Removal

*Long-term* removal is an extremely serious step, which should only be considered for significant behavioral issues, usually not a single incident. If the teacher believes it is in the best interest of the student and/or the class to pursue *long-term* removal, the teacher must do so in writing to the building administrator. The teacher's statements should clearly specify:

- a. the reason for the removal request,

- b. the alternatives, approaches, strategies, and other steps taken to avoid the need for removal from class,
- c. the impact, positive and negative, on the removed student,
- d. the impact, positive and negative, on the rest of the class.

Upon receiving a teacher's statement for *long-term* removal, the building administrator may consult with the teacher, student, and/or other District staff. Following consideration of the teacher's statement and any other information, the building administrator will, at their discretion, take one of the following steps:

- Place the student in an alternative education program as defined by law;
- Place the student in another class in the school, or in another appropriate place in the school;
- Place the student in another instructional setting;
- Return the student to, or retain the student in, the class from which he or she was removed or proposed to be removed.

*Long-term* removal is an administrative decision not subject to a formal right of appeal. However, the parents of the student, and/or the student, shall have the right to meet with the building administrator and/or the teacher(s) who made the request for removal. At that meeting, the building administrator will inform the parents / guardians and/or student the reasons for removal, the alternative(s) considered, and the basis for any decision.

#### **4. NOTIFICATION PROCEDURES FOR SHORT OR LONG TERM REMOVAL**

- As soon as practical, the teacher, and/or the building administrator / designee will contact the student's parents / guardians noting their removal from class. This contact may be made by telephone, but will also be followed by written documentation of the incident(s). This notification will include the reasons for removal, and the placement decision involving the student, and will be given as soon as practical after the student's removal from class.
- If the removal from class and change in educational placement involves a student with a disability, parent / guardian notification will be made in accordance to state and federal laws and regulations.
- If the student removed from a class is also subject to disciplinary action for the particular classroom conduct (i.e. suspension or expulsion), the student's parent / guardian will also be notified of the disciplinary action in accordance with legal and policy requirements.
- The building principal or designee will notify appropriate teachers and staff of a student's short or long-term removal status. This notice will be given as soon as practical after the student's removal from a class and a placement decision has been made.

## **STUDENT DRESS CODE**

### **BOARD POLICY 443.1**

#### **443.1 - Student Dress Code**

Student attire shall be permitted that is not disruptive to the learning environment and is not offensive to the population being served by the School District of Fort Atkinson. Clothing that exposes cleavage, private parts, the midriff or undergarments or that is otherwise sexually suggestive is prohibited. The district prohibits students from wearing any clothing which is normally identified with antisocial behavior, gang affiliation and clothing that contains pictures and/or writing referring to alcoholic beverages, tobacco products, sex, profanity, violence and/or illegal drugs. Issues regarding the appropriateness of student attire will be resolved by the building principal in accordance with this policy and building level handbooks.

Legal Ref.: Sections 120.13(1) and 120.12(1), Wisconsin Statutes

Cross Ref.: Student Handbooks

Approved: August 21, 1997

Revised: June 17, 2004

## **ELECTRONIC DEVICES / ELECTRONIC COMMUNICATION DEVICES**

### **ADMINISTRATIVE RULE 443.5**

#### **AR 443.5- Electronic Devices/Electronic Communication Devices**

1. The use of all electronic communication devices in district schools is prohibited, except at times and in designated locations authorized by the building administration.
2. Given the developmental and operational needs of each school building level, building administration will determine and publish in student/parent handbooks specific detail concerning the appropriate use of electronic devices.
3. In order to communicate effectively and create consistent expectation and practice across our district schools, the consequences for violations of this policy in a school year are as follows below:

**First Offense:** Warning, disciplinary notice is mailed home.

**Second Offense:** Electronic device confiscated, disciplinary notice mailed home indicating consequence. The student may pick up the electronic device after school from a building administrator.

**Third Offense:** Electronic device confiscated, requires parent(s)/guardian (s) conference prior to returning the cell phone to a parent(s)/guardian(s).

Given the nature of the violation additional disciplinary action may be required as determined appropriate by building administration. (i.e., blatant refusal to discontinue use, causing significant disruption, harassment, use which violates other school rules)

Approved: March 25, 2009

**NOTICE OF NONDISCRIMINATION POLICY and  
NOTICE OF VOCATIONAL OPPORTUNITIES**

The School District of Fort Atkinson offers a variety of courses in Agriculture Education, Business Education, Family and Consumer Education, and Technology Education, including opportunities for students to participate in work-based learning.

All programs in the School District of Fort Atkinson, including these vocational programs, follow District nondiscrimination policies:

**It is the policy of the School District of Fort Atkinson that no person may be denied admission to any public school in this District or 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, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by s. 118.13, Wisconsin Statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (gender), Title VI of the Civil Rights Act of 1964 (race, color, and national origin), and Section 504 of the Rehabilitation Act of 1973 (disability).**

**The District does not discriminate in employment on the basis of age, race, color, national origin, sex, religion, or handicap, in accordance with Federal law. In accordance with State law, the District does not discriminate in employment practices on the basis of creed, color, handicap, marital status, sex, national origin, ancestry, religion, arrest record or conviction record, sexual orientation, or membership in the national guard, state defense force, or any other reserve component of the military forces of the United States.**

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 School District of Fort Atkinson.

Questions concerning this policy should be directed to:

**Amy Oakley  
Director of Instructional Services  
SCHOOL DISTRICT OF FORT ATKINSON  
201 PARK STREET  
FORT ATKINSON, WI 53538-2155  
920/563-7802**

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**NOTICIA DE POLIZA INDISCRMINADO Y  
NOTICIA DE OPORTUNIADES DE VOCACION**

El Distrito Escolar de Fort Atkinson ofrese una variedad de cursos en Educacion de Agricultura, Educacion Coercial de Negocios, Educacion Familiar y Educacion Consumidor, y Educacion de Tecnijolia, Incluir oportunidades para Estudiantes para que participen en trabajo basico de aprendencia.

Todos los programas de el Distrito Escolar de Fort Atkinson, incluyendo estos programas de vocacion, siguen las polizas de Distrito indiscriminado:

**Es la poliza de el Distrito Escolar de Fort Atkinson que ninguna persona sea negada de admission en ningun escolar publico en este distrito o sea negada de participacion, sea negada de beneficios de, o sea discriminada de estudios, extracurricular, servicio de alumno, recreacional, o otro programa o actividad de el sexo de la persona, raza, religion, origen de nacional, abolengo, credo, embarazo, estado civil o origen de padres, sexo oriental, o fisico, mental, emocional, o incapacidad para aprender o necesidad desventajado por s. 118.13 Wisconsin Estatuto. Esta poliza tambien prohíbe discriminacion como definido por Titulo IX en Mienda de Educacion de 1972 (genero) Titulo VI de la Acta de Derechos de Civil de 1964 (raza, color y origen de naconal) y Seccin 504 de la Acta de Rehabilitacion de 1973 (desavelidad).**

**El Distrito no discrimina en base de empleo de edad, raza, color, origen de nacional, sexo, religion o incapacidad, en conformidad con la ley Federal. En conformidad con la ley de el Estado, el Distrito no discrimina en practices de empleo en las bases de credo, color, incapacidad, origen de padres, sexo, origen national, abolengo, religion, historia de aresto, historia de condena, orientacion sexual, o de la guarda nacional, fuerza defense de el estado, o culquir freza militar de los Estados Unidos.**

El Distrito anima resoluciones informales de quejas abajo de esta poliza. Una queja formal de resolucio procedimiento esta disponible, en acuerdo, para dirigir alegaciones de violacions de la poliza de Distrito Escolar de Fort Atkinson.

Preguntas tocante esta poliza seran directivas a:

**Amy Oakley  
Directora de Services de Instruccion  
DISTRITO ESCOLAR DE FORT ATKINSON  
201 PARK STREET  
FORT ATKINSON, WI 53538-2155  
920-563-7802**

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# BARRIE ELEMENTARY SCHOOL FORT ATKINSON, WISCONSIN

