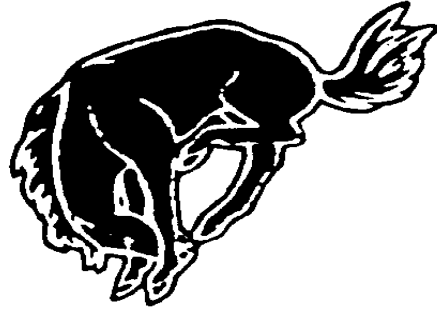


BARRIE SCHOOL



BRONCOS

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

**SUPPLEMENT TO
STUDENT / PARENT HANDBOOK**

2019 - 2020
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 2019

Dear Barrie Parents/Guardians,

A warm welcome to the 2019-2020 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 7:55 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. Also, please check out our Barrie webpage found at www.fortschools.org/Barrie for additional school information.

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”



Strategic Plan Design Principles

Foster an emotionally, physically safe and healthy learning environment.

- Develop students to be valued community members using programming intentionally designed to build social skills and strong relationships.
- Cultivate relationships with stakeholders to know and understand the interconnected needs of the local and global communities.
- Empower students to thrive in an ever-changing global environment through rigorous academics, individualized pathways, and authentic learning experiences.
- Communicate with the larger community to inform, engage, and celebrate the good things happening in the schools and community.
- Promote and advance an understanding of diversity, acceptance, and global perspectives.
- Use data driven practices to determine fiscally sound decision-making.
- Optimize community resources for the mutual benefit of the students, schools, and community.



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 21st 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.
- 21st 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. Mark Chaney.....President
Mr. Benjamin Knowles.....Vice President
Mr. Adam Paul.....Treasurer
Mr. Dick Schultz.....Clerk
Ms. Rachel Snethen.....Member

Administration (J.F. Luther Building)

Dr. Lynn Brown.....Superintendent
Jason Demerath.....Business Manager
Amy Oakley.....Director of Instruction
Lisa Hollenberger.....Director of Special Education/Pupil Services
Josh Carter.....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

Office

Mr. Brent Torrenga.....Principal
Mrs. Rachel DePorter.....Administrative Assistant

Classroom Teachers

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

Special Area Teachers

Mrs. Kaaren Adams.....Reading	Mr. Hayden Hoffmann.....Guidance
Mrs. Carolyn Barels.....IMC Director	TBD.....Special Ed
Ms. Jenny Ebanks.....Behavior Interventionist	Ms. Leslie Ott.....Math Interventionist
Mr. Peter Finnigan.....Orchestra	Ms. Kelly Ramirez.....Reading Recovery
Mrs. Kelly Graupner.....Speech/Language	Ms. Jenna Schiewer.....Vocal Music
Ms. Meghann Green.....Physical Education	Mrs. Briana Schlotthauer.....Special Ed
Mrs. Andrea Haffelder.....Band	Mr. Shaun Schweigert.....Psychologist
Mrs. Nicole Haskin.....ELL	Mrs. Rebecca TenHoor.....Occupational Therapist
Mr. Barry Helgestad.....Art	Mrs. Madison Wade.....Special Ed

Aides

Mrs. Mahna Grossman.....Special Education Aide
Mrs. Kathy Hansen.....Special Education Aide
Mrs. Susan Kjornes.....Special Education Aide
Ms. Bethany Latsch.....Special Education Aide
Mrs. Teona Leetzow.....Special Education Aide
Ms. Cayla Myers.....Special Education Aide
Mrs. Richelle Rottmann.....Special Education Aide
Mrs. Sue Mehring.....IMC Aide
Mrs. Bonnie Garthwait.....Kindergarten Aide
Mrs. Delanie Zimdars.....Kindergarten Aide
Ms. Tiffany Albrecht.....Instructional Aide
Mrs. Barb Athas.....Instructional Aide
Mrs. Karen Behm.....Instructional Aide
TBD.....Instructional Aide
Ms. Annie Sawyer.....Instructional Aide
Mrs. Heather Trevino.....Instructional Aide

Para Professionals

Mrs. Mandie Brewer
Mrs. Arlena Perez
Ms. Jenna Thorton

Custodians

Ms. Stephanie StOnge
Mr. Robert Preston

Lunch Program

Ms. Katy Anfang-Kruizenga, Cook
Ms. Malika Moss-Ploch
Ms. Laurie Meske, Cashier

DAILY TIME SCHEDULE

7:55	First Bell
8:00	School Begins (K-5)
9:30 – 9:45	Morning Break/Recess (1)
9:40 – 9:55	Morning Break/Recess (2)
9:45 – 10:00	Morning Break/Recess (KG, 3 & 4)
10:00 – 10:15	Morning Break/Recess (4)
10:15 – 10:30	Morning Break/Recess (5)
11:25 – 11:45	Lunch – (Kindergarten)
11:25 – 11:45	Lunch – (Gr. 1)
11:15 – 11:35	Lunch – (Gr. 2)
11:35 – 11:55	Lunch – (Gr. 3)
11:55 – 12:15	Lunch – (Gr. 4)
11:45 – 12:05	Lunch – (Gr. 5)
1:45 – 2:00	Afternoon Break/Recess (Gr. 1 & 3)
2:00 - 2:15	Afternoon Break/Recess (KG & 2)
3:00	Dismissal

2019 – 2020 P.T.O. OFFICERS

	<u>Officers</u>	<u>Telephone</u>
Co-President	Kelly Knickrehm Ashley Barr	920-723-3591 262-749-1027
Secretary	April Van Etten	920-397-7384
Co-Treasurer	Sarah Roth	608-359-8815

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 7:30 a.m.** Supervision becomes a problem when students arrive before 7:30 a.m. Students may enter the building at 7:55 a.m. when the first bell rings. Students will be allowed in the building beginning at 7:30 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.

COMMUNICATION HOME

Teachers use a variety of ways to communicate updates to you through class newsletters, phone calls, notes home and emails. Additionally, the Main Office will send a monthly school newsletter of information on upcoming events and notices.

The School District of Fort Atkinson also utilizes a parent outreach system through a company called **Blackboard Connect.** This service is used when a large amount of contacts need to be made, most importantly for emergencies for school closings. The system is also used to remind you of any other important information that needs to come in a timely manner (reminders of concert times and dates, PTO events, testing schedules, etc.)

Please be aware this system sends information via email, phone message or text message based on the information you provide to the school at registration time.

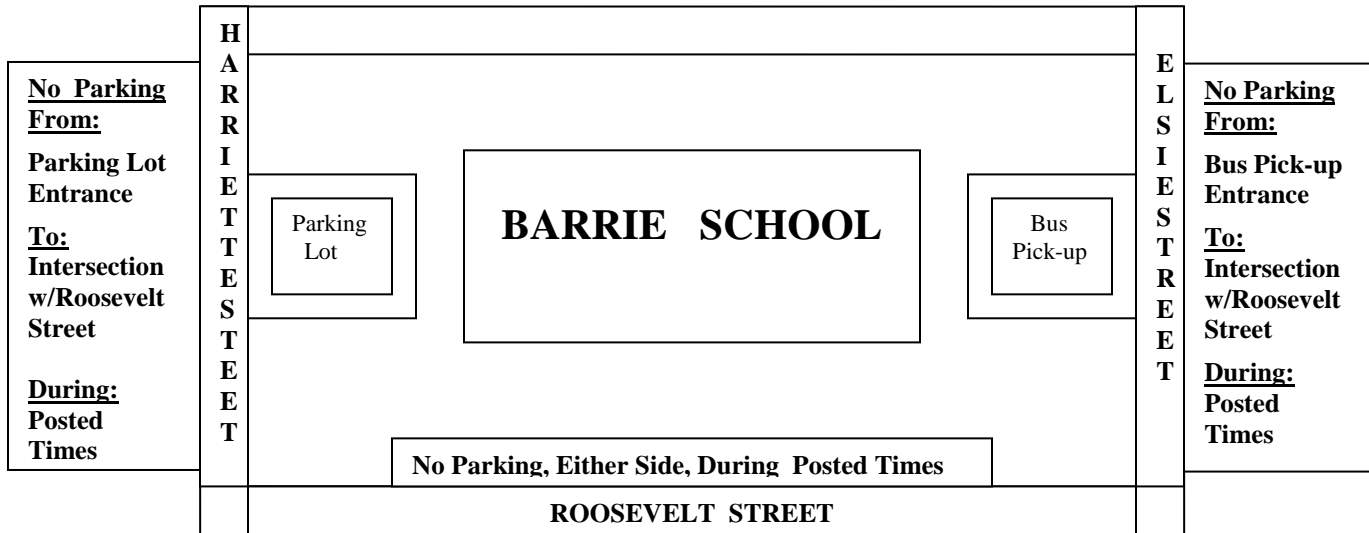
SCHOOL VISITORS

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 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) **WIBA / WTSO / WMLI / WZEE / WMAD**
- 4) **TODAY'S TMJ4 / WKTI / WTMJ**
- 5) **Milwaukee Fox 6 / WOLX /Triple M**
- 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.
7. Be Respectful, Be Responsible, Be Safe, Be Ready to Learn

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. Students should not bring toys, footballs, basketballs, baseballs etc. from home.
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
3. Elsie Pick-Up/Drop-Off

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 **\$1.55** and the lunch meal is **\$2.80** 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	\$1.55	\$.30	\$.00

<u>HOT LUNCH</u>	<u>REGULAR</u>	<u>REDUCED</u>	<u>FREE</u>
DAILY	\$2.80	\$.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 COMMUNICATION DEVICES

BOARD POLICY 443.5

AR 443.5- 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

Revised: 8/2016

DISCRIMINATION

BOARD POLICY 112

112 – Discrimination

It is the policy of the School District of Fort Atkinson that no person may be denied employment by, admission to any school in the District, be denied participation in, benefits of, or be discriminated against in any curricular, co-curricular, pupil service, recreational or other program or activity because of the person's sex, race, color, national origin, protected veteran status, ancestry, creed, pregnancy, marital or parental status, sexual orientation including transgender status, gender expression, gender identity, gender nonconformity or change of sex, genetic information, or physical, mental, emotional or learning disability or handicap as required by s. 118.13 Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973.

Individuals who believe they have been or are being discriminated against may file a written complaint in accordance with the procedures set forth in AR 112. There shall be no retaliation against any individual who, in good faith, files a complaint under this policy. Any person who engages in retaliatory conduct against a complainant in violation of this policy shall be subject to disciplinary action.

This policy will be published annually and information about procedures (AR 112) will be provided upon request.

The District nondiscrimination officer is the Director of Pupil Services.

Legal Ref.: Sections 111.31-111.39; 118.13; 118.195; 118.20, Wisconsin Statutes
Titles VI and VII – Civil Rights Act of 1964 as Amended
Title IX – Education Amendment of 1972
Sec. 504 – Rehabilitation Act of 1973
Age Discrimination Act of 1975
Immigration Reform and Control Act of 1986
Americans with Disabilities Act of 1990
Civil Rights Act 1991
Individual with Disabilities Education Act
PI 9 and PI 41 of the Wisconsin Administrative Code
Genetic Information Nondiscrimination Act of 2008 (GINA)

Cross Ref.: Administrative Rule 112 – Discrimination Complaint Procedures
Administrative Rule 112, Exhibit A – Discrimination Complaint Form
Board Policy 411.1 – Student Harassment
Administrative Rule 411.1 – Student Harassment Complaint Procedures
Board Policy 512 – Employee Harassment
Administrative Rule 512 – Employee Harassment Complaint Procedures
Board Policy 760 – Food Service Management
Board Policy 840 – Gifts to the School District

Approved: March 20, 2003

Revised: March 18, 2010

January 28, 2015

USE OF SECLUSION AND PHYSICAL RESTRAINT

BOARD POLICY 447.11

447.11 – Use of Seclusion and Physical Restraint

No employee, independent contractor, employee of an independent contractor, student teacher, or volunteer (excluding law enforcement officers), may use seclusion or physical restraint on a student unless the student is exhibiting behaviors that present a clear, present, and imminent risk to the safety of themselves or others.

Physical restraint is defined as the use of physical force to restrict the free movement of all or a portion of a student's body. It does not include appropriately, briefly touching a student to calm, comfort, or redirect the student.

Seclusion is defined as the involuntary confinement of a student, apart from other students, in a room or area from which the student is physically prevented from leaving. For a student in seclusion, constant adult supervision (visual contact) must be maintained while the student is in the seclusion area.

This policy applies to all students (both students with and without disabilities).

Legal Ref.: Section 118.31, 118.305, 115.787(2)(i) Wisconsin Statutes

Notification and Reporting of Physical Restraint and/or Seclusion Report

AR 447.11 – Use of Seclusion and Physical Restraint

Approved: December 17, 2015

OPEN ENROLLMENT PROGRAM

BOARD POLICY 423

423 - Open Enrollment Program

This policy shall be administered in accordance with the state public school open enrollment laws and the administrative rules established by the Department of Public Instruction (DPI).

Subject to the exception that the School Board shall act annually upon any annual space availability determinations for purposes of nonresident open enrollment into the District, the Board authorizes the District Administrator, or his/her designee, to make all other decisions and determinations that are necessary or permitted in connection with any open enrollment application or any open enrollment student under this policy and under any related Board-approved rule. However, this delegation of authority shall not be construed to prohibit the District Administrator from bringing any such decision or determination to the Board as he/she deems necessary or prudent.

The stated legal references and the Department of Instruction Public School Open Enrollment Program guidelines will be used when considering open enrollment applications.

Nonresident Open Enrollment Students

A nonresident student may apply for full-time enrollment in a public school in the District under the open enrollment program. Applications may be completed and submitted using DPI's online system or by completing the DPI's paper application form and submitting the paper application to the designated District Office.

Acceptance and Rejection – Criteria as defined in Administrative Rule #423.

Required Preference – Criteria as defined in Administrative Rule #423.

Transportation – Nonresident students' transportation shall not be the responsibility of the District. However, the District may discretionarily provide transportation to nonresident student(s) when mutually agreed upon with the nonresident student's District Administrator.

Reapplication – The Board shall not require nonresident students who are attending school in this District under this policy to reapply.

Resident Open Enrollment Students

A resident student may apply for full-time enrollment in a public school in another district under the open enrollment program. Applications may be completed and submitted using DPI's online system or by completing the DPI's paper application form and submitting the paper application to the designated office.

Resident Open Enrollment Students - Criteria as defined in Administrative Rule #423.

Appeals of Open Enrollment Decisions – The student's parent(s) or guardian(s) may appeal a District decision regarding full-time open enrollment to the DPI by following the deadlines and other procedures established by the DPI, except as otherwise specifically provided under state law or under DPI rules.

Legal Ref.: Section 118.51, 120.13, 121.78(1)(a), 939.22(10), Wisconsin Statutes
PI 23, PI 36, Wisconsin Administrative Code

Cross Ref.: Administrative Rule 423 – Open Enrollment
Board Policy 112 - Discrimination
Board Policy 343.2 – Class Size

Approved: February 19, 1998

Reviewed: February 2, 2005

Revised: March 15, 2007

Renumbered:

December 16, 2010

Revised: April 19, 2012

Revised: May 16, 2013

Revised: January 28, 2016

CONCUSSIONS

BOARD POLICY 453.12

453.12 - Concussions

The District has developed policy for the purpose of educating athletic coaches, student athletes and their parent(s) or guardian(s) about the nature and risk of concussion and head injury in student athletic activities.

1. At the beginning of the school year, the Athletic Director will distribute concussion and head injury information to each coach and student athlete who wishes to participate in that student athletic activity. No person may participate in a student athletic activity unless the person signs the information form and if he or she is under the age of 19, also signed by his or her parent or guardian. All forms are retained by the building athletic department.
2. If the student has completed an appropriately signed information form for another student athletic activity operated by the school during the same school year, the Athletic Director is not required to distribute concussion and head injury information to a student interested in participating in a student athletic activity, and a student may participate in that student athletic activity.
3. An athletic coach, or official involved in a student athletic activity, or health care provider shall remove a student from the student athletic activity if the coach, official, or health care provider determines that the person exhibits signs, symptoms, or behavior consistent with a concussion or head injury or the coach, official, or health care provider suspects the person has sustained a concussion or head injury.
4. A student who has been removed from a student athletic activity as described by #3 may not participate in a student athletic activity until he or she is evaluated by a health care provider and receives a written clearance to participate in the activity from the health care provider.
5. Any athletic coach, official, or volunteer involved in an athletic activity who authorizes a person to participate in a student athletic activity or who fails to remove a person from a student athletic activity is immune from civil liability for any injury resulting from that act/omission unless it constitutes gross negligence or willful or wanton misconduct.

Legal Ref: Section 118.293, Wisconsin Statutes

Cross Ref: Policy#AR453.12 - Concussions

Approved: June 16, 2016 Pending Board Approval

EMERGENCY NURSING SERVICES

BOARD POLICY 453.1

453.1 - Emergency Nursing Services

The School District of Fort Atkinson shall provide emergency nursing services to handle the care of students suffering from illness or injury at school or during school-sponsored activities. Emergency nursing services shall be provided under the direction of a nurse registered in Wisconsin. Arrangements shall be made for a local physician to serve as a medical advisor for the District.

Emergency nursing services shall be available during the normal school day including curricular and co-curricular activities of students. A School Nurse will be available during the normal school day. However, a School Nurse is not required to be present at all school-sponsored activities. Local emergency services, which are available 24 hours a day, will serve as backup to emergency nursing services. Personnel in charge of the activity shall provide emergency care to the extent of his/her expertise or obtain emergency care.

Staff members who have emergency training will be designated to assist with emergency nursing services. The building principal will annually designate those persons in each school who will have such responsibility. An annual in-service will be provided for designated school personnel for the purpose of providing continuing emergency and/or first aid training. Emergency care procedures will be followed as outlined according to either the American Red Cross or American Heart Association standards. Any school employee who in good faith renders emergency care shall be immune from civil liability as defined in 895.48 and 118.29(3), Wisconsin Statutes.

Written procedures, including parent notification, for handling injury, illness and medication shall be implemented. These procedures shall describe services provided for at all school-sponsored activities and will be reviewed annually by the nurse and medical advisor. This includes standing orders for first aid and medications developed by the District's medical advisor. Information about the standing orders will be provided to parents annually upon request. The District Procedure for Treating Allergic/Anaphylactic Reactions will be posted on the district internet site (118.2925(2)(b)).

Legal Ref.: Sections 118.07, 118.125, 118.29, 118.2925, 146.81, 146.83, 252.21 and 895.48, Wisconsin Statutes
PI 8.01(2)(g), Wisconsin Administrative Code

Cross Ref.: AR 453.1 – Emergency Nursing Services
Board Policy #453.11 – Automatic External Defibrillator (AED)
Board Policy #453.4 – Administration of Medication to Students

Approved: April 20, 2000
Revised: March 19, 2009
December 18, 2014

COMMUNICABLE DISEASES

BOARD POLICY 453.3

453.3 - Communicable Diseases

The School District of Fort Atkinson, pursuant to federal, state and local laws and regulations, and in cooperation with state and local public health agencies shall establish and maintain appropriate health standards regarding cases of known or suspected communicable diseases, as well as the reporting of disease and disease control.

In an effort to promote the good health of students and staff the district will provide educational opportunities to students, staff, and parent(s)/guardian(s) regarding measures that can be taken to reduce the risk of contracting or transmitting communicable diseases at school and school-sponsored activities.

It is the District's intention to minimize interruptions to learning caused by communicable diseases. Guidelines for inclusion or exclusion from school of students with communicable disease shall consider the educational implications for the student and others with whom he/she comes in contact.

Individuals may be excluded from school and/or school-related activities if they are suspected of or diagnosed as having a communicable disease, as defined by the Wisconsin Department of Health Services, that poses a significant health risk to others or that renders them unable to adequately perform their jobs or pursue their studies.

The Wisconsin Department of Health Services chart "Wisconsin Childhood Communicable Diseases" available at (<https://www.dhs.wisconsin.gov/publications/p4/p44397.pdf>) will serve as a reference for the District's response to communicable diseases. The chart will be available in school health offices.

In recognition that an individual's health status is personal and private, the District shall handle information regarding students with suspected or confirmed communicable diseases in accordance with state and federal laws and School District of Fort Atkinson policies and procedures regarding confidentiality of student records, while at the same time complying with applicable public health reporting requirements.

Legal Ref.: Sections 103.15, 111.34, 118.01(2)(d)2c, 118.125, 118.13, 118.195, 118.25 121.02(1)(i), 140.05, 146.82-146.83, 178.01(2)(d)2c, Wisconsin Statutes

Cross Ref.: Administrative Rule 453.3 - Communicable Diseases
Board Policy – 453.31 Control and Treatment of Head Lice/Nits
Administrative Rule – 453.31 – Control and Treatment of Head Lice/Nits
Board Policy 347 – Student Records
Administrative Rule 347 - Student Records

Approved: August 21, 1997

Revised: May 19, 2016 pending Board approval

CONTROL AND TREATMENT OF HEAD LICE/NITS

BOARD POLICY 453.31

453.31 – Control and Treatment of Head Lice/Nits

Head lice are parasites that are considered a nuisance disease. Nits are the egg, a young form of a louse or empty shell. From time-to-time a student in the school population may be impacted by a nuisance disease. School District personnel will use appropriate measures to reduce student exposure to nuisance diseases.

Legal Ref.: Section 118.125 118.16 121.02 (1)(i), Wisconsin Statutes

Cross Ref.: **Administrative Rule 453.31 – Control and Treatment of Head Lice/Nits**

Board Policy 453.3 – Communicable Diseases

Administrative Rule 453.3 – Communicable Diseases

Board Policy 347 – Student Records

Administrative Rule 347 - Student Records

Approved: May 19, 2016 Pending Board Approval