

# PARENT/STUDENT HANDBOOK

SCHOOL DISTRICT OF



F O R T • A T K I N S O N

BARRIE, LUTHER, PURDY,  
ROCKWELL  
ELEMENTARY SCHOOLS  
FORT ATKINSON, WISCONSIN

2019/2020

Please refer to this book from year to year.  
Each year a current supplement will be added for each elementary school

## PARENT/STUDENT HANDBOOK

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**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**

## 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, sigen 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, origin de nacional, abolengo, credo, embarazo, estado civil o origen de padres, sexo oriental, o fisico, mental, emocional, o incapacidad para aprender o necesidad desvantajado por s. 118.13 Wisconsin Estatuto. Esta poliza tambien prohije 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 origin 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, origin de nacional, sexo, religion o incapacidad, en conformided con la ley Federal. En conformided con la ley de el Estado, el Distrito no discrimina en practices de empleo en las bases de credo, color, incapacidad, origin de padres, sexo, origin 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 resolucion 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**  
**DISTRICTO ESCOLAR DE FORT ATKINSON**  
**201 PARK STREET**  
**FORT ATKINSON, WI 53538-2155**  
**920-563-7802**

# BARRIE, LUTHER, PURDY, ROCKWELL ELEMENTARY SCHOOLS

## INTRODUCTION

Dear Parents/Guardians:

Our school system believes that the education of our children is the mutual responsibility of the school, family, community, and child. As a staff, we continually seek ways to enhance communication with you. It is with this purpose in mind that we have designed the following handbook. Hopefully, its content will serve as a useful reference for questions about the operation, organization, and philosophy of our schools. This resource contains a combination of District School and School Board policies and rules. During the time your child(ren) are enrolled in one of the School District of Fort Atkinson elementary schools, please use this permanent handbook.

This handbook will be updated from time to time. Plan to keep it and use it for several years. Should you need another, call the office for a replacement. Please note that it also contains information about school and classroom behavior that needs to be reviewed by you and your child each year. The District requires a signature that confirms that you have reviewed it.

Each year, a current supplement to this handbook will be provided to every family. This contains information relative to each school as well as dates, prices, staff directories, building maps, etc. that are usually changed from year to year. You should discard the supplement at year's end.

Please become acquainted with this document and review it with your children. By reviewing this booklet and its information your school is better assured that a highly productive educational environment will be maintained. Great school environments help ensure good teaching, productive learning, and effective schools.

Thank you,

Elementary School Principals

SCHOOL DISTRICT OF FORT ATKINSON  
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.

Educational Philosophy

The School District of Fort Atkinson believes that academic success, personal growth, and citizenship can be achieved with a solid, focused, educational program supported by caring, competent professionals.

- A Fort Atkinson education delivers a solid grounding in reading, writing, and mathematics.
- The language arts curriculum uses materials of superior literary quality and stresses comprehension and analytical skills.
- The writing program focuses on the principles of English grammar to ensure proper written and oral expression. Under close supervision, students learn to write with style, clarity, and discipline.
- The mathematics program initially focuses on basic skills so that once mastered, they become a useful tool in solving advanced and analytical problems.
- Science, geography, and history are integral parts of a Fort Atkinson education and stimulate interest in our world and in our heritage.
- Music, foreign languages, art, and art history are offered to broaden artistic and cultural horizons and to encourage creativity.
- Physical education stresses fitness, nutrition, health, and life-long physical activity.
- Agriculture, business, family & consumer and technology education give students a basis from which to consider future jobs, careers, and/or further courses of study.
- Co-curricular activities such as music, athletics, drama, and clubs provide opportunities for students to work and interact in groups and on teams. They reinforce the educational program and foster self-discipline, dedication, and spirit.
- Prevention and intervention strategies are in place to address the emotional and social needs of students.
- Technology is used to enhance learning.

BELIEFS

- All people can learn.
- Learning is a life-long process.
- The family unit is the primary source of the beliefs and values of its children.
- Education is a shared responsibility among students, educators, family, and the community.

- The entire community benefits from its investment in public schools.
- Schools are accountable to the community.
- Each person is unique, valuable, worthy of respect, has a right to his/her own beliefs and is responsible for his/her own actions.
- High standards, challenging expectations, and self-motivation lead to greater achievement.
- Collaboration, teamwork and competition maximize performance.
- Attainment of skills and knowledge builds self-confidence and fosters personal growth.
- A safe, non-disruptive environment is essential to learning.
- Enhanced learning comes through caring and welcoming environments.
- Responsible citizenship is essential to the continued development of our society.
- Individuals learn through different methods and at different rates.
- Improvement requires change.
- Education is more than academics.



# EDUCATIONAL PROGRAMMING

While each teacher brings something unique to their own classroom setting, the basics of reading, writing, and math are emphasized. In addition, a rich variety of art and music activities are offered. Children also receive physical education classes five times in the ten day cycle. What follows is an overview of the curriculum to which your child is exposed.

Perhaps the most important thing that can be said about this, or any other subject area in the context of this handbook, is to contact your child's teacher when questions or concerns arise. Your understanding and support of our educational program will certainly help make your child's year a success.

## READING/LANGUAGE ARTS

The major goal of our reading program is to develop independent readers who will use reading in a lifetime pursuit of learning and enjoyment. It is the school's belief that it is not enough to provide a program to teach children HOW to read; schools must also develop students who feel so confident of their ability to read that they CHOOSE to read as a method of learning and as a source of enjoyment.

Phonics and the development of a sight vocabulary are both part of our basic reading instruction. Our district promotes a balanced literacy approach that stresses the following key elements:

### Key Elements of Literacy Instruction

1. Comprehension
2. Concepts of Print
3. Fluency
4. High Frequency Words
5. Literary Appreciation
6. Phonemic Awareness
7. Phonics
8. Reading Strategies
9. Vocabulary/Concept Development

### A Balanced Literacy Framework

When using a balanced literacy framework equal attention is given to reading and writing instruction. Instruction in each supports learning in the other. They are interdependent. The reading and writing components provide a framework for **how** to teach the nine key elements of reading instruction that is consistent with learning theory. The components of a balanced literacy framework are:

#### Reading

Read-Aloud  
Shared Reading  
Guided Reading  
Independent Reading

#### Writing

Modeled Writing  
Shared Writing  
Interactive Writing  
Independent Writing

## READING SUPPORT

The District offers District and federally funded programs for children who demonstrate a need for additional instruction in reading and/or language arts.

## MATHEMATICS

Since the young child does not think in abstractions, but in terms of concrete objects and events, the program begins by encouraging him/her to explore objects and materials around him/her. Guided by the teaching strategies, he/she notes that there are relationships among objects, and thereby discovers certain mathematical concepts for himself/herself. He/she learns to represent problem situations mathematically, to generate mathematical solutions, and to validate such solutions with the objects. These processes give the child self-confidence and create the feeling of success so important to all learning.

## SOCIAL STUDIES

The objectives of the social studies curriculum are to provide the learner with the knowledge, the intellectual and group participation skills, and sensitivities needed to observe intelligently, to evaluate effectively, and to contribute meaningfully to his social environment.

To reach these objectives, primary grades explore the family and the community. In the upper grades, topics in history, geography, political science, economics, and anthropology are studied. Throughout all grades, a strong emphasis is placed on developing an understanding of self and others.

## SCIENCE

The overall objective of the science program is to establish a foundation for scientific literacy that requires scientific knowledge, investigative experience, and curiosity. Our teachers take advantage of the natural curiosity of children. They present a wide variety of phenomena in life and physical science for classroom exploration and investigation.

The numerous inquiry-oriented activities help children accumulate experiences and ideas which advance their thinking from the concrete to the abstract, and enable them to relate scientific concepts to the everyday world.

## ART, MUSIC, PHYSICAL EDUCATION, BAND, ORCHESTRA, AND LIBRARY

All Fort Atkinson elementary schools have teachers who are certified in these areas. Students are scheduled to attend these classes on a regular basis.

## INSTRUCTIONAL MATERIALS CENTER (IMC) LIBRARY

The modern library is not just a facility--it is an idea that expands the boundaries of the library and creates a new concept of what a library can be. Its existence allows a closer relationship between the curriculum and the instructional materials. Thus, the library has become an extension of the classroom; and it is utilized as a primary, rather than secondary, source of learning.

The District views our library as an "Instructional Materials Center" or "IMC." It consists of the following components: (1) A stimulating collection of fiction for all interests and reading levels. (2) A curriculum-oriented collection of materials, both printed and non-printed. (3) A variety of equipment for listening and viewing by students. (4) A well trained staff, knowledgeable in all types of materials and aware of curricular goals. We feel that these components have been organized in such a way as to provide a very special environment within our school where students and staff can work, study, and learn together.

Students use the IMC on a regular basis. Students learn how books and materials are arranged, how to care for books, how to use the electronic data base to locate books and other resources, word process, utilize advanced computer applications and use unabridged dictionaries, atlases, etc. Learning to learn might best characterize this aspect of our IMC program.

## PHYSICAL EDUCATION

All students in kindergarten through grade five have physical education for 225 minutes in 10 days. Parents of any student who has a medical condition that would affect his/her participation should contact the physical education teacher.

A very large number of tennis shoes and clothing are left in the school or lost and found at the end of the school year. Please make certain your child's belongings are labeled with his/her name for easy identification.

## EXCEPTIONAL EDUCATIONAL NEEDS (EEN) - SPECIAL EDUCATION

The School District of Fort Atkinson offers the following EEN programs. See schools at which they are offered.

- ❖ Early Childhood - Children ages 3-6 that possess handicaps (Purdy)
- ❖ Speech and Language - Delayed speech or language development (all schools)
- ❖ Emotional/Behavioral Disabilities (EBD)- Children experiencing learning problems due to emotional and/or behavior problems-All Schools
- ❖ Learning Disability (LD)- Children experiencing select learning problems (all schools)
- ❖ Cognitive Disability (CD) - Children experiencing significant learning problems (Rockwell)

## GUIDANCE AND COUNSELING

The School District of Fort Atkinson provides a variety of counseling and guidance services to students in order to assist academic and social growth.

These services include individual or group counseling and classroom developmental guidance activities. Small groups offered may include but are not limited to the following: family change, social skills, grief, protective behaviors, alcohol and drug education, suicide prevention and underachievement. Students may be chosen to participate in these groups due to their own concerns or concerns of parents or faculty. Services may be provided by classroom teachers and/or pupil services staff. (See Disclosure of Student Communication Between Child, School, Home)

## GIFTED AND TALENTED EDUCATION (GATE)

During the school year, the District of Fort Atkinson will be offering educational opportunities for gifted and interested children. These opportunities may include but are not limited to extended learning classes, Destination Imagination, Junior Great Books, Future Problem Solvers, and special projects.

## SPECIAL ED REFERRALS

Chapter 115 of the Wisconsin Statutes requires teachers to refer students suspected of having exceptional needs. Such referrals must be reported to the parents, building principal, and to the Pupil Services Department of the School District. Students who are suspected of having exceptional needs can only be evaluated after the school has received parental consent for the evaluation.

Students who are suspected of having a handicapping condition may qualify for services under Section 504 of the Vocational Rehabilitation Act of 1973. Please inquire with your building principal or pupil services staff if you have additional questions.

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.

## FIELD TRIPS

Your child will have an opportunity to take one or more field trips during the year. Such trips are related to an area of current study and/or an enriching addition to the school's program. You will know when an out-of-district field trip is planned since a signed parental permission slip is necessary. You will complete

a parental permission slip early in the year for all in-district field trips. Note: Field trips are considered part of the school's program and attendance is required unless prior arrangements have been made.

### RETENTION

Retention may take place only after careful consideration of all available data, including mandatory state standardized test scores, consultation with the pupil's teacher(s) and retention committee (where appropriate), and a conference with the parent/guardian. The final authority to retain a pupil shall rest with the principal.

Retention shall not be used as a punishment to a child. No child will be retained more than once during his/her years in grades K-5.

When it is necessary to retain a child, intervention strategies shall be developed.

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

## GOING TO AND FROM SCHOOL

### SCHOOL ARRIVAL/DISMISSAL

Before school begins students are supervised on the playground. Walkers and "car" students should not arrive prior to 7:30 a.m. All bus students are supervised after drop-off in the morning. Students are required to stay outdoors in the morning unless:

1. Prior arrangements for teacher assistance have been made
2. Staying inside on rainy or very cold days as announced

The school grounds are supervised for bus students by school personnel before classes convene in the morning. During the school day supervision is provided when pupils are participating in a scheduled school activity, and until school is officially dismissed.

Pupils are not to be on the school grounds prior to the designated and supervised period in the morning (7:30 a.m.) They may enter the building at 8:00 a.m. when the first bell rings. Pupils are to leave the school grounds immediately upon dismissal in the afternoon unless participating in a teacher-supervised activity.

After school students are required to go directly home unless permission has been granted by a staff member.

Behavior to and from school is the mutual responsibility of the child, parent and school.

### COMPULSORY SCHOOL ATTENDANCE/TRUANCY

Any person having under control a child who is between the ages of six (6) and eighteen (18) years shall cause the child to attend school regularly during the full period and hours that the public or private school in which the child should be enrolled is in session until the end of the school term, quarter or semester of the school year in which the child becomes eighteen (18) years of age.

Acceptable excused absences from school are personal illnesses, required court appearances, severe illnesses or deaths in the family, religious observances, short-term family emergencies, medical appointments that must be conducted during the school day, and other absences approved by the building principal or designee prior to the absence, e.g., business appointments, family vacations, funerals, college visitations. Absenteeism from school for reasons other than those cited above will be regarded and documented as unexcused absences from school. Students are responsible for completing coursework missed due to absence.

The District defines a habitual truant as:

1. A pupil who is absent from school without an acceptable excuse for part or all of five (5) or more out of ten (10) consecutive days during a semester; or

2. A pupil who is absent from school without an acceptable excuse for part or all of ten (10) or more school days during a semester.

Once a student has been identified as a habitual truant, the District will implement the District's habitual truancy procedures.

### ATTENDANCE PROCEDURES

1. Temporary Class Excuses. The following situations apply when students are restricted from full school participation:
  - A. A child recovering from a recent injury or illness may be permitted to stay in the classroom at noon and/or during recess pending the written request of the child's parent to the classroom teacher. Such requests shall be honored on a day-to-day basis. In certain situations, a written statement from the child's physician may be required.
  - B. A student recovering from a recent injury or illness may be excused from physical education pending the written request of the child's parent. Such requests shall be honored on a day-to-day basis. In certain situations, a written statement from the student's physician may be required.

2. Attendance-monitoring procedures.

Parents or guardians are required to notify the child's school early in the morning, or as soon as possible, of the reason for their child's absence. If the school is not notified, the school shall make appropriate efforts to contact the parents or guardians at home or work. The school then determines if the absence is excused or unexcused.

When a child is absent from school without an acceptable excuse, the school shall notify the parent or guardian about their child's truancy and direct the parent or guardian either to return the child to school no later than the next day or to provide an acceptable excuse for the child's absence. The notice shall first be attempted by personal contact or telephone. If such contact fails, a written notice shall then be given by mail.

In addition, teachers will notify the office if they have suspicions of any unexcused absences.

### 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 a student may have an appointment before or after school. Such absences will not jeopardize perfect attendance as long as the student:

- Is back to school before 10:00 AM or leaves after 2:00 PM for any medical, guidance or related professional appointments.
- 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.

### GOOD ATTENDANCE AWARD

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

### BICYCLES/SKATEBOARDS/ROLLERBLADES

Students are not allowed to ride skateboards and rollerblades, to or from school or on the school premises. The sidewalks are too congested for this kind of traffic.

Students riding bicycles/scooters to school must park them at the bicycle racks. Riding bicycles/scooters around the school grounds during recess or noon hour is not permitted. All students are strongly encouraged to lock their bicycles in the bicycle racks.

### BUS RIDING

A child is required to ride the bus to which he/she is assigned. Students are not allowed to ride another bus or to get off at a different stop other than their normal one without a note from the parents. A note is also required if a student will not be riding a bus.

In those instances in which a non-bus student needs to ride a bus to the home of a regularly scheduled bus child, he/she may do so provided that:

1. Parents send a written request to the bus driver stating the date of and reasons why they desire to have their child ride the bus.
2. There is space available on that bus for the day specified.



## ENTRANCE AGE

### Kindergarten

A child shall be admitted to kindergarten according to age requirements of the Wisconsin Statutes. Such admission shall be subject to proof of age. Note: A child must be five years of age on September 1, in order to attend school.

### First Grade

A child shall be admitted to first grade according to age requirements of Wisconsin Statutes. Such admission shall be subject to proof of age.

### Early Admission Procedures

Recognizing that some children can greatly benefit from formal education prior to reaching the legal age of entrance, the School Board may grant permission for early entrance under procedures established by the District.

## SCHOOL ATTENDANCE AREAS

The School District of Fort Atkinson shall have designated attendance areas for all elementary schools.

At the beginning of the school year, every effort will be made to ensure that students attend the schools designated to serve the attendance area in which they live.

In the event that the residence of a family changes within the school district during the school year, the student(s) may remain in the school they are attending for the remainder of the school year providing that the parents assume responsibility for all transportation.

## ELEMENTARY SCHOOL INTRA-DISTRICT TRANSFER REQUEST

The goal of the School District shall be to distribute children in such a manner as to reasonably balance classes and avoid transfer from one building to another. Parents from any location within the School District may enroll their children at any elementary school providing space is available. Building capacities, transportation requirements, siblings, and actual enrollments shall be considered before assigning children to a given school.

Individual requests for assignment to a specific school because of medical hardship may be granted by the District Administrator.

Intra-District Transfer request applications must be made yearly as enrollments fluctuate from year to year. Placement is subject to administrative approval after August elementary school registration. Intra-District transfer students' enrollment assignments to classrooms will be made after regular attendance

area students are placed. Next priority will go to renewal Intra-District Transfer request applicants. Lastly, new Intra-District Transfer requests will be considered, and filled on the basis of lottery, if necessary.

Intra-District Transfer Request forms will be provided for parent use.

Note: Check for application deadlines.

# AN ORDERLY, HEALTHY, SAFE SCHOOL

## AN ORDERLY SCHOOL

### DISCIPLINE PLAN FOR FORT ATKINSON ELEMENTARY SCHOOLS

#### INTRODUCTION

In our elementary schools, all students are taught the behaviors and social expectations in every school environment, including classroom, lunchroom, bathroom, hallways, playground, and on the bus. Staff use common language with common expectations to reinforce positive behavioral choices. Students are acknowledged for following the expected behaviors and are eventually intrinsically motivated to make the correct choices. Ultimately, these reinforced social expectations and behaviors lead to a more productive learning community, where the Principal and Classroom Teachers are more of an instructional leader and less of a discipline manager. Students who are not responding to the expected social skills and behaviors are provided behavioral-based interventions and their progress is monitored for improvement.

Parents/guardians are informed of how their child is responding behaviorally and can adapt some of these same expectations and language in their home if they choose to do so. In Fort Atkinson, we want all learners to be respectful, responsible, safe, and ready to learn.

#### Four Social Expectations

1. Be Respectful
2. Be Responsible
3. Be Safe
4. Be Ready to Learn

## **RANGE OF CONSEQUENCES**

Students that violate school rules and laws are subject to appropriate consequences. These range in severity and depend on the incident and age and past history of the student. The following section details these offenses and resulting consequences.

**MISDEMEANORS** (Actions that may be considered against the law)

**Battery** - Hitting, kicking, slamming to the ground, etc. other people. No verbal warning

**Weapons** - Jack knives, look alike weapons, guns, etc. No verbal warning (See following *Board Policy 5772*)

**Drugs, Alcohol, and look-alike drugs** - No verbal warning

**False Alarm, bomb, or weapons threats** - No verbal warning

**Harassment/Discriminatory Acts** - Using discriminatory names, name calling, pestering, threatening

**Theft** - stealing or hiding school property, coats, money, etc.

**Truancy** - (covered by board policy)

**Sexual Assault** - Grabbing private body parts or other acts prohibited by Wisconsin Statutes

**Vandalism** - Deliberately damaging or wasting property belonging to school or others

### **Range of Consequences for Misdemeanors**

Conference/verbal warning

Written/verbal apology

Detention/parent contact

Parent conference

In-school or out-of-school suspension

Suspension of bus riding privileges

Guidance staff referral

Police referral

Pre-expulsion hearing

Financial restitution

Human Service referral

Expulsion

**All consequences are listed as a range and not in any kind of sequence.**

**MISCONDUCT** (Actions that are against school rules, district policy, etc. and may be considered against the law)

**Electronic devices** - pagers (state law) as well as boom boxes, "electronic toys or virtual pets", CD players, etc. are banned.

**Disruptive behavior/violation of school rules (chronic)**

**Forgery/cheating**

**Inappropriate clothing, materials, language**

**Safety violation**

**Tardiness (chronic)**

**Not doing homework (chronic)**

### **Range of Consequences for Misconduct**

Conference/verbal warning  
Stop Think Plan sheet/or "Work It Out" sheet  
Confiscate item(s)  
Detention/parent contact  
Parent conference  
Suspension of bus riding privileges  
Guidance staff referral  
In-school or out-of-school suspension  
Pre-expulsion hearing  
Financial restitution  
Expulsion  
Written/verbal apology  
Human Service referral

**All consequences are listed as a range and not in any kind of sequence.**

If you have questions about a provided consequence or the findings of school personnel, please contact those staff who were directly involved or the building principal for more information.

### **DEFINITIONS AND EXAMPLES OF MISDEMEANORS & MISCONDUCT BEHAVIOR**

**Battery** - According to Wisconsin State Law, battery is: Causing bodily harm to another by an act done with intent to cause bodily harm to that person or another with the consent of the person so harmed. This includes acts by individuals, gangs, or threat groups.

**Disruptive Behavior/or Violation of School Rules (chronic)** - This disruptive behavior prevents school authorities from keeping order or an acceptable educational atmosphere on school premises, in classrooms, or school-sponsored activities.

**Drugs, Alcohol, and Look-Alike Drugs** - Having, using, giving out, or selling drugs, alcohol, tobacco, or look-alike drugs on school premises before, during, or after school, or at any school-sponsored activity.

**Electronic Devices** - Having, hiding, or storing unauthorized electronic devices on school premises, before, during, or after school, or at any school-sponsored activity. Some examples of banned equipment are: boom boxes, beepers, electronic paging/two-way communication devices, cellular phones, and "virtual or electronic pets"

**False Alarms, Bomb or Weapons Threats** - Initiating a false fire alarm or a false report warning of a fire or an impending bombing or catastrophe. Also saying or implying that one will hurt, kill, or bring a weapon to school to harm others.

**Forgery/cheating** - Forgery/cheating may include:

- Falsely using the names of another person
- Falsifying times, dates, grades, or address or other data on school forms
- Claiming or using the work or answers of another student or source as one's own

**Harassment/Discriminatory Acts** - Promoting negative stereotyping that degrades or demeans any individual or group by negatively referring to any of the following: religion, socioeconomic status, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability of the individual or group, race, sex, national origin creed, ancestry. This may also include disturbing an individual or group by name calling, pestering, or threatening, (see also Harassment Section that follows).

**Intimidating Acts** - Threatening the well being, health, or safety of an individual by verbal remarks or gestures. Also, extorting or attempting to extort money or anything of value from a person on school premises before, during, or after school or at any school-sponsored activity.

**Safety Violations** - Conduct or behavior which endangers the physical health or safety of any student or school employee on school premises before, during, or after school or at any school-sponsored activity.

**Sexual Assault** - Sexual Assault is any act prohibited by Wisconsin Statutes, which includes "sexual contact". These terms have specific, lengthy definitions found in Wisconsin State Statutes.

**Tardiness (repeated)** - Being late to school, class, or any other part of the student's scheduled school day.

**Theft** - Taking or hiding the property of another person on purpose, without that person's permission.

**Truancy** - Being absent from school during any part of the student's scheduled school day without permission.

**Vandalism/graffiti** -Deliberately damaging or defacing, or wasting property belonging to the school or others.

**Possession or Use of Weapons**

#### POSSESSION OR USE OF WEAPONS

The School District of Fort Atkinson shall expel from school for a period of not less than one year any student who is determined to have brought a firearm(s) to school. A firearm is defined in Section 921 or Title 18 of the United States Code and includes any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler, incendiary or poison gas; any explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter, or any combination of parts either designed or intended for use in converting any device any destructive described in the two immediately preceding references.

Other items that could be used to endanger the safety of others in the school population shall be reported to the building principal. Should the principal determine such items to be weapon(s), the individual shall be subject to the disciplinary action up to and including expulsion.

The District Administrator or the Board of Education has the authority to modify the expulsion requirement on a case-by-case basis in accordance with provisions contained within the Individuals with Disabilities Act (IDEA) and Section 504 of the Vocational Rehabilitation Act of 1973.

All violations of this policy shall be referred as soon as possible to the criminal justice officials or juvenile delinquency system.

### CLASSROOM RULES

Each teacher is in charge of their instructional area. Rules and consequences have been determined and communicated to students. With the support of the principal, parents and, most importantly, the students, an orderly environment will be maintained. In doing so, students will have the right to learn and teachers to teach.

### LUNCHROOM RULES

With the large numbers of students we have eating at school, it is necessary to have a set of lunchroom rules. Following is a list of lunchroom rules that are enforced by the lunchroom supervisors. It is most important that children understand these rules.

1. Students will use good table manners.
2. Students must stay in the same seat during their entire lunchtime.
3. Students may only talk quietly during lunch.
4. Students must eat their lunch in the lunchroom and not in other parts of the school or on the playground w/o special permission.
5. Students must clean up all trash from their places and put it in the available garbage containers.
6. Students eating cold lunch may bring either milk or juice for their beverage, but soda pop is not allowed.

### RECESS RULES

1. Safe Play -- no tackle or contact sports -- supervisors decide what is safe or dangerous.
2. Throw only balls -- no snowballs, stones, woodchips, or tirechips.
3. Play only in safe areas -- play only in safe areas, not "off limits" areas such as the parking lots, etc.
4. Only one person on a swing or slide at a time -- stay seated.
5. Keep swings going straight -- no twisting -- no doubles.
6. Climb on playground equipment only -- no trees or goal posts.

## BUS RIDING RULES - DOUBLE THREE TRANSPORTATION CO. - FORT ATKINSON

1. Students should be at bus stop at least three (3) minutes before the scheduled bus arrival time.
2. If it is necessary to cross the road in front of the school bus, students shall not cross the road for pick-up until the bus has stopped, and flashing red lights are on. Students shall look both directions and wait for the driver to signal for him/her to cross the road.
3. While waiting for the bus, students shall stay back away from the road or the curb.
4. If several students are boarding the bus, students shall line up to board.
5. Students shall not "horseplay" while waiting at the bus stops.
6. Students shall go directly to their assigned seat upon entering the bus.
7. If a student has an assigned seat, he/she shall stay there until further notice from the driver.
8. Students shall stay seated until the bus stops.
9. Students shall keep their heads, hands, and arms inside the bus.
10. Students shall keep their voices at a normal tone. (Loud talking and yelling is extremely distracting and dangerous for the driver).
11. Students shall remain quiet when the bus stops for, or crosses the railroad tracks. The driver must be able to hear.
12. Candy, snacks, pop, and lunches must not be consumed by students on the bus. Check with the driver on longer routes.
13. Fighting, scuffling, throwing things, horseplay, and obscene language are strictly forbidden.
14. Students shall keep the aisles clean.
15. All damage to a bus, other than normal wear and tear caused by regular usage, will be paid for by the rider doing the damage.
16. The bus driver is in complete charge of all students while in route.
17. Every bus rider must abide by these rules and cooperate with the bus driver in order to insure his/her own safety and the safety of others. Failure to do so may result in the denial of the privilege to ride the bus.

No student will be put off the bus by a driver. The driver will refer all discipline problems to the school principal who will take whatever action is appropriate. Parents will be notified. Any concerns regarding student or driver behavior may be directed to Double Three Bus Company (563-3652) or the school principal.



## STUDENT DISCIPLINE

Discipline should not be confused with punishment. Corrective discipline will depend on the nature of the behavior, the frequency and the degree to which the student is willing to try to correct undesirable behavior.

Corrective measures will normally begin at a minimal level. Discipline procedures may include but are not limited to conferences with a teacher, counselor or principal; loss of school privileges; parent conference with school staff; modified school program; suspension; referral to the district administrator; expulsion; police referral; court referral; and home instruction.

The school district shall not discriminate in standards or rules of behavior or disciplinary measures, including suspensions and expulsions, against students on any basis protected by federal, state or local laws.

Discrimination complaints shall be processed in accordance with established procedures.

## HARASSMENT

Each elementary school is committed to providing an educational environment for its students, which is free from physical, psychological, or verbal harassment based upon race, religion, color, sex, sexual orientation, creed, national origin, age, arrest and/or conviction record, veteran status, and handicap status. The school will provide an environment that is free from intimidation and harassment based on any of these factors.

Definition: Harassment is any verbal, written, visual or physical act which has the purpose or effect of creating hostile, offensive, or intimidating school environment, or interferes with a student's education. Harassment encompasses a broad range of physical or verbal behavior that can include, but is not limited to the following:

- Physical or mental abuse
- Racial insults
- Derogatory Ethnic slurs
- Unwelcome sexual advances or touching
- Sexual comments or sexual jokes
- Request for sexual favors used as condition of decisions made affecting an individual

The School District of Fort Atkinson attempts to provide an environment that is free from harassment. Any student who believes that he or she has been the subject of harassment should report the matter immediately to a building administrator, guidance counselor, psychologist or teacher.

What To Do If You Are Harassed: Remain cool. Be direct and candid with the person. Let your response be made known promptly. Tell the person his/her activities are unwelcome and should stop. If the behavior continues, follow the established procedure.

- Report it to a building administrator, or any staff member.
- Be prepared to give all the facts surrounding the incidents.
- Give the who, what, when, where, and how.

- Document the incident.
- Identify potential witnesses.

## **DRESS/STUDENTS**

We ask parents/guardians to make sure that their children are dressed in clean, neat clothing appropriate for all times of the year. Because of seasonal changes dress may vary. Students are expected to go outdoors in the winter providing the wind chill does not endanger the students' health. Children are expected to wear the outerwear they wear to school. The school will ensure that children wear proper clothing if it's available.

Warm weather dress must include clothing of appropriate length. Not acceptable are T-shirts and sweatshirts that are indecent or inappropriate i.e. clothing which advocates alcohol, drugs, fighting or lewd language. The clothes should not be a distraction for the student wearing them nor others in the school.

Physical education teachers strongly encourage students to wear shorts or pants for physical education classes. All children are expected to have tennis shoes for phy ed.

Hats may not be worn inside the school building.

## **STUDENT DRESS CODE**

Student attire should not be disruptive to the learning environment and not be 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.

# ***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 one 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; and (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; or
- 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 a 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.

### **MISCELLANEOUS SCHOOL RULES**

#### **TOYS, DOLLS AND ARTICLES FROM HOME**

Toys, dolls, and other articles brought to school to use for play cause problems. Many times these articles cause a distraction in the classroom for your child or other children. Such items can cause problems as toys may become lost, stolen, or broken. Please do not send dolls, toys, etc. with your child to school for the purpose of play. It is permissible for children to bring one of these articles for show and tell or perhaps for other instructional purposes.

#### **GUM, CANDY, AND FOOD**

No gum/candy is allowed in school or on the playground. Gum/Candy causes too many maintenance problems. The only two exceptions to this are classroom treats or snacks needed for medical reasons. Please use discretion with classroom treats. Parents and students should send/bring healthy or nutritious treats. If a child brings a treat (gum, suckers, etc.) that cannot be consumed during a normal snack or lunchtime, the school will send it home with students at the end of the day. No treats may be consumed in the hallways or on the playground.

## **A HEALTHY SCHOOL**

School personnel cooperate in a program of health services aimed toward the maintenance of healthy school environment and giving attention to specific health needs of the school. Child physical and dental examinations are required for students entering kindergarten and once again at the fifth grade level. Vision and hearing screenings are carried on each year.

If your child becomes ill at school, the school will telephone you and request that you come and pick him/her up. Under no circumstances will a child who is ill or has head lice be allowed to remain at school.

School policy relative to recess should also be noted. A child who is well enough to be in school is expected to participate in an outdoor recess unless a physician has indicated otherwise.

A child may not be able to participate in gym or recess. In such cases a child may be excluded from said activities providing the school receives a written request from the child's parent/guardian. In certain situations a doctor's note may be required.

Medicine can be dispensed only after the parent/guardian files the proper authorization. Forms are handed out at registration and additional forms may be obtained at the school office. In most cases, **ALL MEDICATIONS MUST BE DISPENSED IN THE SCHOOL OFFICE.**

### DISPENSING MEDICATION

The school office personnel dispense medication sent to school by parents when it is absolutely necessary a student have it during the school day. Parents **MUST** send along a completed medication form.

Cough drops and inhalers may be self-administered. All forms of medication must be in their original container.

**PRESCRIPTION MEDICATIONS WILL NOT BE ADMINISTERED WITHOUT THE PHYSICIAN/DENTIST/EYE DOCTOR SIGNATURE AND WRITTEN ORDERS.**

### INJURIES

Any student sustaining an injury at school—regardless how minor--is to report the injury to his/her classroom teacher and/or the school office. The School District of Fort Atkinson does not carry pupil accident insurance. Medical expenses for injuries to pupils occurring on school grounds must be borne by the parents/guardians. You are encouraged to give careful consideration to the coverage provided by your present medical insurance policy.

Parents/guardian will be informed of all head injuries by a form letter brought home by your child. Any further information can be obtained by calling the school office.

## STUDENT IMMUNIZATION

State law (140.05 Wisconsin Statutes) requires that all children entering a Wisconsin elementary school for the first time be immunized against diphtheria, chicken pox, hepatitis B, tetanus, pertussis, polio, measles, rubella, and mumps. These requirements can be waived only if a properly signed health, religious, or other exemption is filed with the school.

Every student must provide written evidence of complete immunization or a signed waiver. The school must receive this information within 30 days of admission.

Parents of students who are not immunized and do not have a signed waiver on file will be notified by the school within 25 days after admitting that student, about the consequences of failure to comply with the law.

If a student is not in compliance within 30 school days of admission the school is required (1) to notify the District Attorney who will petition the court to direct the student to be immunized or sign a waiver; or (2) exclude first time admittees to elementary schools until proof of compliance is provided. The court may require a parent/guardian to pay a fine of up to \$25 per day for every day that the student remains unimmunized or a waiver is not signed.

Students can receive vaccinations free of charge at the Jefferson County Health Department. Call 674-7455 for more information or they may obtain it from their physician or HMO.

In the event of a substantial outbreak of a vaccine preventable disease, the Department of Health and Social Services may direct schools to exclude unimmunized students including those who have waivers on file. Students may remain excluded until the outbreak subsides.

## REPORTING OF SUSPECTED CHILD ABUSE OR NEGLECT

Any school district employee having reasonable cause to suspect that a child seen in the course of professional duties has been abused or neglected or having reason to believe that a child seen in the course of professional duties has been threatened with abuse or neglect and that abuse or neglect of the child will occur shall report their suspicions as required by law, following procedural guidelines as established by the School District.

Any person making a report in good faith under this policy shall have immunity from any liability - civil or criminal - that results by reason of the action of reporting, and no person making such a report may be disciplined or discharged from employment for so doing. The identity of the person making such a report shall be regarded as confidential and may be released only as provided by law.



## ASBESTOS MANAGEMENT PLAN

Each elementary school has asbestos containing materials within its building. Some boiler covers, pipe insulation, floor tile, and window covers contain asbestos which in its present form (intact or encapsulated) possesses no danger. These areas are identified and inspected regularly. A comprehensive Asbestos Hazard Emergency Response Act (AHERA) plan is on file in the principal's office for review.

# **A SAFE SCHOOL**

## **SAFETY PROGRAM**

The School District shall take every reasonable precaution for the safety of the students, employees, visitors, patrons and all others having business with it. Safety education and accident prevention are important to everyone in the schools, not only as a protective measure during school hours, but also as an instructional means of developing an appropriate mode of behavior to minimize accidents at all times.

The safety program shall be coordinated by a staff person responsible to the district administrator. This program shall include accident prevention procedures, accident record keeping, buildings and grounds inspection, fire prevention, fire and tornado drills, and traffic and vehicle safety problems related to employees, students, and members of the community.

All accidents, including physical education and playground accidents, will be reported immediately to the building principal.

## **SCHOOL VISITORS**

Each school in the District requires all visitors to check into each respective school's office. This may require signing into a book or picking up a volunteer/visitor badge. Check with the office to determine exact check in procedures. This helps ensure a safer school environment.

Each school encourages you to visit school. Please make arrangements with your child's teacher or the office prior to your visit. All visitors must report to the office upon arrival at school per School Board Policy.

Many of the staff like to get parents actively involved in instructional programming. Parent volunteers have been active in book reports, paper checking, working in interest centers, tutoring, and sharing their own hobbies, talents, etc. The best way to become familiar with our school is to become involved in its program. Volunteers should sign-in and register in the main office. This facilitates locating volunteers already in the building and enables each school to give credit at the year's end.

## **LOCKED DOORS**

Each school maintains locked outside doors during school hours. Visitors must be allowed to enter by using the school security system. The District apologizes for any inconveniences and hopes all concerned understand the need for school safety.

# **EFFECTIVE HOME-SCHOOL COMMUNICATIONS**

## **NEWSLETTER/CALENDAR AND OTHER NOTES**

A monthly calendar/newsletter will be sent home each month/or by email. Pertinent information about the next month's activities and information about what has been happening at school are included. The purpose of the newsletter is to keep parents informed and to also eliminate many individual notes and reminders that tend to get lost or misplaced. Encourage your child to always bring the calendar home.

Note: keep an eye out for updated changes in calendars.

## **PARENT CUSTODY ISSUES**

In most cases of divorce, separation, or similar circumstances, both of the child's parents have legal access to that child, as well as information related to the child, unless a court document indicates otherwise. Requests to not allow access to a student or his or her records must be made with appropriate court documents i.e. a restraining or court order from a judge or D.A. If you have any questions, please make the request through the building principal.

## **PUPIL PROGRESS**

Pupil progress is communicated through a combination of written reports and the parent-teacher conference. Each school attempts to evaluate the growth of your child as a unique individual and as a member of his/her class. All teachers employ notes, phone calls, "Happy-Grams", etc. to stay in touch.

Please read all notes that come from school and respond if warranted. Each school realizes that not all notices that are sent out from the school get home, so we urge you to help your child develop a feeling of responsibility in carrying notes to and from school.

If you feel you need more information about your child's progress please call the school.

## **DISCLOSURE OF STUDENT COMMUNICATION BETWEEN CHILD, SCHOOL AND HOME**

Students have a variety of school staff available to them on a daily basis to communicate ideas, concerns, or personal problems. School staff includes classroom teachers, pupil services personnel, administrators, secretaries, and custodial staff. On occasion, a student may reveal highly personal information with school staff. This is particularly likely in counseling situations involving guidance counselors, social workers, or school psychologists where a therapeutic relationship exists. In counseling situations, pupil services staff are bound by confidentiality standards as cited in state statutes and professional ethics codes. In the event that a student discloses information to any school employee which forewarns of or discloses potential or actual danger to the health and/or safety of that student, other students, district employees, or

others, or which indicates disruption of the daily maintenance or operation of the school, this information shall be disclosed to the building principal as soon as possible.

The requirement that all school staff are required to disclose their knowledge of the potential or actual health and/or safety danger or knowledge of disruption to the daily maintenance or operation of the school shall be made known to all students and to parents by the inclusion of this requirement in student and parent handbooks at all grade levels across the District. References: Wisconsin Statutes 905.4(3), 905.11 911.01(2), 911.01(3), American School Counselor Ethical Standards for School Counselors, NASW Standards for Social Work Services in schools.

#### DIRECTORY DATA EXCEPTION TO PUPIL RECORD CONFIDENTIALITY

Directory data is the pupil's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently/previously attended by the pupil.

Each year, the school district will give public notice of the categories of information that are considered directory data. Any parent, legal guardian or guardian ad litem of any pupil may inform the school in writing within two weeks of the public notice that all or any part of the directory data may not be released without the prior consent of the parent, legal guardian, or guardian ad litem.

Distribution of class lists shall not be made available to any individual, group or organization whose intended use would be for commercial purposes.

#### SCHOOL P.T.O.'S

Each elementary school has a very active Parent Teacher Organization (P.T.O.). The P.T.O. is designed to encourage and increase communications between parents and the school. Meetings are scheduled well in advance and are listed on the school calendar. All parents and staff are welcome to attend these meetings as all are considered members.

#### REPORT CARDS

Students are graded at the end of each quarter. Report cards are sent home with pupils at the end of quarters one, two, and three. The final fourth quarter report card is sent home in the US mail.

## CHANGE OF ADDRESS OR PHONE NUMBER

It is imperative that the school office has an up-to-date home address, email, and telephone number for every student. The school also needs to know the telephone number of your place(s) of employment in case of an emergency situation arises. Also, if there is a change in regard to the person you have listed as the one to contact in case of an emergency and the parents/guardians cannot be reached, please notify the school immediately of the new name and phone number we should have listed on our records.

## COMMUNICATION AND THE INTERNET

Rules for Access to the Use of Electronic Communication and the Internet per Board of Education Policy 411.1

We are pleased to offer students of the School District of Fort Atkinson access to the district computer network for electronic mail and the Internet. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, inform of information resources and opportunities for collaboration, exceed any disadvantages.

School district emails (E-mail) and the Internet enables students to explore thousands of Libraries' databases, bulletin boards while exchanging messages with Internet users throughout the world. The School District of Fort Atkinson is making Internet access available to enhance instruction and student learning. Users and their parent/guardian should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to individuals.

Within the school setting, students are responsible for good behavior on school computer networks. General rules for behavior, communication, and uses of equipment apply. Students should not expect that electronic mail, Internet, and other storage files stored on District equipment will be private. Files brought on school premises are also subject to review. Network Administrators/supervisors may review files and communications to maintain systems integrity and to insure that users are using the systems responsibly.

The following are not permitted:

- Using another's password or "login" name.
- Allowing others to use your password or "login" name.
- Damaging computers, software, computer systems or computer networks.
- Trespassing in another's folders, works, or files.
- Intentionally wasting paper, disc space or other valuable resources.
- Violating copyright laws.
- Partaking in any illegal activity.
- Sending or displaying offensive messages or pictures.
- Using obscene or offensive language.
- Harassing, insulting or attacking others.
- Employing school computers for commercial purposes.

Violations may result in a loss of access as well as other disciplinary or legal action.

## EMERGENCY CLOSINGS

The superintendent has the authority to close schools. Please make certain your child knows where he/she is to go after school begins in case school has to be closed early because of emergency situations that may result from school plant facility failure or inclement weather conditions.

On days when the weather and road conditions make travel extremely hazardous, school buses may not operate. Announcements regarding school closings will be made on the following radio/tv stations:

School District website at [www.fortschools.org](http://www.fortschools.org)

Blackboard Connect 5 (SDFA mass calling system)

FOX 6

WISC-TV-Ch 3

WMTV-Ch 15

WKOW-Ch 27

TMJ4-Ch 4

Watch 12

CBS 58

WKTI/WTMJ

WFAW/WSJY/Lite FM

WSLD

PLEASE CHECK THE WEBSITE OR LISTEN TO THE RADIO/TV PRIOR TO CALLING SCHOOL.

## PARENT-TEACHER CONFERENCES

Conferences with teachers or the principal can be held anytime during the school year. These conferences can be initiated by the parents, students, teachers, or the administration. Anytime there is a concern about a student's performance, behavior, or well being, there is sufficient cause for a conference to be arranged. Formal conferences are arranged at the end of the first and third quarters.

## LOST AND FOUND

Lost articles should be turned in to the office. If you have lost something, please call the school office or tell your child to report the loss immediately. Children and parents are urged to check the lost and found prior to replacing articles. WELL-LABELED items will help all in resolving the lost and found problems. All unclaimed lost and found articles will be donated to a local charity.

## HANDICAP ACCESS

### Community Member Request For 504 Accommodation

Community members feeling that they need to have a reasonable accommodation made as a result of them being protected under Section 504 of the Vocational Rehabilitation Act of 1973, should submit a request 48 hours prior to an event or activity. At the time of the request the individual is required to complete a "Community Member Request form for a 504 Accommodation" which is available in the school office. The building principal will consider this request and respond.

### DISTRIBUTION OF MATERIALS BY STUDENTS

No materials of any kind may be sold or distributed in the Fort Atkinson school buildings or on the school grounds without prior approval of the superintendent or his designee.

### MONEY TO SCHOOL

Money that you send with your child to school should be put in a sealed envelope. Please mark the envelope with your child's name, the teacher's name, the purpose for which the money is to be used, and the amount enclosed.

# **STUDENT NUTRITION PROGRAM**

## **FOOD SERVICE PROGRAM**

Meals are provided each day that school is in session for a full day. The Food Service program meets federal and state standards with regard to meeting minimum daily nutrient requirements. You may provide your child with a cold lunch if you prefer. Please do not send beverages in bottles or cans.

## **MEAL PRICES AND REDUCED/NO COST MEALS**

Parents are encouraged to pay for meals with a check payable to the School Lunch Program rather than cash. Parents are also encouraged to make each payment sufficient to cover meals for your child for at least ten days, whenever possible. All meals served must meet standards established by the U. S. Department of Agriculture. However, if a child has been determined by a doctor to have a disability and the disability would prevent the child from eating the regular school meal; this school will make any substitutions prescribed by the doctor. If a substitution is needed, there will be no extra charge for the meal. If you believe your child needs substitutions because of a disability, get in touch with us for further information.

Applications for free and reduced meals are available during registration and at each elementary and district office. We encourage you to apply and review the established criteria. Our schools often receive additional state monies based on these statistics. If you now get food stamps or W-2 for your children, your children can get free meals. If your total household income is the same or less than the amounts on the income scale on the free and reduced meal program application, your children may get free meals or reduced price meals. A foster child may get free or reduced price meals regardless of your income.

To get free or reduced price meals for your children, **YOU MUST COMPLETE AN APPLICATION AND RETURN IT TO THE SCHOOL OR DISTRICT OFFICE.** The District cannot approve an application that is not complete. The application form includes all specific criteria and procedures. Please inquire at your elementary school if you have additional questions.

## **MILK**

Children may purchase milk to drink at school. Time for milk breaks is provided for each class during the school day. Milk may also be purchased for cold lunch. Available types of milk include: no fat white and low fat chocolate. Parents will select the type of milk they wish their child to have for milk break.

Parents/guardians will be asked to pay for their child's milk by the semester or by the year. This should be paid at the beginning of the school year.

## **CHARGING MEALS TO THE SCHOOL LUNCH PROGRAM**

Students will be permitted to charge no more than \$15.00. No meals will be charged to adults or students not enrolled in the School District of Fort Atkinson.



## STUDENT FUND-RAISING ACTIVITIES

When authorized by the District administrator, students may, under adult supervision, raise funds for school-related purposes, which are beyond the needs of the basis instructional program. Such fund-raising shall be conducted as specified under the rules and regulations of the Board and shall not be conducted in any manner that would violate federal, state or local laws.

No schools or co-curricular, interscholastic, or student organization shall participate in raising funds for groups or organizations that are non-school related (such as the "-athons') designed to raise money for outside groups.

## PUBLIC SOLICITATIONS

The Board grants general authorization to parent organizations and other groups to raise funds for school-related purposes. Upon request of the Board, an accounting shall be made available of all funds raised and expenses incurred in fund-raising activities for school purposes.

No individuals or groups shall raise funds in the name of the School District or by using the name of any individual school in the District if the Board objects to such fund-raising. Fund-raising shall be conducted as specified under the rules and regulations of the Board and shall not violate any state or local laws.

Contributions to a particular school shall be reviewed and approved by the principal and District Administrator.

General solicitation of funds from pupils attending the District schools will not be permitted except as specifically authorized by the District Administrator.

## ADVERTISING AND DISTRIBUTION OF MATERIALS IN THE SCHOOLS

The public schools shall not be used as an agency for the distribution of advertising materials.

No materials of any kind may be sold or distributed in the School District of Fort Atkinson buildings or on the various campuses surrounding such buildings without prior approval of the District Administrator.

Free materials that fulfill a legitimate educational purpose of the district curriculum may be accepted for classroom use by joint approval of the building principal and District Administrator.

## AUTHORIZED USE OF SCHOOL EQUIPMENT

School equipment or property shall not be loaned to individuals for personal use.

School equipment or property may be loaned to organizations only with approval from the District Administrator.

Forms are available in the office of the District Administrator and must be secured and signed prior to borrowing school-owned property.