

MISSION STATEMENT

The mission of the Fontana Jt. 8 School District is to be a child-centered, community oriented, respectful and safe, collaborative environment. To accomplish this, we will ensure maximum achievement for each student, enhance learning with developmentally appropriate instruction, and develop responsible problem solving strategies as we adapt to a diverse and ever changing society.

STUDENT/PARENT HANDBOOK HOME OF THE FALCONS



FONTANA JT. 8 SCHOOL DISTRICT
450 S. Main Street, Fontana, WI 53125
262/275-6881
www.fontana.k12.wi.us

FONTANA JT. 8 SCHOOL DISTRICT 2011/2012 SCHOOL CALENDAR

August 2	STUDENT REGISTRATION (8 am – 1 pm and 3 – 6:30 pm) (ALL STUDENT PICTURES TAKEN AT REGISTRATION)
August 29, 30, 31 and Sept. 1	TEACHER INSERVICE/WORKDAYS
September 1	BACK TO SCHOOL NIGHT (Bring School Supplies; 6:00 – 7:00 PM)
September 5	NO SCHOOL; LABOR DAY
September 6	FIRST DAY OF SCHOOL
September 15	CURRICULUM NIGHT (PARENTS ONLY; 6:00 – 7:00 PM)
September 9	STUDENT PICTURE RETAKES
September 30	EARLY DISMISSAL AT 11:20; BFHS HOMECOMING PARADE (1/2 PM TEACHER INSERVICE)
October 19	NO SCHOOL; BFASA TEACHER INSERVICE
October 27 - 28	NO SCHOOL, TEACHER CONVENTION
November 3 and 10	PARENT CONFERENCES (4 – 8 pm for grades 4K - 8)
November 11	EARLY DISMISSAL AT 11:20 (1/2 PM TEACHER INSERVICE)
November 23	EARLY DISMISSAL AT 11:20
November 24 - 25	NO SCHOOL, THANKSGIVING BREAK
December 2	END OF TRIMESTER 1 (59 DAYS)
December 23 – January 2, 2012	NO SCHOOL, WINTER BREAK
January 3, 2012	CLASSES RESUME
January 20	EARLY DISMISSAL AT 11:20 A.M. (1/2 PM TEACHER INSERVICE)
January 31	PARENT CONFERENCES (4 – 8 pm for Grades 4K – 8)
February 1	NO SCHOOL, BFASA TEACHER INSERVICE
February 23	EARLY DISMISSAL AT 11:20
February 24	NO SCHOOL, SWEIO INSERVICE
March 9	END OF TRIMESTER 2 (61 DAYS)
March 23	EARLY DISMISSAL AT 11:20
March 26 – 30	NO SCHOOL, SPRING BREAK (CLASSES RESUME ON 4/2)
April 5	EARLY DISMISSAL AT 11:20 (1/2 PM TEACHER INSERVICE)
April 6	NO SCHOOL; GOOD FRIDAY
May 28	NO SCHOOL, MEMORIAL DAY
June 5	8TH GRADE RECOGNITION PROGRAM (7:00 PM)
June 8	LAST DAY OF SCHOOL; EARLY DISMISSAL AT 11:20 END OF TRIMESTER 3 (58 DAYS)

FONTANA JT. 8 SCHOOL DISTRICT PHILOSOPHY STATEMENT

We, the parents, board of education, teachers and administration of Fontana Elementary School, are well aware that we have a challenge and responsibility of paramount proportions - that of providing our youngsters with an education of the highest quality.

In pursuing this endeavor, we must strive to develop and maintain a curriculum which emphasizes fundamental skills in reading, language arts, spelling, math, social studies, science, art, music, health, physical fitness and wellness. Additionally, we feel that emphasis should be placed on the introduction and exposure of our children to computers and career opportunities. In that Fontana has been a pioneer in the field of outdoor education, we feel it is important that all of our children develop an appreciation for all forms of life, our environment, and an awareness of the delicate balance which exists between man and his surroundings.

All of our programs shall be varied, allowing for individual differences and the needs of each child. Programs and curricula will be challenging for the more capable student, yet modified to meet the needs of the exceptional youngster. It is very important that we provide a setting where our children are enabled to grow physically, emotionally, and mentally, to fulfill their own personalities and potential. In this growth, we want our children to develop confidence, self-esteem and a generally positive outlook on life. We must instill attitudes of allegiance, pride, and spirit within our school as well as the community, state and country. Also, we want to foster an understanding and appreciation of value systems, cultures, customs, and history of each child's own heritage as well as those of others.

In addition, we believe that extracurricular activities should be promoted to encourage participation and to develop a competitive attitude. Both curricular and extracurricular programs will be structured so that students have ample opportunity to cultivate their individual qualities.

To achieve these aforementioned goals, it is imperative that we as parents, board, teachers, and administration provide and maintain a disciplined environment in which children develop an appreciation and respect for necessary rules, teachers, and fellow students. Also, we are of the opinion that maximal learning will be enhanced by the provision of attractive physical facilities which are safe, neat, clean, and well equipped.

VISION STATEMENT

We believe the best strategy for achieving this mission is to function as a professional learning community. We envision a school in which:

- We provide a learning environment built for the success of all students.
- We continually monitor each student's progress and adjust our instruction respectively.
- We strive to meet the needs of all our students.
- We model a seamless curriculum based on the BFASA recommendations.
- We place our teachers in classrooms and clinics to enhance their knowledge and find the best teaching strategies that fit with our students.
- We provide learning opportunities that address diverse levels of learners.
- We create a safe and comfortable atmosphere for students, staff, and community members.

VALUES STATEMENT

- Respect
- Responsibility
- Individuality
- Empathy
- Honesty

MISSION STATEMENT

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ARRIVAL TIME

Buses arrive at approximately 8:15 a.m. That is when students are allowed into the building. Prior to that time, there is no supervision available for students. If students arrive before 8:15 a.m. they will be asked to wait outside. Students who walk to school or are dropped off by their parents should arrive at 8:15 a.m. and report directly to their homeroom.

ATTENDANCE

Research cites regular attendance as the one of the most important factors in student success in school. Also, employers cite employee absenteeism as one of the most significant problems that they face in the workforce. Establishing regular attendance patterns early will not only help your child be successful in school, but it will also help him/her develop important work habits as well. (Please refer to Big Foot Area Schools Association Policy JED.)

ABSENCES

When children must be absent from school, regardless of the reason, we ask that parents call and let us know. Calling is simple and can be done any time before 8:45 A.M. in the morning. To report that your child will be absent from school, please call our 24 hour attendance line at 275-1022 and leave a message.

If you would like to pick up your child's homework at the end of the day, please indicate that in the message as well. This allows time for the teachers to gather books and assignments. (Parents or siblings may pick up homework from the classroom teacher between 3:30 – 3:50.) We are in the process of moving to a new Gradebook system. We will determine if homework will be online and notify students and parents in the fall regarding this issue.

Because we are concerned for your child's safety and welfare, **if you do not call to let us know about the absence, we will attempt to call your home or your workplace to verify the absence.** If an absence cannot be confirmed by telephone, then the parent must send a note to school verifying the dates and reason for the absence.

TARDINESS

Students are counted as tardy if they arrive at school after the bell rings for homeroom at 8:20 A.M. They must then report to the office to get a pass to class. Like regular attendance, being on time to school is important for success in school and the workplace. If a parent knows that their child will be tardy, we ask that you call to let us know. If we do not receive a call, we will assume that you are unaware of the tardy and that it is unexcused.

TRUANCY (PARENT NOTIFICATION)

School Attendance Officers shall determine daily which students enrolled in their school building are absent without an acceptable excuse. The School Attendance Officer or his/her designee shall contact parent by phone or voice-mail within two days of the unexcused absence. If the parent cannot be reached or a message left using the above methods, the School Attendance Officer or designee shall send written notice of the student's unexcused absence within two days of the absence. The School Attendance Officer shall keep written record of parent contact or attempts to contact.

If the official notification of habitual truancy has been given to the student's parent/guardian, the regular notification of the habitual student's absence, as described above, does not apply. [Wis. Stats. 118.16(2)(cr)].

In addition to notifying the parent/guardian of the student's unexcused absence, the School Attendance Officer or designee shall direct the parent/guardian to return the student to the School Attendance Officer or designee no later than the next day in which school is in session or provide an acceptable excuse. [Wis. Stats 118.16(2)(c)].

In addition to the above notification of parents/guardians, School Attendance officer may also; 1) send a letter to the parent/guardian requesting a conference, 2) request that the child's teacher, school nurse, police liaison officer or appropriate Pupil Services staff contact the parent/guardian, 3) make a recommendation for referral to community agencies for assessment and/or services.

FAMILY VACATIONS

We recognize parents are not always able to schedule family vacations to coincide with school vacations. However, it is important parents are aware that any absence from school affects a student's academic progress.

While the child is able to make up the missed work, missing out on the instruction that corresponds with this work makes a difference. Therefore, we encourage you to do all you can to schedule vacations during a school break.

If you must take your child out of school for a family vacation, then we would ask that **you let us know at least one week in advance** so the teacher can provide you with some of the assignments which will be covered during the absence. Because teaching is and should be a dynamic activity, it is impossible to predict how much will be covered during the vacation. Students should check with their teachers upon return to see what additional work may have been missed. Work missed due to family vacations should be turned in within one week of the child's return to school.

BICYCLE RULES

Remember your bicycle is a vehicle and you must obey all vehicle traffic rules. Use hand signals! **DO NOT PASS A SCHOOL BUS IF IT HAS STOPPED.** Fontana Police have asked that you walk your bike across Highway 67. This is a safety "must".



The Wisconsin Motor Vehicle Code contains provisions on bicycles. There are several new provisions on bicycles in the new Wisconsin Motor Vehicle Code passed by the Wisconsin Legislature. Some of them have been covered by municipal ordinances. The State Bar of Wisconsin offers this information to inform. Facts may change the application of the law.

1. Bikes must be walked on School Property at all times.
2. You must ride a bike on a regular and permanent seat. (Do not ride on the handlebars.) Two on a bike is not allowed unless it's a tandem. We encourage you to wear a helmet and lock your bike!
3. You may not carry any package or bundle that prevents your keeping at least one hand on the handlebars.
4. You may not "hitch" a ride on a car or truck.
5. On the road you must keep your bike as close to the right hand curb as possible, and if there are several riders, you must ride single file.
6. The new code retains the provisions requiring a white headlight on a bike for traveling at night. It must be visible to the front for at least 500 feet.
7. A red reflector is required for the back of the bicycle. Even if you have a red taillight, you must have the reflector.

BUS TRANSPORTATION

All resident pupils may ride the bus regardless of distance. Our goal is to provide students with safe transportation to and from school. This will only happen if students comply with the simple safety rules established for the bus. Other standards of behavior and school rules apply to the bus as well.

Bus Rules

1. The bus driver may assign seats.
2. Follow the directions of the bus driver immediately. If you feel that you are being treated unfairly, talk to the bus driver when you reach your final destination.
3. Be courteous.
4. Use appropriate language. (No profanity.)
5. Keep the bus clean. (No eating, drinking, or gum chewing on the bus.)
6. Keep hands and feet to self. (Violence is prohibited.)
7. Remain seated while the bus is in motion. Do not change seats during the ride without the bus driver's permission.
8. Keep hands and head inside the bus.
9. Respect property -- yours, others, and the bus.
10. Talk in a quiet voice.
11. For your own safety, do not do anything that would distract the driver.
12. Glass, live animals, large class projects or other prohibited materials may not be brought on the bus.
13. Music instruments may not be stored in the aisles of the bus.
14. All regular school rules and the student code of conduct apply to the time when students are being transported on the bus.



Failure to obey established bus rules will result in the application of the school disciplinary policy and may include denial of bus riding privileges. When a child misbehaves on the school bus, the driver will file a "School Bus Incident Report". This report will be forwarded to the Principal, and then to the parents. A second report will result in a telephone conference with the student's parents. A third bus notice will result in a one-day suspension of bus riding privileges. Should a student obtain a fourth report, a conference will be required with the student, parent(s), bus terminal manager and administration. Riding privileges will be indefinitely suspended until this conference is conducted.

Assigned Bus Stops

All bus stops are established for safety first and then as conveniently as possible. Pupils must use established stops. **Bus routes will not be altered to accommodate requests for special events.**

Consideration will be given to requests to have a child dropped off at a stop other than the regular stop, if the request is in writing and if the stop is on a regular route within district boundaries. In order to obtain this permission, pupils must have a bus note signed by parent, to leave the bus at any stop other than their own. **NEITHER SCHOOL PERSONNEL NOR BUS DRIVERS WILL MAKE AN EXCEPTION TO THIS RULE.** If a student does not have a note and if the parents cannot be contacted, the student will be sent to their normal bus stop. **Students are asked to give bus notes to homeroom teachers each morning so that the teacher knows who the student is getting picked up by or if they are riding a different bus.**

Problems? Should you have a problem, or concerns regarding transportation, please call the bus company directly. (275-5273)

CHAPERONE REQUIREMENTS

Adults are needed and appreciated for their help in monitoring and assisting students on field trips. Adult chaperones must also, however, follow certain guidelines so the field trip is a safe and successful experience.

- Chaperones must stay with their assigned student group and follow the field trip plan.
- Chaperones should not bring younger siblings or preschoolers on the trip. We need chaperones to assist in the supervision of their assigned group alone.

CHECKS/CHANGE

During past annual audits, our accountant asked that we not give change. All lunch money, field trip, etc., should be sent with correct change or a check payable to Fontana School.

CLASS VISITATION BY PARENTS

Class visitation is encouraged and welcomed as part of our ongoing commitment to communicate with parents. Please call the classroom teacher to arrange an appropriate time.

For the security and safety of all Fontana Elementary School students and staff, our doors are locked from 8:30 A.M. - 3:15 P.M. All parents and visitors are asked to report to the office to sign in and pick up a visitor's badge.

CO-CURRICULAR ACTIVITIES

The purpose of co-curricular programs at Fontana Elementary School is to offer opportunities for young people to enhance their educational experience. Activities are available for boys and girls in athletics, music, cheerleading and in other areas such as student government. Additional information on policy, expectations, guidelines and academic requirements are available from the co-curricular advisor.

DIVORCED AND NON-CUSTODIAL PARENTS

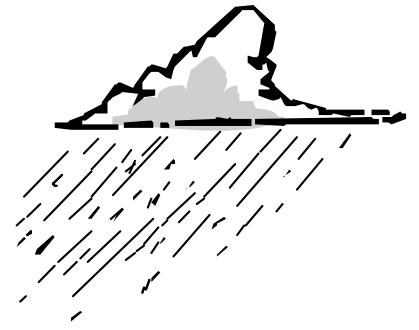
If parents are divorced, the non-custodial parent has the right to request information regarding a student's academic and social progress in school, and the right to pick up the student from school, unless there are documents which limit his/her access to the child, or information about the child. If you possess court orders which limit the right of access of non-custodial parents, please provide them to the school.

By law, both parents, whether married, separated, or divorced, have access to the records of a student who is a minor or a dependent for tax purposes, as do students who are 18 years of age or older. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights.

EARLY DISMISSAL/SCHOOL CLOSINGS

There may be times during the year when school must be closed for emergencies or inclement weather. *Our school will use Honeywell Instant Alert to notify parents in case of early school closing (bad weather, etc).*

Parents will not be called so make sure your child understands what they need to do in this type of situation. Parents are reminded of the importance of keeping their Instant Alert profile phone numbers up-to-date.



The decision to close school is the primary responsibility of the transportation company, based on student safety. When a decision has been reached regarding winter road conditions, and the decision is that local schools will be closed, our school will use Honeywell Instant Alert to notify parents and will also make the announcement over listed radio stations for all "Big Foot Area Schools" (including Fontana). (If there are no announcements which specifically state "Fontana School or the Big Foot Area Schools", school will be held.)

The following stations will announce school closings: WLKG (Lake Geneva) 96.1, WMCW (Harvard), WTMJ (Milwaukee) 620 AM, WJVL (Janesville) 99.9 FM, WGEZ (Beloit), WLS (Chicago) 94.7 FM, and WGN (Chicago) 720 AM. Additionally, Milwaukee area TV stations also have School Closing information. (TV 6 has a computerized storm screen that runs continuously.) Announcements will be made between 6:00 and 7:00 A.M. **Please do not allow your children to call school to ask whether school is closed.** Should the weather forecast indicate the possibility of conditions improving as the day progresses, a decision may be made to have a **delayed start**. Parents would be contacted about this decision via Honeywell Instant Alert and it would also be broadcast over the above listed radio/television stations.

EMERGENCY INFORMATION

In case of emergency, each student is required to have the following information on file at the school office:

1. Parent(s) or guardian(s) name(s)
2. Complete and up-to-date street address
3. Home phone/s and parent cell phone/s (connected and working)
4. Work name and phone numbers
5. Emergency phone number of friend or relative (connected and working)
6. Physician's name and phone
7. Medical alert information – allergies, medications, etc.
8. Authorized person(s) allowed to pick up child

Please call school if any changes are made in your work, cell or home phone number/s. Should the school be unable to contact a parent or designee at a time of emergency, we will utilize the services of the local medical clinic, the emergency room at Lakeland Hospital, or call 911. Therefore, it is critical that all information is as current and detailed as possible.

FIELD TRIPS

Educational trips supplement classroom learning and are a valuable addition to the school curriculum. Field trips are scheduled throughout the year. **Students must have written permission from their parent/guardian to attend any function away from Fontana School.**

There will undoubtedly be fees to offset the trip and transportation cost. Whenever possible, the field trip permission slip and information will be sent to parents at least 10 days prior to the trip. Please send money and information in a sealed envelope to the homeroom teacher. Your cooperation in sending correct change is greatly appreciated.



FONTANA P.T.O.

The Fontana P.T.O. is an instrumental part of our school community. The club provides leadership in issues that affect the school and our students. Through their various fundraising programs such as Market Day, they provide money for field trips and special cultural events for students. Because all children benefit from the efforts of this organization, we encourage all parents to participate or offer assistance in planning and conducting the many program activities throughout the year. More information about how you can be involved in the Fontana P.T.O. can be obtained by calling the school office.

HEALTH ISSUES

COMMUNICABLE DISEASES

Parents must notify the school promptly whenever a child has a communicable disease. Pupils must stay home the number of days required by the Wisconsin State Board of Health in the event of a communicable disease. In the case of an outbreak of measles, mumps, etc., your child may be excluded from school until the outbreak stops.

A doctor's permit is not required for communicable diseases if the parent contacts our school nurse for permission to return to school. Our school nurse may be contacted by calling 275-6881, ext. 202.

Communicable Diseases:

- Bacterial meningitis
- Chickenpox
- Diarrhea illnesses
- Fifth Disease
- Haemophilus influenza type B
- Hepatitis (Viral) A, B
- Hepatitis Non-A and Non-B (Unknown origin)
- Impetigo
- Influenza
- Meningococcal diseases
- Measles
- Mumps
- Rubella (German measles)
- Pertussis (Whooping cough)
- Pinworms
- Scabies
- Strep Infection (Scarlet fever and Strep throat)
- Tuberculosis (TB)
- Students with a temperature of 100 degrees or greater, or chronic, severe coughs, should not be at school. These students should see a physician.

(Please see Big Foot Area Schools Board Policy JHCC)

ILLNESS

If your child does not well feel well, i.e., fever, throwing up, sore throat, etc., the parent (or designated person on emergency form) will be called to pick up the child.

IMMUNIZATIONS

In compliance with Wisconsin State Statute Chapter 140.05, the Big Foot Area Schools does exclude students from school when they have not received the required immunization or when parents have not filed the proper waiver forms. **Waivers may be signed for personal, religious or health reasons.** Failure to provide an **immunization record** or waiver to the school within 30 school days may find your child excluded from school for up to 10 school days. **When enrolling children in school, please bring immunization records with you.** (Please refer to Big Foot Area Schools and Fontana Board of Education Policy 453.1.)

LICE

Please examine your child's hair at least once a week for head lice. Use a bright light such as a high-intensity desk lamp. Separate the hair into sections and examine from the scalp to the end of the hair for louse eggs (nits) or lice.

- Head lice are 2-3 mm. long, they have a slender tapering body and 3 pair of legs with hooks on the end like a crab.
- Head lice are gray to brown in color.
- Head lice are passed directly from one person to another or by contact with articles that have been used by an infested person such as combs, brushes, hats, bedding and upholstery.
- Lice do not jump, hop or fly but they can crawl pretty fast – 1 inch in 5 seconds.
- Lice are not caused by poor hygiene – even the cleanest head in the world can have lice!
- Lice can survive off of the human body for about 1 ½ to 2 days.

- Lice do not live on pets or surfaces – only humans because they feed on human blood.
- Intense itching, which is caused by feeding of the lice, is the major symptom of lice infestation.
- Look for the louse eggs (nits) starting about ¼ inch from the scalp. The nits are oval and white and about the size of grains of sugar. Nits are firmly attached to the hair and will not move like dandruff when touched.
- Lice nits hatch after 7-10 days. Viable nits have been found up to 8 inches from the scalp.
- An adult louse lives for about 30 days. It reaches maturity in 16-20 days. After maturity a female will lay 3-4 nits per day or about 120 during its adult life span. Ninety percent of these nits will hatch if not treated.

Treatment

If you detect lice at home or on your child's head please notify the school and do the following:

- Obtain a pediculocide shampoo from the pharmacy or your physician and shampoo as directed:
 - Treat hair with lice treatment (pediculicide). Prior to using lice treatment, wash hair with a water-based, high pH shampoo (i.e., Prell). A shampoo with no additives and a pH no less than 6 is best. Generally, the cheaper the shampoo, the better. Then dry hair and apply a pediculicide, part the hair in sections, pour shampoo in part, and rub across scalp. Make parts approximately ¼ inch apart. Don't try to save some of the shampoo – one bottle is one treatment.
 - Allow treatment to sit on hair for as long as instructions state. When time is up, rinse hair. If using a treatment with a residual effect such as Nix, do not shampoo, condition or use other hair products after treatment.
 - Towel dry hair again, using a new towel, and comb out hair. If using Nix, do not use a detangling solution.
 - If instructions indicate, reapply treatment in 7-10 days. Comb hair with a nit comb or fine toothed comb to remove nits.
- All rugs, furniture, toys, pillows, draperies, baseboards and floors should be vacuumed well. Also, please remember to vacuum your car and child's mattress.
- All clothes, sheets and towels should be washed, rinsed and dried in hot cycles (125 degrees or above). All combs, brushes and barrettes should be soaked for 10 minutes in very hot water (130 degrees).
- Pediculicides usually kill 70-90% of nits – that's 10-30% that are not killed by the treatment. That is why nit removal is so essential – there are no guarantees that the treatment killed all nits.

THE MOST IMPORTANT THING TO DO IN TREATING HEAD LICE IS TO REMOVE ALL THE NITS FROM THE HAIR. IT IS A “NIT-PICKY”, TIME-CONSUMING JOB BUT NECESSARY TO PREVENT THE SPREAD OF LICE.

- All nits (eggs) must be removed from hair shafts before returning to school. Examine hair daily for two weeks after infestation.
- Your child may attend school the next day, providing a note is sent stating that the above requirements have been completed. Each infected child will be checked by the school nurse or designated school personnel prior to being allowed to return to class. Please have your student report to the school office first thing in the morning. Also, the school will disinfect pertinent areas of the school as necessary.
- All infested heads must be shampooed again in 7-10 days or as directed on the container.
- Avoid over treatment with lice shampoos – they are pesticides!

Thanks for your attention and if you have any questions, please call our school nurse at 275-6881, ext. 202.

MEDICAL INFORMATION

Any information pertinent to the health of your child should be recorded on the emergency form. Please keep us informed regarding allergies, medications, physical limitations or handicapping conditions. (See **Medication Policy under policy section.**)

PHYSICAL/DENTAL EXAMINATIONS

Every student is required to have a **physical examination** on entrance to pre-kindergarten or kindergarten, fifth grade and ninth grade. This examination must be completed before the beginning of the school year.

Dental forms will be distributed to pre-kindergarten or kindergarten, 4th and 8th grades in early summer to allow **dental examinations** and care to be completed so forms may be returned on the first day of school.

HOMEWORK GUIDELINES

Recent studies conducted on “homework” reveal that there is a direct relationship between the quality and quantity of learning and the amount of homework expected of children. We also believe that these requirements should become part of a student’s daily routine so that a child develops good study habits, beginning in Kindergarten, and systematically progressing through each grade. (Students should check with teachers upon return to school after an absence to find out about missed work.)

Homework is considered a very important part of Fontana School’s educational program. We feel that it serves several significant purposes for the students.

- 1) Homework serves as a reinforcement of the lessons covered in class that day. Students need to be able to apply the concepts taught in class to solve problems while understanding the real-life applications of these concepts.
- 2) When teachers check homework the following day, they are able to quickly ascertain the degree to which students grasped and are able to utilize the concepts previously taught. Students will also realize either their understanding or lack thereof of the material after having attempted the homework assignments. This feedback is invaluable to both the teachers and the students.
- 3) When students complete their homework assignments, they are developing responsibility, work ethic, and self-discipline. Fontana School is as much about developing these characteristics in its students as it is about teaching the curriculum. Homework also serves to help students develop better study skills and the ability to work more efficiently.

Homework Completion and Support Program

As stated above, we believe that homework completion is vital to determine a student’s comprehension and understanding of the material being taught in class. To support students with completion of daily homework, the following guidelines will be followed.

- 1) If homework is not completed, students will be assigned to a 20 minute lunch recess homework support program to complete the work. (For morning classes, this will be assigned the same day. For afternoon classes, students will be assigned to the following day.)
- 2) If this occurs more than five times during the grading period, students will be assigned to the after school homework study program on Tuesday and Thursday from 3:30 – 4:30 pm for two weeks (4 days). Parents will be contacted and informed of this placement. Parents must arrange transportation.
- 3) After two weeks in this program, and with consistent homework completion, students will be allowed out of this program.

Optional After School Guided Study Program

Beginning in mid- September, Fontana School will be offering an Optional Guided Study Program for our students. Information will be shared with students and parents at the beginning of the school year. The program will take place on Tuesdays and Thursdays from 3:30 – 4:30 pm.

Student Absences

Unplanned Absence

When students are absent due to illness, the student will receive one day for each day absent to make up the assigned work.

Planned Absence

In the event of a planned absence, students are required to request work ahead of time (one week prior to absence). All assigned work is due upon return.

Absence due to Suspension

Students serving an out-of-school suspension will receive work to complete during the duration of the suspension. This homework is due upon the student’s return to school.

The benefits of a reasonable amount of time spent on homework assignments are essential to the total development of a Fontana School student. The amount of homework assigned varies by grade level:

Grade 4:	30 – 45 minutes
Grade 5:	45 minutes
Grade 6:	1 – 1 ½ hours*
Grade 7:	1 – 1 ½ hours*
Grade 8:	1 ½ - 2 hours*

*Middle School - The time allotment above does not include assigned reading for Language Arts. On a weekly basis, teachers and the administration monitor a schedule of quizzes, tests, and projects as an attempt to equalize the demands for each subject area.

MIDDLE SCHOOL **CURRICULUM**

Required:

- Math
- Science
- Social Studies
- Language Arts
- Phy. Ed.
- General Music (K-6, music is offered to 7/8 also)
- Art
- Computer Explorations
- Guidance (Whole group sessions will be worked into the schedule.)
- Spanish

Selected:

- Chorus
- Band
- All the extracurriculars available to students:
 - Flag Football
 - Basketball
 - Volleyball
 - Track

EXPECTATIONS

- Increase in personal responsibilities
- Follow Teacher expectations:
 1. Be prepared for class
 2. Complete assignments on time
 3. Participate in discussions
- Be respectful of others...appreciate diversity. It is okay to suggest different ideas, have different friends, etc.
- Time/Information Management:
 1. Based on choices
 2. Students that manage time well and process information accurately can be very successful in Middle School.
 3. It is okay not to have your son or daughter involved in everything. Children need process time. Please monitor their involvement. You'll keep your sanity, too!
 4. Know and understand the 8th grade Promotion Policy.

DISCIPLINE

Our goal is to provide a safe and peaceful school for all students, as well as creating a climate and atmosphere that reinforces student choice, responsibility and self-esteem. We believe that Fontana students are capable of making wise choices and being responsible for their actions. We also believe it is our responsibility to support and guide them through these choices. Our discipline philosophy is to create a positive and motivating learning environment. This will be accomplished through a system of promoting wise behavioral, academic and social decisions through monthly and trimester rewards and other forms of recognition.

Our Wise Choices philosophy draws heavily on involving students in making choices regarding their behavior and holding them accountable for the choices that they have made. When students make choices that interfere with their or someone else's learning or that create a hostile school atmosphere, we attach consequences to their behavior that are relevant and meaningful.

Communication is an important component of our success. Teachers will communicate with students and parents regarding concerns. Incidents that warrant removal from class or a time-out will be documented and parents will be informed.

DISCIPLINARY OPTIONS

Time-Out - The purpose of the Time Out Procedure is that it provides an area for students to be sent when their behavior in any way disturbs the learning of others in the classroom. When a teacher assigns a student to the "time out" room, the student must report immediately to the Principal. The student must complete a statement regarding the details of the incident and suggest ways to bring about change.

Detention - Teachers and the Principal do have and will exercise the prerogative of detaining children after school, or during the noon lunch/recess period, for non-compliance of school rules. In such cases the teacher/principal will contact the parent who must assume the responsibility for transportation home. Parents are asked to sign and return the form the next day. All detentions will begin at 3:30 and end at 4:30. Parents must report to the teacher or Principal to pick up their child.

Suspension - Wisconsin Statute 120.13(b) - "The school district administrator or a teacher designated by the school board may make rules with consent of the school board and may suspend a pupil for not more than 5 days for non-compliance with such rules or school board rules." In Fontana School, the administration has been given this designated authority. Parents and students will be notified and are entitled to a hearing.

Expulsion - Wisconsin Statute 120.13(c) - "The school board may expel a pupil from school whenever it finds him/her guilty of persistent refusal or neglect to obey the rules and is satisfied that the interest of the school demands his expulsion. Upon the ordering by the school board of the expulsion of a pupil, the school district clerk shall file a notice of such order with the parent or guardian of the pupil. A parent or guardian of an expelled pupil may appeal the expulsion to the state superintendent. An appeal from the decision of the state superintendent may be taken within 30 days to the circuit court of the county in which the school is located."

GYM UNIFORMS

Our school policy requires 6th, 7th, and 8th graders to have unified gym wear for the Big Foot Area Schools. The uniform will consist of red mesh shorts and a gray t-shirt with red lettering. It will be available at Country Store in Walworth (275-0620).

LEAVING SCHOOL

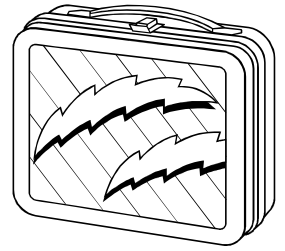
No pupil may leave the school property during regular school hours without a parent reporting to the office to sign their child out, this includes lunch hour. Students may not walk home for lunch without a parent signing them out in the office. The school staff is not to release a child to anyone without the consent of the parent. For your child's protection we require a written note or phone call to release a child to someone who is not a parent.

LOCKERS

Lockers with doors are supplied for all students in grades four through eight. These lockers are school property and are subject to search by school officials whenever there is a concern about the health and welfare of students. Any damage done to the lockers will result in the student paying the cost to have the locker or lockers replaced, repaired, or painted. Students in grades 6-8 will receive a lock for their individual locker. (Please refer to Fontana Board of Education Policy 446 and Rule 446.)

LUNCH PROCEDURE

Our school district has a computerized lunch program. Your entire family is on one account. Please make all checks payable to Fontana School, label envelopes with "Attention – Lunch", and indicate your child's name on the memo portion of your check. (If you send cash, please write your child's first and last name on the envelope to ensure that your account gets credited.) **We ask that you start your family account by depositing a minimum of \$30.00.** Each student is assigned a 4 digit key pad number which they will enter in the lunch line. The system will then subtract the money from your family account. **(Students will have the same key pad number from year to year. Their teachers will remind them of their number on the first day of school.)**



In each family the parent who is designated as head of household will have a login and password to access their lunch account on the internet. **(These login/passwords stay the same from year to year. New parents will receive their password in the fall registration folder.)** To log in under Family Access, first go to our school website: www.fontana.k12.wi.us, then click on the Quick Links drop down box and click on Family Access. You will get to a screen that says login and password. After you enter your password, it will bring up your family account and you'll be able to see if your children purchased a hot lunch on any particular day, or if they purchased a sack milk for lunch. You will also be able to see what the balance in your account is at any given time. (In the case of a custodial and non-custodial parent situation; the custodial parent is considered to be the payor and only the payor will be able to see the account balance. Both parents will be able to see what each child has purchased.) **Please access your account frequently to track your balance and submit checks.**

Free and reduced lunch forms should be sent to the office as soon as possible. This will help expedite the free and reduced process.

A PARENT'S GUIDE FOR SOLVING PROBLEMS

1) Take your concern to the person closest to the problem.

No matter where the problem is, take your concern there first. Whether in the classroom, on the bus, or on the practice field, the quickest and easiest solution is usually found with the staff member most directly involved.

It's best if you make time to talk with school personnel regularly, before problems are encountered. Know who your children's teachers, bus drivers, and coaches are and how they may be contacted. Tell them when things are going well, and communicate any concerns you have quickly and openly.

If you call for an appointment to see your child's teacher, why not let them know in advance what the general nature of your concern is? This gives them an opportunity to ask other staff members for information that might relate to your problem or concern. If a personal visit isn't possible, why not call once to state the problem, and during that conversation, offer to call back at a time when you can both discuss the situation in more detail.

The problem you or your child faces may be the result of an oversight or misunderstanding that can be easily corrected once it is brought to the attention of the staff member most directly involved. Give them a chance to tackle the problem first.

2) Present your concern to the next level.

The Principal is responsible for supervision of staff within the school building. Dousman Transport Company supervises all school bus drivers. Each one is an example of the next level of school personnel you should contact if the staff member closest to the problem hasn't been able to satisfactorily resolve the difficulty.

Their ability to help will be improved if you share the steps you've already taken with the staff member closest to the problem, or if you will take time to openly share with them the reasons why you feel uncomfortable dealing directly with the person closest to the situation.

Supervisory personnel will rarely have ready access to the information they need to be of immediate assistance and working through them will often require additional time.

At Fontana, the principal also serves as the superintendent of schools. Wearing two hats means that the principal/superintendent's day starts early and often ends late in the evening. The superintendent's part of the

position requires attendance at area-wide meetings outside the school building. As a consequence, a meeting will probably require some advance planning.

3) Contact your school board members.

School board members are elected to represent the interests of all parents and district residents, and you should always feel free to tell them your point of view. School board members do not, however, have direct authority in day-to-day school operations. All authority is the result of official actions by a majority of the board at meetings open to the public.

The board's primary responsibility is to make policies that guide the school district. Any change in policy requires two readings at two separate public meetings; a procedure that often takes two or more months. Some policy changes may require substantial public input and consultation with the school district's attorney. These requirements often increase the time required for the board to make a response.

So when should a board member be contacted and what can they do? Contact a board member....

- After other means to solve a problem have been tried.
- When a policy is being enforced but you believe it results in bad consequences.
- When you believe a policy isn't being enforced.
- When policies or procedures are not enforced fairly for all.

A board member may take one or all of the following actions:

- Informally discuss the issue with the principal/superintendent to consider whether policies or rules should be changed.
- Request that the board review the specific policies that relate to the situation.
- Propose new policies for the board's consideration.

PARENT/TEACHER CONFERENCES

Formal Parent/Teacher Conferences will be held halfway through Trimester 1 and Trimester 2. (See school calendar for specific dates.)

Special conferences can be requested by either the parent, student or the teacher throughout the year. These should be set up directly with the classroom teacher.

PERSONAL ITEMS

We discourage students from bringing personal items to school if they have any value and are not educationally related. We cannot be responsible for personal items brought to school.

PETS

Pets are not allowed in school due to the fact that we have many students with allergies, and also the possibility of a student being bitten.

REPORT CARDS

The report card is one of the important ways that we have of giving you information about your child's progress in social, academic, and behavioral areas. Report cards are sent home each trimester. Our aim is to provide parents and students with a specific area designed for their comments. **The report card envelope should be signed and returned to the classroom teacher for grades 4K – 5.**

Middle School interim progress reports - Teachers prepare assessment reports for parents at the end of every 6 weeks via electronic messaging, written assessments, or phone conference. The purpose of these reports is to alert the student and parents to unsatisfactory or failing status in a class. With this notice students have approximately six weeks remaining in the grading period to improve their grade status and/or avert a failure.

SAFETY

We encourage you to lock your **bike**, wear a helmet, and adhere to "Safe Bike Riding Rules". All Fontana Village ordinances must be obeyed. **Because of the potential for injury, heely shoes, skateboards and rollerblades are not allowed on buses or at school.**

Please caution your children periodically about accepting rides with strangers. Parents, police and the school administrator should be notified immediately should a stranger attempt to offer a ride to a child.

SCHOOL BOARD MEETINGS

Regular school board meetings are held on the fourth Monday of each month at 7:00 p.m. in the library of Fontana School. Parents and community members are invited to attend.

SEARCH AND SEIZURE

Searches by the Fontana School Administration or Fontana Police may be conducted when a reasonable suspicion exists that the student is concealing, or in possession of something that is either unlawful, unsafe, or a violation of school guidelines. Searches will be conducted under policy guidelines established by the school board. The Wisconsin Supreme Court (June, 1993) ruled that lockers are school property and are subject to search at any time without notice.

STUDENT BEHAVIOR

No gum chewing without permission of teacher or administrator.

STUDENT RESPONSIBILITIES

Each Fontana student will be responsible for:

1. Treating school staff and fellow students with respect. Harassing or profane language and behavior is unacceptable and will not be tolerated according to adopted board policies.
2. Being forthright and honest in all matters.
3. Following the directions given by the adults in the school.
4. Attending school daily and being on time for classes.
5. Being actively involved in their own education.
6. Applying their best effort to school work.
7. Maintaining their assignment notebook.
8. Turning assignments in on time.
9. Coming to class with the required books and materials.
10. Being aware of and following school rules, the "Student Code of Conduct" and provisions of this handbook..
11. Complying with safety regulations.

TELEPHONES

The telephones at Fontana Elementary School are for business and emergency use. If a child is ill, a staff member will call parents, or designated emergency number. Unless it is an emergency, children will not be given permission to make phone calls during scheduled class time. Consistent with our Wise Choices plan to help our students develop responsible behavior - **our phones cannot be used by students for making or confirming social arrangements.** Please help us encourage children to plan ahead when transportation is needed for all activities or social events after school. A public phone is available in the front foyer for students to use.

All teachers have telephones in their classrooms. Parents can contact teachers directly by calling 275-1022 and entering the teacher's extension. A message can be left on the teacher's voice mail. Teachers will return your call as soon as possible.

THE SIX PILLARS OF CHARACTER

TRUSTWORTHINESS

- Be honest
- Don't deceive, cheat, or steal
- Be reliable – Do what you say you'll do
- Have the courage to do the right thing
- Build a good reputation
- Be loyal – Stand by your family, friends, and country

RESPECT

- Treat others with respect; follow the golden rule
- Be tolerant of differences
- Use good manners
- Be considerate of the feelings of others
- Don't threaten, hit, or hurt anyone

- Deal peacefully with anger, insults, and disagreements

RESPONSIBILITY

- Do what you are supposed to do
- Persevere; keep on trying!
- Always do your best
- Use self-control; be self-disciplined
- Think before you act – consider the consequences
- Be accountable for your choices

FAIRNESS

- Play by the rules
- Take turns and share
- Be open-minded; listen to others
- Don't take advantage of others
- Don't blame others carelessly

CARING

- Be kind
- Be compassionate and show you care
- Express gratitude
- Forgive others
- Help people in need

CITIZENSHIP

- Do your share to make your school and community better
- Cooperate
- Stay informed; vote
- Be a good neighbor
- Obey laws and rules
- Respect authority
- Protect the environment
- Forgive others
- Help people in need

STUDENT POLICIES

ACADEMIC HONESTY

The Fontana Jt. 8 School District prohibits cheating, plagiarism, or any form of academic dishonesty. Students are expected to conduct themselves honestly and with integrity in their work. Academic dishonesty includes, but is not limited to: cheating, plagiarism, forgery, copying or stealing another person's class work, creating more than one copy of one's work for distribution, intentionally accessing another's material for the purpose of using it as one's own, offering one's work for other students to copy, downloading information from other sources and presenting it as one's own, unauthorized copying of software, unauthorized use of hard copy or software to develop one's own software. In addition, the District recognizes that students vary in their understanding of cheating or plagiarism. This policy obligates faculty and staff to inform and educate students about these guidelines in relationship to subject matter and grade level. It is the goal of the Academic Honesty policy and these guidelines to develop responsible behavior among students and staff. Effective instruction about these guidelines should minimize the need for disciplinary action.

Definitions:

- Cheating: is an act of deception by which a student misrepresents mastery on an academic exercise which, in fact, has not been mastered.
- Plagiarism: is a type of cheating in which a student attempts to receive academic credit for work prepared by someone else, either whole or in part.

Guidelines:

- District Administrator, teaching faculty, and staff are responsible for monitoring student academic product, detecting academic dishonesty, and administering penalties.
- When the district administrator, teacher, or staff member learn or suspect that a student has committed a form of academic dishonesty, the teacher or staff member shall contact the parents or guardian of the student and the district administrator to notify them of the incident.
- Consequences for academic dishonesty shall be assessed by the teacher, under the direction and advice of the district administrator, and may include the following actions:
 1. Redoing the academic product
 2. Loss of co-curricular privileges before, during, or after school
 3. Designation of a zero, or no credit, on the academic product that was involved in the academic dishonesty
 4. Dismissed from school (suspension and/or expulsion)
 5. Retaking the test
 6. Receiving a lower overall grade in class
- The student or the parent/guardian may appeal the penalty to the District Administrator. If there is an appeal, the District Administrator shall meet with the teacher and the student/guardian about the incident and the penalty. (Please refer to Fontana Board of Education Policy 483.)

ATHLETIC/EXTRACURRICULAR GUIDELINES

It should be considered a privilege to participate and therefore athletes are expected to conduct themselves in a manner which will bestow honor to themselves, their team, the school and community. Participation in athletics and extracurricular events will be granted to those students who maintain the academic and conduct expectations as outlined below. To this end the following rules apply:

A. Academic Expectations

1. All students are encouraged and expected to work up to their capability in all their school work.
 - a. Student Help - Assignment to this program takes precedence over the obligation to participate in extracurricular activities.
 - b. Homework - All unfinished work is expected to be turned in within 24 hours after a student is given work, or notified that the work is late. In the case of excused absences, the student will be given a grace period to complete the work that equals the number of days absent.
 - c. Grades - Any student that currently does not meet the requirements for participation will be considered ineligible. If a student is having difficulty in any subject area, it is their responsibility to meet with the teacher to get some additional help. Missing work is an indication of poor effort. An individual teacher may require a student to complete unfinished work before going to practice. Teachers are willing to provide extra help and will communicate grades with students so there is always the opportunity for grade improvement.

B. Conduct Expectations

1. Respect for self, staff, coaches, and classmates must be shown at all times. Pride of school and team shall be demonstrated.
 - a. Attend practice sessions or meetings regularly.
 - b. Follow the Wise Choices and punch card guidelines
 - c. Set examples for good behavior in classes and in all school activities and act as a role model.
 - d. Demonstrate good sportsmanship at all times.

C. Eligibility to Participate in Athletics/Extracurriculars

1. Each after school detention issued by and served with the teacher, will result in a missed practice. Each written referral will result in an after school detention with the Principal and a

missed game (student needs to attend but will sit on the bench). In the event that a student earns four after school detentions or two referrals, the student will be removed from the team for that season.

2. Two unexcused absences will result in a one game suspension.
3. Absences from practice are unexcused unless prior arrangements have been made with the coach. An unexcused absence is determined at the discretion of the coach.
4. Suspension from school will result in a suspension from sports for the duration of the school suspension
5. When a student is ineligible, they will be suspended from the game following the notice. In order to regain eligibility for the following game, the student will need to see the teacher(s) to find out how they can improve their grade. Students will receive a notice on Friday if they are not eligible to participate and in what subjects they are deficient in. Eligibility for the next game(s) will be at the discretion of the teacher based upon current class performance and/or in exceptional situations. Coaches and/or advisors of each activity will not have specific details regarding students' deficiencies. Students and/or parents need to get this information from the teacher. Note: It is the responsibility of the student to inform their parents that day if they are ineligible.
6. A student must be in school by 12:00 (noon) on the instructional day in order to participate in any form of practice, competition or performance.

D. AODA (Alcohol/Other Drug Abuse)

1. Students must refrain from possession or use of alcohol, tobacco, illicit drugs, and other substances which are injurious to health and minimize the effectiveness of the student's body.
2. If a student is reported for violation of the above rules and the violation is confirmed, the following procedure will be followed:
 - a. 1st offense - Suspension from the present activity for one (1) week. If a confirmed violation occurs between activities (seasons), the suspension will be enforced during the next activity (season).
 - b. 2nd offense - Suspension from the present activity for a period of four (4) weeks. Student and parent must agree to a referral to a support or help organization for A.O.D.A. (Student Support Program)
 - c. 3rd offense - Suspension from all extracurricular activities for a minimum of two (2) months. The total duration of the suspension shall be determined by a committee composed of coaches, advisors, district administrator, school psychologist and AOD facilitator (coordinator).

(Please refer to Big Foot Area Schools and Fontana Board of Education Rule 370.)

ATHLETIC PROGRAMS

The opportunity to participate in interscholastic athletics must exist for all students. Separate programs for males and females are allowed, but the separate programs must be comparable in type, scope, and support from the school district. Programs are considered comparable in scope when they satisfy the interest and abilities of the participants. Comparable support does not mean equal dollar support; it means support that satisfies the needs of the program, based on student interest and ability.

The District shall not discriminate on the basis of sex, age, race, religion, color, national origin, homeless status, ancestry, creed, pregnancy, marital or parent status, sexual orientation, or physical, mental, emotional or learning disability or handicap.

Athletic program participants are expected to adhere to rules and procedures as defined in the athletic code of conduct.

The District will provide separate locker rooms, showers, and toilets for males and females. The separate facilities, however, will be comparable in terms of space, number of lockers, showers, and other locker room facilities.

If any student believes that the District has failed to adhere to this policy, he/she may bring or send a complaint to the administration in accordance with established procedures. (Please refer to Fontana Board of Education Policy and Big Foot Area Schools Policy #377.)

BULLYING

Bullying and harassment are major distractions from learning. Sexual harassment is, in fact, often a form of bullying. The student achievement of the victims can suffer. Fear can lead to chronic absenteeism, truancy, or even dropping out of school. (Board Policy 472)

Definition:

Bullying is the deliberate or intentional behavior through the use of words or actions, which often involves an imbalance of power, is repeated, and intended to harm. This behavior is often motivated either by an actual or perceived characteristic or distinguishing characteristic, such as, but not limited to: age, color, national origin, race, religion, gender, sexual orientation, physical attributes, physical or mental ability or disability, social or family status.

Bullying behavior can be:

1. Physical (assault, hitting, kicking, theft, etc.)
2. Verbal (threatening or intimidating language, name-calling, cruel rumors, racist remarks, etc.)
3. Indirect (spreading rumors, social exclusion and isolation, using technology in a hurtful manner – cyber bullying). Cyber bullying includes, but is not limited to the use of e-mail, instant messages, text messages, digital pictures or images, cell phones, or website postings.
4. Between students and students, students and adults, or adults and adults.

Prohibition:

Harassment and/or bullying of students and employees is prohibited under local school board policy in all school environments, which includes any property or vehicle owned, leased or used by the school district. Educational environments are defined as consisting of every activity under supervision of the school and use of school equipment in the case of cyber bullying.

Procedure for Reporting:

It is considered the responsibility of all students, school staff members and concerned individuals who observe or become aware of acts of bullying to report these acts confidentially to a member of the school staff or administration, as designated by the bullying policy to be a recipient of such reports. All such reports, either verbal or in writing, are to be taken seriously and a clear account of the incident is to be documented and reported to the party designated by the policy to receive the same. Individuals making such reports will be supported and protected against potential retaliation for making such a report.

Procedure for investigating reports of bullying:

An investigation to determine the facts will take place in a timely manner to verify the validity and the seriousness of the report. Parents will be notified of the investigation procedures. The district shall keep the complaint confidential for both the accused and the accuser, until such time as the misconduct is confirmed and sanctions are imposed.

The district will promptly and reasonably investigate allegations of harassment, including bullying. The district administrator/principal will be responsible for handling all complaints by students alleging harassment, including bullying. The consequences for such violence may consist of one or more of the following:

- a. Parent/Guardian/Legal Custodian notified.
- b. Possible referral to police.
- c. First offense: Up to a three (3) days out-of-school suspension and meeting with parent(s).
- d. Second offense: Up to a five (5) days out-of-school suspension and meeting with parent(s).
- e. Third offense: Referral for Administrative Hearing with Fontana Board of Education with recommendation for expulsion.

Disclosure and public reporting:

The Fontana Board of Education expects the administrator to make it clear to students, staff, and parents that bullying in the school building, on school grounds, on the bus or school sanctioned transportation, or at school-sponsored functions will not be tolerated and will be grounds for disciplinary action up to and including suspension and expulsion for students, and termination for employees. The administrator will be required to review the bullying policy yearly with both students and staff. Biannually a survey regarding bullying is to be done and the results are to be used to help develop anti-bullying programming. The progress or lack of it, as demonstrated on the survey or other records, is required to be reported to the school board.

The district administrator will follow the administrative guidelines and procedures to implement this policy as spelled out in the complaint policy and sexual harassment policies cross referenced.

COMPUTER NETWORK AND INTERNET USE

The Fontana Board of Education recognizes that as telecommunications and other new technology shift the ways that information may be accessed, communicated and transferred by members of the society, those changes may also alter instruction and student learning.

Students and staff will be instructed in appropriate use and supervised by authorized personnel to maximize learning experiences. Although the Fontana Jt. 8 School District will provide reasonable supervision, it must be realized that the Internet represents a vast resource of material and that students may encounter inappropriate data from that source.

The Board expects that faculty and staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. The network is provided for students to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner.

Independent student use of telecommunications and electronic information resources will be permitted upon submission of permission forms and agreement forms by parents of minor students and by students themselves.

The network hardware and software is the property of the Fontana Jt. 8 School District. The use of the network is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. The system operator or designee may temporarily close an account at any time as required. The Administrator may request the system operator to deny, revoke, or suspend specific user accounts. This policy was mailed home and can be found in its entirety in the Student Policy Handbook. (Please refer to Fontana Board of Education Policy 363.2, Rule 363.2, and Policy 363.3.)

DISCRIMINATION COMPLAINT PROCEDURE

TITLE IX/SECTION 504

If any person believes that the Big Foot Area Schools (Walworth U.H.S.; Fontana, Jt. #8; Linn, Jt. #6; Sharon, Jt. #11; and Walworth, Jt. #1) or any part of the Big Foot Area Schools organization has inadequately applied the principles and/or regulations of Title IX (sex) and Section 504 (handicap) or in some way discriminates on the basis of sex, race, color, national origin, age, or handicap, he/she may bring forward a complaint to the Administration Office of the appropriate school.

Informal Procedure: The person who believes that he/she has a valid base for a complaint shall discuss the concern with the local Title IX or Section 504 coordinator, who shall in turn investigate the complaint and reply to the complainant in writing within two (2) days. If this reply is not acceptable to the complainant, he/she may initiate formal procedures according to the steps listed. **Additional information available upon request from the administration. (Please refer to Big Foot Area Schools Policy #342.)**

ENTRANCE AGE OF STUDENTS

Students may enroll in four year old kindergarten provided they have reached the age of four (4) on or before September 1. Students may enroll in five year old kindergarten provided they have reached the age of five (5) years on or before September 1. Resident students who have reached the age of six (6) years on or before September 1 must have completed 5 year old kindergarten or received an exemption prior to enrolling in first grade. Compulsory attendance is governed by section 118.15 of the Wisconsin Statutes.

Early Entrance

Early entrance to kindergarten candidates must reach age five on or before December 1 of the year of early entrance application and should participate in the regular pre-school screening program whenever possible. The criteria for early admission will be based on consideration of the individual child's full range of abilities and needs including, but not limited to, abilities to cope with the established environment intellectually, socially, physically, behaviorally and emotionally. Based on the investigation and evaluation of all the evidence, the administration shall make a decision regarding early admission. Parents of children who are denied an

exemption for five-year-old kindergarten may, following consultation with the District Administrator, appeal to the Board of Education for a final decision.

- A. The following procedures and criteria shall be followed in complying with the Big Foot Area Schools' Policy regarding application for early admission to five year old kindergarten.
 1. Parents will make written application to the District Administrator of the school in which the child intends to enroll. Such application shall be made by May 1 of the year the child intends to enroll.
 2. The District Administrator will hold a personal interview with the parents to determine reasons for requesting kindergarten entrance prior to the legal age. Parents will be provided information regarding expectations for five year old kindergarten students, the pros and cons of early entrance, and the application process.
 3. The school psychologist, in conjunction with any other staff as deemed necessary, will provide an evaluation of the child's potential for succeeding in kindergarten based on the criteria specified in (B). This evaluation will be conducted at no cost to the parents.
 4. Parents will be required to supply a medical certificate (including immunizations required for kindergarten admission).
 5. Following the evaluation, a conference will be scheduled with the parents to review the evaluation data and to consider the appropriateness of the early entrance.
 6. The psychologist's recommendation will be forwarded to the District Administrator. The Administrator will notify the parents in writing regarding the early admissions request.
 7. Parents whose requests have been denied may appeal the decision to the Board of Education. The Board of Education shall have the final authority as to whether the child is to be admitted to kindergarten.

B. Criteria

1. The child shall be superior in intellectual growth.
 - a. Assessment results should indicate that the child has strong potential for success in an instruction program.
 - b. The child should have above average language skills and the ability to express oneself.
 - c. The child should display an interest in school type activities.
2. The child should demonstrate adequate perceptual skills and possess the motor development needed to participate successfully in kindergarten activities.
3. The child is well developed socially and emotionally and
 - a. Should enjoy working and playing with other children of kindergarten age.
 - b. Should be ready to work independently for reasonable periods of time.
 - c. Should show the ability to get along well with other children in group situations.
 - d. The home environment should be supportive of future success in school.

A student may obtain high scores in each of the tests administered in the evaluation process for early entrance. Despite these high scores, the child may still be a questionable candidate for early entrance. To safeguard the best interests of the student, all students who are allowed early entrance will be accelerated on a trial basis not to last more than two weeks. This trial period will allow the classroom teacher an opportunity to more completely assess the child's ability to cope with the classroom procedures and expectations. This trial period will also allow the parent/guardian(s) time to assess whether or not early entrance is indeed in the best interests of their student. After the trial period has concluded, the classroom teacher will provide the administrator with a recommendation regarding continuation. The District Administrator will schedule a meeting with the parent/parent to discuss the trial period and the subsequent recommendation.

Admission to First Grade

Children who are approved for early admission to kindergarten will automatically be approved for early admission to first grade upon successful completion of kindergarten. A parents who chooses to keep his/her child home from 5-year-old kindergarten and wants to enroll the child in first grade must submit a request to the school district for an exemption from the requirement that the child complete a kindergarten program prior to entering first grade. The criteria for granting an exemption will be based on consideration of the individual child's full range of abilities and needs including, but not limited to, abilities to cope with the established environment intellectually, socially, academically, physically, behaviorally and emotionally. Based on the investigation and evaluation of all the evidence, the administration shall make a decision regarding early admission. Parents of children who are denied early admission may, following consultation with the District Administrator, appeal to the Board of Education for a final decision.

- A. The following procedures and criteria shall be followed in complying with the Big Foot Area Schools' Policy regarding application for exemption for five-year-old kindergarten:
8. Parents will make written application to the District Administrator of the school in which the child intends to enroll. Such application shall be made by May 1 of the year the child intends to enroll.
 9. The District Administrator will hold a personal interview with the parents to determine reasons for requesting the exemption. Parents will be provided information regarding expectations for first grade students and the application process.
 10. The school psychologist, in conjunction with any other staff as deemed necessary, will provide an evaluation of the child's potential for succeeding in first grade. This evaluation will be conducted at no cost to the parents.
 11. Following the evaluation, a conference will be scheduled with the parents to review the evaluation data and to consider the appropriateness of the exemption.
 12. The psychologist's recommendation will be forwarded to the District Administrator. The Administrator will notify the parents in writing regarding the exemption.
 13. Parents whose requests have been denied may appeal the decision to the Board of Education. The Board of Education shall have the final authority as to whether the child is to be admitted to first grade.

B. Criteria

4. The child shall be superior in intellectual growth.
 - d. Assessment results should indicate that the child has strong potential for success in an instruction program.
 - e. The child should have above average language skills and the ability to express oneself.
 - f. The child should display an interest in school type activities.
5. The child should demonstrate adequate skills and possess the motor development needed to participate successfully in first grade activities.
6. The child is well developed socially and emotionally and
 - e. Should enjoy working and playing with other children of first grade age.
 - f. Should be ready to work independently for reasonable periods of time.
 - g. Should show the ability to get along well with other children in group situations.

A student may obtain high scores in each of the tests administered in the evaluation process. Despite these high scores, the child may still be a questionable candidate for an exemption from five-year-old kindergarten.

It is the policy of the Big Foot Area Schools, pursuant to s.118.13, Wis. Stats, and PI 9, that no person may be denied admission to school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program, on the basis of sex, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

This policy also prohibits discrimination under related federal statues, included Title VI of the Civil Rights Act of 1964 (race, color and national origin), Title IX of the Educational Amendments of 1972. (Please refer to Fontana School Board of Education Policy #421.)

EQUAL EDUCATIONAL OPPORTUNITIES/STUDENT NONDISCRIMINATION

The Fontana School District does not discriminate against pupils and may not be denied admission to school or participation in any curricular, extracurricular, pupil services, recreational or other program on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, sex, religion or handicap.

The district encourages informal resolution of complaints under this policy. If any person believes that Fontana School District or any part of the school organization has failed to follow the law and rules of s. 118.13, Wis.

Stats., or in some way discriminates against pupils on the bases listed above, he/she may bring or send a complaint to the administration office at the following address: 450 S. Main St., Fontana, WI 53125.

Additional information on the equal educational opportunities policy and other federal policies regarding education available upon request from the administration. (Please refer to Big Foot Area Schools Association Policy #411.)

GANGS AND GANG RELATED ACTIVITIES

The Fontana Elementary School District has a responsibility to maintain a school environment free of violence, intimidation, or other behaviors which threaten the safety and well being of students and staff. Anti-social and/or criminal activities of gangs or gang-like groups threaten the school environment and interfere with the educational process. Anti-social and/or gang activities will not be tolerated and the District hereby bars all gangs, gang affiliations and gang related activities on school property at all times.

A "gang" is defined as any identifiable group or club which exists without the sponsorship of the school or the sponsorship of any recognized adult community or civic organization and which engages in antisocial or criminal behavior or activity which is disruptive of the school environment.

Activities or gangs/associations/organizations including recruitment, initiations, hazing, intimidation, retaliation and/or related activities which could potentially cause bodily harm, or personal degradation or disgrace and result in physical or mental harm to students are prohibited as are all forms of criminal activity.

The use of language, hand signals, graffiti, tattoos, haircuts, or the presence of any wearing apparel, footwear, jewelry, accessory, or manner of grooming which, by virtue of color, arrangement, trademark, symbol or any other attribute indicates or implies membership or affiliation with such a group is hereby prohibited.

The district realizes that gang clothing symbols may be similar to clothing worn by students not involved in gang behavior. Prohibition will be strictly enforced when the relationship between gang behavior and clothing apparel exists.

Gangs are not permitted to meet or congregate on school premises or at school-related activities at any time. Such meeting or congregation is contrary to, disrupts and interferes with the purpose of an educational institution and will be considered trespassing. Trespassers will be prosecuted to the fullest extent of the law.

A record of all known gangs and members of such gangs will be compiled and held by school personnel. These lists will regularly be shared with the law enforcement officials to the fullest extent allowed or required by law. Parents will be notified in writing if their child is suspected of gang involvement and/or activities.

All school district employees have a responsibility to report to the District Administrator any suspected gang-related activities. Furthermore, the reporting employees shall be without fear of reprisal from the district as a result of such reporting. (Please see Fontana Board of Education Policy 443.8 and Rule 443.8.)

HARASSMENT

The Big Foot Area Schools believes that students and staff members have the right to work in a positive and safe environment. The school district will not tolerate any behavior by employees or students which interferes with a pupil's or staff member's school performance or creates an intimidating, hostile or offensive school environment.

Harassment shall be considered any behavior which creates an intimidating, hostile or offensive school environment which may include, but are not limited to, the following behaviors directed towards students or staff members:

- Actions or threats of actions which could cause bodily harm, physical abuse
- Psychologically intimidating actions such as verbal abuse, verbal or written threats, or any other action which creates a hostile school or work environment.
- Racial, ethnic, or religious insults or slurs
- Destructions of personal property
- Harassing actions, speech or writing which are not protected by the First Amendment or the Constitution of the United States.
- Sex-oriented verbal "kidding" or abuse
- Sexual contact as defined by statutes

- Demand for sexual favors, accompanied by implied or overt promises of preferential treatment or threats concerning an individual's employment or academic status
- Sexual advances or touching
- Sexual comments, jokes, stories, or innuendos
- Written notes, letters or graffiti of a sexual nature, or which comments on the sexuality of students or staff members
- Requests for sexual favors used as condition of employment or student evaluation or affecting any personal decision such as hiring, promotion, compensation or termination
- Displays of sexually explicit or otherwise offensive posters, calendars, or materials
- Referring to another person in a sexually derogatory manner with intent to embarrass
- Making sexual gestures with hands or body movements
- Intentionally standing close or brushing up against another person in a sexually suggestive manner
- Inappropriately staring at another person or touching his or her clothing, hair, or body
- Asking personal questions about another person's sexual life
- Repeatedly asking out a person who has stated that he or she is not interested
- Verbal or physical contact directed at another individual because of that person's gender

The District Administrator and his/her designee are designated to receive complaints. (Please refer to Big Foot Area Schools Association Policies 522.5 and 522.6.)

LASER POINTERS

The Fontana Jt. 8 School District prohibits students from possession and usage of laser pointers at any time on school property or at any school-sponsored event either home or away. Laser pointers may only be used for instructional purposes by teachers or lecturers and shall not be loaned or checked out by students for their private use. Students in the possession of laser pointers shall be subject to the disciplinary rules, regulations and procedures established by the Board of Education. (Please refer to Fontana Board of Education Policy 443.9.)

LOCKER ROOM PRIVACY

The Fontana Jt. 8 School District shall observe measures intended to protect the privacy rights of individuals using school locker rooms. The following provisions outline the extent to which that protection will be provided:

1. Locker rooms are provided for the use of physical education, student athletes and other activity groups and individuals authorized by the building principal or by the district policy. No one will be permitted to enter into the locker room or remain in the locker room to interview or seek information from an individual at anytime. Such interviews may take place outside of the locker room consistent with applicable district policies or school rules.
2. No cameras, cell phones, video recorders or other devices that can be used to record or transfer images may be used in the locker room at anytime.
3. No person may take or use a cell phone to capture, record or transfer a representation of a nude or partially nude person in the locker room or to take any other photo or video image of a person in the locker room.

Students and staff violating this policy shall be subject to school disciplinary action and possible legal referral if applicable. Other persons violating this policy may be subject to penalties outlined in the state law. The building principal or his/her designee shall be responsible for enforcing this policy.

This policy shall be publicized annually and posted in each locker room in the district. (Please refer to Fontana Board of Education Policy #443.7.)

MEDICATION INFORMATION

In compliance with state law, our policy is that any child needing to take either a prescription or a non-prescription drug during school hours will need the required forms filled out and signed by parent and physician. Forms and additional information are available in the school office. Medicine must be kept in the health room. Designated personnel will administer prescription and non-prescription (over the counter) medications only with parental and physician approval as indicated by written consent on the "Dispensing and Administering Medications to Students" form.



It is the responsibility of the student to get his/her medication at the designated time. According to state law and school board policy, **medication cannot be administered without this form on file** in the school office and completed in its entirety

MEDICATION POLICY

Medications, when needed, should be administered to school age children at home whenever possible. At times, students may need assistance from school personnel to take medications during school hours.

Big Foot Area Schools shall only be responsible for the administration of prescription medication. In order to ensure maximum safety to students, parents and school personnel are required to follow established administrative rules in the administration of medication to students during school hours. Only school district staff or volunteers who have received appropriate training that has been approved by the Department of Public Instruction may administer prescription and nonprescription drugs. Glucagon may be administered to a pupil who a trained staff member or volunteer knows is a diabetic and who appears to be experiencing a severe low blood sugar event with altered consciousness if, as soon as practicable, the person reports the event by dialing the telephone number “911”. (Please refer to Big Foot Area Schools Medication Policy 453.4 and Rule 453.4.)

NON-DISCRIMINATION ON THE BASIS OF SECTION 504 HANDICAP POLICY STATEMENT

The Big Foot Area Schools are committed and dedicated to making reasonable accommodations to students and staff members who are found to be handicapped within the definition of Section 504 of the Rehabilitation Act of 1973. Each district will designate a 504 coordinator who will be responsible for implementing the provisions of this policy in the district. (Please refer to Big Foot Area Schools Policy ACA.)

POSSESSION OR USE OF WEAPONS

No person shall possess or use a weapon or look-alike weapon on district property including, but not limited to, school buildings, school grounds, in a district-owned vehicle, a personal vehicle, or at any school-sponsored function or event at any time. A weapon is defined as a firearm (loaded or unloaded), knife, razor, martial arts device, chemical weapon including pepper spray, explosive device including ammunition, metal knuckle, electric weapon, or any other device or instrumentality which, in the manner used or intended to be used, is calculated or likely to produce death or bodily harm. A look-alike weapon is defined as any other object that could reasonably be mistaken for an actual weapon regardless of whether it is manufactured for that purpose.

The only exceptions to this policy are:

- Weapons under the control of law enforcement personnel.
- Weapons that are registered and handled in a legal manner for the purpose of education as authorized by the Principal or District Administrator. (Students may not possess a firearm while on school premises or while under the supervision of a school authority at any time.)
- Theatrical props used in appropriate settings which are pre-approved by the principal or district administrator.
- Starter pistols used in appropriate and sanctioned sporting events.

Disciplinary measures taken for violation of this policy will be the responsibility of the district administrator or principal. Students violating this policy may be reported to appropriate law enforcement officials, suspended from school and referred for a pre-expulsion hearing or possible expulsion hearing from school. Any student who uses an article designed for other purposes (such as a belt, pencil, file, scissors, pipe etc.) to inflict bodily harm and/or to intimidate shall be subject to similar disciplinary actions. A student who possesses a firearm while on school premises or while under the supervision of a school authority shall be expelled from school for not less than one year as required by state and federal laws. This expulsion requirement may be modified on a case-by-case basis.

Employees violating this policy may be subject to disciplinary action up to and including termination of employment, and shall be referred to law enforcement officials for prosecution. Any other person violating this policy shall be referred to law enforcement officials for prosecution.

This policy shall be published annually in District student and staff handbooks.

It is the policy of the Big Foot Area Schools, pursuant to s.118.13, Wis. Stats, and PI 9, that no person may be denied admission to school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program, on the basis of sex, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

This policy also prohibits discrimination under related federal statutes, included Title VI of the Civil Rights Act of 1964 (race, color and national origin), Title IX of the Educational Amendments of 1972. (Please refer to Fontana Board of Education Policy #832.)

POSSESSION OR USE BY STUDENTS OF ELECTRONIC DEVICES

The Fontana Jt. 8 School Board believes that student use and possession of personal electronic devices during the normal school day is generally disruptive in the educational environment. Therefore students are prohibited from using or possessing cell phones, personal radios, tapes/CD/DVD players, recorders or tapes/CD's headphones, televisions, two-way radios, pagers, hand-held electronic planners and other electronic communications or entertainment equipment during the school day. Students who bring any of the listed items to school do so at their own risk and must store the equipment in their lockers during the school day. In addition, students shall not use cell phones in a restroom or locker room while at school or while at a school sponsored activity.

This prohibition may be modified by the building principal or his designee if the student provides evidence that such a device is required for medical, school, educational, vocational or other legitimate use. Students are prohibited from possessing or bringing laser pointers onto school premises at all times.

Students shall not turn on or use cellular phones while being transported to and from school and/or school sponsored activities such as field trips unless they receive permission from the supervising teacher, coach, bus driver or there is an emergency situation that jeopardizes the safety of students, staff, chaperones or the bus driver.

Students who violate this policy shall be subject to disciplinary action. (Please refer to Fontana Board of Education Policy 443.5.)

STUDENT ALCOHOL AND OTHER DRUG USE

No person or student shall use or possess with the sole intent to use for the purposes prohibited by the controlled substances law of the State of Wisconsin, drug paraphernalia (as defined by the state law), or use or possess alcohol on school premises, vehicles, or during school-sponsored activities. Failure to abide by this policy will result in disciplinary action up to and including suspension or expulsion from school. Violations of this policy may also result in referral to law enforcement officials for prosecution under specific state or local laws. (Please refer to Fontana Board of Education Policy 443.4 and Big Foot Area Schools Policy 443.3.)

CODE OF STUDENT CONDUCT

STATEMENT OF PRINCIPLE

Fontana Jt. 8 School District recognizes and accepts its responsibility to create, foster, and maintain an orderly and safe class environment, conducive to teaching and to the learning processes. Every member of the school community is expected to cooperate in this central mission. Staff, including administrators and teachers, must use their training, experience and authority to create schools and classes where effective learning is possible. Students are expected to come to school, and to every class, ready and willing to learn. Parents should be aware of their children's activities, performance and behavior in school, and are asked to cooperate and consult with the school to prevent or address problems.

The district has a legal and ethical duty to make its schools as free as possible of the dangers of violence, weapons, drugs, and other behavior harmful to the educational environment. This duty is enforced through the district's policy on suspension and expulsion, which provides procedures by which students may be removed from the school community either temporarily, or in the case of certain expulsions, permanently.

But equally important, the district owes its students, as a group, the opportunity to attend 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, unready or unable to avail themselves of the opportunity for an education. Such behavior, while not necessarily so serious or pervasive to warrant suspension or expulsion, can be nearly as destructive to the educational environment. Such behavior warrants, at a minimum, that the student be removed temporarily from the class or activity (“short term removal” or “temporary removal”). Such removal serves the multiple purposes of eliminating (or minimizing) the disruption, of reinforcing the district’s strong commitment to an appropriate educational environment, and of allowing a “cooling off” period, for disciplinary or other reasons, short of suspension or expulsion.

In other circumstances, the student’s conduct, or the best interests of the student and the other members of the class, may warrant longer term removal from the class (“long term removal”). Long term removal may, but need not always, be for disciplinary purposes.

Beginning August 1, 1999, a teacher employed by the district may temporarily remove a pupil from the teacher’s class if the pupil violates the terms of this Code of Student Conduct (the “Code”). In addition, long term removal of a student will be possible if the building administrator upholds a teacher’s recommendation that a student be removed from the class for a longer period of time. Removal from class under this Code does not prohibit the district from pursuing or implementing other disciplinary measures, including but not limited to detentions, loss of feet/points, suspension or expulsion, for the conduct for which the student was removed.

1. GROUNDS FOR DISCIPLINARY REMOVAL FROM CLASS

A student may be removed from class for conduct or behavior which:

- a) violates the district’s policies regarding suspension or expulsion;
- (b) violates the behavioral rules and expectations set forth in the

Parent/Student Handbook;

- (c) is disruptive, dangerous or unruly;
- (d) interferes with the ability of the teacher to teach effectively; or
- (e) is incompatible with effective teaching and learning in the class.

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

In ordinary circumstances and in practical terms, a teacher’s decision to remove a student temporarily from class will stand. However, there may be circumstances when the District Administrator may, exercising his/her discretion, overrule the teacher’s decision to remove the student, and return the student to class.

2. BEHAVIORAL REASONS FOR REMOVAL OF A STUDENT FROM CLASS

A. Behavior that violates the district’s policies on suspension and expulsion.

The district policies regarding suspension and expulsion are set forth in Board Policy 447.3. It should be noted that decisions regarding suspension are made by the District Administrator, and recommendations for expulsion are made by the District Administrator. Thus, a teacher’s decision to remove a student from class for behavior that violated the district’s policies regarding suspension and expulsion may, but does not necessarily, mean that the student will also be suspended or expelled.

B. Behavior that violates the behavioral rules and expectations in the Parent/Student Handbook.

The Parent/Student Handbook contains behavioral expectations for the district. These rules and expectations are generally explained and discussed with the parents/students near the beginning of each school year. Such discussions should include an explanation of this Code, and the district’s policy regarding removal.

C. Behavior which is disruptive, dangerous or unruly.

Notwithstanding any inconsistent or contrary provisions in the district’s policies regarding suspension and expulsion, or in the Parent/Student Handbook, for the purposes of this Code the following behavior, by way of example and without limitation, may be determined to be disruptive, dangerous or unruly so as to warrant removal from class:

1. Inappropriate physical contact intended or likely to hurt, distract or annoy others, such as hitting, biting, pushing, shoving, poking, pinching or grabbing.
2. Inappropriate verbal conduct intended or likely to upset, distract or annoy others, such as name calling, teasing or baiting.
3. Behavior that may constitute sexual or other harassment.
4. Repeated or extreme inappropriate verbal conduct likely to disrupt the educational environment, particularly when others are talking (e.g. lecture by teacher, response by other student, presentation by visitor) or during quiet (study) time.
5. Throwing any object, particularly one likely to cause harm or damage, such as books, pencils, scissors, etc.
6. Inciting other students to act inappropriately or to disobey the teacher or school or class rules, including without limitation inciting others to walk out.
7. Destroying the property of the school or another student.
8. Loud, obnoxious or outrageous behavior.

D. Behavior which interferes with the ability of the teacher to teach effectively.

Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly and responding appropriately when called upon. A student's non-compliance may, in turn, distract others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior. By way of example and without limitation, a student may be removed for behavior which constitutes:

1. Open defiance and/or disrespect of the teacher, manifest in words, gestures or other overt behavior.
2. Other behavior likely or intended to sabotage or undermine the instruction.

E. Behavior which is inconsistent with class decorum and the ability of others to learn

In addition, there may be grounds for removal for behavior which, though not necessarily violative of the provisions of (A) through (D) above, is inconsistent with basic classroom decorum. Such behavior may, in the determination of the teacher, warrant removal because of its interference with the ability of others to learn effectively. Such behavior may include, without limitation, sleeping in class, blatant inattention, or other overt or passive refusal or inability to engage in class activities.

3. OTHER, NON-DISCIPLINARY REASONS FOR REMOVAL OF A STUDENT FROM CLASS

In some cases, a teacher may believe that a student should be removed from the class for the good of the student and in the best interests of the class as a whole. Such reasons may, but need not, be disciplinary in nature, and include, for purposes of illustration and without limitation, irreconcilable personality differences or issues between the student and other students, or in rare circumstances, between the student and the teacher.

4. PERSONS AUTHORIZED TO REMOVE A STUDENT FROM CLASS

Any student may be temporarily removed from class under this Code by a teacher. For the purpose of this Code, "student" means any student enrolled in the district, exchange student, or student visitor to the district.

Any student may be removed on a long-term basis from a class based upon the request of a teacher as upheld and implemented in the discretion of the District Administrator.

For the purposes of this code, a "class" is any class, meeting or activity which students attend, or in which they participate while in school under the control or direction of the district. This definition of "class" includes, without limitation, regular classes, special classes, resource room sessions, labs, library time, counseling groups, assemblies, study halls, lunch, or recess. "Class" also includes regularly scheduled district-sponsored extracurricular activities, either during or outside of school hours. Such activities include, by example and without limitation, district sponsored field trips, after-school clubs, and sporting activities.

A "teacher" is any certified instructor, counselor, nurse or administrator in the employ of the district.

A "teacher of the class" means the regularly assigned teacher of the class, or any teacher assigned to teach, monitor, assist in or oversee the class. This definition includes, without limitation, any assigned substitute teacher, proctor, monitor, or group leader. Where there is more than one teacher in a class, any teacher may remove a student from that class, upon informing the other teacher(s) of his/her intent to do so. It is advisable, though not absolutely required, that all teachers of a class assent to the removal of the student.

A "building administrator" means a principal of a school, or other individual duly designated by the District Administrator.

5. PROCEDURES TO BE FOLLOWED IN REMOVING A STUDENT FROM CLASS

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

- a) Contact the office to seek assistance; the teacher, administrator, or office assistant will accompany the student to the main office.
- b) Obtain coverage for the class and escort the student to the main office

When the student arrives at the main office, the District Administrator or designee should give the student an opportunity to briefly explain the situation. If the District Administrator or designee is not available immediately upon the student's arrival, the student should be seated and remain in the office. The District Administrator or designee will speak to the student as soon as practicable thereafter. For the purposes of short-term removal, it is not necessary to obtain witnesses or to otherwise verify the student's or teacher's accounts of the situation.

Within twenty-four (24) hours or one business day of the removal, whichever is longer, the teacher shall submit to the District Administrator or designee a detailed yet concise written explanation of the basis for the removal. Such information may be submitted on a form provided by the District Administrator or designee.

As soon as practicable, but in any event within twenty-four (24) hours of the removal, the District Administrator will inform the students' parents that the student was removed from class. Such notice may be by telephone. The parents of the student shall be sent written notice of the removal postmarked within two business days of the removal. Such written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher. The District Administrator or designee shall keep written logs or records regarding unsuccessful attempts to contact the parents in accordance with this provision.

6. SHORT TERM REMOVAL FROM CLASS

Removal is a serious matter and should not be taken lightly either by the teacher or the student. In most cases, a student shall remain in the main office for at least the duration of the class or activity from which she or he was removed. Prior to returning the student to class, the District Administrator or designee shall speak to the student to determine whether the student is, or appears to be, ready and able to return to class without a recurrence of the behavior for which the student was removed. Also, the District Administrator will communicate with the classroom teacher to determine his/her readiness for the return of the removed student. In the event it is not deemed appropriate to return the student to regular classes, the District Administrator or designee will retain the student in the main office or, where necessary, appropriate and practicable, will take steps to have the student sent home.

7. LONG-TERM REMOVAL

Long-term removal is an extremely serious step, which should not be undertaken hastily or for less than compelling reasons. Such a step could have profound consequences for the affected student and his/her class, as well as any new class or teacher to which the student may then be assigned. For these reasons, long-term removal should not ordinarily be considered or implemented except after a thorough consultation, including a thorough consideration of alternatives between the teacher(s) and the District Administrator or designee. For the same reasons, long-term removal should not ordinarily be considered on the basis of a single incident. Unlike short-term removal, the ultimate decision regarding long-term removal rests with the District Administrator.

Where a teacher believes that the best interests of the student and/or the class require long-term removal, the teacher should so notify the District Administrator in writing. Such statement should set forth as clearly and completely as possible (a) the basis for the removal request; (b) the alternatives, approaches and other steps considered or taken to avoid the need for the removal; (c) the impact, positive and negative, on the removed student; and (d) the impact, positive and negative, on the rest of the class.

Upon receipt of such statement, the District Administrator will consult with the teacher and/or other district staff. As appropriate, the District Administrator will inform and consult with the parents of the student, and/or the student, involved in the request for long-term removal.

Following consideration of the teacher's statement and any other information, the District Administrator will at his/her discretion, take one of the following steps:

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

In any event, a student in long-term removal must continue to receive an educational program and services comparable to, though not necessarily identical with, those of the class from which he/she was removed. Such program need not be in the precise academic subject of the student's former class.

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 District Administrator and/or the teacher(s) who made the request for removal. Where possible, such meeting shall take place within three (3) business days of the request for a meeting. At the meeting, the District Administrator shall inform the parents and/or student as fully as possible regarding the basis for the removal, the alternatives considered, and the basis for any decision. However, nothing in this Code shall prevent the District Administrator from implementing a removal to another class, placement or setting prior to any meeting, and notwithstanding the objection of the parent(s) or student.

8. DISCRETION OR FLEXIBILITY FOR INDIVIDUAL TEACHERS, ADMINISTRATORS, AND SCHOOLS

It is expected that the District Administrator and teachers will meet prior to the implementation of this Code to arrive at a consensus regarding how its provisions should be interpreted and applied. However, this Code, and the procedures regarding the removal, are intended primarily as tools to assist teachers to maintain an appropriate educational environment in their classes. Therefore, different teachers may have somewhat different views and practices regarding removal of students from their classes, either long or short-term.

Similarly, there are many clear differences between the needs and practices of schools serving different grade levels. Just as there are different behavioral expectations for elementary, middle school, and high school students, the standards for removal may well differ from one grade or class to the next.

9. REMOVAL OF STUDENTS IDENTIFIED AS DISABLED UNDER THE IDEA.

Some different rules and considerations apply for students identified as requiring special education services under the IDEA or Section 504. In particular, placement for such students is a decision of the student's IEP team, subject to stringent procedural safeguards, and cannot be made unilaterally by teachers or the administration. In addition, most students covered by the IDEA should have a behavior plan, which will address:

- a) Whether and to what extent the student should be expected to conform to the behavioral requirements applicable to non-disabled students.
- b) Alternative consequences or procedures for addressing behavioral issues.

All IEP teams address these issues, and this Code, on an annual basis, setting forth the consensus of the IEP team regarding behavioral expectations and consequences.

Notwithstanding these issues, students identified as requiring special education services under the IDEA or Section 504 may, in general, be temporarily removed from class under the same terms and conditions as non-disabled students.

For the reasons noted above, no change in placement for more than ten (10) school days may be made for a student with disabilities outside of the IEP process. This ten (10) day limit applies to out of school suspensions as well as days of removal.

10. PARENT AND STUDENT COMMUNICATION

This Code shall be provided to students of the district each school year. (Please refer to Fontana Board of Education Policy 443.)

STUDENT DRESS

All students participating in school functions, whether during the school day or sponsored during

out-of-school time, must be attired as is deemed appropriate to the particular situation.

- A. The teachers, principal and administrator will be responsible for seeing that students participating in all school functions are properly attired and take action considered appropriate to remedy the situation, including conferences with the students themselves or their parents.
- B. All students who arrive for classroom instruction and/or other school activities in attire which is considered inappropriate under the established regulations will be asked to call home to have a change of clothes brought by the parents.
- C. All students are expected to dress in a manner appropriate to the school activities in which they are to participate. Students will wear clothing that covers stomachs, backs, undergarments, and there should be no exposed midriff. Tops are not to be worn that are 1) open backed or totally off the shoulder 2) overly sheer so undergarments can be seen 3) low cut so that cleavage is exposed. The attire for all physical education classes is in the uniform or dress specified by the school.
- D. Obscene, offensive or suggestive mottos, decals and monograms on clothing will not be allowed. If a child reports to school with such attire, parents will be notified to bring a change of clothing.
- E. This policy is not intended to limit the right of the principal/administrator to establish rules or restrictions regarding student dress that disrupts or threatens to disrupt the learning environment of the school. If there is a disagreement between students and/or parents/guardians and the staff regarding the appropriateness of a students' clothing, the principal/administrator will use his/her discretion to make the final decision.

(Please refer to Fontana Board of Education Policy #443.1)

STUDENT RECORDS

A student's school records are private and are protected from unauthorized inspection or use. A cumulative record is maintained for each student from the time the student enters the District until the student withdraws or graduates. This record moves with the student from school to school.

Pupil records are maintained in the interest of students in order to assist school personnel in providing appropriate educational services. Therefore, it is the policy of each school district within the Big Foot Area Schools Association to create, maintain, release and dispose of pupil records in accordance with Wisconsin statutes.

The following types of pupil records may be maintained by each of the school districts: behavioral records, directory data, progress records, special education records and pupil health care records. Pupil records, with the exception of behavioral records, shall be maintained for a period of five years beyond the date at which a student ceases to be enrolled. Behavioral records shall be destroyed one year after a student ceases to be enrolled unless parents or an adult student has signed a waiver allowing records to be kept for a longer time.

Parents or adult students have the right to:

1. Review pupil records within a reasonable time after filing a written request with the District Administrator of the school district.
2. Challenge information which they feel is inaccurate, misleading or otherwise inappropriate under procedures established by each school district.
3. Restrict the release of pupil records to third parties.

(Please refer to Big Foot Area Schools Association Policy 347 & Rule 347.)

STUDENT SUSPENSION AND EXPULSION

Any student who violates the established rules is subject to suspension or expulsion depending on the violation and in accordance with state statutes. The Fontana Jt. 8 School District shall not discriminate in standards and rules of behavior, including student harassment, on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. This policy also prohibits discrimination under federal law, including Title VI of the Civil Rights Act of 1964 (race, national origin and color), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (handicap) and the Americans with Disabilities Act of 1990 (disability). Discrimination complaints shall be processed in accordance with established procedures.

Student Suspension

A.

In accordance with state statutes, a student may be suspended from school for conduct outlined in state law and shall be suspended when required by law. The Board of Education may expel a student from school for conduct outlined in state law if it is satisfied that the interests of the school demands it and shall expel a student for engaging in other conduct outlined in state law that requires the student's expulsion.

Prior to any suspension, the pupil will be advised of the reason for the proposed suspension and any supporting evidence. The pupil will be given the opportunity to explain his version of the facts if the pupil denies the charges. If it is determined that the student is guilty of the misconduct charged and that the suspension is reasonably justified, the student will be suspended.

The parent or guardian of a minor pupil will be promptly notified in writing of the suspension. The notice will include the reason for the suspension; the right of the pupil or parent or guardian to a hearing; the right to legal representation at the hearing; the right to examine or cross-examine witnesses; and the right of appeal to the board.

The suspended pupil or his parent or guardian may, within five school days following commencement of the suspension, have a hearing with the administrator or the administrator's designee who will be someone other than a principal or teacher in the school.

If it is determined as a result of the hearing that the pupil was suspended unfairly or unjustly, or that the suspension was inappropriate, the suspension reference on the pupil's school records will be expunged. Such determination will be made within 15 days of the hearing.

After readmission to school, the pupil will be allowed to take any quarterly, semester, or grading period examinations missed during the suspension period.

Student Expulsion

B.

In accordance with state statutes, students may be expelled from school by the board if:

1. It finds the student guilty of repeated refusal or neglect to obey school rules; or finds that while the student was at school or under the supervision of a school authority he endangered the property, health, or safety of others, and
2. It is satisfied that the interest of the school demands a student's expulsion.

Prior to expulsion, the board will hold a hearing regarding the proposed expulsion. Not less than five days written notice of the hearing will be sent to the parent or guardian (if the student is a minor). The notice will state the reason for the proposed expulsion; the time and place of the hearing; the fact that expulsion may result; the right to legal representation; and the right to appeal the board's decision.

At the hearing, minutes will be kept of all proceedings.

Upon the board's decision to expel a student, a copy of the expulsion order will be mailed to the pupil and/or his parent or guardian if the student is a minor. The pupil will have the right to appeal the expulsion to the state superintendent and an appeal to the state superintendent's decision may be made within 30 days to the county circuit court. (Please refer to Fontana Board of Education Policy 447.3.)

TOBACCO USE ON SCHOOL PREMISES

The use of all tobacco products on school premises is strictly prohibited. This tobacco prohibition applies to everyone on the school premises; students, staff, parents, visitors, and general public. Tobacco products include but are not limited to cigarettes, cigars, pipes, chewing tobacco and snuff in any form. (Please refer to Fontana Board of Education Policy 831.)

BIG FOOT AREA SCHOOLS **FOURTH GRADE PROMOTION POLICY**

INTRODUCTION

The promotion of students from the fourth grade to fifth grade is governed by Wisconsin Statute 118.33 (6) (a). In accordance with state law, beginning on September 1, 2002, no student will be promoted from fourth grade to fifth grade unless a student satisfies the promotion criteria outlined in this policy.

The provisions of this policy supercede any other district promotion/retention/advancement policies related to fourth grade students.

PROMOTION CRITERIA

The following criteria will be used to determine promotion of a student from the fourth to the fifth grade (refer to BFASA Grade Promotion Chart):

A. WKCE (WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION) CRITERIA

1. Students will be promoted from the fourth grade to the fifth grade by achieving at or above the following levels on the sub-tests (Reading, Math, Language Arts, Science, Social Studies) of the WKCE:
 - (a) Proficient level in reading
 - (b) Basic level in math.
 - (c) Basic level in two of the three following WKCE sub-tests: language arts, science, and social studies.
2. The above criteria do not apply if the student has been excused from taking the WKCE examination accordance with the provisions of state law.
3. The parents or legal guardians of the student will be notified in writing by the District Administrator and/or the designee that the student has met the criteria established in Section A: WKCE Criteria and is promoted to fifth grade or that the student has not met the criteria established in Section A: WKCE Criteria and is then considered under Section B: Academic Performance Criteria.

B. ACADEMIC PERFORMANCE CRITERIA

If the fourth grade student does not meet the WKCE criteria described above, or is excused or excluded from taking the WKCE, or doesn't have a WKCE score, the student must meet the following Academic Performance Criteria to be promoted from fourth to fifth grade. This applies to each subject area in which the student is not successful in the WKCE as defined in Section A: 1 WKCE Academic Criteria or doesn't have a WKCE score.

1. Reading
 - (a) Grade level reading equivalence score of 4.0 or higher as measured by an authentic or formalized, norm-referenced reading assessment administered by the district reading specialist or other district employed professional. If the student does not score at a reading equivalence score of 4.0 or higher, the student is then considered under Section C: Teacher Recommendation Criteria.
2. Math
 - (a) Basic score on a performance assessment that is developed and/or adopted by the Big Foot Area Schools (BFASA) Math Curriculum Committee; scored by the BFASA Math Committee,

and administered by the classroom teacher. If the student does not score at a basic level or higher in math, the student is then considered under Section C: Teacher Recommendation Criteria.

3. Language Arts, Science, Social Studies

(a) Basic score on a performance assessment that is developed and/or adopted by the BFASA Language Arts, Science, and Social Studies Curriculum Committees; scored by the respective BFASA curriculum committee, and administered by the classroom teacher.

(i) If the student does not achieve at or above the basic level in two out the three sub-tests listed in Section A: 1 (c), the student will be tested in the two academic subject areas where he/she did not achieve at or above the basic level in Section A: 1 (c). The student must earn a basic score or higher on one out the two academic subject areas where he/she did not achieve at or above the basic level in Section A: 1 (c). If the student does not achieve at basic level or higher in one out the two academic areas, the student is then considered under Section C: Teacher Recommendation Criteria.

(ii) If the student does not achieve at or above the basic level in all three sub-tests listed in Section A: 1 (c), the student will be tested in the three academic subject areas where he/she did not achieve at or above the basic level in Section A: 1 (c). The student must earn a basic score or higher on two out the three academic subject areas where he/she did not achieve at or above the basic level in Section A: 1 (c). If the student does not score at basic level or higher in two out the three academic areas, the student is then considered under Section C: Teacher Recommendation Criteria.

(iii) If the student is excused or excluded from taking the WKCE, or doesn't have a WKCE score, the student will be tested in the three academic (Language Arts, Science, Social Studies) subject areas as defined in Section B: 3 (a) If the student does not score at basic or higher in two out of the three academic subject areas, the student is then considered under Section C: Teacher Recommendation Criteria.

4. The parents or legal guardians of the student will be notified in writing by the District Administrator or by his/her designee that the student met the criteria established in Section B: Academic Criteria and is promoted to fifth grade or that the student has not met the criteria established in Section B: Academic Criteria and is considered under Section C: Teacher Recommendation Academic Criteria.

C. TEACHER RECOMMENDATION CRITERIA

In a subject area or areas that the student is not successful in the WKCE, or doesn't have a WKCE score, or is excused or excluded from taking the WKCE, and is not successful in Academic Performance Criteria, the fourth grade student is then considered for promotion to fifth grade under the Teacher Recommendation Criteria. This applies only to the subject area or areas that the student is not successful as determined by Section A. and Section B.

1. The student's classroom teacher (s) in each area of deficiency will complete the Teacher Recommendation Form for Promotion (refer to form) to verify in writing the student's ability in the subject area in order to warrant promotion to the fifth grade.
2. The teacher recommendation will be based upon the following:
 - (a) Student's participation in class, and
 - (b) Student's academic growth as demonstrated through classroom work and projects from JK-4th grade 4.
3. The teacher/s' recommendation/s includes a checklist of the above items in Section C: 2 (a-b) with a level of attainment for each item. The levels of attainment are Minimal, Basic, Proficient, or Advanced.

4. The student must achieve basic or higher in each area:
 - (a) Student's participation in class, and
 - (b) Student's academic growth from JK-4th grade.
5. The teacher recommendation will provide written comments for each item on the checklist providing qualitative examples of competency or non-competency for each area.
6. The third component of the teacher recommendation is a formal written letter.
 - (a) In the letter of recommendation, the teacher will verify in writing that the student has attained the level of achievement that is outlined in Section C: 2 (a-b) and that the teacher recommends promotion to fifth grade.
 - (b) If the student does not achieve at or above the basic level in the areas as outlined in Section C: 2 (a-b), then the teacher will verify in writing that the student has not attained the level of achievement and that the teacher recommends that the student is considered under Section D: Other Academic Criteria.
7. The student must receive a recommendation for promotion from each teacher in each area of deficiency in order to advance to fifth grade. If the student does not receive a recommendation for promotion from each teacher in the deficient area, then the student is considered under Section D: Other Academic Criteria.
8. The parents or legal guardians of the student will be notified in writing by the District Administrator or by his/her designee that the student met the criteria established in Section C: Teacher Recommendation Criteria and is promoted to fifth grade or that the student has not met the criteria established in Section C: Teacher Recommendation Criteria and is considered under Section D: Other Academic Criteria.

D. OTHER ACADEMIC CRITERIA

In a subject area or areas that the student is not successful in the WKCE, or doesn't have a WKCE score, or is excused or excluded from taking the WKCE, and is not successful in Academic Performance Criteria and the Teacher Recommendation Criteria, the fourth grade student is then considered under Section D: Other Academic Criteria for promotion to fifth grade. A Promotion Committee will be established by the District Administrator to examine other Academic Criteria.

1. The other Academic Criteria include:
 - (a) Classroom participation in each subject area/s in which the student does not meet the WKCE Criteria, the Academic Performance Criteria, and the Teacher Recommendation Criteria, and
 - (b) a portfolio of student work demonstrating competency in each subject area/s where the student does not meet the WKCE Criteria, the Academic Performance Criteria, or the Teacher Recommendation Criteria, and
 - (c) successful completion of a course of study in each subject area/s where the student does not meet the WKCE Criteria, the academic Performance Criteria, and the Teacher Recommendation Criteria. Prior to taking the course of study, the student must receive written approval from the District Administrator or his/her designee in writing.
2. The District Administrator will select the members of the Promotion Committee. The Promotion Committee will be a representative committee with members selected from the following areas:
 - (a) Teacher/s from each subject area/s in which the student does not meet the WKCE Criteria, the Academic Performance Criteria, and the Teacher Recommendation Criteria, and
 - (b) Teacher/s from special areas including but not limited to Art, Music, Physical Education, and Guidance.
 - (c) The District Administrator or his/her designee.
3. Each member of the Promotion Committee will cast one written vote to promote or not to promote. If the total number of votes to promote exceeds the total number of votes not to promote, the student will be

promoted from fourth to fifth grade. If the total number of votes to not promote exceeds the total number of votes to promote, the student will not be promoted to the fifth grade.

4. In case of a tie vote, the committee will review the other Academic Criteria again and cast another written vote. If the second-round vote results in a tie vote, the District Administrator will verify in writing the student's ability (based upon other Academic Criteria) to warrant promotion to the next grade level; or the District Administrator will verify in writing the lack of the student's ability (based upon other Academic Criteria) and deny promotion to the fifth grade.

5. The counting of the votes will be done in committee. The District Administrator or his/her designee will verify the results.

6. The parents or legal guardians of the student will be notified in writing by the District Administrator or by his/her designee that the student met the criteria established in Section D: Other Academic Criteria and is promoted to fifth grade or that the student has not met the criteria established in Section D: Other Academic Criteria and is retained in the fourth grade.

SPECIAL EDUCATION AND LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Special Education students and Limited English Proficient students may be exempted from portions of the WCKE as defined by state and federal laws. Alternative assessments identified in the student's Individual Education Program (IEP) Plan or the state's alternative assessments for LEP students will be used to determine whether or not individual students have demonstrated proficiency in meeting the state standards.

POLICY IMPLEMENTATION

The District Administrator and/or designee shall be responsible for the general supervision and management of the promotion of students under this policy. The District Administrator and/or designee shall determine whether a student has satisfied the criteria in this policy. If a student has satisfied the criteria in this policy and the requirement of any other district policy applicable to the promotion of students, the student may be promoted from the fourth grade to the fifth grade.

The District Administrator and/or designee will review and recommend district policies so that the teachers of the district can help to prepare students to satisfy the criteria in this policy and to otherwise implement this policy.

NOTIFICATION

The District Administrator and/or designee will develop practices such as, but not limited to district newsletters, informational meetings, letters to parents, newspapers, student handbooks, to inform parent(s)/guardian(s) and students of the requirements of this policy.

The District Administrator and/or designee will keep parent(s)/guardian(s) informed of their child's academic progress in an ongoing manner once the student is considered under Section B: Academic Performance Criteria.

Parents/legal guardians of students who do not meet the promotional criteria will be notified in writing by the District Administrator/and or designee prior to the start of the next school year.

EQUAL EDUCATIONAL OPPORTUNITIES-STUDENT NONDISCRIMINATION

The Big Foot Area Schools (Fontana, Reek, Sharon and Walworth Elementary Schools and Big Foot High School) are committed to equal educational opportunity for all students.

It is the policy of the Big Foot Area Schools, pursuant to s.118.13, Wis. Stats., and PI 9, that no person may be denied admission to school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program, on the basis of sex, race national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

This policy also prohibits discrimination under related federal statutes, included Title VI of the Civil Rights Act of 1964 (race, color and national origin), Title IX of the Educational Amendments of 1972 (sex), section 504 of the Rehabilitation Act of 1973 (handicap), and Americans with Disabilities Act of 1990 (disability).

Legal Reference: 118.33 (6) (a)

PROMOCIÓN PARA ESTUDIANTES DE CUARTO GRADO

INTRODUCCIÓN

La promoción de estudiantes de cuarto grado a quinto grado es gobernada por el estatuto 118.33 (6) (a). De acuerdo con la ley del estado, comenzando en Septiembre 1, 2002, ningún estudiante será promovido de cuarto a quinto grado a menos que el estudiante cumpla con el requerimiento de promoción descrito en esta póliza.

Las provisiones de esta póliza reemplazan cualquier otra póliza de distrito en promoción/retención/desarrollo relacionado con los estudiantes de cuarto grado.

REQUERIMIENTO DE PROMOCIÓN

El siguiente requerimiento será usado para determinar la promoción de un estudiante del cuarto al quinto grado (refiérase a la lista de Promoción de Grados BFASA):

A. REQUERIMIENTOS DEL WKCE (EXAMINACIÓN DE CONOCIMIENTO Y CONCEPTOS DE WISCONSIN)

1. Los estudiantes serán promovidos del cuarto al quinto grado al alcanzar o sobre pasar los siguientes niveles en los sub-exámenes (Lectura, Matemáticas, Artes de Idiomas, Ciencia, Estudios Sociales) del WKCE:
 - (a) Nivel de Proficiencia en lectura.
 - (b) Nivel básico en matemáticas.
 - (c) Nivel básico en dos de los tres siguientes sub-exámenes de WKCE: Artes de Idiomas, Ciencias, y Estudios Sociales.
2. El requerimiento antes especificado no aplica si el estudiante ha sido excluido de tomar el examen de WKCE de acuerdo con las estipulaciones de la ley del estado.
3. Los padres o guardianes legales del estudiante serán notificados por escrito por el administrador de distrito o por una persona designada de que el estudiante a logrado el requerimiento establecido en la Sección A: Requerido Por WKCE y es promovido al quinto grado o que el estudiante no ha logrado el requerimiento establecido en la Sección A: Requerido Por WKCE y es entonces considerado bajo la Sección B: Requerimiento Académico.

B. REQUISITO DE RENDIMIENTO ACADÉMICO

Si el estudiante de cuarto grado no logra lo requerido por el WKCE descrito arriba, o es excusado o excluido de tomar el WKCE, o no tiene una calificación de WKCE, el estudiante debe lograr el siguiente requerimiento de desarrollo académico para que sea promovido del cuarto al quinto grado. Esto aplica a cada área sujeta en la cual el estudiante no logra éxito en el WKCE como es definido en la Sección A: 1 Requisito Académico de WKCE o no tiene una calificación de WKCE.

1. Lectura
 - (a) Nivel de grado de lectura equivalente a calificación de 4.0 o más alto como es medido por una autentica norma de referencia de evaluación de lectura del distrito o algún otro empleado profesional de distrito. Si el estudiante no califica a un equivalente de lectura de 4.0 o más alto, el estudiante es entonces considerado bajo la Sección C: Criterio de la Recomendación del Maestro
2. Matemáticas
 - (a) Calificación básica en un resultado de evaluación que es desarrollado o adoptado por el Comité de Currículos de Matemáticas del Área de Escuelas de Big Foot (BFASA); calificado por el Comité de Matemáticas de BFASA, y administrado por el maestro de la clase. Si el estudiante

no califica a un nivel básico o más alto en matemáticas, el estudiante es entonces considerado bajo la Sección C: Criterio de la Recomendación del Maestro.

3. Artes de Idiomas, Ciencia, Estudios Sociales

(a) Calificación básica en un resultado de evaluación que es desarrollado o adoptado por el Comité de Currículos de la BFASA en Artes de Idiomas, Ciencia y Estudios Sociales: calificado por el respectivo Comité de Currículos de la BFASA, y administrado por el maestro de la clase.

(i) Si el estudiante no alcanza o sobre pasa el nivel básico en dos de tres sub-exámenes enlistados en la Sección A: 1 (c), el estudiante será puesta a prueba en las dos áreas sujetas académicas donde el o ella no alcanzó o sobre pasó el nivel básico en la Sección A: 1 (c). El estudiante debe ganarse una calificación básica o más alta en una de dos áreas sujetas académicas donde el o ella no llegaron o sobrepasaron el nivel básico en la Sección A: 1 (c). Si el estudiante no llega a un nivel básico o más alto en una de dos áreas académicas, el estudiante es entonces considerado bajo la Sección C: Criterio de la Recomendación del Maestro.

(ii) Si el estudiante no llega o sobre pasa el nivel básico en las tres sub-exámenes enlistadas en la Sección A: 1 (c), el estudiante será puesto a prueba en las tres áreas académicas sujetas donde el o ella no llegó o sobrepasó el nivel básico en la Sección A: 1 (c). El estudiante debe ganarse una calificación básica o más alta en dos de tres áreas académicas sujetas donde el o ella no llegaron o sobrepasaron el nivel básico en la Sección A: 1 (c). Si el estudiante no califica a un nivel básico o más alto en dos de tres áreas académicas, el estudiante es entonces considerado bajo la Sección C: Criterio de la Recomendación del Maestro.

(iii) Si el estudiante es excusado o excluido de tomar el WKCE, o no tiene una calificación del WKCE, el estudiante será puesto a prueba en las tres áreas académicas sujetas (Arte de Idiomas, Ciencia, Estudios Sociales) como es definido en la Sección B: 3 (a). Si el estudiante no califica en lo básico o más alto en dos de tres áreas académicas sujetas, el estudiante es entonces considerado bajo la Sección C: Criterio de la Recomendación del Maestro.

4. Los padres o guardianes legales del estudiante serán notificados por escrito por el Administrador de Distrito o por una persona designada de que el estudiante logro lo requerido establecido en la Sección B: Requerimiento Académico y es promovido al quinto grado o que el estudiante no ha logrado el requerimiento establecido en la Sección B: Requerimiento Académico y es considerado bajo la Sección C: Criterio de la Recomendación Académica de Maestro.

C. CRITERIO DE LA RECOMENDACIÓN DEL MAESTRO

En una área sujeta o áreas en que el estudiante no ha tenido éxito en el WKCE, o no tiene una calificación de WKCE, o es excusado o excluido de tomar el WKCE, y no ha tenido éxito en el requerimiento de función académico, el estudiante de cuarto grado es entonces considerado para promoverlo al quinto grado bajo el Criterio y Recomendación del Maestro. Esto aplica solamente a las áreas sujetas o áreas en que el estudiante no ha tenido éxito como es determinado en la Sección A. y Sección B.

1. El maestro del estudiante en cada área de deficiencia completará la forma de recomendación del maestro para promoverlo (refiérase a la forma) para verificar en escrito la habilidad del estudiante en el área sujeta, para garantizar el paso al quinto grado.
2. La recomendación del maestro será basada en lo siguiente:
 - (a) Participación del estudiante en clase y
 - (b) Crecimiento académico del estudiante como es demostrado a través de trabajo en el salón de clases y proyectos de pre-jardín de la infancia a cuarto grado.
3. La recomendación del maestro incluye una lista de la información en la Sección C: 2 (a-b) con los niveles de conocimiento. Los niveles de conocimientos son:
Mínima, básico, Proficiente o Avanzado.

4. El estudiante debe lograr básico o más alto en cada área:
 - (a) Participación del estudiante en clase, y
 - (b) Crecimiento académico del estudiante pre-jardín de la infancia.

5. La recomendación del maestro proporcionara comentarios escritos por cada articulo en la lista proporcionará comentarios escritos por cada articulo en la lista proporcionando ejemplos cualitativos de competencia o no competencia por cada área.

6. El tercer componente de la recomendación del maestro es una carta escrita formal.
 - (a) En la carta de recomendación, el maestro verificara por escrito que el estudiante a obtenido el nivel de aprovechamiento que esta en las líneas de la Sección C: 2 (a-b) y que el maestro recomienda pasar al quinto grado.

 - (b) Si el estudiante no llega o sobre pasa el nivel básico en las áreas que están marcadas en la Sección C: 2(a-b), entonces el maestro verificara por escrito que el estudiante no ha logrado el nivel de aprovechamiento y que el maestro recomienda que el estudiante es considerado bajo la Sección D: Otro Requerimiento Académico.

7. El estudiante debe recibir una recomendación para promoverlo de cada maestro en cada área de deficiencia para poder avanzar el quinto grado. Si el estudiante no recibe una recomendación de promoción de cada maestro en el área deficiente, entonces el estudiante es considerado bajo la Sección D: Otro Requerimiento Académico.

8. Los padres o guardianes del estudiante serán notificados en escrito por el Administrador de Distrito o por alguien designado que el estudiante ha logrado el criterio establecido en Sección C: Criterio de la Recomendación del Maestro y es promovido al quinto grado o que el estudiante no ha logrado el criterio establecido en Sección C: Criterio de Recomendación del Maestro y es considerado bajo Sección D: Otro Criterio Académico.

D. OTRO CRITERIO ACADÉMICO

En una área sujeta o áreas en que el estudiante tenido éxito en el WKCE, o no tiene una calificación del WKCE, o no tiene una calificación del WKCE, o es excusado o excluido de tomar el WKCE, y no ha tenido éxito en el requerimiento de función académica y el criterio de recomendación del maestro, el estudiante de cuarto grado es entonces considerado bajo la Sección D: Otro Requerimiento Académico para pasar a quinto grado. Un Comité de Promoción será establecido por el Administrador de Distrito para examinar otro Criterio Académico.

1. El otro Requerimiento Académico incluye:
 - (a) Participación del salón de clases en cada área sujeta en la cual el estudiante no logra el requerimiento de WKCE, el requerimiento de función académico y el Criterio de Recomendación del Maestro, y

 - (b) Carpeta de trabajo del estudiante demostrando competencia en cada área sujeta donde el estudiante no consigue el requerimiento de WKCE, el Requerimiento de función académica o del Criterio de Recomendación del Maestro, y

 - (c) Éxitos terminación de un curso de estudio en cada área sujeta donde el estudiante no consigue el Requerimiento de WKCE, el Criterio de función Académico y el Criterio de Recomendación de Maestro. Antes de tomar el curso de estudio, el estudiante debe recibir una aprobación escrita del administrador de Distrito o de una persona designada.
2. El Administrador de Distrito seleccionara los miembros del Comité de Promoción. El Comité de Promoción será un comité representativo con miembros seleccionados de las siguientes áreas:
 - (a) El maestro/s de cada área sujeta en la cual el estudiante no logra el requerimiento del WKCE, y
 - (b) El maestro/s de áreas especiales incluyendo pero sin limitar Arte, Música, Educación Física, y Orientación.
 - (c) El Administrador de Distrito o una persona designada..
3. Cada miembro del Comité de promoción depositará un voto por escrito para promover o no promover. Si el numero total de votos para promover excede al numero total de votos para no promover, el estudiante será promovido de cuarto a quinto grado. Si el numero total de votos para

no promover excede al número total de votos para promover, el estudiante no será promovido al quinto grado.

4. En caso de una votación empatada, el comité revisará el otro Criterio Académico de nuevo y depositará otro voto por escrito. Si en la segunda vuelta de votación resulta otro empate el Administrador de Distrito verificará por escrito la habilidad del estudiante (basado en el otro Criterio Académico) para garantizar la promoción al siguiente nivel de grado; o el Administrador de Distrito verificará la falta de habilidad del estudiante (basado en el otro Criterio Académico) y negará la promoción al quinto grado.

5. El conteo de los votos será hecho por el comité. El Administrador de Distrito o una persona designada verificará los resultados.

6. Los padres o guardianes legales del estudiante serán notificados por escrito por el Administrador de Distrito o por una persona designada de que el estudiante logró el requisito establecido en la Sección D: Otro Requerimiento Académico y es promovido al quinto grado o que el estudiante no logró el requisito establecido en la Sección D: Otro Requerimiento Académico y será retenido en el cuarto grado.

ESTUDIANTES DE EDUCACIÓN ESPECIAL E INGLÉS COMPETENTE LIMITADO (LEP)

Estudiantes de Educación Especial y estudiantes de Inglés Competente Limitado pueden ser exentos de porciones del WKCE como es definido por la ley del estado y federal. Evaluaciones alternativas identificadas en el Plan de Programa de Educación Individual del estudiante (I.E.P) o las evaluaciones alternativas del estado para estudiantes LEP serán usadas para determinar si o no estudiantes individuales han demostrado proficiencia en lograr los niveles del estado.

IMPLEMENTACIÓN DE PÓLIZA

El Administrador de Distrito o una persona designada será responsable por la supervisión general y manejo de la promoción de estudiantes bajo esta póliza. El Administrador de Distrito o una persona designada determinará si un estudiante ha cumplido con lo requerido en esta póliza. Si un estudiante ha cumplido lo requerido en esta póliza y con el requerimiento de cualquier otra póliza de distrito aplicable a la promoción de estudiantes, el estudiante puede ser promovido del cuarto al quinto grado.

El Administrador de Distrito o una persona designada revisará y recomendará pólizas de distrito para que los maestros del distrito puedan ayudar a preparar estudiantes para cumplir con lo requerido en esta póliza y para que de una u otra forma se implemente esta póliza

NOTIFICACIÓN

El Administrador de Distrito o una persona designada desarrollará prácticas, pero sin limitar las hojas informativas de distrito, juntas informativas, cartas a los padres, periódicos, manuales de estudiantes, para informar a los padres, guardianes y estudiantes de lo que requiere esta póliza. El Administrador de Distrito o una persona designada mantendrá a los padres o guardianes informados del progreso académico de su hijo(a) en una manera continua una vez que el estudiante es considerado bajo la Sección B: Requisito de Rendimiento Académico.

Padres o guardianes legales de estudiantes los cuales no logran el requerimiento promocional serán notificados por escrito por el Administrador de Distrito o por una persona designada antes del comienzo del próximo año escolar.

OPORTUNIDAD DE IGUALDAD EDUCACIONAL - NO DISCRIMINACIÓN A ESTUDIANTES

Las Escuelas del Área de Big Foot (Fontana, Reek, Sharon y Walworth y la Secundaria de Big Foot) están comprometidas a oportunidad de igualdad educacional para todos los estudiantes.

Es la póliza de las Escuelas del Área de Big Foot, conforme al estatuto de Wis. s.118.13, y PI 9, de que a ninguna persona se le debe negar la admisión, participación o beneficios de la escuela o ser discriminado en cualquier plan de estudios, servicios al estudiante, recreación u otros programas, a base de sexo, origen de raza, ascendencia, credo, religión, embarazo, matrimonio o estatuto paternal, orientación física o sexual, mental, emocional, o discapacidad de aprendizaje.

Esta póliza también prohíbe la discriminación bajo los estatutos federales, incluyendo Título VI del Acta de los Derechos Civiles de 1964 (raza, color y nacionalidad), Título IX de la Enmienda Educacional de 1972 (sexo), sección 504 del Acta de Rehabilitación de 1973 (discapacidad), y Acta de Americanos con Discapacidades de 1990 (discapacidad). Referencia Legal:118.33 (6) (a)

BIG FOOT AREA SCHOOLS **EIGHTH GRADE PROMOTION POLICY**

INTRODUCTION

The promotion of students from the eighth grade to ninth grade is governed by Wisconsin Statute 118.33 (6) (a). In accordance with state law, beginning on September 1, 2002, no student will be promoted from eighth grade to ninth grade unless a student satisfies the promotion criteria outlined in this policy.

The provisions of this policy supercede any other district promotion/retention/advancement policies related to eighth grade students.

PROMOTION CRITERIA

The following criteria will be used to determine promotion of a student from the eighth to the ninth grade (refer to BFASA Grade Promotion Chart):

A. WKCE (WISCONSIN KNOWLEDGE AND CONCEPTS EXAMINATION) CRITERIA

1. Students will be promoted from the eighth grade to the ninth grade by achieving at or above the following levels on the sub-tests (Reading, Math, Language Arts, Science, Social Studies) of the WKCE:
 - a) Proficient level in reading
 - b) Basic level in math.
 - c) Basic level in two of the three following WKCE sub-tests: language arts, science, and social studies.
2. The above criteria do not apply if the student has been excused from taking the WKCE examination in accordance with the provisions of state law.
3. The parents or legal guardians of the student will be notified in writing by the District Administrator and/or the designee that the student has met the criteria established in Section A: WKCE Criteria and is promoted to ninth grade or that the student has not met the criteria established in Section A: WKCE Criteria and is then considered under Section B: Academic Performance Criteria.

B. ACADEMIC PERFORMANCE CRITERIA

If the eighth grade student does not meet the WKCE criteria described above, or is excused or excluded from taking the WKCE, or doesn't have a WKCE score, the student must meet the following Academic Performance Criteria to be promoted from eighth to ninth grade. This applies to each subject area in which the student is not successful in the WKCE as defined in Section A: 1 WKCE Academic Criteria or doesn't have a WKCE score.

1. Reading

- a) Grade level reading equivalence score of 8.0 or higher as measured by an authentic or formalized, norm-referenced reading assessment administered by the district reading specialist or other district employed professional. If the student does not score at a reading equivalence score of 8.0 or higher, the student is then considered under Section C: Teacher Recommendation Criteria.

2. Math

- a) Basic score on a performance assessment that is developed and/or adopted by the Big Foot Area Schools (BFASA) Math Curriculum Committee; scored by the BFASA Math Committee, and administered by the classroom teacher. If the student does not score at a basic level or higher in math, the student is then considered under Section C: Teacher Recommendation Criteria.

3. Language Arts, Science, Social Studies

(a) Basic score on a performance assessment that is developed and/or adopted by the BFASA Language Arts, Science, and Social Studies Curriculum Committees; scored by the respective BFASA curriculum committee, and administered by the classroom teacher.

(i) If the student does not achieve at or above the basic level in two out the three sub-tests listed in Section A: 1 (c), the student will be tested in the two academic subject areas where he/she did not achieve at or above the basic level in Section A: 1 (c). The student must earn a basic score or higher on one out the two academic subject areas where he/she did not achieve at or above the basic level in Section A: 1 (c). If the student does not achieve at basic level or higher in one out the two academic areas, the student is then considered under Section C: Teacher Recommendation Criteria.

(ii) If the student does not achieve at or above the basic level in all three sub-tests listed in Section A: 1 (c), the student will be tested in the three academic subject areas where he/she did not achieve at or above the basic level in Section A: 1 (c). The student must earn a basic score or higher on two out the three academic subject areas where he/she did not achieve at or above the basic level in Section A: 1 (c). If the student does not score at basic level or higher in two out the three academic areas, the student is then considered under Section C: Teacher Recommendation Criteria.

(iii) If the student is excused or excluded from taking the WKCE, or doesn't have a WKCE score, the student will be tested in the three academic (Language Arts, Science, Social Studies) subject areas as defined in Section B: 3 (a) If the student does not score at basic or higher in two out of the three academic subject areas, the student is then considered under Section C: Teacher Recommendation Criteria.

4. The parents or legal guardians of the student will be notified in writing by the District Administrator or by his/her designee that the student met the criteria established in Section B: Academic Criteria and is promoted to ninth grade or that the student has not met the criteria established in Section B: Academic Criteria and is considered under Section C: Teacher Recommendation Academic Criteria.

C. TEACHER RECOMMENDATION CRITERIA

In a subject area or areas that the student is not successful in the WKCE, or doesn't have a WKCE score, or is excused or excluded from taking the WKCE, and is not successful in Academic Performance Criteria, the eighth grade student is then considered for promotion to ninth grade under the Teacher Recommendation Criteria. This applies only to the subject area or areas that the student is not successful as determined by Section A. and Section B.

1. The student's classroom teacher (s) in each area of deficiency will complete the Teacher Recommendation Form for Promotion (refer to form) to verify in writing the student's ability in the subject area in order to warrant promotion to the ninth grade.
2. The teacher recommendation will be based upon the following:
 - (a) Student's participation in class, and
 - (b) Student's academic growth as demonstrated through classroom work and projects from grade 5 -- grade 8.
3. The teacher/s' recommendation/s includes a checklist of the above items in Section C: 2 (a-b) with a level of attainment for each item. The levels of attainment are Minimal, Basic, Proficient, or Advanced.
4. The student must achieve basic or higher in each area:
 - (a) Student's participation in class, and
 - (b) Student's academic growth from grade 5 – grade 8
5. The teacher recommendation will provide written comments for each item on the checklist providing qualitative examples of competency or non-competency for each area.

6. The third component of the teacher recommendation is a formal written letter.
 - (a) In the letter of recommendation, the teacher will verify in writing that the student has attained the level of achievement that is outlined in Section C: 2 (a-b) and that the teacher recommends promotion to ninth grade.
 - (b) If the student does not achieve at or above the basic level in the areas as outlined in Section C: 2 (a-b), then the teacher will verify in writing that the student has not attained the level of achievement and that the teacher recommends that the student is considered under Section D: Other Academic Criteria.
7. The student must receive a recommendation for promotion from each teacher in each area of deficiency in order to advance to ninth grade. If the student does not receive a recommendation for promotion from each teacher in the deficient area, then the student is considered under Section D: Other Academic Criteria.
8. The parents or legal guardians of the student will be notified in writing by the District Administrator or by his/her designee that the student met the criteria established in Section C: Teacher Recommendation Criteria and is promoted to ninth grade or that the student has not met the criteria established in Section C: Teacher Recommendation Criteria and is considered under Section D: Other Academic Criteria.

D. OTHER ACADEMIC CRITERIA

In a subject area or areas that the student is not successful in the WKCE, or doesn't have a WKCE score, or is excused or excluded from taking the WKCE, and is not successful in Academic Performance Criteria and the Teacher Recommendation Criteria, the eighth grade student is then considered under Section D: Other Academic Criteria for promotion to ninth grade. A Promotion Committee will be established by the District Administrator to examine other Academic Criteria.

1. The other Academic Criteria include:
 - (a) Classroom participation in each subject area/s in which the student does not meet the WKCE Criteria, the Academic Performance Criteria, and the Teacher Recommendation Criteria, and
 - (b) a portfolio of student work demonstrating competency in each subject area/s where the student does not meet the WKCE Criteria, the Academic Performance Criteria, or the Teacher Recommendation Criteria, and
 - (c) successful completion of a course of study in each subject area/s where the student does not meet the WKCE Criteria, the academic Performance Criteria, and the Teacher Recommendation Criteria. Prior to taking the course of study, the student must receive written approval from the District Administrator or his/her designee in writing.
2. The District Administrator will select the members of the Promotion Committee. The Promotion Committee will be a representative committee with members selected from the following areas:
 - (a) Teacher/s from each subject area/s in which the student does not meet the WKCE Criteria, the Academic Performance Criteria, and the Teacher Recommendation Criteria, and
 - (b) Teacher/s from special areas including but not limited to Art, Music, Physical Education, and Guidance.
 - (c) The District Administrator or his/her designee.
3. Each member of the Promotion Committee will cast one written vote to promote or not to promote. If the total number of votes to promote exceeds the total number of votes not to promote, the student will be promoted from eighth to ninth grade. If the total number of votes to not promote exceeds the total number of votes to promote, the student will not be promoted to the ninth grade.
4. In case of a tie vote, the committee will review the other Academic Criteria again and cast another written vote. If the second-round vote results in a tie vote, the District Administrator will verify in writing the student's ability (based upon other Academic Criteria) to warrant promotion to the next grade level; or the District Administrator will verify in writing the lack of the student's ability (based upon other Academic Criteria) and deny promotion to the ninth grade.
5. The counting of the votes will be done in committee. The District Administrator or his/her designee

will verify the results.

6. The parents or legal guardians of the student will be notified in writing by the District Administrator or by his/her designee that the student met the criteria established in Section D: Other Academic Criteria and is promoted to ninth grade or that the student has not met the criteria established in Section D: Other Academic Criteria and is retained in the eighth grade.

SPECIAL EDUCATION AND LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Special Education students and Limited English Proficient students may be exempted from portions of the WCKE as defined by state and federal laws. Alternative assessments identified in the student's Individual Education Program (IEP) Plan or the state's alternative assessments for LEP students will be used to determine whether or not individual students have demonstrated proficiency in meeting the state standards.

POLICY IMPLEMENTATION

The District Administrator and/or designee shall be responsible for the general supervision and management of the promotion of students under this policy. The District Administrator and/or designee shall determine whether a student has satisfied the criteria in this policy. If a student has satisfied the criteria in this policy and the requirement of any other district policy applicable to the promotion of students, the student may be promoted from the eighth grade to the ninth grade.

The District Administrator and/or designee will review and recommend district policies so that the teachers of the district can help to prepare students to satisfy the criteria in this policy and to otherwise implement this policy.

NOTIFICATION

The District Administrator and/or designee will develop practices such as, but not limited to district newsletters, informational meetings, letters to parents, newspapers, student handbooks, to inform parent(s)/guardian(s) and students of the requirements of this policy.

The District Administrator and/or designee will keep parent(s)/guardian(s) informed of their child's academic progress in an ongoing manner once the student is considered under Section B: Academic Performance Criteria.

Parents/legal guardians of students who do not meet the promotional criteria will be notified in writing by the District Administrator/and or designee prior to the start of the next school year.

EQUAL EDUCATIONAL OPPORTUNITIES-STUDENT NONDISCRIMINATION

The Big Foot Area Schools (Fontana, Reek, Sharon and Walworth Elementary Schools and Big Foot High School) are committed to equal educational opportunity for all students.

It is the policy of the Big Foot Area Schools, pursuant to s.118.13, Wis. Stats., and PI 9, that no person may be denied admission to school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program, on the basis of sex, race national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

This policy also prohibits discrimination under related federal statutes, included Title VI of the Civil Rights Act of 1964 (race, color and national origin), Title IX of the Educational Amendments of 1972 (sex), section 504 of the Rehabilitation Act of 1973 (handicap), and Americans with Disabilities Act of 1990 (disability).

PROMOCIÓN PARA ESTUDIANTES DE OCTAVO GRADO

INTRODUCCIÓN

La promoción de estudiantes de octavo grado a noveno grado es gobernada por el estatuto 118.33 (6) (a). De acuerdo con la ley del estado, comenzando en Septiembre 1, 2002, ningún estudiante será promovido de octavo a noveno grado a menos que el estudiante cumpla con el requerimiento de promoción descrito en esta póliza.

Las provisiones de esta póliza reemplazan cualquier otra póliza de distrito en promoción/retención/desarrollo relacionado con los estudiantes de octavo grado.

REQUERIMIENTO DE PROMOCIÓN

El siguiente requerimiento será usado para determinar la promoción de un estudiante del octavo al noveno grado (refiérase a la lista de Promoción de Grados BFASA):

A. REQUERIMIENTOS DEL WKCE (EXAMINACIÓN DE CONOCIMIENTO Y CONCEPTOS DE WISCONSIN)

1. Los estudiantes serán promovidos del octavo al noveno grado al alcanzar o sobre pasar los siguientes niveles en los sub-exámenes (Lectura, Matemáticas, Artes de Idiomas, Ciencia, Estudios Sociales) del WKCE:
 - (a) Nivel de Proficiencia en lectura.
 - (b) Nivel básico en matemáticas.
 - (c) Nivel básico en dos de los tres siguientes sub-exámenes de WKCE: Artes de Idiomas, Ciencias, y Estudios Sociales.
2. El requerimiento antes especificado no aplica si el estudiante ha sido excluido de tomar el examen de WKCE de acuerdo con las estipulaciones de la ley del estado.
3. Los padres o guardianes legales del estudiante serán notificados por escrito por el administrador de distrito o por una persona designada de que el estudiante a logrado el requerimiento establecido en la Sección A: Requerido Por WKCE y es promovido al noveno grado o que el estudiante no ha logrado el requerimiento establecido en la Sección A: Requerido Por WKCE y es entonces considerado bajo la Sección B: Requerimiento Académico.

B. REQUISITO DE RENDIMIENTO ACADÉMICO

Si el estudiante de octavo grado no logra lo requerido por el WKCE descrito arriba, o es excusado o excluido de tomar el WKCE, o no tiene una calificación de WKCE, el estudiante debe lograr el siguiente requerimiento de desarrollo académico para que sea promovido del octavo al noveno grado. Esto aplica a cada área sujeta en la cual el estudiante no logra éxito en el WKCE como es definido en la Sección A: 1 Requisito Académico de WKCE o no tiene una calificación de WKCE.

1. Lectura

- (a) Nivel de grado de lectura equivalente a calificación de 8.0 o más alto como es medido por una autentica norma de referencia de evaluación de lectura del distrito o algún otro empleado profesional de distrito. Si el estudiante no califica a un equivalente de lectura de 8.0 o más alto, el estudiante es entonces considerado bajo la Sección C: Criterio de la Recomendación del Maestro

2. Matemáticas

- (a) Calificación básica en un resultado de evaluación que es desarrollado o adoptado por el Comité de Currículos de Matemáticas del Área de Escuelas de Big Foot (BFASA); calificado por el Comité de Matemáticas de BFASA, y administrado por el maestro de la clase. Si el estudiante no califica a un nivel básico o más alto en matemáticas, el estudiante es entonces considerado bajo la Sección C: Criterio de la Recomendación del Maestro.

3. Artes de Idiomas, Ciencia, Estudios Sociales

- (a) Calificación básica en un resultado de evaluación que es desarrollado o adoptado por el Comité de Currículos de la BFASA en Artes de Idiomas, Ciencia y Estudios Sociales: calificado por el respectivo Comité de Currículos de la BFASA, y administrado por el maestro de la clase.

- (ii) Si el estudiante no alcanza o sobre pasa el nivel básico en dos de tres sub-exámenes enlistados en la Sección A: 1 (c), el estudiante será puesta a prueba en las dos áreas sujetas académicas donde el o ella no alcanzó o sobre pasó el nivel básico en la Sección A: 1 (c). El estudiante debe ganarse una calificación básica o más alta en una de dos áreas sujetas académicas donde el o ella no llegaron o sobrepasaron el nivel básico en la Sección A: 1 (c). Si el estudiante no llega a un nivel básico o más alto en una de dos áreas académicas, el estudiante es entonces considerado bajo la Sección C: Criterio de la Recomendación del Maestro.

- (ii) Si el estudiante no llega o sobre pasa el nivel básico en las tres sub-exámenes enlistadas en la Sección A: 1 (c), el estudiante será puesto a prueba en las tres áreas académicas sujetas donde el o ella no llegó o sobrepasó el nivel básico en la Sección

A: 1 (c). El estudiante debe ganarse una calificación básica o más alta en dos de tres áreas académicas sujetas donde el o ella no llegaron o sobrepasaron el nivel básico en la Sección A: 1 (c). Si el estudiante no califica a un nivel básico o más alto en dos de tres áreas académicas, el estudiante es entonces considerado bajo la Sección C: Criterio de la Recomendación del Maestro.

(iii) Si el estudiante es excusado o excluido de tomar el WKCE, o no tiene una calificación del WKCE, el estudiante será puesto a prueba en las tres áreas académicas sujetas (Arte de Idiomas, Ciencia, Estudios Sociales) como es definido en la Sección B: 3 (a). Si el estudiante no califica en lo básico o más alto en dos de tres áreas académicas sujetas, el estudiante es entonces considerado bajo la Sección C: Criterio de la Recomendación del Maestro.

4. Los padres o guardianes legales del estudiante serán notificados por escrito por el Administrador de Distrito o por una persona designada de que el estudiante logro lo requerido establecido en la Sección B: Requerimiento Académico y es promovido al noveno grado o que el estudiante no ha logrado el requerimiento establecido en la Sección B: Requerimiento Académico y es considerado bajo la Sección C: Criterio de la Recomendación Académica de Maestro.

C. CRITERIO DE LA RECOMENDACIÓN DEL MAESTRO

En una área sujeta o áreas en que el estudiante no ha tenido éxito en el WKCE, o no tiene una calificación de WKCE, o es excusado o excluido de tomar el WKCE, y no ha tenido éxito en el requerimiento de función académico, el estudiante de octavo grado es entonces considerado para promoverlo al noveno grado bajo el Criterio y Recomendación del Maestro. Esto aplica solamente a las áreas sujetas o áreas en que el estudiante no ha tenido éxito como es determinado en la Sección A. y Sección B.

1. El maestro del estudiante en cada área de deficiencia completará la forma de recomendación del maestro para promoverlo (refiérase a la forma) para verificar en escrito la habilidad del estudiante en el área sujeta, para garantizar el paso al noveno grado.
2. La recomendación del maestro será basada en lo siguiente:
 - (c) Participación del estudiante en clase y
 - (d) Crecimiento académico del estudiante como es demostrado a través de trabajo en el salón de clases y proyectos de quinto grado a octavo grado.
3. La recomendación del maestro incluye una lista de la información en la Sección C: 2 (a-b) con los niveles de conocimiento. Los niveles de conocimientos son: Mínima, básico, Proficiente o Avanzado.
4. El estudiante debe lograr básico o más alto en cada área:
 - (a) Participación del estudiante en clase, y
 - (b) Crecimiento académico del estudiante desde grado 5 a grado 8.
5. La recomendación del maestro proporcionara comentarios escritos por cada articulo en la lista proporcionará comentarios escritos por cada articulo en la lista proporcionando ejemplos cualitativos de competencia o no competencia por cada área.
6. El tercer componente de la recomendación del maestro es una carta escrita formal.
 - (a) En la carta de recomendación, el maestro verificara por escrito que el estudiante a obtenido el nivel de aprovechamiento que esta en las líneas de la Sección C: 2 (a-b) y que el maestro recomienda pasar al noveno grado.
 - (b) Si el estudiante no llega o sobre pasa el nivel básico en las áreas que están marcadas en la Sección C: 2(a-b), entonces el maestro verificara por escrito que el estudiante no ha logrado el nivel de aprovechamiento y que el maestro recomienda que el estudiante es considerado bajo la Sección D: Otro Requerimiento Académico.
7. El estudiante debe recibir una recomendación para promoverlo de cada maestro en cada área de deficiencia para poder avanzar el noveno grado. Si el estudiante no recibe una recomendación de promoción de cada maestro en el área deficiente, entonces el estudiante es considerado bajo la Sección D: Otro Requerimiento Académico.
8. Los padres o guardianes del estudiante serán notificados en escrito por el Administrador de Distrito o por alguien designado que el estudiante ha logrado el criterio establecido en Sección C: Criterio de la Recomendación del Maestro y es promovido al noveno grado o que el estudiante no ha logrado el criterio establecido en Sección C: Criterio de Recomendación del Maestro y es considerado bajo Sección D: Otro Criterio Académico.

D. OTRO CRITERIO ACADÉMICO

En una área sujeta o áreas en que el estudiante tenido éxito en el WKCE, o no tiene una calificación del WKCE, o no tiene una calificación del WKCE, o es excusado o excluido de tomar el WKCE, y no ha tenido éxito en el requerimiento de función académica y el criterio de recomendación del maestro, el estudiante de 8 grado es entonces considerado bajo la Sección D: Otro Requerimiento Académico para pasar a noveno grado. Un Comité Para Promover será establecido por el Administrador de Distrito para examinar otro Criterio Académico.

1. El otro Requerimiento Académico incluye:
 - (a) Participación del salón de clases en cada área sujeta en la cual el estudiante no logra el requerimiento de WKCE, el requerimiento de función académico y el Criterio de Recomendación del Maestro, y
 - (b) Carpeta de trabajo del estudiante demostrando competencia en cada área sujeta donde el estudiante no consigue el requerimiento de WKCE, el Requerimiento de función académica o del Criterio de Recomendación del Maestro, y
 - (c) Éxitos terminación de un curso de estudio en cada área sujeta donde el estudiante no consigue el Requerimiento de WKCE, el Criterio de función Académico y el Criterio de Recomendación de Maestro. Antes de tomar el curso de estudio, el estudiante debe recibir una aprobación escrita del administrador de Distrito o de una persona designada.
2. El Administrador de Distrito seleccionara los miembros del Comité de promoción. El Comité de promoción será un comité representativo con miembros seleccionados de las siguientes áreas:
 - (a) El maestro/s de cada área sujeta en la cual el estudiante no logra el requerimiento del WKCE, y
 - (b) El maestro/s de áreas Especiales incluyendo pero sin limitar Arte, Música, Educación Física, y Orientación.
 - (c) El Administrador de Distrito o una persona designada..
3. Cada miembro del Comité de promoción depositará un voto por escrito para promover o no promover. Si el numero total de votos para promover excede al numero total de votos para no promover, el estudiante será promovido de octavo a noveno grado. Si el numero total de votos para no promover excede al numero total de votos para promover, el estudiante no será promovido al noveno grado.
4. En caso de una votación empatada, el comité revisará el otro Criterio Académico de nuevo y depositará otro voto por escrito. Si en la segunda vuelta de votación resulta otro empate el Administrador de Distrito verificará por escrito la habilidad del estudiante (basado en el otro Criterio Académico) para garantizar la promoción al siguiente nivel de grado; o el Administrador de Distrito verificará la falta de habilidad del estudiante (basado en el otro Criterio Académico) y negará la promoción al noveno grado.
5. El conteo de los votos será hecho por el comité. El Administrador de Distrito o una persona designada verificará los resultados.
6. Los padres o guardianes legales del estudiante serán notificados por escrito por el Administrador de Distrito o por una persona designada de que el estudiante logró el requisito establecido en la Sección D: Otro Requerimiento Académico y es promovido al noveno grado o que el estudiante no logró el requisito establecido en la Sección D: Otro Requerimiento Académico y será retenido en el octavo grado.

ESTUDIANTES DE EDUCACIÓN ESPECIAL E INGLES COMPETENTE LIMITADO (LEP)

Estudiantes de Educación Especial y estudiantes de Ingles Competente Limitado pueden ser exentos de porciones del WKCE como es definido por la ley del estado y federal. Evaluaciones alternativas identificadas en el Plan de Programa de Educación Individual del estudiante (I.E.P) o las evaluaciones alternativas del estado para estudiantes LEP serán usadas para determinar si o no estudiantes individuales han demostrado proficiencia en lograr los niveles del estado.

IMPLEMENTACIÓN DE PÓLIZA

El Administrador de Distrito o una persona designada será responsable por la supervisión general y manejo de la promoción de estudiantes bajo esta póliza. El Administrador de Distrito o una persona designada determinará si un estudiante ha cumplido con lo requerido en esta póliza. Si un estudiante ha cumplido lo requerido en esta póliza y con el requerimiento de cualquier otra póliza de distrito aplicable a la promoción de estudiantes, el estudiante puede ser promovido del octavo al noveno grado.

El Administrador de Distrito o una persona designada revisará y recomendará pólizas de distrito para que los maestros del distrito puedan ayudar a preparar estudiantes para cumplir con lo requerido en esta póliza y para que de una ú otra forma se implemente esta póliza.

NOTIFICACIÓN

El Administrador de Distrito o una persona designada desarrollará practicas, pero sin limitar las hojas informativas de distrito, juntas informativas, cartas a los padres, periódicos, manuales de estudiantes, para informar a los padres, guardianes y estudiantes de lo que requiere esta póliza. El Administrador de Distrito o una persona designada mantendrá a los padres o guardianes informados del progreso académico de su hijo(a) en una manera continua una vez que el estudiante es considerado bajo la Sección B: Requisito de Rendimiento Académico.

Padres o guardianes legales de estudiantes los cuales no logran el requerimiento promocional serán notificados por escrito por el Administrador de Distrito o por una persona designada antes del comienzo del próximo año escolar.

OPORTUNIDAD DE IGUALDAD EDUCACIONAL - NO DISCRIMINACIÓN A ESTUDIANTES

Las Escuelas del Área de Big Foot (Fontana, Reek, Sharon y Walworth y la Secundaria de Big Foot) están comprometidas a oportunidad de igualdad educacional para todos los estudiantes.

Es la póliza de las Escuelas del Área de Big Foot, conforme al estatuto de Wis. s.118.13, y PI 9, de que a ninguna persona se le debe negar la admisión, participación o beneficios de la escuela o ser discriminado en cualquier plan de estudios, servicios al estudiante, recreación u otros programas, a base de sexo, origen de raza, ascendencia, credo, religión, embarazo, matrimonio o estatuto paternal, orientación física o sexual, mental, emocional, o discapacidad de aprendizaje.

Esta póliza también prohíbe la discriminación bajo los estatutos federales, incluyendo Titulo VI del Acta de los Derechos Civiles de 1964 (raza, color y nacionalidad), Titulo IX de la Enmienda Educacional de 1972 (sexo), sección 504 del Acta de Rehabilitación de 1973 (discapacidad), y Acta de Americanos con Discapacidades de 1990 (discapacidad).

Referencia Legal: 118.33 (6) (a)

WELLNESS, NUTRITION AND PHYSICAL ACTIVITY

The Fontana Joint 8 School District promotes a healthy school by supporting wellness, healthy nutrition and regular physical activity as part of its total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. Our school district contributes to the basic health status of children by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential.

Educators, administrators, parents, health practitioners, and communities all acknowledge the critical role student health plays in academic stamina and performance. They adapt the school environment to ensure students' basic nourishment and activity needs are met. Information that highlights the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn should be encouraged to ensure widespread understanding of the benefits to healthy school environments.

To ensure the health and well being of all students, it is the policy of the Fontana Joint 8 School Board to:

1. Ensure that all children have access to adequate and healthy food choices on scheduled school days at reasonable prices.
2. Support and promote proper dietary habits contributing to students' health status and academic performance.
3. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.
4. Provide regular opportunities for physical activity through physical education, co-curricular activities, and recess.

NUTRITION GUIDELINES

The Fontana Joint 8 School District encourages the sale or distribution of nutrient dense foods, that is, whole grains, fresh fruits and vegetables. Nutrient dense foods are those foods that provide students with calories rich in nutrient content necessary for a healthy lifestyle. In an effort to support the consumption of high nutrient foods in the school setting, the District has adopted the following Nutrition Guidelines governing the sale of food, beverages, and snacks during the school day.

1. Food Items:
 - The food service program will encourage the consumption of high nutrient dense foods by offering whole grains, vegetable and/or fresh fruit on a daily basis.
 - Foods from reimbursable meals shall derive no more than the current recommendation of 30% of their total calories from fat and less than 10% of total calories from saturated fats. The Fontana Joint 8 School District will continue to follow the recommended mandates with current USDA Guidelines.
 - In addition to food items for sale, food service will limit sizes of prepackaged items to avoid "super sizing" and limit the amounts of fat and sugar consumption.
 - Nuts and seeds are exempt from these standards because they are high nutrient foods and contain high levels of monounsaturated fat. Foods high in monounsaturated fat help lower "bad" LDL cholesterol and maintain "good" cholesterol.
 - It is recognized that there may be rare special occasions when the school principal may allow a school group to deviate from these guidelines.
 - Healthy snacks that conform to the spirit of the District Nutrition Guidelines will be encouraged.
 - The use of foods of minimal nutritional value as learning or behavior incentives is discouraged. Healthy rewards that conform to the spirit of the District's Nutritional Guidelines will be encouraged.
 - Vended foods that contain more than 30% of calories from fat (except nuts) and/or 35% of the product's weight in sugar will not be permitted.
2. Foods of Minimal Nutritional Value (Not Allowed)
 - Soda water – any carbonated beverage (even water) – No product shall be excluded from this definition because it contains discrete nutrients added to the food such as vitamins, minerals, and protein.
 - Water ices – any frozen, sweetened water such as "popsicles" and flavored ice with the exception of products that contain fruit or fruit juice.
 - Chewing gum – any flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.
 - Certain candies – any processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients.

