

We are committed to educating the whole child while providing a safe and nurturing environment that promotes a passion for lifelong learning, respect for self and others, and an appreciation for individual differences.



Parent-Student Handbook 2023-24

WELCOME TO DEERFIELD ELEMENTARY SCHOOL

On behalf of the entire Deerfield Elementary School staff, I am happy to welcome your family to our school. The Deerfield staff places a high value on creating and maintaining strong, cohesive partnerships between home, school, and the community. **We are committed to educating the whole child while providing a safe and nurturing environment that promotes a passion for lifelong learning, respect for self and others, and an appreciation for individual differences.**

We are using this handbook as a means of communicating between home and school. There are many policies, regulations, and services discussed in these pages. It is very important for parents and students to read through and refer to the handbook when a situation arises so we all have a “common language” to refer to.

Again, we are extremely happy to have you as a part of Deerfield Elementary School and hope this will be a successful and satisfying year for you.

Sincerely,

Melinda Kamrath
Elementary Principal

It is the policy of the Deerfield Community School District that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by s.118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, and national origin), Part 106 of Title 34 of the Code of Federal Regulations and Section 504 of the Rehabilitation Act of 1973. The district will provide reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements per PI 41.04(1) (a). For more information, or to file a complaint, contact Karen Frey, freyk@deerfield.k12.wi.us, 608-764-5431, Deerfield Community Schools, 300 Simonson Blvd., Deerfield, WI, 53531.

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School Day Schedule For 2023-24

7:45 A.M.	Supervision begins (Parents are requested not to allow their child to come to school before supervision begins at 7:45)
8:00 A.M.	Bell Rings
3:00 P.M.	School Dismissed

Lunch/Recess Schedule ****(Subject to Change)****

11:00 – 12:00	Kindergarten (Lunch first/Recess 11:30) 2nd Grade (Recess first/Lunch 11:30)
11:00 – 12:00	1st Grade (Lunch first/Recess 11:30) 3rd Grade (Recess first/Lunch 11:30)
11:30 – 12:30	4th Grade (Recess first/Lunch 12:00)
11:30 – 12:30	5th Grade (Recess first/Lunch 12:00)
12:00 – 1:00	6th Grade (Recess first/Lunch 12:30)

4K To Learn and Play Schedule

Elementary School – 7:45 a.m. – 10:35 a.m.
12:15 p.m. – 3:00 p.m.

The elementary school office is open from 7:15 a.m. - 3:45 p.m. If you ever have any questions and/or concerns, please call 764-5442.

Whom Should I Contact at the Elementary School?

As hard as we try, schools can be confusing places to parents/guardians and community members.
We hope you find the following chart helpful.

Questions/Concerns	1st Contact	2 nd Contact	3 rd
Academic Progress	Teacher of Class	Principal	
Alcohol/Drug Use/Abuse	School Counselor	AODA Coordinator	
Assignments	Teacher Web Page -if applicable	Teacher of Class	
At-Risk Resources	School Counselor	School Psychologist	Principal
Attendance	Elementary Secretary	Principal	
Behavioral or Emotional Issues	School Counselor	School Psychologist	Principal
Busing (Routes and Behavior)	First Student, Inc.	Principal	
Calendar for School Activities	Website	Elementary Secretary	Principal
Deerfield Community Center Before/After/ER Care	DCC Coordinator	Elementary Secretary	
Discipline in a Particular Class	Teacher of Class	Principal	
Discipline (School-Wide)	Principal		
Facilities Use	Website	Principal	Business Manager
Financial/Resource Assistance	Teacher	Counselor	Principal
Gifted/Talented Assistance	Teacher of Class	GATE Teacher	Principal
Grades/Assessment	Teacher of Class	Principal	
Health Concerns/Medications	School Nurse	Elementary Office Secretary	
Lunch System	Website	Nutrition Services	Principal
Projects/Field Trips	Teacher of Class	Principal	
Registration Fees	Elementary Secretary	Principal	
School Involvement w/External Agencies	School Counselor	School Psychologist	Principal
School Policies/Procedures	Principal		
Student Records	Elementary Office Secretary	Principal	
Suicide Prevention	Guidance Counselor	Principal	
Withdrawing/Enrolling Students	Guidance Office	Elementary Secretary	

Contact Names and Numbers

Principal	Melinda Kamrath	Ext. 5201	Elementary Admin. Asst.	Kate Brattlie	Ext. 5200
School Counselor	Aime Hruby	Ext. 5209	EEN Admin. Asst.	Maggie Nelson	Ext. 1146
School Psychologist	Kathy Rusch	Ext. 5207	Bus Transportation	GO Riteway	423-2225
School Nurse	Stephanie Nanstad	Ext 5204	Nutrition Services Mgr.	Adam Dunnington	Ext. 5110
TAG/Curriculum and Instruction	Jill Fleming	Ext. 5202	District Office Admin. Asst.	Angie Haag	Ext. 1148
			Student Services/ Special Ed. Director	Karen Frey	Ext. 4118

District Website: www.deerfield.k12.wi.us

Deerfield Elementary School Staff 23-24

Honest, Helpful, Responsible, Respectful, Positive Attitude

Name	Position	Email	Extension
Melinda Kamrath	Principal	kamrathm@deerfield.k12.wi.us	5201
Kate Brattlie	Office Admin. Asst.	brattliek@deerfield.k12.wi.us	5200
Quinn Halverson	Daily Substitute	halversonq@deerfield.k12.wi.us	
Helen Arriola	Early Childhood	arriolah@deerfield.k12.wi.us	5118
Rachel Koplin	4K	koplinr@deerfield.k12.wi.us	5123
Stephanie Peterson	4K	petersons@deerfield.k12.wi.us	5121
Sara Alexander/Lisa Zickert	Kindergarten	kaz@deerfield.k12.wi.us	5128
Pat Chua	Kindergarten	chuap@deerfield.k12.wi.us	5125
Erin Maron	Kindergarten	marone@deerfield.k12.wi.us	5126
Elizabeth Tebon-Moerke	Kindergarten	tebone@deerfield.k12.wi.us	5211
Callie Laue	Grade 1	lauec@deerfield.k12.wi.us	5213
Victoria Taylor	Grade 1	taylorv@deerfield.k12.wi.us	5214
Kristin Leigh	Grade 1	leighk@deerfield.k12.wi.us	5212
Taylor Pache	Grade 1	pachet@deerfield.k12.wi.us	5222
Sharyl Fuerstenberg	Grade 2	fuerstenbergs@deerfield.k12.wi.us	5233
Clara Losse	Grade 2	lossec@deerfield.k12.wi.us	5235
Kristin Thomas	Grade 2	thomask@deerfield.k12.wi.us	5236
Stephanie Vandergriff	Grade 3	vandergriffs@deerfield.k12.wi.us	5237
Madison Matthews	Grade 3	matthewsm@deerfield.k12.wi.us	5232
Emma Willox	Grade 3	willoxe@deerfield.k12.wi.us	5234
Mikayla Ripp	Grade 3	rippm@deerfield.k12.wi.us	5231
Nathan Karraker	Grade 4	karrakern@deerfield.k12.wi.us	5225
Rory Meyer	Grade 4	meyerr@deerfield.k12.wi.us	5223
Adele Jensen	Grade 5	jensena@deerfield.k12.wi.us	5224
Randy Smith	Grade 5	smithr@deerfield.k12.wi.us	5227
Amanda Wycklendt	Grade 5	wycklenda@deerfield.k12.wi.us	5226
Molly Cerniglia	Grade 6	cernigliam@deerfield.k12.wi.us	5247
Andrew Christianson	Grade 6	christiansona@deerfield.k12.wi.us	5248
Emily Haines	Grade 6	hainese@deerfield.k12.wi.us	5250
Sally Losinske	Math Specialist	losinskes@deerfield.k12.wi.us	5206
Laura Phillips	Reading Specialist/Title I	phillipsl@deerfield.k12.wi.us	5230
Jody Nickerson	Reading & Math Specialist	nickersonj@deerfield.k12.wi.us	5230
Mark Pendl	Art	pendlm@deerfield.k12.wi.us	5134
Ashley Meyer	K-5 Music/5th Band	meyera@deerfield.k12.wi.us	5137
Ryan Petersen	Grade 6 Band	petersenr@deerfield.k12.wi.us	2114
Stephen Rodrigues-Pavao	Grade 6 Choir	rodriguespavaos@deerfield.k12.wi.us	2102
Bret Wepking	Grade K-6 PE	wepkingb@deerfield.k12.wi.us	5105
Jason Wierzba	Grade 1-6 PE	wierzбай@deerfield.k12.wi.us	5105
Nancy Beszhak	IMC Director/Computers	beszhakn@deerfield.k12.wi.us	5208
Wendy Cole	IMC Assistant	colew@deerfield.k12.wi.us	5208
Cindy Perucco	Computers/Technology	peruccoc@deerfield.k12.wi.us	5210
Aime Hruby	Guidance Counselor	hrubya@deerfield.k12.wi.us	5209

Jill Fleming	GATE/Curriculum Coord.	flemingj@deerfield.k12.wi.us	5202
Kathy Rusch	School Psychologist	ruschk@deerfield.k12.wi.us	5207
Stephanie Beal	Special Education	beals@deerfield.k12.wi.us	5120
Allie Halverson	Special Education	halversona@deerfield.k12.wi.us	5245
Stacey Kimmel	Special Education	kimmels@deerfield.k12.wi.us	5252
Shelby Mahal	Special Education	mahals@deerfield.k12.wi.us	5246
Adisson Matt	Special Education	matta@deerfield.k12.wi.us	5243
Madeline Werner	Speech and Language	wernerm@deerfield.k12.wi.us	5116
Shawna Ellingen	Speech and Language	ellingens@deerfield.k12.wi.us	5244
Kristen Kroll	Speech and Language	krollk@deerfield.k12.wi.us	5244
Laura Schwertfeger	Occupational Therapist	schwertfegerl@deerfield.k12.wi.us	5114
Wendy Solberg	O.T. Assistant	solbergw@deerfield.k12.wi.us	5114
Andrea Thompson	Physical Therapist	thompsona@deerfield.k12.wi.us	5114
Stephanie Nanstad	School Nurse	nanstads@deerfield.k12.wi.us	5204
Heidi Andersen	Instructional Assistant	andersenh@deerfield.k12.wi.us	
Kay Berton	Instructional Assistant	bertonk@deerfield.k12.wi.us	
Katie Crawford	Instructional Assistant	crawfordk@deerfield.k12.wi.us	
Angela Fisher	Instructional Assistant	fishera@deerfield.k12.wi.us	
David Kind	Instructional Assistant	kindd@deerfield.k12.wi.us	
Darcy Julseth	Instructional Assistant	julsethd@deerfield.k12.wi.us	
Sara Moreno	Instructional Assistant	morenos@deerfield.k12.wi.us	
Kristi Niemeyer	Instructional Assistant	niemeyerk@deerfield.k12.wi.us	
Amy Slovacek	Instructional Assistant	slovaceka@deerfield.k12.wi.us	
Crystal Franklin	Instructional Assistant	franklinc@deerfield.k12.wi.us	
John Hinrichs	Building & Grounds Spvr.	hinrichsj@deerfield.k12.wi.us	3178
Bruce Crump	Custodian	crumpb@deerfield.k12.wi.us	5103
Rick Metzker	Custodian	metzkerr@deerfield.k12.wi.us	5103
Adam Dunnington	Nutrition Services Mgr.	dunningtona@deerfield.k12.wi.us	5110

Other District Information

District Office - 764-5431

Elementary Office – 764-5442

School Closing Information - School closing information will be posted on the school's website, www.deerfield.k12.wi.us. In addition, an announcement will be made on the following radio and television stations:

WTSO (1070AM, Z104FM)

WMMM (105.5FM)

WYZM (105.1FM)

WOLX (94.9FM)

WIBA (1310AM)

Q106 (FM)/WHIT (AM)

WTDY (1480AM; MAGIC 98FM)/WJJO (94.1FM)

WISC TV3

WMTV TV15

WKOW TV27

The announcement will be made starting as close to 6:30 a.m. as is possible. The decision to close schools due to inclement weather or for any other reason will be made by the school district administrator at the earliest possible time after confirming with the Bus Company and local highway officials.

ATTENDANCE PROCEDURES

School Attendance

School attendance laws of the State of Wisconsin require that children must attend school regularly. By state law, regular school attendance is the joint responsibility of the parents and the school. School authorities must enforce the law as cited in Statute 118.15 (Compulsory School Attendance). Wisconsin's compulsory school attendance statute, 118.15, Stats., requires that a person having control of a child between the ages of 6 and 18 shall ensure the child attends public or private schools full time until the end of the term, quarter or semester in which they become 18 years of age, unless they have a legal excuse or fall under one of the exceptions outlined in the state statutes, or have graduated from high school.

Students must be present on a regular basis, in order to take advantage of what school has to offer. Students who come to school late or miss an average of one day every week or two cannot have the benefit of the continuity of instruction so important in the development of academic skills.

Reporting Absences

A parent/guardian must call the school no later than 8:45 a.m. the morning of a child's absence. It ensures school personnel that your child is safe and accounted for. Please give the following information: **name of student, grade, name of teacher, length of and reason of absence**. If a student is absent and we do not receive a call from home, we will call your home/work or emergency contact numbers to verify the absence as part of our safe arrival policy. **A follow up written note or email stating the reason for the absence is required the day upon your child's return. Failure to send the note or email will result in the absence being unexcused.** The email address is desatt@deerfield.k12.wi.us. In addition, when students are tardy (late for school, which is 8:00 or later), they must report to the office before proceeding to class.

According to district policy and state law, each student is allowed to miss all or part of 10 days per school year as long as the absence is verified by a written excuse from a parent. This would include any illness in which a doctor was not seen, family vacations, emergencies, and any other instances where students miss school. Due to the limited number of days allowed, (10), parents are encouraged to bring medical excuses from doctors whenever possible. Absences verified with medical excuses from a doctor are not included in the 10 excused days.

Habitual Truancy

According to Wisconsin Law, a student will be considered a **habitual truant** if he/she is "absent from school without an acceptable excuse for either of the following: part of **five or more days** on which school is held during a school semester **or part or all of 10 or more days** during the school year." If a student is truant, he/she will be reported to Local Police and Human Services, as required by State Law. Repeated or excessive unexcused absences will result in parent or legal guardian notification, and legal action will be taken under Chapter 118 of the Wisconsin Statutes.

Tardiness to School

Students who are tardy to school, arriving at 8:00 or later, are to report to the office for a pass. Excessive tardiness to school (5 or more tardies in a trimester) will result in a meeting including the parent(s), teacher, and principal to find solutions to change this pattern. Students who arrive tardy to school after 9:00 a.m. will have their absence classified as ½ day unexcused absence unless a written excuse is received from the student's parent.

TRANSPORTATION

Arrival / Dismissal Procedures

Children who walk or are transported by parents are not to arrive at school before 7:45 a.m. There is no supervision before that time. Parents who work should make child care arrangements if they leave home before this time.

In addition, please remember that only buses will be allowed in the front circle (south side of the building) from 7:35 – 7:55 a.m. and 2:40 – 3:05 p.m. while dropping off and picking up students. Students who ride with their parents or other caregivers need to be dropped off on the north side of the school entering from Liberty Street. The front circle should only be used by the buses during the above designated times.

Additional expectations to ensure the safety of all children and adults:

North Parking Lot – lower level (Parking):

The front stalls will be available for **4-year-old Kindergarten parents/guardians only**, while dropping off their child(ren) or picking up. If any **4-year-old Kindergarten** parents/guardians do park their vehicle, please escort your child(ren) through the parking lot. Also, it is required of all children and adults to use the designated crosswalk.

ALL K-6 grade families when dropping off or picking up your child with your vehicle, please drive forward as far as possible in front of the crosswalk. By driving forward, cars will not have to pass/go around another vehicle. Please do not block the crosswalk with your vehicle for any reason.

4K student pick-ups and drop-offs:

All AM pick-ups and PM drop-offs should take place in the South Parking Lot by the elementary office. Students in our afternoon section should arrive at most 5 minutes prior to class. We also ask parents to promptly pick up your student when class is finished for the day.

South Parking Lot Availability:



All students who ride the bus will enter from Quarry and Meadow Trace on the south side of the school building. The front parking lot will be blocked off from 7:35 a.m. – 7:55 a.m. and 2:40 p.m. – 3:05 p.m. for buses. Any other time throughout the day the front parking lot (south side) should be used for **visitor parking** or a parent(s)/guardian(s) needing to pick up their child(ren) for an appointment.

Finally, adults and older siblings who drive irresponsibly in the parking lot or any other area around the school building may be referred to the Deerfield Police Department for possible traffic citations. It is of the utmost importance to us to keep all children and adults safe.

Students Who Walk to the Elementary School and Home

Any student walking will always be required to use the sidewalks. Crossing guards will be designated at Meadow Trace and Quarry Street, at Main Street and Quarry Street, and at Liberty Street and Jerdee Lane.

Students Who Ride Their Bicycles (and scooters) to the Elementary School

All students will be required to walk their bicycles and scooters by the school building. Please use the bike racks located at the bottom or top entrances. Do not park bikes against the school building. Scooters need to be locked (folded up) and can be stored in the classroom during school hours.

Bus Rider Rules and Regulations

All students ride the buses at some time during the year. Students who regularly ride the bus will have differences in their morning and afternoon routes. Any questions about bus routes should be directed to GO Riteway transportation at 423-2225. The following rules for bus riders apply both to those who ride the bus daily and to those who ride only occasionally.

The Deerfield Community School District follows the policy established by the Department of Public Instruction which states in part, “parents must realize that school bus transportation is a PRIVILEGE, NOT A RIGHT. Pupils who misbehave may be denied the privilege of riding on the bus.”

Serious misconduct will be reported to the principal of the school the student attends. A standard report form will be used by the driver, a copy of which will be sent to the parent(s)/guardian(s). Repeated or **extreme** misconduct will result in the loss of bus riding privileges. Complete cooperation from all parties involved is necessary to ensure the safety of the bus students.

Student and Parent(s)/Guardian(s) Busing Responsibilities

1. Students must ride on their assigned buses. Parent(s)/guardian(s) must request in writing any exception from this rule. Any request or questions regarding bus services should be directed to First Student Services.
2. Students must get on and off their assigned buses at selected designations unless written permission is granted for them to be left off at another stop.

Before Loading (on the road and at school)

1. Be on time at the designated school bus stops – help keep the bus on schedule.
2. Wait until the bus comes to a complete stop before attempting to board the bus.

Code of Conduct

1. Students will follow the directions of the bus driver in a respectful fashion.
2. Students will promptly sit in their assigned seats and remain seated there until their destination is reached.
3. Loud verbal behavior or improper language will not be permitted. Drivers must be able to hear the horns or sirens of other vehicles and communications over their two-way radios.
4. School bus property and the possessions of others must not be tampered with.
5. Physically aggressive behavior will not be tolerated.
6. Illegal substances and/or dangerous items will not be carried on the bus.
7. Flammable materials will not be ignited on the bus.
8. Throwing of any object on the bus is not permitted.
9. Any behavior which is potentially hazardous to the occupants of the bus will not be tolerated.

After Leaving the Bus

1. Cross the road at least 10 feet in front of the bus only after checking to be sure no traffic is approaching and after receiving a signal from the bus driver.
2. Riders are not permitted to leave the bus at other than regular stops unless proper authorization has been given in advance by school officials.

CLASSROOM CURRICULUM

4K Learn and Play

Students in 4K are exposed to developmentally appropriate learning through our play-based curriculum philosophy that emphasizes socialization through play. For more information on our 4K programming, please visit the 4K page on the Deerfield Community School District website.

Kindergarten – 6th Grades

Students in K-6 are exposed to a diverse and wide array of learning opportunities through classroom and specials curriculums. Specific specials classes that students explore include:

Physical Education (90 min/week)

Music (60 min/week)

Art (60 min/week)

Library Skills/Computers (K-3: 60 min/week), (4-6: 90 min/week)

Band (5-6)

Guidance (30 min/EOW)

Classroom curriculum is currently being aligned with the Wisconsin State Standards. Please contact your child's teacher for specific questions regarding grade level curriculum. Specific subject area programs used by classroom teachers in 4K-6 include:

Math – Illustrative Mathematics-Grades K-6

Social Studies – ARC Core -Grades K-5

Wisconsin History-Grade 4

TCI-Grades 5-6

Science – ARC Core-Grades K-5

Mystery Science-Grades K-5

Amplify Science-Grade 6

Reading – ARC Core-Grades K-5

Pearson Literature/Language Arts-Grade 6

Bridge to Learning-4K-2

Language Arts – ARC Core-Grades K-5

6+1 Traits Writing Framework

Rebecca Sitton Spelling Program

Pearson Writing Coach-Grade 6

Writing - Handwriting Without Tears 4K-3

Keyboarding - Keyboarding Without Tears-Grades 2-5

Typing Club-Grade 6

School-Wide Assessments

STAR- Renaissance Learning-Ongoing assessment for reading/math/language Grades K-6

STAR and Bridge to Reading Early Literacy Screening Grades 4K-K

Response to Intervention

Our staff consistently builds positive energy for our school and students by continually looking for new ways to meet our students' varying academic needs. One way they have been doing this is by planning Response to Intervention groups across grade levels. All students are involved, and our instructional groups potentially meet 3-5 times a week for 30 minutes each. These instructional times are focusing on reading and math skills, giving students that need more instruction on the basics time to work on them, and students who already have these skills down a chance to be challenged by new concepts. In the past, teachers had been trying to do this by themselves in the classroom. While this certainly still happens, this approach naturally creates planning time for student needs by our staff and the environment necessary school-wide to continue working toward our goal of meeting our students' wide range of academic needs.

PUPIL SERVICES PERSONNEL AND PROGRAMS

Building Consultation Teams (BCT)

Grade-Level Building Consultation Teams meet as needed to problem-solve solutions to specific student needs (both academic and behavioral). Students referred to BCT may become eligible for further interventions and services in our Response to Intervention model. Parents may also refer their child to BCT by discussing specific concerns with their child's teacher.

GATE (Gifted and Talented Education), Jill Fleming

Our goal is to recognize, accept and encourage above-average ability, creativity, and task commitment in our students, and to reinforce and extend potential ability, creativity, and motivation. Talented and gifted students have unique interests and abilities. Our goal is to allow students to develop their talents through a variety of options.

Students can access GATE programming options through two basic pathways: 1-referrals made by parents, or 2-referrals made by teaching staff based on classroom observations and performance data provided from school and state- wide assessments. For more information, please visit **Schools>Deerfield Elementary School>Programs & Services** on the district website.

School Counselor, Aime Hruby

The Deerfield Elementary school comprehensive developmental counseling program helps all students develop the knowledge, attitudes, and skills necessary to become healthy, competent and confident learners. Bi-weekly classroom guidance lessons focus on instruction on social skills, empathy, problem solving and emotional regulation. The counseling program also provides short-term, solution-focused individual and small group counseling services to meet individual student needs. Finally, teaming with parents, school staff, and community resources helps to provide a school environment in which all children feel safe and ready to achieve their academic goals.

Early Reading Interventions –Title I, Laura Phillips

Students identified by entrance/exit criteria and through progress monitoring tests as in need of remedial reading instruction will be referred for Title I reading services. These students will receive pull-out reading instruction 3-5 days per week in 20-30-minute blocks. To obtain a copy of our Title I Parent Involvement District Policy, please contact the elementary principal.

Volunteer Tutoring Program

Our volunteer tutoring program times will vary according to the district's needs. If you are interested in tutoring at the elementary school, please call the office at 764-5442. You may stop in to pick up a volunteer application, or visit **Students & Families>General Information>Volunteer-Chaperone Opportunities** on the district website.

Special Education, Karen Frey

The Deerfield School District will provide services in accordance with the Individuals with Disabilities Education Act (IDEA), a federal law reauthorized in 1997 that guarantees all students with a disability receive a free, appropriate, public education (FAPE).

The special education needs of students are met through a coordinated effort between regular education and special education staff. Our special education program focuses on adjusting environmental factors, modifying the course of study and adapting teaching methods, materials and techniques to provide for students with special learning, emotional or physical needs. Students work individually, in small groups, or in the homeroom classroom with special education staff and regular classroom teachers. It is our responsibility to work as a team to ensure that each student receives the instruction and support necessary for a successful school experience, in a setting as close as possible to his/her peers (Least Restrictive Environment).

Special education staff at the elementary school includes the school psychologist, school nurse, speech and language clinicians, occupational and physical therapists and special education teachers. These individuals provide related services, when necessary, to support a student's individualized special education program. Both special education and related services are documented in the student's individualized educational program (IEP) plan and are based on the student's individual needs as determined by the IEP Team. The parent and regular education teachers are now full participants of this Team in all decision-making.

Early Childhood – Exceptional Educational Needs Program, Helen Arriola

The Deerfield School District Early Childhood Program provides preschool education for children ages 3-6 years old in a public school setting. The child must have significant delays in his/her development in two or more of the following areas:

1. Gross Motor – balance, walking, coordination, catching, throwing
2. Fine Motor – drawing, cutting, stacking blocks, stringing beads
3. Cognition – naming color shapes, counting, naming pictures
4. Self-Help – dressing, buttoning, eating, bathrooming
5. Socialization – getting along with peers and adults, playing, behavior, attention span
6. Communication-expressive (the ability to request objects, make choices, ask questions, answer, and describe events) and receptive (understanding words & language)

School Psychologist, Kathy Rusch

Our school psychologist provides consultation and collaboration with teachers, parents, and community providers to understand and meet the individual needs of students within the regular education classroom and Response to Intervention regular education intervention programs first. Then, the school psychologist can also provide individual assessment and individual or classroom interventions for students with attention, emotional regulation, social skills, and problem solving concerns to help students be happier, more focused, and ready to learn. Our school psychologist is the contact person for initial Special Education referrals and evaluations, and all 504 and ELL assessments and services in the district.

Health Services Program, Stephanie Nanstad

Medication should be administered at home whenever possible. If it is necessary for a student to take medication at school please follow the district policy as follows:

Non-prescription Medication

- If your child needs to receive over the counter medication (Tylenol, Ibuprofen, Benadryl, cough medicine) administered by school staff please complete and sign the “Administering Medication to Students” form and return it to the office.
- Medication must be in the original container. Medication should be labeled with a student name. Container must have a clear expiration date.
- Dose of medication cannot exceed manufacturer’s recommended dosage; otherwise a physician/dentists signature will also be required.

Prescription Medication

- If your child must take a prescription medication during school hours, you must complete and return the “Administering Medication to Students” form **signed by both parent/guardian and physician/dentist** authorizing school staff to give that medication.
- Prescription medication must be in a labeled bottle containing the name and number of the pharmacy, student’s name, name of physician/dentist, name of drug and dosage to be given.
- Reliable 4-6 grade students may assume responsibility for taking their own non-controlled prescription medications (Insulin, Inhaler, Epinephrine) with the written approval of parent/guardian and physician.
- Please note that no student, grades K–12 will be allowed to self-administer any controlled medication at school (Ritalin, Tylenol #3 etc.). These medications will need to be kept in the school’s main office and administered by school staff as prescribed.
- Students may not share their prescription medication with other students.
- If there is a change/discontinuation in a prescription medication, parents must have written direction from the physician.
- Ask your pharmacist for a free, additional pharmacy labeled container to send the medication for school in. Do not send in a large amount of medication at one time.
- Unless an antibiotic needs to be given 4 or more times during the day, the antibiotic should be administered at home.
- Student should not be in possession of prescription medication at any time, including for transport purposes.

Emergency Medications

- Students are allowed to carry the following emergency medication with them at school: Epinephrine injection devices, Glucagon and Inhalers. Completed medication administration forms will need to be completed annually and turned into the school’s office for these medications.
- Any time Epinephrine is administered at school or school sponsored event, 911 and parent/guardian will be called and student will be transported to the nearest emergency room.

- There is a special **Asthma Action Plan** form that should be completed annually by the parent and physician for all students that use a rescue inhaler or nebulizer at school.
- There is a special **Emergency Health Care Plan for Severe Allergic Reactions** form that should be completed annually by the parent and physician for all students who require Epinephrine at school.

Immunization Requirements

- The Wisconsin Student Immunization Law mandates that all children in grades K-12 have the following vaccinations: 4 DTP, 4 Polio, 3 Hepatitis B, 2 MMR and 2 Varicella vaccine or evidence of the disease. Students attending Pre-K must have: 4 DTP, 3 Polio, 3 Hepatitis B, 1 MMR and 1 Varicella vaccine or evidence of the disease. If your child isn't up to date on the required immunizations by the 30th day of school year, they may be excluded from school until they have their vaccinations up to date or you may sign a waiver (for personal, religious or medical reasons) located on your child's immunization sheet.

Immunization sheets are located in the school office.

- There is an additional immunization requirement for students in grades 6-12 as a result of a change to the Wisconsin Student Immunization Law. One additional dose of Dtap vaccine (Diphtheria, Tetanus and acellular Pertussis) will be required for students in grades 6-12.
- Please contact your health care provider or public health department for vaccine information.
- Local health departments will give immunizations to students free of charge. If you would like to take part in these free immunizations, call the **Public Health Madison and Dane County at 608-266-4821**.
- In the event of a substantial outbreak of a vaccine preventable disease, the Department of Health and Social Services may direct schools to exclude unimmunized students including those who have waivers on file. Students may remain excluded until the outbreak subsides.

School Health Services

- Parent/guardians are to complete in Skyward online, the Student Annual Health Information Form at the beginning of each school year. Indicate on the form any medical/health conditions that your child has that you want the school staff to be aware of. Parents/guardians are encouraged to call the school nurse with any student health changes that may occur during the school year.
- Health counseling is available by the school nurse and may be requested by parents, students or staff.
- Regular school attendance is encouraged for optimal school success. However, if your child has a headache, fever > 100 F, body aches/joint pain, chills, difficulty breathing, fatigue, loss of taste or smell, runny nose, cough, sore throat, nausea, vomiting, diarrhea, or rash you are asked to keep them home from school and contact your healthcare provider. In the event that your child is diagnosed with a communicable disease, please notify the school immediately. Students may return to school when free of vomiting, diarrhea and fever for 24 hours. The student must also be fever free for 24 hours without the use of fever reducing medications (unless they have a medical note stating fever and/or other symptoms are for an illness that is not due to a contagious illness).
- All accidents/injuries on school grounds must be reported immediately to the staff member in charge. For minor first-aid, the student should report to the office for assistance. Students are asked to report injuries incurred during the school day to the office the same day that the injury occurs if at all possible, or as soon as they are aware that an injury occurred.

- Unreported accidents occurring at school or while participating in school events: In cases where a student receives an injury during the school day or while participating in school-sponsored activities and the injury does not become evident until the student has left school or the school activity, the parent or guardian should notify the Principal or office as soon as possible.
- A health room is available to any student who becomes ill during the school day. Students wishing to use the health room should report first to their class to receive any assignments or directions. The teacher will call the office and make them aware. Generally, students will not be allowed to spend more than 30 minutes in the health room. The school nurse or office staff will evaluate the student and if necessary call the parent or guardian to obtain permission to leave school and to arrange transportation of the student. Students will remain at school until picked up by the parent, guardian, emergency contact person or another responsible adult that they have authorized to pick up the student.

If your child becomes ill or seriously injured at school, school personnel will try to notify parents/guardians by phone. In the event that the parents/guardians cannot be reached by phone, the emergency contact listed by parents will be called.

Lunch Program

Good nutrition is always important, but it is especially important for students in a learning environment. Parents can support this by providing a nutritious lunch from home or having their child participate in the district school lunch program. Elementary student lunch will be \$2.75. Children who bring a cold lunch may purchase milk for \$.35 or bring another beverage. We strongly encourage students not to share their food. Please do not send soda with your child as the district is encouraging healthy choices during lunch.

Low Balance Notices

The internet payment system allows parents to view student meal account balances online at any time at www.deerfield.k12.wi.us. The system allows the district to reduce paper, printing, postage and time expenses. Parents no longer receive low balance notification notices unless the child's account has a negative balance. Parents of elementary students are encouraged to check student backpacks regularly for balance notices. Please be aware that free and reduced meal applications are accepted at any time during the school year. The district will require reimbursement for any bank charges incurred for returned checks. Please see Policy 8500 – Food Service for more information.

Milk Break

Optional morning milk break is for K-6 students. The cost is \$.35/day and will be charged to the student's lunch account. Students who qualify for Free and Reduced Lunch do not pay a milk fee.

For more information, please call the Nutrition Services Manager at 608-764-5442.

HOME-SCHOOL COMMUNICATION

Parents/Visitors/Guests

All volunteers, including parents/legal guardians, must be sure to secure a volunteer pass from the office and to sign our Sign In/Sign Out log. Only parents/legal guardians that are volunteering will be allowed into the hallways. If you are here to eat lunch with your child please obtain a visitor pass and sign the Sign In/Sign Out log.

Your child's teacher will need to be aware if you are coming to volunteer, as we will contact them from the office. This is of extreme importance to us, as the safety of your children is of the utmost importance to us.

If you need to pick up your child during the school day, please email the attendance line and call the main office upon your arrival. The office will be calling your student down and parents/legal guardians can wait in the office or outside. You may be asked to show a photo ID. If you are picking up your child early or need to pass on a message, this will be completed through the office.

Also, please remember our attendance policies on bringing a child in late for school. If you are bringing a child in late for school, please have the student stop in the office. In addition, if your child returns from an appointment before the end of the school day, the child should stop at the school office before returning to class.

Class Placements

Each spring, much work and thought goes into the placement of students in classrooms for the following year. Our belief is that classes should be “balanced.” This means classes should be equitable in size and include students with a variety of ability levels, talents and special needs. In order to achieve this balance, information is gathered from classroom teachers, specialists and guidance personnel. The major factors we consider are: the child’s demonstrated achievement in reading and math, learning styles, behaviors, work habits, and involvement in special programs. You can see this is a complicated process, but we strive to place children in classrooms which are well-suited to their individual needs.

We do know that parents sometimes have preferences for teachers. We cannot, however, place children in classes only on the basis of parent preferences. We group children for instructional purposes, and placing them in classes based on any other factors would defeat this purpose. In the past, some parents have made a request for a teacher, and their child was placed in that room. The parents concluded it was only because of their request, but it was because the staff also felt it was a good placement based upon our criteria.

Now the main question is, “How can I get the best teacher for my child?” If you feel the need to, please pick up a **Student Placement Survey** to help provide us with information about your child. We do invite you to share your thoughts about your child’s learning needs. However, information from parents/guardians is not required. We will, using all the information we have, do the best job of placement we can. It is important to us that every child has the best chance for success. We appreciate your trust and support.

Forms must be submitted to the office by **May 1, 2024**.

Classroom Concerns

Your child’s teacher is the best source of information about individual classroom procedures and your child’s progress. If you have a question or concern about your child’s progress or classroom, please contact the teacher directly, prior to contacting the principal. By addressing concerns directly to the teacher, we hope to strengthen parent/teacher communication, relationships, and understanding about your child’s needs as well as classroom and school procedures.

Classroom Parties

In accordance with the district’s health and wellness policy there are certain times that are stated as celebrations. It is common for our classrooms to have parties around Halloween, Christmas (generally labeled as a “holiday party”), and Valentine’s Day as the vast majority of our families celebrate these holidays. However, if the spirit of these observances interferes with your family’s beliefs, please discuss these concerns with your student’s teacher. They may be able to modify the party to make it more accessible to all involved.

Livestream, Video Recording, Photography

Please note that when you enter Deerfield Schools property or attend a Deerfield School meeting, event or program, you enter an area where photography, audio, and/or video recording may occur. Deerfield Community Schools uses security cameras throughout the buildings and grounds and contracts with WDEE, our local cable TV service, to live stream, record and archive school events.

Custodial Court Order

Any court order regarding visitation rights or custody of a student **MUST** be on file in the school office in order for the school to comply with the intent of the order. The school will follow Wisconsin Statutes which support both parents having access to all information unless one parent has the legal documentation to restrict the other parent's access to information.

Student Records

All student records maintained by the Deerfield School District are confidential, as required by federal and state law. Several types of educational records are maintained for Deerfield students. They are: 1- behavioral records; 2 – progress records; 3 – health records. Requests by parents/legal guardians to review student records must be submitted in writing to the building principal, who will help to arrange a time when parents/legal guardians can review the records which they wish to see.

PBIS (Positive Behavior Interventions and Support)

DES participates in PBIS, in which over 900 schools in the United States are in some phase of implementation. Research shows that to improve academic success of our children, we must also improve their social success. DES is focused on providing strategies for achieving important social and learning outcomes in safe and effective environments while preventing problem behaviors with all students. DES will continue to work on teaching being Honest, Helpful, Responsible, Respectful, and having a Positive Attitude.

DISCIPLINE PROCEDURES

Elementary Character Expectations

The elementary school has adopted character expectations to guide student behavior in all areas of the school. Students are expected to try their best to be **Honest, Helpful, Responsible, Respectful, and to have a Positive Attitude** when they are in school. To remind them of this, our school recites a character pledge each morning reinforcing these character traits. When student behavior does not meet these expectations, staff will discuss with the student what the appropriate behaviors are and an office referral form will be completed by the staff when the behavioral expectations are not being met. A progressive discipline process will be utilized by staff and the administration. In addition to these expectations, our district has student conduct guidelines that are outlined in the next section.

Student Conduct

Our school district wants to ensure that our schools are safe, courteous places where children and adults live in a positive supportive environment. To this end, we have heightened our attention on the matter of “good discipline”.

The Deerfield School District Board of Education has taken a very firm position on the matter of proper student behavior. We have carefully reviewed our disciplinary philosophy and reaffirmed a set of behaviors that will not be accepted or tolerated in our schools. Students will not engage in behavior that disrupts classroom learning or school activities.

We need your cooperation and support in this matter of holding all students accountable for inappropriate or unacceptable behavior. We need a partnership that will help us be successful in ensuring a climate in our district where students and adults alike live in a pleasant and courteous environment. Please go over this

behavior code with your child so that you can be sure they understand our expectations. Please understand that failure on the part of our students to comply with any of these behavior expectations may result in their suspension from school and a significant conference with the family before we consider granting the student readmission to his/her school program.

We want to be proud of the social climate and educational atmosphere in our school. We know that this can happen if we work together.

DEERFIELD SCHOOL DISTRICT BEHAVIOR STANDARDS

- A. Students will not verbally, physically, or sexually harass others based on sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability or handicap or physical appearance.
- B. Students will not behave in a disrespectful or defiant manner. This rule will hold double consequences in regard to behavior with substitute teachers.
- C. Students will not engage in violent or harmful physical behavior such as hitting, biting, pushing, shoving, poking, pinching, grabbing, kicking, or spitting.
- D. Students will not use profanity in the school environment.
- E. Students will not willfully damage, deface, destroy, or dismantle school or personal property.
- F. Students will not steal school or personal property.
- G. Students will not endanger others by possession and/or distribution of weapons, or unlawfully engaging in threats to school, students, and/or staff safety.
- H. Students will not possess and/or distribute alcohol, tobacco, or other drugs/controlled substances, or objects that are harmful to themselves or others. Students are prohibited from being under the influence of alcohol or other drugs when engaged in school activities or representing Deerfield schools, or under the jurisdiction of school officials.
- I. Students will not dress or groom in a manner that presents a danger, health safety concerns, or interferes with work or creates classroom disorder. Students will not wear clothing which is racially or ethically offensive to others or displays pictures, writing, or advertising that refers to alcoholic beverages, taverns, tobacco, drugs, nudity, profanity, offensive or sexually suggestive messages.
- J. Students will not be involved in any type of cheating to benefit themselves or others.
- K. Students will not cause disruption and/or intimidation by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations.

Disciplinary Consequences

Students are given logical consequences by their classroom teachers for inappropriate behavior. In addition, teachers are encouraged to notify parents regarding any classroom discipline issues.

Students may be referred to the principal for chronic classroom behaviors or inappropriate behaviors that occur outside of the classroom, i.e. playground, hallway, lunchroom, etc. Logical consequences will be used

for these discipline issues as well. Consequences may include recess/lunch detentions, after-school detentions, in-school and out of school suspensions, and/or possible expulsion.

A progressive discipline plan with input from not only the principal but also the parent and student will be put in place on an individual basis for chronic inappropriate behavior. It is our goal for students to understand why their actions are inappropriate and determine steps they can take to stop these behaviors.

Classroom Code of Conduct

The 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 duty to make its schools as free as possible of the dangers of violence, weapons, drugs, harassment 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 is 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/or 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 student from the teacher's class if the student 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, suspension or expulsion, for the conduct for which the student was removed.

Definitions

For the purpose of this Code, "student" means any student enrolled in the District, exchange student, or student visitor to the District's schools.

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, specials 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, substitute teacher, nurse or administrator in the employ of the District.

A “teacher of that 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 agree to the removal of the student.

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

1. WHAT ARE THE GROUNDS FOR DISCIPLINARY REMOVAL FROM 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, where 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 or her best judgment in deciding whether it is appropriate to remove a student temporarily from class.

It is expected that administrators 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 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 and high school students, the standards for removal may well differ from one school, grade or class, to the next.

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 building administrator may, exercising his or her discretion, overrule the teacher’s decision to remove the student, and return the student to class.

A student may be removed from class for conduct or behavior which **(a) violates the District’s policies regarding suspension and expulsion; (b) violates the behavioral standards set forth in the Student Conduct Policy/Handbook; (c) is disruptive, dangerous or unruly; (d) otherwise interferes with the ability of the teacher to teach effectively; or (e) is incompatible with effective teaching and learning in the 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 #5610 – School Safety – Suspension and Expulsion. It should be noted that decisions regarding suspension are made by building administrators, and recommendations for expulsion are made by the District’s central administration. Thus, a teacher’s decision to remove a student from class for behavior that violates 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 standards and expectations in Board Policy #5500 and the Student Conduct Policy/Handbook:

The Student Conduct Policy/Handbook contains behavioral expectations for the individual school in the District. These rules and expectations are generally explained and discussed with the students near the beginning of each school year. Such discussion should include an explanation of the 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 Student Conduct Policy/ 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:

Inappropriate physical contact intended or likely to hurt, distract or annoy others, such as hitting, biting, pushing, shoving, poking, pinching, grabbing, kicking, or spitting.

Inappropriate verbal conduct intended or likely to upset, distract or annoy others, such as name calling, racial slurs, sexual slurs, profanity, teasing, baiting or threatening.

Behavior that may constitute sexual, racial, or other harassment.

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.

Throwing any object.

Inciting other students to act inappropriately or to disobey the teacher or school or class rules, including without limitation inciting others to walk out.

Willful damage to the property of school, staff or students.

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 noncompliance 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:

Open defiance of the teacher, manifest in words, gestures or other overt behavior.

Open disrespect of the teacher, manifest in words, gestures, or other overt behavior.

Other behavior likely or intended to sabotage or undermine the instruction, such as any form of cheating.

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 that, though not necessarily violative of the provisions of (a) through (e) [above], is consistent 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, repeatedly

reporting to class without bringing necessary materials to participate in class activities, or other overt or passive refusal or inability to engage in class activities.

1. WHO MAY REMOVE A STUDENT FROM CLASS?

Any student may be temporarily removed from class under this Code by a “teacher” of that class.

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

2. WHAT PROCEDURES MUST BE FOLLOWED IN TEMPORARILY REMOVING A STUDENT FROM CLASS?

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

- a) instruct the student to go to the main office for the period of removal. In such case, the teacher will communicate with the office via telephone or other communication device available.
- b) obtain coverage for the class and escort the student to the main office.
- c) seek assistance from the main office or other available staff. When assistance arrives, the teacher or the other adult should accompany the student to the main office.

When the student arrives at the main office, the building administrator or designee should give the student an opportunity to briefly explain the situation. If the building administrator or designee is not available immediately upon the student’s arrival, the student should be taken to the removal area, and the administrator or designee should 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 account of the situation. As soon as possible and within twenty four (24) hours or one school day of the removal, whichever is longer, the teacher shall submit to the building principal or designee a short and concise written explanation of the basis for the removal. Such information must be submitted on a form provided by the building administrator or designee.

As soon as possible, but in any event within twenty four (24) hours of the removal, the building administrator shall inform the student’s 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 building administrator or designee shall keep written logs or records regarding unsuccessful attempts to contact the parents in accordance with this provision.

3. WHERE SHALL STUDENTS BE SENT PENDING, AND DURING SHORT-TERM REMOVAL FROM CLASS?

Each building administrator shall designate a room or other suitable place where students shall remain during any period of removal from the classroom (the “short-term removal area”). Students who are removed by their teachers must immediately and directly go, or be taken, to the designated removal area. For the duration of the removal, the student shall stay in the short term removal area. In the discretion of the building administrator or designee, the student may instead be sent to another appropriate class, program or educational setting, provided the student is supervised in such alternative setting. The building administrator should also take steps to ensure that the students are supervised while in the short-term removal area. Students may be required to do work of an academic nature, or work may be related to the student’s misconduct (i.e. writing an apology or account of the situation) while in the short-term removal area. In no event should students’ time in the removal area be recreation or other free time.

4. HOW LONG SHALL A SHORT-TERM REMOVAL LAST?

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 short-term removal area for at least the duration of the class or activity from which he or she was removed. Prior to allowing the student to resume his/her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appears to be, ready and able to return to a class without a recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the building administrator or designee shall either retain the student in short-term removal, or, where necessary, appropriate and practicable, shall take steps to have the student sent home.

In a short-term removal situation, it is assumed that the student will return to the class of removal the next day. Reinstatement in the class may be preceded by a conference between the student, teacher, principal and possibly parent and counselor. There may be the need for return to be delayed until an agreed-upon behavioral plan can be established. The student will be allowed to make up any work missed.

5. WHAT ARE THE PROCEDURES FOR 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 or 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 building principal or designee. For the same reasons, long-term removal should not ordinarily be considered on the basis of a single incident. The ultimate decision regarding long-term removal rests with the building 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 building 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, curriculum modification 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 building administrator may, in his/her discretion, consult with the teacher and/or other District staff. In most cases, it is appropriate to inform and consult with the parents of the student, and the student involved, in the request for long-term removal.

Following consideration of the teacher's statement and any other information, the building administrator shall, in 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; or
- 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 building administrator and/or the teacher(s) who made the request for removal. Where possible, such meeting shall take place within three (3) school days of the request for a meeting. At the meeting, the building 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 building 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.

6. TO WHAT EXTENT IS REMOVAL APPLICABLE TO STUDENTS IDENTIFIED AS DISABLED UNDER THE IDEA?

Some different rules and consideration apply for students identified as requiring special education services under the Individual with Disabilities in Education Act (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; and (b) alternative consequences or procedures for addressing behavioral issues. It is highly advisable that all IEP Teams address these issues, and this Code, at least annually, 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.

7. HOW WILL THIS CODE BE COMMUNICATED TO PARENTS AND STUDENTS?

A copy will be provided to parents at the beginning of each year as a separate document and/or as part of the parent/student handbook. In addition, this Code shall be provided to, and discussed with, students of the District early in the school year.

Bullying

The Deerfield School District is committed to creating a safe, caring and respectful learning environment free of bullying for all. This policy seeks to: (1) help individuals of all ages and abilities stay safe, act wisely, and believe in themselves; and (2) help adults respond effectively to students' reports and their own observations. The Deerfield School District is committed to training staff regarding bullying, and educating students about what bullying is and issues surrounding bullying. It is the responsibility of everyone who sees an instance of bullying, or potential bullying, to act to stop it. This responsibility applies to all students, staff and other members of the community. All students will be encouraged to utilize the statement "stop means stop". If your child experiences bullying, talk through the steps to reporting it utilizing the reporting form located on the Deerfield website. It is located under Students & Families>Student Support>Report Harassment/Bullying. Feel free to contact Melinda Kamrath for assistance with this process.

Bullying occurring in the schools is prohibited by law and will not be tolerated by the Deerfield School District. For purposes of this policy, "school" includes schools, school grounds, school buses, school-sponsored social events, trips, sports events, or similar school-sponsored events and functions, and travel to and from school and/or school-sponsored events.

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet – also known as cyberbullying).

The Deerfield School District takes allegations of bullying seriously and will respond promptly to complaints and allegations of bullying. While students are encouraged and expected to report an incident of bullying to any staff member at his or her school, preferably within 24 hours, for proper investigation, **students are always encouraged to report an incident at any time.** A form to report an incident of bullying can be obtained from office staff.

While it is the intent of the school district to prevent bullying, take actions to stop bullying, and protect reporters of bullying, the school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel.

The school district may take into account but not be limited to the following factors: the developmental and maturity levels of the students involved; the circumstances; the severity of the behavior; and past incidences or continuing patterns of behavior.

Where it is determined that inappropriate conduct has occurred, the Deerfield School District will act promptly to eliminate the conduct and will impose corrective action as necessary, which may range from requiring the offender to work with school personnel to correct the behavior, a recommendation for the provision of school counseling, and/or disciplinary action where appropriate, up to and including suspension, expulsion and/or court involvement.

Consequences for employees who permit, condone, tolerate or engage in bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in acts of bullying may include, but not be limited to, exclusion from school district property and events. Third party witnesses are strongly encouraged to report observed incidents of bullying to Administration. Efforts will be made, when requested, to maintain the confidentiality of a witness's identity unless the witness is requested to testify in a hearing.

Retaliation against any individual who complains of bullying or anyone who participates in a bullying investigation is strictly forbidden by the District, and anyone who practices such retaliation will be subject to immediate discipline, up to and including discharge or expulsion.

Consent by the person being bullied does not lessen the prohibitions contained in this policy.

This policy applies not only to persons who directly engage in an act of bullying but also to persons who, by their indirect behavior, condone or support another person's act of bullying. This policy also applies to any person whose conduct constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of students or employees.

Locker Searches

School lockers are the property of the Deerfield Community School District. At no time does the District relinquish its exclusive control of lockers provided for the convenience of students. Periodic general inspections of lockers may be conducted by the superintendent, principal, a police officer working with

school authorities, or other school personnel designated by a school administrator, for any reason at any time, without notice, without student consent, and without a search warrant.

Electronic Devices

We highly recommend that personal electronic devices are left at home. However, any personal electronic devices (cell phones, personal gaming devices, etc) that are brought to school must be turned off and in the student's backpack during the school day, including recess and lunch. There may be classroom activities where the use of technology or gaming devices is allowed, but this happens very infrequently. The Deerfield Community School District will not be held responsible for any lost or stolen electronic devices.

Locker Room Privacy

The District shall take the following reasonable measures to protect the privacy of individuals using school locker rooms:

Under no circumstances can a person use a camera, video recorder, cell phone or other recording device to capture, record or transfer a representation of a nude or partially nude person in the locker room. Any other use of a camera, video recorder or other recording device in the locker room requires the prior permission of the building principal or designated locker room supervisor and the person being photographed, videotaped or recorded.

Anyone who violates this policy shall be subject to school disciplinary action and/or penalties under state law.

Hazing

The Board of Education prohibits hazing or the threat of hazing activities by a student or a group of students against other student personnel.

The Board of Education considers hazing as, among other things, any willful act done by a student, whether individual or in concert with others, to another student which subjects such student to humiliation, intimidation, physical abuse or threats of abuse, social or other ostracism, shame, disgrace or endangers the physical health or safety of such student.

Any student who violates this policy will, by such action, immediately be subject to discipline, including possible expulsion, and local police authorities may be notified.

Sexual Harassment

The students of Deerfield Community School District have the right and can expect to attend school in an environment free of sexual harassment. Sexual harassment is defined as any deliberate, unwelcome verbal, written or physical conduct of a sexual nature.

This can entail sexually explicit derogatory statements or sexually discriminating remarks that are offensive or objectionable to the individual or which cause the individual discomfort or which interfere with the individual's academic performance. This may include, but is not limited to, any blatant overtures such as: leering, pinching, patting, displays of graphic or written sexual material, or pressure for sexual activity. This may also include, but is not limited to, subtle, repeated verbal or physical action of a sexual nature such as: comments, innuendoes, gestures, or actions. Besides anxiety caused by sexual demands on the individual, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, the possibilities of harassment escalation, unsatisfactory academic evaluations, difference in academic treatment, sarcasm, or unwelcome comments to or by peers.

The Board has adopted a grievance process that provides for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process is included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at: deerfield.k12.wi.us. The grievance process specifically addresses how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond. For more information or to file a complaint, contact our Title IX coordinators, Karen Frey, freyk@deerfield.k12.wi.us, or Kyle Hornickel, hornickelk@deerfield.k12.i.us, at 608-764-5431, Deerfield Community Schools, 300 Simonson Boulevard, Deerfield, WI 53531.

It is a violation of this policy for a Complainant(s), Respondent(s), and/or witness(es) to knowingly making false statements or knowingly submitting false information during the grievance process, including intentionally making a false report of sexual harassment or submitting a false formal complaint. The Board will not tolerate such conduct, which is a violation of the Student Code of Conduct and the Employee Handbook.

Public Displays of Affection

Public displays of affection such as hand-holding, kissing, sitting on another's lap or arms around another's waist are considered inappropriate. Students will be given a warning with subsequent occurrences resulting in parental contact.

Student Dress

Student dress helps set the tone of the school and has an influence on the school environment and student behavior. The purpose of the dress code is to permit students to wear comfortable clothing and allow students to express identity through clothing of their choosing without the fear of judgement or punishment. Our goal is to be fair and equitable regardless of student body type or size, income, religion, ethnicity, race, sex, gender identification, gender expression, sexual orientation, culture, and self-identification.

- Shirts should have a front, back, sides under the arms, straps (visible waistbands and shoulder strap undergarments worn under clothing are permissible)
- The bottom of the shirt must be able to meet the top of the pants or equivalent
- Pants or the equivalent should cover the entirety of the student's backside
- Pants or the equivalent with a waistband must be worn at or above the hips
- Appropriate shoes should be worn for all activities
- Hats, bandanas, or other head coverings are not allowed during the school day without prior approval

Student dress must not disrupt the educational process, interfere with positive teaching/learning climate, or compromise reasonable standards of safety and decency within the school setting. All dress code conflicts will be handled with discretion.