



Keeping You Informed

September

23-Papa Murphy's Dough Raiser Night,
4:00-7:00 PM

25-No P4J, Planning Day

Important October Dates

12-Columbus Day

PTA Virtual Meeting, 4:00 PM

14-Papa Murphy's Dough Raising Night,
4:00-7:00 PM

16-No P4J, Planning Day

21-Conferences, 4:00-7:00 PM

22-No School, Conferences 8:00-7:00 PM

23-No School

31-Happy Halloween

Looking Ahead to November

1-Fall back, set clocks back one hour

6-No P4J, Planning Day

11-Veteran's Day

19-End of 1st Trimester

20-No School, Teacher PD Day

25-No School

26-No School, Happy Thanksgiving

27-No School, Thanksgiving Break

Stay connected on our School calendar -

[LINK](#)

- Meet Our New Staff
- Adams School Title 1 Program Notice
- Moving Information
- School District of Janesville Bullying Policy

Adams Office Hours: 7:30-4:00 PM

Adams Main Office: 743-6300

Adams Attendance Line: 743-6330

Welcome to the 2020-21 School Year!

Hello Adams Families!

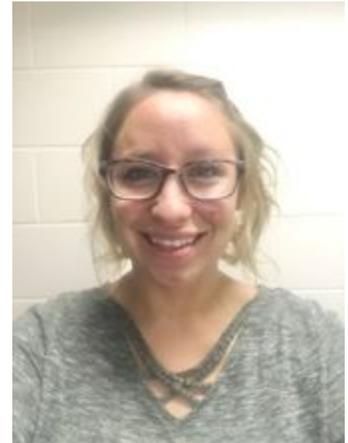
Thank you for all of your support to start our year. We understand that our school year looks differently, but we couldn't have done it without you! In this edition of the newsletter, we would like to introduce you to our new staff at Adams. Thank you for being a part of our team as we continue to support our students to grow and learn!

Meet Our New Staff

McKenna Hemker, School Psychologist

My name is McKenna Hemker and I am the new school psychologist at Adams Elementary. I am so excited to join the Adams family and look forward to meeting you all this year! I may be a familiar face to some since I started at Adams last February. This year, I will be splitting my time between Adams and Marshall. I wanted to share a little bit about myself to help you all get to know me better.

I live in Watertown, Wisconsin with my boyfriend and 5 cats. I enjoy spending time with my family, gardening, and being outdoors. I currently attend Alverno College, where I am in my final internship year of the new School Psychology Educational Specialist Program. Prior to attending Alverno, I taught 1st grade for 6 years. I have a passion for learning and mental health advocacy. I strive to be an advocate for the learning and well-being of all students.



Tarah Thompson, School Social Worker

Hello! My name is Tarah Thompson, and I am the new School Social Worker at Adams Elementary School. This is my 11th year working as a School Social Worker in the School District of Janesville. My role as a School Social Worker is to provide support to students and their families by helping to connect them with resources, both in the school and in the community, to ensure that all students have what they need to be successful in school. This may include helping with attendance issues, accessing materials and supplies needed at school and home, and advocating for family needs to other community agencies. I also work closely with the other student service team members; the School Counselor and School Psychologist, to provide social and emotional learning and support to students. Please feel free to contact me if

you have any questions or concerns that I may be able to help with (608-743-7278). I look forward to working with, and getting to know, our students and families at Adams!

Laura Suiter, Title 1 Reading Specialist Teacher

Hello! My name Laura Suiter and I am the new Title One teacher at Adams. This is my 24th year of teaching so I have had many experiences teaching students in many academic areas. The best part of my job is seeing children smile and grow in their learning and social skills. When I am not teaching, I enjoy spending time with my husband and four children, reading, crafting, and being outdoors. I'm so happy to be an Adams Eagle and I look forward to a safe and successful school year!



Brenda Vogel, Early Childhood Teacher



My name is Brenda Vogel, and I am the Early Childhood Teacher here at Adams/Kennedy Elementary. I grew up in Jefferson and have lived there my entire life. I graduated from UW-Whitewater with my Bachelor's degree in Education and my Master's degree in Early Childhood Special Education. I have taught a variety of children between the ages of 3 and 5 over the past 20 years in several different locations.

My family also keeps me busy. My son, Adam, graduated from UW-Whitewater, while my daughter, Allison, graduated from UW-Madison. She currently teaches third grade at John Muir Elementary School in Madison. My youngest son, Alex, also graduated from UW-Whitewater and works from home as an electrical design engineer. My husband, Roger, is a retired electrician. In my free time, I enjoy doing such things as reading, listening to rock music, binge-watching my favorite TV shows, crocheting, and relaxing with family and friends.

I am excited to be here at Adams and look forward to the next chapter in my life!



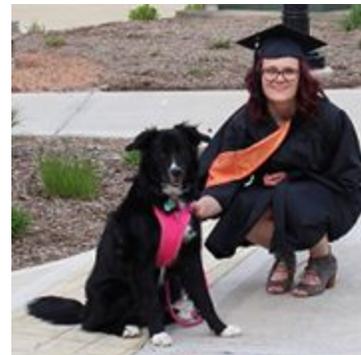
Rebecca Riley, Music Teacher

I am a native Stevens Point, Wisconsin, and started studying Suzuki cello when I was 5. I was originally a music performance major but decided to add an education degree after realizing how lucky I have been to have such rich musical experiences and I have dedicated my teaching career to providing those experiences for others. This is my 15th year teaching music.

I live in Janesville with my husband, Evan, and my two daughters, Keira and Zoe. We have a very lazy pit bull named Baby. When I'm not working, I enjoy reading, gardening, and being outdoors.

Alyssa Peterson, Special Education Teacher

Hi! I am Alyssa Peterson. I graduated from Carroll University in May and I am very excited to be working as a special education teacher here at Adams! I am from Janesville, and I actually went to Adams myself. When I am not at work, I enjoy spending time with my family and friends. I have a Border Collie and Bernese Mountain Dog mix (a Bordernese) named Lula. She is only 1 and super energetic! I also love to travel and explore new places and cultures.



Olivia Martin, Special Education Teacher

Hi! My name is Olivia Martin, and I am a new special education teacher here at Adams! I have been working in education for 4 years now and have enjoyed working with all of my students and building relationships with them! I graduated from University of Wisconsin-Whitewater this past spring with a dual license in early childhood and special education. My boyfriend and I have a dog at home that we love to take on walks and play outside with! During the summer I enjoy going out on the boat with my family and friends. I also enjoy water skiing in the summer and used to be on the Rock Aqua Jays! I can't wait to get to know all of the students and staff here at Adams!

Schye Skinner, Occupational Therapist

Hello! My name is Schye Skinner, I am the new Occupational Therapist at Adams. I grew up in Rhinelander, Wisconsin and I am a Northwoods girl at heart! I love creating art whether I'm painting, drawing, or crafting, especially if it's for my family or friends! I also enjoy playing the Ukulele and cooking great food. I graduated this past December from Concordia University Wisconsin and moved to Madison, Wisconsin. I have always had a passion for working with children and I am extremely excited to be working with the School District of Janesville. I can't wait to get to know my students and to help them grow and foster their independence.



Adams Schoolwide Title I Program Notice

As a school with a low-income rate of 64.98%, Adams School receives federal Title I funds to support the learning of all students through a Schoolwide Title I Program. Schoolwide programs serve all children in a school. All staff, resources, and classes are part of the overall schoolwide program. The purpose is to ensure all students, including those most in need, are positioned to meet the state's challenging academic standards. Schoolwide Title I schools annually complete a needs assessment to identify the school's strengths and areas for improvement in student achievement, develop strategies and action steps to address how the goals identified will be achieved, and evaluates and updates the plan as needed.

Schoolwide Title I schools are required to engage parents and families in the Title I planning and evaluation process as well as provide opportunities for parents and families to engage in supporting their child's education. Parents of children enrolled in Title I schools have the right to

- Timely information about services provided;
- Access to a description of the curriculum, the forms of assessment used to measure student progress, and the achievement levels of challenging state standards;
- Opportunities or meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children upon their request;
- Response to their suggestions in a timely manner.

Copies of the Schoolwide Title I Plan and the Title I Parent and Family Engagement Policy are available upon request. Please contact the school secretary at 608-743-6300 or jspafford@janesville.k12.wi.us to request a copy.

Aviso del Programa de Título I en la Escuela

Como una escuela con un índice de bajos ingresos del 64.98%, la escuela Adams Elementary recibe fondos federales de Título I para apoyar el aprendizaje de todos los estudiantes a través de un Programa de Título I en toda la escuela. Los programas en toda la escuela sirven a todos los niños de una escuela. Todo el personal, los recursos y las clases son parte del programa general de la escuela. El objetivo es garantizar que todos los estudiantes, incluidos los más necesitados, estén en condiciones de cumplir con los estándares académicos desafiantes del estado. Las escuelas de Título I completan anualmente una evaluación de necesidades para identificar las fortalezas y áreas para mejorar el rendimiento estudiantil en la escuela, desarrollar estrategias y pasos a seguir para abordar cómo se alcanzarán las metas identificadas, y evaluar y actualizar el plan según sea necesario.

Las escuelas de Título I deben involucrar a los padres y las familias en el proceso de planificación y evaluación del Título I, así como proveer oportunidades para que los padres y las familias participen apoyando la educación de sus hijos. Los padres de niños inscritos en las escuelas de Título I tienen derecho a:

- Información oportuna sobre los servicios prestados;
- Acceso a una descripción del plan de estudios, las formas de evaluación utilizadas para medir el progreso del estudiante y los niveles de adquisición de los estándares estatales desafiantes;
- Oportunidades o reuniones para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos, cuando lo soliciten;
- Respuesta a sus sugerencias de manera oportuna.

Están disponibles a solicitud, copias del Plan de Título I de la Escuela y copias de la Política de Participación de Padres y Familias del Título I. Por favor comuníquese con la secretaria de la escuela al 608-743-6300 o a jspafford@janesville.k12.wi.us para solicitar una copia.

Moving?



If you will be moving from your current home address please contact Adams School office at 743-6300 as soon as possible to determine what paperwork you will need to fill out for your child to continue attending his/her current school. Please note: if you are moving to an address outside the School District of Janesville in most cases your child is eligible to continue attending the School District of Janesville as long as you complete the appropriate paperwork within the required timeline.

If you have any questions about school placement for a particular address please contact Open Enrollment Specialist Deen Hartley at 743-5152. The New Student Enrollment Office is open year round.

If you are the parent of an elementary student and will be moving over the summer months when the elementary schools are closed, please contact Open Enrollment Specialist Deen Hartley at 743-5152 or the New Student Enrollment Office at 743-5072 or 743-5153 to complete the appropriate paperwork.

School District of Janesville Bullying Policy

Board Policy 5030

STUDENTS

BULLYING PREVENTION

The School District of Janesville Board of Education strives to provide an educational environment where every student feels safe, respected and welcomed. The Board also strives to provide an educational environment where every staff member can serve students in an atmosphere that is free from significant disruptions and obstacles that impede learning and performance. Bullying can have harmful social, physical, psychological and/or academic effects for those who engage in these behaviors, victims of such behaviors, and bystanders who observe acts of bullying. The District prohibits any form of bullying behavior by students towards other students, school employees, volunteers, or any other person(s).

Bullying includes aggressive or hostile behavior that is intentional and involves an imbalance of power between the bully and the bullied. Bullying is a form of victimization and is not necessarily a result of or part of an on-going conflict. Bullying is defined as any conscious, willful, or deliberate acts, or attempted acts, through the use of words, images, gestures or other physical actions, including electronically transmitted acts, that

are intended to cause physical injury, emotional distress or property damage. Bullying includes, but is not limited to, behaviors motivated by an actual or perceived distinguishing characteristic or factor including sex, race, national origin, ancestry, religion, color, creed, pregnancy, marital or parental status, sexual orientation, gender identity, or physical, mental, emotional or learning disability. Bullying may also be motivated by any other distinguishing factor such as gender identity, physical appearance, or social, economic or family status.

Examples of acts of bullying include physical intimidation, force or assault, humiliation, sexual or racist remarks, extortion, verbal or written threats, taunting, put downs, name calling, threatening or menacing looks or gestures, spreading cruel rumors, and social exclusion. This includes acts of cyber-bullying that involve sending or posting inappropriate, insulting or threatening messages or images through electronic communication systems such as the Internet, e-mail, cell phones or other personal devices.

Bullying is prohibited on District grounds, at District-related activities, or on transportation to and from school or District-sponsored activities. Harassing bullying behavior is prohibited in all educational environments, regardless of whether the facility or location is owned, leased, or otherwise used or provided by the District.

Acts of bullying that originate off school premises and outside of the school's control may be subject to the provisions of this policy and related procedures if the conduct is determined to be substantially disruptive to the educational process and the day-to-day operations of a school. This includes, but is not limited to, threats made outside of school hours that communicate intent to be carried out during any school-related or school-sponsored program or activity, or on any vehicles used for transportation to and from school and school-sponsored activities.

All complaints about bullying shall be promptly investigated. The District shall respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as practicable and in a manner consistent with the Board's legal obligations to investigate, take appropriate action, and conform to discovery or disclosure requirements. Disclosure of information related to the complaint shall be made only to those with a legitimate need to know. All records generated as a result of the complaint and appeal processes shall be maintained as confidential to the extent permitted by law.

If the investigations finds bullying has occurred, school officials shall take prompt and necessary action up to and including behavioral interventions and support, disciplinary action, and/or referral to law enforcement officials or social services. Consequences shall be unique to the nature of the behavior, the developmental level of the student, and

the history of problem behaviors. Remedial measures shall be designed to correct the problem behavior, prevent other occurrences, and protect the victim.

The District shall also take appropriate action against any student or District employee who retaliates against any person who makes a good-faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation or hearing related to such behavior.

Employees found to have facilitated or participated in bullying behavior against students or to have been aware that bullying was taking place and failed to report the behavior are considered to be in violation of the prohibition expressed by this policy and may be subject to disciplinary action.

This policy shall be distributed annually to all students enrolled in the School District, parents/guardians, and all District employees. It shall also be distributed to organizations in the community having cooperative agreements with the schools. The District shall provide a copy of the policy to any person upon request.

Records shall be maintained on the number and types of reports made, and sanctions imposed for violations of this policy in accordance with established procedures.

REF:

State Statute 111.31

State Statute 115.28(31)

State Statute 118.01(2)(d)8

State Statute 118.02(9t)

State Statute 118.13

State Statute 118.155

State Statute 118.195

State Statute 118.20

State Statute 120.13(1)

State Administrative Code PI 9

State Administrative Code PI 41
State Criminal Statutes 947.0125
State Criminal Statutes 947.013
State Criminal Statutes 948.51(2)
Title IX, Education Amendments of 1972
Title VI, Civil Rights Act of 1964
Section 504 of the Rehabilitation Act of 1973
Civil Rights Act of 1991
Individuals with Disabilities Education Act

CROSS REF:

Board Policy 5020, Student Nondiscrimination
Administrative Regulation 5020.1, Public Notification of Student Nondiscrimination Policy
Administrative Regulation 5020.2, Student Discrimination Complaint Procedure
Administrative Regulation 5020.3, Student Discrimination Incident Report
Board Policy 5021, Sexual Harassment
Administrative Regulation 5021.1, Complaint Procedures Relative to Sexual Harassment
Administrative Regulation 6724.1, Guidelines/Use of Technology by Students and Staff
Administrative Regulation 6724.2, Student Internet Access and Safe Use

Board of Education

Janesville, Wisconsin

2009; 2011, August 2014

Administrative Regulation 5030.1

STUDENTS

BULLYING COMPLAINT PROCEDURES

It is the responsibility of all students, school staff members, parents/guardians and other concerned individuals who observe or become aware of acts of bullying to report such acts to an administrator or other school staff member.

Complaints that involve bullying related to one or more of the characteristics or factors protected by state and federal nondiscrimination laws shall be processed in accordance with established "Student Discrimination Complaint Procedures." All other complaints of bullying shall be processed in accordance with the following procedures:

Step One

Any claims of bullying shall be presented to the principal or designee. Students may also report their concerns to teachers or counselors who will be responsible for notifying the appropriate administrator. Complaints against the principal shall be filed with the District Administrator. Complaints against the District Administrator shall be filed with the Board president. Information may be initially presented anonymously. All such information shall be reported in writing and shall include the specific nature of the offense and corresponding dates using the applicable district incident report form.

Step Two

The school official receiving the complaint shall conduct a prompt investigation to verify the facts to determine the validity and seriousness of the incident. Parents/guardians shall be notified of the nature of any complaint involving their student. The school official shall arrange necessary interviews with all concerned parties. The school official conducting the investigation shall notify the complainant and parents/guardians, as appropriate, in writing when the investigation is concluded.

All findings related to the complaint shall be reported in writing to the Director of Student Services. When it is determined that a student participated in bullying behavior, the report to the Director of Student Services shall include notification of the consequences and/or interventions to be imposed including, but not limited to warnings, exclusion from certain areas of the school, detentions, behavioral interventions, suspension, expulsion, and referral to law enforcement officials and/or social services.

Step Three

If the complainant is dissatisfied with the decision of the principal, or other school official conducting the initial investigation, he/she may appeal the decision by giving written notice to the District Administrator or next highest level of authority within five (5) days after the receipt of the written decision. The District Administrator or other school official shall schedule and hold a meeting with the involved parties within fifteen (15) days. The District Administrator or other school official shall, within five (5) days after the meeting, deliver a written response to the complainant and to the accused. The decision at this step shall be final.

Consequences for Retaliation Violations

Any student or District employee who retaliates against any person who makes a good-faith report of alleged bullying, or against any person who testifies, assists, or participates in an investigation or hearing related to such behavior, shall be subject to disciplinary actions and/or referral to law enforcement for criminal prosecution.

Interventions for Students Involved in Bullying

The District will make available evidence-based resources and comprehensive research-based programs to address bullying. Program support may include coaching, training, reporting templates, surveys and evaluation tools, staff training, student skill training, restorative justice, and program-implementation support.

Students Who Have Been Bullied Will Be Supported By:

1. Being offered an opportunity to discuss the experience with a guidance counselor/student services specialist/social worker or other staff member of their choice.
2. Offered ongoing support with the goal of restoring self-esteem and self-confidence.

Students Who Have Bullied Will Be Helped By:

1. Being offered an opportunity to discuss the experience with a guidance counselor/student services specialist/social worker or other staff member of their choice.
2. Identifying the bullying behavior and the need to change the behavior.
3. Developing a plan to make amends for the incident.

4. Informing parents/guardians to help change the attitude and behavior of the student.

Maintenance of Complaint Records

The maintenance of complaint records is recommended for the purpose of documenting compliance. Records shall be kept for each complaint filed and, at a minimum, include the following:

1. Name and address of the complainant and his/her title or status,
2. Date the complaint was filed,
3. Specific allegation made and any corrective action requested by the complainant,
4. Name and address of the respondents,
5. Levels of processing followed, and the resolution, date and decision-making authority at each level,
6. Summary of facts and evidence presented by each party involved, and
7. Determination of the facts, statement of the final resolution, and the nature and date(s) of any corrective or remedial action taken.

Definitions:

General Definition Bullying:

Bullying is defined as any conscious, willful, or deliberate acts, or attempted acts, through the use of words, images, gestures or other physical actions, including electronically transmitted acts, that are intended to cause physical injury, emotional distress, property damage, or impact the learning environment. Bullying is sometimes distinguished from harassment when the behavior involves repeated incidents and involves an imbalance of power.

Discriminatory Bullying:

This occurs when acts of bullying are related to, or motivated by an actual or perceived distinguishing characteristic or factor that includes sex, race, religion, national origin, ancestry, creed, color, pregnancy, marital or parental status, sexual orientation, gender identity or physical, mental, emotional or learning disability or handicap. Such incidents shall be handled in accordance with the district's student nondiscrimination policies and procedures.

Types of Bullying:

Physical: Physical bullying involves harmful actions against a person's body. Examples include, but are not limited to: shoving, striking, kicking, tripping, choking, pinching, poking, spitting, biting, hair-pulling, hazing, excessive tickling, and inappropriate touching. This also involves interfering with another person's property and stealing.

Verbal: Verbal bullying involves speaking to a person or about a person in a way that is derogatory, unkind or hurtful. Examples include but are not limited to: teasing, name-calling, insulting or inappropriate remarks, threatening, spreading rumors, and making discriminatory remarks or false accusations.

Non-verbal/Emotional: Non-verbal bullying refers to behaviors that upset, exclude, or embarrass others. Examples include, but are not limited to: intentionally leaving a person out of a game or activity, extortion, manipulating friends, ostracizing, pressuring peers, making rude gestures such as poking out tongue or staring, writing hate notes about a person that will be upsetting to that person.

Cyberbullying: Cyberbullying is the use of any electronic communication device to convey a message in any form (text, image, audio, video, e-mail, cell phones, pager service or website postings) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile and unwanted manner under a person's true or false identify. In addition, any communication of this form that disrupts or prevents a safe and positive educational or working environment may also be considered cyberbullying.

Bullying by Proxy: Bullying by proxy occurs when someone engages in such behavior through another person or on behalf of another person.

Hazing: Hazing includes bullying behavior directed against another student or students for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization, class, club or team sponsored or supported by a school or the school district regardless of students' willingness to participate. Prohibited acts may include, but are not limited to, any brutality of a physical nature, such as whipping, beating, branding, forced consumption of any food, liquor, drug or other substance, forced confinement or any other forced activity which endangers the physical health or safety of the student.

Board of Education

Janesville, Wisconsin

2009; 2011, 2012, 2013, August 2014