

Conrad Elvehjem Primary School



2018-2019 Family Handbook

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Spartan Star Behavior Matrix

Expectations	Classroom	Hallway	Lunchroom	Playground	Bathroom	Bus	Lines
Be Safe	<ul style="list-style-type: none"> *4 on the floor *Follow ball chair rules *Walking Feet *Use supplies correctly 	<ul style="list-style-type: none"> *Walking Feet *Stay on the right *Bubble space *Eyes forward *Hands/feet quiet 	<ul style="list-style-type: none"> *Bubble space *Eat your own food *Walking Feet 	<ul style="list-style-type: none"> *Bubble space *Up steps, down slide *Proper clothing *Use equipment correctly 	<ul style="list-style-type: none"> *Control body *Wash hands w/ 2 squirts of soap and water *Report problems 	<ul style="list-style-type: none"> *Stay seated and face forward *Keep aisle clear *Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> *Walking Feet *Bubble space *Eyes forward *Stay in line order
Be Kind	<ul style="list-style-type: none"> *Work Together *Share *Voice Level 0-3 	<ul style="list-style-type: none"> *Voice Level 0-1 *Assist friends in need 	<ul style="list-style-type: none"> *Say please and thank you *Chew with mouth closed *Voice Level 0-3 *Assist friends if asked *Include others 	<ul style="list-style-type: none"> *Play by the rules Voice Level 0-4 	<ul style="list-style-type: none"> *Voice Level 0-1 *Honor privacy 	<ul style="list-style-type: none"> *Use nice words *Voice Level 0-3 	<ul style="list-style-type: none"> *Voice Level 0-1
Be Responsible	<ul style="list-style-type: none"> *Be prepared *Keep your area clean *Put materials away *Give me 5 *Follow Class Rules 	<ul style="list-style-type: none"> *Keep coat area neat 	<ul style="list-style-type: none"> *Stay seated *Wait to be dismissed *Raise hand for help 	<ul style="list-style-type: none"> *Take care of equipment *Put equipment away *Line up when bell rings 	<ul style="list-style-type: none"> *Use toilet paper *Use 1-2 paper towels *Unlock door *Return to class quickly *Use toilet and urinal correctly *Flush Toilet 	<ul style="list-style-type: none"> *Listen to and respect driver *Take care of belongings *Keep food/drink in backpack 	<ul style="list-style-type: none"> *Listen to adults *Give me 5 *Line up at signal in correct location/spot

FOREWORD

Our handbook serves as a quick reference for the policies, protocol, and procedures that have been established to keep Conrad Elvehjem Primary School a safe, efficient and fun place to learn. All students and families are expected to review and understand the expectations and guidelines set forth in this document. This handbook was created using the most current board policy as of the publication date of May 2018. From time to time during the school year, changes may be made to the contents of this handbook. You will be notified of any such changes. All changes have the force of the directives in this Parent/Student Handbook. Throughout this document references are made to McFarland School Board policies. To view a Board policy in entirety, go the School District of McFarland's webpage found at: <http://www.mcfarland.k12.wi.us> and link directly to <http://www.neola.com/mcfarland-wi/>

Superintendent of Schools

Dr. Andrew Briddell

Conrad Elvehjem Primary School

Main Office - 838-3146

Dr. Kelley Novak, Principal - 838-4602

Greg Nelson, Associate Principal - 838-4500, ext. 4930

District website: www.mcfarland.k12.wi.us

MCFARLAND SCHOOL DISTRICT

Mission Statement

The School District of McFarland will graduate learners who achieve the knowledge and skills necessary to make a positive contribution to a changing world. This mission will be accomplished by:

1. setting high expectations for students, staff and community;
2. expecting and supporting consistent, high student achievement;
3. ensuring accountability through documenting and analyzing all that we do;
4. providing an environment of challenges, support, and respect; and
5. sharing a commitment to our mission among students, staff and community.

MCFARLAND SCHOOL DISTRICT

Notice of Nondiscrimination Policy

The McFarland School District does not discriminate on the basis of color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, including transgender status, change of sex, or gender identity, English Language Proficiency, age (except as authorized by law), military status, or physical, mental, emotional, or learning disability in any of its student program and activities. The Board also does not discriminate on the basis of Protected Classes in its employment policies and practices as they relate to students, and does not tolerate harassment of any kind. Equal educational opportunities shall be available to all students, without regard to their membership in the Protected Classes, race, color, national origin, sex, disability, age (unless age is a factor necessary to the normal operation or the achievement of any legitimate objective of the program/activity), place of residence within the boundaries of the District, or social or emotional background, to learn through the curriculum offered in this District.

Because this statement drives all of our work as an educational institution, we are committed to ensuring that all of our students:

1. feel welcomed by our school community;
2. feel safe in our school community;
3. see both their own and others' perspectives, beliefs, and cultures fairly and accurately represented to the greatest extent possible in what we teach and how we teach it and,
4. experience a healthy and respectful learning environment at all times.

We welcome parents who wish to review materials used in any part of the educational curriculum for their students.

Inquiries related to the Federal and State laws and regulations, including Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age of Discrimination Act of 1975 should be directed to the District's Nondiscrimination Officer at 608-838-4514 or 5101 Farwell Street, McFarland, WI 53558.

A Letter from Your Principals

Dear Families:

Whether your child is joining our learning community for the first time, or you have a returning student, we'd like to welcome you to the School District of McFarland and Conrad Elvehjem Primary School - Home of the Spartan Stars! As your principals, we are thrilled that you're here and we look forward to partnering with you throughout these exciting first few years of your child's schooling. Aside from the delight and anticipation that often comes with a new school year, this year will surely be even more exhilarating with the grand opening of our new campus facility, including a brand new gym, library, classroom and office spaces, along with a newly renovated kindergarten wing, STEAM classroom, and a fabulous new playground! We can't wait for our doors to open this September so we can invite you to see your brand new K-2 elementary school!

The staff and faculty at Conrad Elvehjem Primary School are keenly aware of the the vital role we play in starting your child's schooling off right. Recognizing that children enter school with different backgrounds and early learning experiences, each one arriving with a unique set of skills and interests, we strive to meet the diverse learning needs of all students. Through differentiated learning practices designed to meet students academic, social, emotional, physical, and developmentally appropriate needs, our goal is to support, motivate, and propel our students to grow as learners, innovators, and global citizens. The future is bright for our Spartan Stars and we are honored to play an important role as teachers, learners, mentors, advocates, and friends on their journey to academic and social success!

A successful school experience is not possible without strong, collaborative partnerships between home and school. As your child's first teachers, we value the role you play in their education. Parent involvement in our school is vital to our success and we hope you will consider participating in your child's school life to whatever extent you can. Whether it's volunteering in the classroom, cutting out things for a teacher from the comfort of your home, sending in supplies for a special project, or reading and/or listening to your child or another student read, your time and talent is a welcome gift.

It is our hope that you and your child are as excited as we are about working, learning, and growing together. Thank you for taking the time to review our handbook and become informed about our school policies and expectations. Our work requires many hands and hearts and we hope you'll engage in partnership with us as we strive to positively impact the lives of McFarland's youngest learners.

Kind regards,

Kelley Novak, Ed.D
Principal

Greg Nelson
Associate Principal

Belief Statements

Our promises to our students and their families.

We promise...

- To love your child
- To embrace differences and accept individuality
- To provide joyful learning experiences
- To care for and teach the whole child
- To advocate for the individual needs of each child
- To be partners in your child's journey with you and the community
- To collaborate with each other to help every child learn & grow
- To promote a lifelong love of learning to let their curiosity take flight
- To create a positive environment where children feel "safe" to learn, explore, discover, be creative

Accelerated Learning

The School District of McFarland is committed to setting high expectations and supporting high achievement for all its students. The district supports its gifted and talented students through specific services both within and outside the district, and through the commitment of staff and fiscal resources. Each school has a part time Accelerated Learning Resource Teacher available to support students and staff. The CEPS Resource Teacher, Carol Greig, may be reached at 838-4500 ext. 4926 or via email at greigc@mcfisd.org. The School District of McFarland has an acceleration policy that allows parents/guardians and students to have the opportunity to reflect on the educational placement that is most appropriate for the student. For further information please see Board Policy 5410 or access the district website and select "gifted and talented" from the parent tab.

Animals

As per board policy, live animals as part of the curriculum or for educational enrichment programs are permitted providing the district procedures are followed. The animal caretaker must receive prior permission from the classroom teacher and building administrator before the animal is brought to school. Please refer to District Policies 8390, 8405, and 9160 for specifics on Animals in Classrooms.

Arrival at School

Beginning this year, school hours will be 7:45 AM - 2:42 PM. Student supervision begins at 7:25 AM with the arrival of our first buses. Upon arrival, students eating breakfast will go to the cafeteria; other students will be directed to an alternate location for supervision until the first bell rings at 7:45 AM to mark the beginning of the school day. If your child will be tardy or absent for any reason, call the school office prior to 8:15 AM to share the following:

- Child's name
- Homeroom teacher's name
- How long the child will be gone
- Reason why the child is gone

Please call CEPS at 838-3146. At 8:30 AM, the school will start calling family members who fail to call in to confirm where your child is and why they are not at school.

The Village of McFarland provides adult crossing guards on school days to ensure the safety of school children at busy intersections. Crossing guards provide safe crossing at the following intersections before and after school between the hours of 7:30-8:00 & 2:30-3:00.

1. Intersection of Bashford-Creamery –Milwaukee-Johnson
2. Johnson at Sure
3. Sure at Exchange
4. Intersection of Exchange-Farwell-Bashford-Main

Attendance

Please have your child(ren) in school every possible minute. School attendance is the shared responsibility of students and parents; both state statute and McFarland School District policy require students to attend school regularly. Good school attendance is critical. Being on time so that important directions and announcements are not missed is extremely important. Being absent causes a child to get behind in school, to become frustrated, and can negatively affect his/her self-concept. Please schedule appointments, vacations, visits to relatives, etc. during non-school time. Further, the McFarland School District's Board of Education has adopted the following procedures:

Attendance Rules and Regulations:

Regular school attendance is very important for a child's success in school. Tardiness and absence from school reduces a child's opportunity to learn. A significant number of absences will require a school to initiate procedures outlined by Wisconsin's Habitual Truant and Children at Risk laws.

Attendance Procedure:

In order to protect the welfare of students coming to and leaving school, there is a 'safe arrival' policy that includes the following procedures: If your child is ill or is going to be absent (this includes any vacations) or tardy for any reason, please call: CEPS at 838-3146 before 8:00 a.m. and leave a message in the office. It is not necessary to call the school if your child's absence is pre-planned and the school has already been notified. When you call, please provide the following information:

1. Your child's name,
2. Your teacher's name
3. Your name and your relationship to the student,
4. The number of days your child is expected to be absent,
5. The reason for the absence, and

If we have not heard from you, we will make every effort to contact you to verify your child's absence. Please help us with this by making sure that we have your current home, work, and cell phone numbers on file.

Tardiness:

Students must be in their classrooms at the established starting time for the school day. **The starting time for students is 7:45 AM.** Patterns of tardiness call for intervention by the principal or counselor, including home visits to collaborate with parents on strategies to help their child be at school by 7:45 AM daily.

Absence from School:

If a student attends school for any part of the school day, the amount of time the student is in school will be counted in total number of minutes present on that day.

A student may be excused from school if he/she is not physically or emotionally able to attend school. The following are examples of excusable absences from school:

1. Illness of pupil
2. Serious illness of a member of the immediate family, when the student is definitely needed at home.
3. Death in the immediate family.

ATTENDANCE: EXCUSED ABSENCES

Students may be legally excused from school for the following reasons:

1. Evidence that the student is not in proper physical or mental condition to attend school. Parents/Guardians are always encouraged to provide a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the student. At the direction of school administration, a parent/guardian will be required to provide such information in order for the absence to be excused. Such excuse shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 days.
2. Obtaining religious instruction.
3. Permission of Parent or Guardian: A parent or guardian may excuse a student before the absence for any or no reason. A student may not be excused for more than ten (10) days per school year and must complete any coursework that is missed during the absence. Reasons in this category include, but are not limited to, the following:
 - a. Any professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day. Parents/Guardians are always encouraged to provide obtain a written statement from a physician or licensed practitioner as proof of the appointment. At the direction of school administration, a parent/guardian will be required to provide such information in order for the absence to be excused. Such excuse shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 days. Parents/Guardians are asked to try to make appointments during non-school times whenever possible.
 - b. A death in the immediate family or a funeral for relatives.
 - c. Legal proceedings that require the student's presence.
 - d. Family trips that can only be taken during the normal school term. The intent of this is to provide the opportunity for students to accompany their parents/guardians on a vacation that cannot be scheduled when school is not in session. A student may be excused from school for a vacation for no more than ten (10) days in a school year. Parents/Guardians are required to notify a building administrator about the anticipated absence at least one week before leaving so that the student's attendance record and overall academic performance may be reviewed. While we realize that a vacation may (and often does) have educational value, please keep in mind:
 - It is impossible to make up the classroom presentations that are missed;
 - It is often not possible to provide all class assignments and/or materials in advance of the absence;
 - The student will not have the resource of his or her teachers during the vacation; and missed instruction ultimately may affect the student's grades.
4. Religious holidays.
5. Suspension or Expulsion.
6. A student may be excused from school, as determined by the Principal for the following reasons:
 - a. Quarantine of the student's home by a public health officer.
 - b. An illness of an immediate family member.
 - c. Emergency that requires the student to be absent because of familial responsibilities or other appropriate reasons.

A student may be excused for no more than a total of ten (10) days during a school year. Please be advised that after a student has been absent ten (10) days in a school year, a conference may be requested to discuss measures to ensure that a student can receive credit for their classes and, if necessary, to request that from now on all of your child's subsequent absences be verified by a doctor's excuse, appointment card, or other reasons approved in advance by the Principal or the Associate Principal. For further information please refer to School Board Policy #5200 Attendance: Unexcused Absences/Truancy.

Wisconsin state statute 118.15 states, "Truancy means any absence of part or all of one or more days from school during which the school attendance officer has not been notified of such absence by the parent or guardian of the absent pupil." A habitual truant is a student who is absent from school without an acceptable excuse for all or part of five or more days on which school is held during a school semester.

If a student is truant, parent/guardians will be notified and receive information regarding the date(s) on which the student was truant. A parent meeting may be requested. If efforts to reduce the truancy are not effective and the student is considered a habitual truant, the student will be referred to the McFarland Police Department and a citation may be issued. School attendance consequences will also apply. Students who are truant for all or part of a day may not participate in any extracurricular activities or athletic events that day. For further information please refer to School Board Policy #5200.

Attendance: Make-Up Work When Absent

Parents/guardians may request homework (for absences of two or more days) by calling CEPS at 838-3146 before 8:00 AM.

Tardiness

At the start of the school day: It is imperative that students arrive to school on time. Students who arrive late (i.e., will not be in their homeroom by 7:50 AM) should go directly to the office to receive a pass. Chronic tardiness may result in a truancy notice and ticket (see section on tardiness). These consequences apply regardless of why the child is tardy (e.g., traffic, late start, parent/guardian responsibility).

Behavior

We believe that all students have the right to learn and achieve in a positive and safe environment. In order for this to occur, we teach our young learners developmentally appropriate prosocial behavioral and social-emotional skills. We also hold all students to high expectations and accountability for their behavior. This occurs through both Positive Behavioral Interventions and Supports (PBIS), and the documentation, communication, and follow-up for behavior incidents.

The McFarland School District schools use PBIS, which is a research-based program and endorsed by the Wisconsin Department of Public Instruction (DPI) to promote and maximize academic achievement and behavioral competence in our children. As a part of the program, Conrad Elvehjem Primary School has established three developmentally appropriate school-wide behavioral expectations that are taught, modeled, practiced, and reinforced throughout the school year. These “Spartan Star” behaviors are “Be Safe, Be Kind, and Be Responsible.” These expectations are clear to students throughout our classrooms and non-classroom settings such as the cafeteria, outside, hallways, busses, and bathrooms. By detailing every expected behavior and teaching to students in a positive way, we provide a common language for everyone in our building. We recognize the positive behaviors of students who do what is expected of them as well as support students who need extra assistance to reach our school-wide expectations. Staff are provided multiple options for approaching behavior and managing their classrooms that align with PBIS. The CEPS “Expectations Matrix” is available from your student’s teacher upon request.

There is an objective process that the CEPS staff follows when a behavior incident occurs. There are established definitions of behavior, processes for documentation and parent/guardian communication, and increasingly intensive staff/administrative responses for three levels of behavior related to language and communication, physical aggression, non-compliance and disruption, and interpersonal conflicts.

- Level 1 behavior is managed by the teacher.
- Level 2 behavior may include an inappropriate behavior that hinders the student’s ability to learn or disrupts others, or a violation that does not warrant an office referral or result in administrative intervention. When a student has a minor (Level 2) behavior incident, the classroom teacher determines appropriate follow-up. Each incident is handled on a case-by-case basis, and staff consider the individual characteristics of the student (and other students involved, if applicable), along with prior incidents and special education status. Follow up may include restorative practices, negative consequences, parent notification from classroom teacher (or related arts teacher), etc. Other follow-up may occur at the discretion of the classroom teacher. A minor behavior referral is submitted.

- Level 3 behavior may include an incident that a serious, inappropriate behavior that hinders others' ability to learn, is disruptive to others, is illegal, or is unsafe, or a violation that requires immediate administrative intervention. When a student has a major (Level 3) behavior incident, administration and/or designee works with the student's teacher to determine appropriate follow-up. Each incident is handled on a case-by-case basis, and staff consider the individual characteristics of the student (and other students involved, if applicable), along with prior incidents and special education status. Follow up may include reparative practices, negative consequences, parent notification from administration designee, etc. Other follow-up may occur at the discretion of administration/designee and classroom teacher, including short or long term class removal from the classroom. A major behavior referral is submitted.

Children do best when school and parents/guardians are on the same page related to expected behavior. Staff will communicate with families when a Level 2 or Level 3 incident occurs, including if families are requested to assist with preventing or addressing specific behaviors. PBIS offers a multi-tier approach to teaching school-wide expectations, with increasing interventions for students who need extra motivation or teaching. The data collected through the documentation of minor and major referrals serves as an entrance point for intensifying and/or individualized interventions. This documentation also helps in the creation of Behavior Intervention Plans, if necessary. The CEPS "Major and Minor Behavior Charts" and "Major and Minor Parent/Guardian FAQ" are available from administration or student services upon request.

There are individual situations in which a student's behavior is deemed unsafe to him or herself or others, or is disruptive to the learning of him or herself or others. In these situations, the classroom teacher will request that administration, student services, or other designated staff support the student in short or long-term removal from the classroom. CEPS uses guidance from Wisconsin State Statutes, the DPI, and the Crisis Prevention Institute when considering the removal of students from the learning environment. Removal from the classroom may include (but is not limited to) a class suspension, in-school suspension, and/or out-of-school suspension.

This policy is in addition to all other existing conduct policies. All disciplinary actions that occur are in accordance with established Board policies, school rules and practices. This code of conduct applies to all students served by the School District of McFarland and is located on the district website under the School Board tab. (Policy 5500, 5600 and 5610)

Bicycles

Our school has a suggested NO BIKE RULE meaning that it is recommended that children enrolled at CEPS not ride their bikes to school. The rationale for this rule includes:

1. This recommendation was developed primarily due to ensuring safety for students while on or near school grounds.
2. Traffic congestion is too heavy and unpredictable for young students to be on bikes near school at the start of school or at school dismissal.
3. Bicycles-vehicle traffic-young pedestrians are not an appropriate combination during heavy traffic periods near school.
4. Young students do not always have the sophisticated bike riding skills or quick response time required to ride in congested areas.

The school realizes that there may be exceptions made in order to accommodate special circumstances. For safety reasons it is recommended that a parent or other adult accompany their child to and from school if riding a bike. In the event that parent supervision is not available, it is recommended that only children in Grade 2 be considered old enough to ride a bike to school as long as their skills are proficient. Parents should practice the route to and from school with children and have them practice street safety skills including hand signals. Helmets are a basic safety expectation. Once they arrive on school grounds, students should get off their bikes and walk them to be parked in

the bike racks. The school is not responsible for bikes that are lost or stolen. The riding of skateboards, rollerblades, scooters, or other similar items is not allowed on school grounds.

Bullying

Bullying is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. 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; however this type of bullying behavior need not be based on any of the protected characteristics. It includes, but is not necessarily limited to such behaviors as stalking, intimidating, menacing, coercing, name-calling, taunting, and making threats.

CEPS has developed a comprehensive bullying prevention program which aims to prevent bullying and harassment from occurring, raises awareness about the appearance and the consequences of bullying, and provides a proactive and effective response to any concerns. All of our staff members are trained to prevent bullying, and to recognize and address bullying if it does occur.

If students feel that they are being bullied, they are urged to talk to a safe adult. All reports of bullying or harassment made both verbally and in writing are immediately directed to the Principal. A staff member will address the concern within one school day. All parents/guardians who believe their child may be being bullied should contact a staff member. A variety of approaches will be used to both support the victim and the offenders when incidents of bullying do occur. Examples of these approaches may include sending information to parents about bullying and its impact on students, restorative conferences, assignments and projects, and other consequences and learning opportunities as deemed necessary. (For further information please see McFarland School District Board Policies 5517.01 "Bullying," and 5517 "Student Anti-Harassment," included in the appendices).

Bus

We are committed to providing you with a safe bus ride. The school bus is considered to be an extension of the classroom; therefore, the School Board requires students to conduct them while on the bus in a manner consistent with established expectations for classroom behavior. Additional expectations include:

Loading/Unloading

1. Students shall ride on assigned buses.
2. Students shall get on and off the bus at their assigned stop for am/pm routes.
3. Riders are expected at the bus pick-up point five minutes prior to the scheduled pick-up time and shall help keep the bus on schedule. The bus will stop only if the students are at the designated pick-up point.
4. Riders should stay off the roadway at all times as well as practice safe and courteous behaviors to other riders and to passers-by vehicles while waiting for the bus. Students shall walk on the side of the road facing traffic to get to the bus stop.
5. Riders should wait until the bus has come to a complete stop and the driver has signaled them before moving toward the bus. The riders should be in single file before entering the bus. If children must cross the roadway to get on the bus, they may cross the road only after the bus driver has signaled that it is safe to cross.
6. After getting off the bus and checking to be sure that no traffic is approaching, and after receiving the signal from the driver, riders may cross the road. Riders should cross the road at least 10 feet in front of the bus so that the driver can see them cross and for other safety reasons. Riders should be alert to the danger signal, a steady blast on the horn, from the driver. Should that danger signal be sounded,

the students should return to curbside (the right hand side/door side of the bus).

7. Students shall be courteous, behave in an orderly fashion, and help look after the comfort and safety of small children.
8. Guest ridership is prohibited.

Conduct While On the Bus

1. Students shall respect and obey the driver. All school rules apply on the bus.
2. Students shall assist in keeping the bus safe and sanitary at all times.
3. Students shall sit and remain seated while the bus is in motion. If applicable, students will be seated in their assigned seats.
4. Students shall not throw anything inside the bus or out of the bus windows and should keep hands and head inside the bus at all times.
5. Students shall never tamper with the bus or any of its equipment. The offender shall pay for any damage.
6. Riders should keep the volume of their talking and laughing at conversational levels. Loudness and unnecessary confusion could divert the driver's attention and result in an accident. When approaching a railroad-crossing stop, riders shall remain silent.
7. Students shall remain in the bus in case of road emergency, unless directed to do otherwise by the driver.
8. Transporting animals or glass articles are prohibited.
9. Transporting rollerblades, skates, scooters or skateboards are prohibited, unless fully enclosed in a backpack.
10. Students shall keep personal items out of the aisles.
11. Disrespectful, obscene or vulgar language and gestures are not allowed.
12. Food or beverages are not to be consumed on the bus, and use of tobacco is prohibited.
13. Students on trips must respect the instructions of the chaperones that have been appointed by school officials to accompany the bus drivers.

Disciplinary Procedures

When a student fails to conduct him/herself properly, the bus company representative shall bring such misconduct to the attention of the building administrator. Regular school disciplinary procedures are followed for bus infractions. Where continuing or serious problems exist, the student's bus riding privileges may be suspended.

Notifying the bus contractor of absences (Nelson's Bus Service, 205-9040)

1. Parents/guardians should notify the bus contractor by 6:30 AM if their student(s) is not riding the bus that day. The bus contractor has a 24-hour voicemail as well as e-mail allowing the parent/guardian to report the absence at his/her convenience.
2. Should a student(s) not be riding the bus for an extended time, the parent/guardian should notify the bus contractor the days the student(s) will not be using the bus service.
3. Parents or guardians must notify the bus contractor if there is a change in after-school arrangement which result in your child not riding the bus at dismissal time.

Co-Curricular

Elementary students are able to attend Middle School and High School athletic events when accompanied by a supervising adult. Students are expected to watch events from bleachers with the adult. Students are not allowed to run around in other areas or play on the hill while attending an athletic event.

Conferences/Report Cards

Parents may request a conference with their child's teacher at any time. Teachers may also ask parents to confer

with them. This is an excellent way to enhance communication between family and school. Teachers prepare for conferences, and parents are encouraged to do the same. During the 2018-19 school year, teachers will hold Fall and Spring conferences (late Oct./early Nov. and March). Report cards for K-2 students are distributed in January and June (dates forthcoming). Below are some suggestions for parental preparation for parent/teacher conferences:

Before The Conference:

- As soon as the conference is scheduled, jot down the questions you want to ask or comments you want to make.
- Discuss the forthcoming conference with your child to see if there is anything he/she would like you to discuss with the teacher.
- Be prepared to tell things that you observe about your child when he/she is not in school. This may help the teacher better understand your child's actions.
- Ideally, both parents should attend the conferences. Misunderstandings are less likely to occur when both parents hear what the teacher has to say, and the teacher can gauge the amount of support both parents give the child. When parents attend together, the child knows that both are interested in his/her school progress. If it's impossible for both parents to attend every conference, then perhaps they could take turns attending.
- Be on time for your appointment.

Questions To Ask During The Conference:

Is my child working up to his/her ability?

What are my child's strengths, weaknesses, and/or areas of special interest?

How does my child interact with other students?

What can be done at home to reinforce what is being done in the classroom?

Questions The Parent Or Student Should Be Prepared To Answer:

What is the student's reaction to school?

What does the student do in his/her free time?

How does the student handle the rules and responsibilities of the home?

Where and when is homework completed?

What type of discipline is the most effective?

After The Conference:

Discuss the conference with your child.

Start immediately on any course of action agreed upon as a means of helping the child, parent, or teacher.

Feel free to contact the teacher to follow up on your child's progress.

Emphasize to your child the need to work together for his/her betterment.

Confidentiality

Every family has the right to their privacy being respected and enforced. The district and all visitors help maintain privacy in the following manner:

1. Student records will not be left out for others to view;

2. Parents and staff are not allowed to discuss children and families with other parents;
3. Staff will not discuss children and families with other staff unless there is a direct benefit to the family or child involved;
4. Parents are asked not to talk about incidents observed in the classroom or at any other activities that involve children other than their own.

Dress Code

The primary purpose of the McFarland School District's student dress code is to provide a minimal standard for student dress that permits the student to participate in all learning activities without posing a risk to the health or safety of others. This policy is designed to treat all students with dignity and respect, taking into account students' body types/sizes, personal style, and in accordance with Board Policy 2260 (NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY). Within these guidelines, families are encouraged to determine the standard of dress that is appropriate for their children based on the family's culture and values, as well as what is safe and comfortable for participating in educational activities.

Students must wear clothing that...

1. Allows the face to be visible at all times, except for religious reasons or other special circumstances
2. Includes both a shirt with pants or the equivalent (shirt with shorts / skirt, or dress etc.), and shoes
3. Covers undergarments, with the exception of waistbands and bra straps that might not be concealed by the clothing items in No. 2.
4. Is suitable and safe for all scheduled classroom activities, including where unique hazards exist (e.g., tech, ed, science labs, etc.). In regard to swimsuits specifically, swimsuits for physical education must be one-piece or tankini-style swimsuits suitable for rigorous, physical activity.

Students may:

Wear headgear (including, but not limited to hats and hoods) as follows:

- a. K-12: Appropriate headgear may be worn outdoors for warmth and protection, and inside for religious reasons, medical reasons, or other special circumstances.
- b. 9-12: Hats are allowed during the school day as long as they comply with the requirements for clothing.

Students cannot:

1. Wear see-through clothing
2. Wear clothing or accessories that depict offensive text, graphics, or other representations. Examples include but not limited to:
 - a. weapons
 - b. alcohol, drug or tobacco-related information;
 - c. obscenities;
 - d. put-downs negative stereotypes, sexual innuendo, sexually suggestive pictures, sayings, or slogans,
 - e. hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected class;
 - f. alcohol, drug or tobacco-related information;
 - g. gang activity;
 - h. Tattoos depicting these items must be covered.

Violations of the dress code will be addressed by school administration on a case by case basis. A student found to be in violation of the dress code will be required to change clothing (which may include covering the inappropriate clothing with another garment) and may also include a disciplinary consequence

Winter dress for playground-- the playground area behind CEPS is quite open and therefore very windy. This can make it feel cold when students are outside for recess or before school. Help your child(ren) to enjoy recess time by

providing them with appropriate winter clothing. Please help us keep your child(ren) safe, warm, comfortable and dry by sending them to school dressed in the following outerwear:

- Boots are required outdoor wear during the snowy winter months. Boots should be at least high enough to cover the ankle. Boots provide warmth, traction on ice and snow and have the ability to keep your child's feet dry. The common sense approach will be used to monitor wearing boots. We will require students who do not have boots to stay on the blacktop if clear of snow and ask students to stand by the wall if the blacktop is snow covered.
- Hats or earmuffs are required winter wear. They should cover the ears to prevent frostbite. Seventy percent of a person's heat loss is from the head, so hats are essential for conserving warmth.
- Mittens or gloves are required. Mittens which provide water resistance are preferred, especially when children play in the snow. Dry hands are warm hands. Wet hands are very cold.
- Snowpants are required for any student who wishes to leave the blacktop and play actively in the snow. Those who do not have snow pants are not able to play actively in the snow.

Drug-Free Schools

Alcohol and other drug use is prohibited at McFarland School District functions including, but not limited to: Classroom activities & field trips; Home visits with home visitors or other staff; and Family Outreach programs and activities.

Alcohol and other drug use by adults prior to school functions are strongly discouraged. Any behavior exhibited at programs or activities that suggest abuse of alcohol or other drugs will result in that person being asked to leave. All school district and 4K program locations are smoke free environments per state statutes that disallow smoking in public school buildings or on grounds or facilities housing public school programs. A smoke free environment is also required at functions, which include, but are not limited to Family Outreach programs, field trips, or on the playgrounds. Parents are not required to abide by the Smoke Free Policy during home visits in their own homes. However, parents are encouraged not to smoke during these home visits. For further information please refer to Board Policies 7434 and 9160.

Due Process

Every student has the right to due process in the application of school rules and regulations. Any student directly affected by a decision which is felt to be wrongfully interpreted or applied, may individually put such grievance in writing and submit it to the teacher and/or involved. Any grievance not filed within five (5) days after the occurrence of the incident is waived. Upon request, a meeting will be set within seven (7) days by the principal to hear and discuss the grievance.

Emergency Information (including weather emergencies)

All families complete emergency information forms during online registration in the summer. This information is kept on file and is the first source for getting in touch should anything happen to a student. Please be sure that your emergency contact information is updated with any changes during the year.

In the event that the school district is closed due to weather or other emergency, families are notified via the local radio and television stations, and the district website at www.mcfarland.k12.wi.us. Every effort is made to announce changes in the school schedules prior to 6:30 a.m.

If school closes early due to inclement weather, a two-hour notice is provided to parents prior to an early dismissal. In case school does close early, please make sure your child and classroom teacher have up-to-date information on alternate after-school arrangements.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act of 1974, as amended (otherwise known as FERPA), sets forth requirements regarding the privacy of student records. FERPA governs release of records maintained by a school district as well as access to those records. This notice explains the rights of adult students and their parents with respect to their educational records, and outlines the district's procedures to comply with FERPA. Parents have the right to:

1. Inspect and review the student's educational records. Requests to inspect records should be directed to the building administrator.
2. Seek amendment of the student's educational records that the parent or adult student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. Requests to amend should be directed to the building administrator.
3. Consent to disclosures of personally identifiable information contained in student educational records, except to the extent that FERPA and state law authorize such disclosure without consent. The District maintains the right to disclose educational records to other school officials, including teachers within the school district who have determined to have legitimate educational interests in the records. School officials are certified staff and have a legitimate educational interest if the record information sought will, if disclosed, assist the official in providing education or other related services to the student.
4. File a complaint with the Family Policy Compliance Office of the United States Department of Education alleging that the district is not in compliance with FERPA requirements. The address of this office is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C.

Fees

A student fee schedule is in effect for all students in the McFarland School District, and varies based on the courses and activities in which the student is involved. Student fees for the school year are due on September 30. Students will not be denied participation in educational programs for failure to pay fees. Unpaid student fees accumulate from one year to another. Once the level of fees reaches \$500 per family, the district retains the option of seeking payment through small claims court or through a collection agency.

Fee Waivers

Families who are not able to pay all or a portion of the fees due to financial issues must follow the following procedure:

1. Complete the "Free and Reduced Meals Application," which can found online at http://www.mcfarland.k12.wi.us/msd/msd.php?id=0016#free_reduced and is available in all of the district buildings, and turn it into the school office.

2. Sign the "Sharing of Information with Other Programs" document, which can also be found at http://www.mcfarland.k12.wi.us/msd/msd.php?id=0016#free_reduced , and is available in all of the district and school buildings. Please be sure to check the second line stating, "Yes! I do want school officials to share information from my Free and Reduced Meals Application to the McFarland School District Administration for purposes of school fees, text book fees, and field trip fee waiver or reduction." Please turn this form into the school office.

3. Contact the building Principal to formally request a fee waiver. The Principal will make a decision regarding the request for a fee waiver by verifying financial need with the list of names of families who have given permission to share information from your Free and Reduced Meals Application. Once the financial need has been verified, the required fees will be waived. If a family does not qualify for Free or Reduced Meals, the Principal may choose to grant a fee waiver, based on the specific situation and any extenuating circumstances.

Field Trips

Throughout the school year students are provided with opportunities to extend their learning outside of the classroom through "field trips." These trips are essential to the educational program and all students are expected to take part in them. Parental permission is required for students to take part in field trip activities. A fee is typically charged for these activities; however, families who have difficulty paying these fees should contact their child's School Counselor or Principal to request a reduced or waived fee. Students are expected to follow all school rules while on field trips. (For further information please see McFarland School District Board Policies 2340 and 8640).

Food Service/School Nutrition Program

Deposits can be made to school nutrition accounts through Infinite Campus. More information can be found [McFarland.nutrislice.com](http://www.mcfarland.k12.wi.us/msd/index.php) OR by following the link on the District's page <http://www.mcfarland.k12.wi.us/msd/index.php>.

Conrad Elvehjem Primary School is pleased to offer our students breakfast and lunch (either hot lunch or a bag lunch). For lunch, students who do not choose to purchase a lunch at school may bring a lunch from home and purchase milk at school. We do not allow soda and beverages containing caffeine to be consumed at school. Cold water is available to students throughout the day.

There is a debit system for purchasing school lunches. Students use their Student Identification Cards to purchase lunch. Parents are notified when their account is low. Students with accounts with large negative balances will not be allowed to purchase a lunch, but are given the option of having a sandwich and milk. Free/Reduced-price meals are available to students who qualify. Applications are available in the Guidance Office. Questions regarding the Food Service Program may be directed to the District Office (838-4521).

Children have the following options when eating breakfast or lunch at school:

1. They may eat breakfast or hot lunch **every day**.
2. They may eat breakfast or hot lunch on **selected days**.
3. They may bring a sack lunch to school. Milk may be purchased.

Parents may choose to use the hotlunch.com web site to deposit money in their child's account breakfast/hot lunch account. Parents will be notified when the balance drops below \$5.00. Or, if paying by check or cash for hot lunch and/or milk please place the payment in a well identified envelope with the child's name, grade, and teacher name and returned to school.

You may send one check (payable to Conrad Elvehjem Primary School) covering all your children enrolled at the EC-2 level in your family. Please be prompt in your payments. Free or reduced cost lunches are available to eligible students. Applications are sent home during the first week of school. Anyone wishing further information may contact the school offices.

Fundraising

Student fund-raising is permitted by students in school, on school property, or at any school-sponsored event only when the profit is used for school purposes or for an activity connected with the schools. School-sponsored organizations must obtain permission from the building principal or designee before undertaking any project requiring fundraising. Considerations include the extent to which the fundraising activities disrupt the normal operation of the school. Students under the age of twelve (12) shall be permitted to participate in fundraising activities provided written approval has been obtained from the student's parent/guardian. Students under the age of nine (9) or each group containing one (1) or more students under the age of nine (9) must be physically accompanied by a parent or a person at least sixteen (16) years of age when working in a fundraising activity. Students violating this section will be subject, but not limited to having the funds confiscated and returned to original donors whenever possible. If donors cannot be identified, monies shall be turned over to the McFarland School Board. For further information please refer to Board Policy 5830. The McFarland School District runs all fundraiser information, fees, and receipts through the online program called Classmunity, which is found on the District website.

Grading

Students in Grades K-2 have two report card grading periods in January and in June. Parents are notified through an Infinite Campus e-mail when report cards are available for viewing through Infinite Campus. Parents are also updated on student progress at Fall and Spring Parent Teacher Conferences.

Harassment

Harassment means behavior toward a student or group of students based, in whole or in part, on their sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability or any other characteristic protected under State, Federal, or local law, which substantially interferes with the student's school or academic performance or creates an intimidating, hostile, or offensive school environment.

Harassing behavior includes, but is not limited to: graffiti containing offensive language, name calling, jokes or rumors, threatening or intimidating conduct, notes or cartoons, slurs, written or graphic material containing comments or stereotypes degrading others, physical acts of aggression or assault. Sexual harassment deserves special mention, and consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature.

Harassment significantly and negatively affects the school environment, not only for those students who may be the targets of harassment, but also for students who witness harassing behavior and fear that they, too, may become targets.

If students feel that they are being harassed, they are urged to talk to a safe adult. All reports of bullying or harassment made both verbally and in writing are immediately directed to the Principal. A staff member will address the concern within one school day. Parents/guardians who believe their child may be being harassed should immediately contact a staff member of CEPS.

(For further information please see McFarland School District Board Policies 5517.01 "Bullying," and 5517 "Student Anti-Harassment," which are included in the appendices).

Health Services

A school nurse, nurse's assistant, or a capable administrative assistant is available daily during school hours. If a student needs to come to the Health Office, s/he should check first with his/her teacher for a pass to the office. In the case of a more serious illness or injury at school, parents/guardians will be called to pick up the student. With few exceptions, students who are at school are expected to participate fully in school activities. If a child is excluded from school for a contagious health problem, a note should be sent upon the child's return indicating that treatment was given.

Accidents at School

Where there has been a student accident, every attempt will be made to locate a parent or contact person designated by a parent or guardian. This will be done if the accident is serious and may require medical attention, but it is often done just to inform parents of a lesser accident. It is important that we have current information at all times on our Student Information System. Please contact us if this information changes throughout the school year.

Immunizations

Please be sure your child is current with all their immunizations. Simply refer to the Wisconsin Department of Health Services website <http://dhs.wisconsin.gov/immunization/index.htm> to be sure all requirements are being met. To help parents fulfill their child's immunization requirements, Dane County offers free immunization clinics. Immunizations for DPT, Mumps, Measles, Rubella, Polio, Hepatitis B and Varicella are given. Bring your child's immunization records with you when you come to the clinic. Please call 242-6520 for time and location of clinics.

Blood Borne Pathogen/Communicable Disease

McFarland school staff members are trained annually on measures of prevention for Blood Borne Pathogen exposures that may occur amongst students/staff, along with the associated policies/procedures on communicable disease transmission. Students who are involved in an incident where potential exposure to a blood borne pathogen occurred, should report (or be directed) immediately to Health Services for first aid, parent notification, and a medical evaluation recommendation. Supervising staff are responsible to complete a report within 24 hours of the incident. For further information, please refer to Board Policy 8453.

Food Allergy/Classroom Snack

Health Services is committed to the daily management of students with identified life threatening food allergies. The increase of these allergies in the school setting poses unique challenges for both students and staff. Our goal is to avoid and prevent accidental exposure for those students to the allergenic food substance. Therefore, all classrooms at CEPS observe a nut-free environment, and some homerooms may have other food restrictions. This does not apply to the lunchroom setting. Please visit the website snacksafely.com for a link to a safe snack guide.

Medical Insurance

The McFarland School District does not carry student medical insurance. Parents are, therefore, responsible for medical expenses for pupils injured on school premises. The school district offers information regarding optional

medical insurance to those families who would like to purchase insurance. Even with the best safety precautions, there is an element of risk to children during normal school activities such as recess and physical education. Parents are encouraged to consider the adequacy of their medical insurance. Medication: Consent Forms and physician's orders may be faxed to CEPS at 838-4503.

Designated school personnel may administer prescription and over-the-counter medication upon receipt of written instructions and the consent of the parents/guardians (refer to Board Policy 5330). Prescription medications are kept in a locked cabinet in the office. A physician's order is required for the administration of prescription drugs. Please note:

1. Medication to be given in school must be sent in the original container and be properly labeled with the following information:
2. Student's full name on the container
3. Name of drug and dosage to be given
4. Time medication is to be given
5. Physician's name and phone number (prescription medication only)
6. Students will take medication at designated time supervised by authorized school personnel.
7. A daily record is kept of all medication given at school.
8. Limited quantities of any medication should be kept at school.
9. Parents must notify school when medication is discontinued and the dosage or time is changed. If the medication is resumed, a new order must be received.
10. Consent forms must be renewed each year for pupils who take medication on a long-term basis.
11. Parents/Guardians will be notified immediately if there are any concerns or if the student refuses to take the prescribed medication.
12. All remaining medication must be picked up by a parent/guardian at the end of the school year, or it will be discarded.
13. Students who bring medication to school (prescription or over-the-counter) should promptly report to the school nurse or office personnel for instructions.
14. Students are allowed to carry their own asthma inhaler; a consent form must be completed and on file.

Questions about medications may be addressed to the Health Services staff at 838-3115 ext. 4902.

Homework

Assigning homework is the responsibility of each classroom teacher and will vary with the teacher. If parents/guardians feel their child is getting too much homework (or not enough) in a specific class, we recommend that you contact the teacher as soon as possible. It is always a good idea to discuss schoolwork and homework at home. If you have a problem, contact your child's teacher. If your child is absent two or more days, you may request homework by 8:30 AM.

Whether or not your child has formal homework, we strongly suggest that you have books, magazines, comic books, and/or newspapers available at home (at your child's reading level) – and that you encourage him or her to read (anything) for even 20 minutes each night. Research is very clear that the more children read (at their readability level), the better readers they become. This could include reading with or to you, or reading and talking with you about what they have read.

Infinite Campus Parent Portal

All CEPS teachers use the Infinite Campus Parent Portal, an on-line communication system designed to provide parents/guardians with information about attendance, coursework, student report cards, and school updates. Parents are sent a letter about Infinite Campus procedures along with a code. Parents may contact the school office if they have problems using Infinite Campus.

Library Media Center

The mission of the library program at Conrad Elvehjem Primary School is to ensure that students are effective users of ideas and information. The library can be thought of as the resource hub for the school. A variety of learning activities take place in the library. Students come to the library to read, to check out books, to learn library skills, to use the computers, and to complete research projects. Our library serves as an initial gateway to the world for students, linking learning and life. The library has an educational purpose, and so should each of the students coming to the library. The Library Media Specialist collaborates with classroom teachers to meet the information needs of students.

Lost and Found

Parents are urged to put their child's name on all coats, backpacks, snow pants, and other personal belongings. Students are responsible for keeping track of their personal items and for reporting missing items immediately to their classroom teacher and to the office. We do our best to help students keep track of their belongings, but we are not responsible for missing items. Items not claimed at the end of each quarter are given to local charitable organizations.

Parent Involvement

Parents play a major role in influencing their child's success in school. Study after study has shown that children whose parents are involved in their education are the children who are most likely to have successful experiences at school. In McFarland, there are a number of ways in which parents may participate in their children's educational experience, from K-12.

Parent groups are yet another way in which parents can positively impact their children's educational experience. CEPS has a joint PTO (Parent Teacher Organization) with Waubesa Intermediate School, which provides opportunities for parents to participate actively in their children's education. Through these activities parents can become better informed about, and can influence and gather community support for local school programs and policies. As well, many parents share their talents and interests by assisting teachers with classroom projects and activities. Other parents provide leadership for school enrichment programs to enhance the ongoing curriculum. The Board of Education or School Superintendent also forms occasional task forces and/or committees to advise the District on specific issues.

Once again, research has shown that children whose parents are involved with the school in a **positive** way are more likely to achieve and to feel good about their school experience. McFarland Schools encourage parents to become involved in their children's education.

Parent Teacher Organization (PTO)

The McFarland Parent Teacher Organization (PTO) is an organization for the parents and teachers of students from Early Childhood through grade eight.

Established Goals:

1. Clearinghouse for parent's concerns
2. Sponsor for special enrichment programs for children
3. Provider of special programs for parents (parent education)
4. A place to discuss concerns/issues with administrators

Meetings:

PTO meetings take place at Waubesa Intermediate School. Although we encourage attendance at the PTO meetings, we also realize that people are busy and family time is at a premium. It is, therefore, our goal to keep all parents as informed as possible via the newsletter, whether you attend the meetings or not. PTO provides childcare at Waubesa Intermediate School during the meetings.

Phones

Students are allowed to use the telephones in the classrooms with the teacher's permission; they may use the telephone in the office in the case of illness or emergency. Students are permitted to call home at a time that least disrupts their learning.

Program or Curricular Modification and Accommodations

Parents have the right to inspect instructional materials (refer to Board Policies 9130 and 2416) and request program modifications (refer to Board Policy 2240). If either the class content or activities conflict with a parent or student's religious beliefs or value system, the school will honor a written request for your child to be excused from particular classes. Parents who request their child not participate in a statewide test should complete and sign the State Testing Opt out form included in the appendix.

A person with questions or concerns about specific learning resources that cannot be satisfied at the school level may complete a "Request for Re-consideration of Learning Materials" form and submit it to the Director of Instructional Services. Upon receipt of a signed form, the Director of Instructional Services shall contact the person to discuss the issue. If necessary, an ad hoc committee of teachers, administrators, and citizens may be convened to consider this request. The committee shall read or view the challenged material in its entirety, and then re-evaluate the material. The committee shall make a recommendation to the Director of Instructional Services concerning the disposition of the issue and the medium in question. The Director of Instructional Services shall inform the person who submitted the review request concerning the issue. An appeal may be made to the District Administrator. The decision of the District Administrator is final.

Promotion Policy

The School District of McFarland sets high expectations for our students to show respect for their abilities, to guide their learning outcomes, and to encourage them to be successful students and happy, productive adults. The District supports specific strategies and interventions as preferred methods for addressing individual student learning needs rather than grade retention.

Promotion/retention determinations are based on multiple criteria. Significant factors include students' Wisconsin Student Assessment System (WSAS) scores, district and classroom assessments, grades, attendance, and teacher recommendations. School Board Policy 5410 includes the requirements for promotion as well as the processes through which the schools communicate with families and make decisions about promotion.

If a student does not meet the expectations for promotion, s/he will be expected to successfully complete alternate instruction, as determined/approved by the Principal and Director of Instruction to be eligible for promotion.

Restrooms

Students may use the bathrooms throughout the day as needed. Bathrooms are located near classrooms. McFarland School District strives to create and sustain a school community that supports and values all members of our community, including visitors. One key component of creating a comfortable environment is providing safe, accessible, and convenient restroom facilities. Some people may experience difficulty and inconvenience when required to use gender-specific restrooms. CEPS is committed to creating an inclusive and supportive school environment. Students should feel free to use the gender neutral or staff bathrooms located throughout school as needed.

Safety

The School District of McFarland is committed to ensuring the safety of all members of our school community. Some of the most essential elements of this commitment include:

Drills

Students and staff practice how to respond in an emergency situation during fire drills, severe weather/tornado drills, and intruder drills. Other drills and safety exercises may occur throughout the year.

Emergencies

What is an emergency?

An emergency is any unexpected incident that could possibly put your child's safety at risk. It could be anything from a disruption in utilities to a act of violence and could affect one child, one school, or the entire school district. School officials, and sometimes emergency responders, will evaluate the seriousness of each situation and determine the best action to respond quickly, safely and appropriately. Advanced planning and preparation can minimize the risks in any emergency situation. This information that follows offers guidelines for preparedness, what parents should do, and what the school will do in the event of an emergency. Communication procedures and student release procedures are also outlined.

What will the school do in the event of an emergency?

What we do in an emergency depends on the situation and the specifics of the incident. We will make every attempt to ensure that instruction continues, even when it becomes necessary to place the school in a hold or lock down the school. Depending on the severity of the threat or emergency, additional measures may be taken, including sheltering-in-place, evacuating students from the building or closing the school. Each building has a procedure for supporting students with special needs to insure the physical safety of students in the event of an emergency. While every school has pre-established plans of action, evacuation sites, and family reunification plans, these plans must remain flexible as conditions change. Parents will be informed as soon as we have done everything we can to ensure the safety of students and when it becomes possible to provide accurate and helpful information.

Each school has an emergency preparedness plan involving a number of possible response actions. The response varies, depending on the conditions and the situation, and is determined by a situation response (crisis management) team trained to make such decisions. It is important for parents to understand that if a critical incident occurs, students will be dismissed to parents only when danger has passed and it has been deemed safe to release students. The length of time a school remains in a response action is based on the situation at hand, and could be a few minutes or hours. *It is possible that when a response action has been initiated at a school, it may involve keeping students beyond the regular school day. It is never our intention to hold students unnecessarily, and we will not do so except to ensure their safety.*

Emergency Communications - How will parents be notified if an incident occurs at school?

Our first priority is to ensure all students are safe, accounted for, and under adult supervision. As soon as it is possible to do so, the School District of McFarland will communicate information to parents and the community. The school district has a variety of media available to parents that will be updated, as needed, with the most complete and accurate information available.

1. School Messenger (phone and text messaging)
2. School District of McFarland Website (www.mcfarland.k12.wi.us)
3. School District of McFarland Main Phone Number (838-4500)

In the event of a significant emergency, parents are encouraged to tune in to one of the following local television stations or their websites to follow the event as it unfolds:

Channel 3 - WISC (CBS); <http://www.channel3000.com>

Channel 15 - WMTV (NBC); <http://www.nbc15.com>

Channel 27 - WKOW (ABC); <http://wkow.com>

Channel 47 - WMSN (FOX)

What should parents do in the event of an emergency?

The most helpful parental responses to a school emergency are to remain calm and wait for accurate information to be sent to the number listed on your child's emergency contact.

- *Please do not call the school. It is essential to keep phone lines open so school officials can make outgoing emergency calls.*
- Please do not go to the school or scene of the crisis/emergency. By doing so, parents can inadvertently create traffic jams that may block emergency responders from getting to the scene or leaving if necessary to transport injured staff or students to emergency medical facilities.
- Remain close to the phone listed as on the student enrollment form you submitted at the beginning of the school year.
- Tune in to television designated to carry MSD emergency information. See "Emergency Communications" section below.
- Understand that emergency pickup procedures are different than routine pickup procedures. In the event you are notified to pick up your child at school or at the designated family_reunification* site, *bring a photo identification card.*

Off-Site Family Reunification - Students are moved off-site when school officials determine students and staff should not re-enter the building until it is rendered safe. Several off-site locations are determined in advance, but are not shared with parents until an incident unfolds. School officials will choose the best reunification site at the time of the incident depending on the circumstances of the emergency. Parents will be notified of the family reunification site as soon as it is tactically appropriate to do so. Our main priorities in an off-site evacuation are student safety and accountability. We want to make sure students are released to authorized individuals and a sign-out procedure will be initiated. In the event of an off-site school evacuation, parents will be provided information as to where the reunification site is located. Parents or authorized adults will be required to show photo identification in order to pick up a child. The process may take some time because we want to make ensure reunification is made with authorized individuals.

Preparedness - What should parents do to prepare for an emergency?

Parents have an invaluable role in preparing themselves and their children for emergencies. Listed below are some of the ways you can help if an emergency occurs at school.

- Whenever you are on school grounds, remain alert to activity in and around the school. Report any suspicious activity to school administration so they can investigate.
- Be sure *emergency contact information* is current and correct. If an e-mail address, work, home or cell phone number changes, please update it immediately in the Campus Portal. If you are unable to do so, then contact the school office.
- *Identify who is authorized to pick up your child if you are not able to respond.* Make sure their contact information is current and correct. Please understand your child will only be released to parents and persons identified on the emergency contact list. *Discuss this information with your child.*
- Make sure your child knows their parent or guardian's *name, address and phone numbers*. If there is only one parent or guardian, your child should have contact information for a second responsible adult.
- In case of an emergency in which your child cannot go to their home, make sure there is another place he or she can go and be safe while waiting for an authorized family member to pick them up.
- Establish a family preparedness plan including a *communications plan*. This will enable you to communicate with all family members during an emergency.
- Talk with your child about the importance of remaining calm and following instructions in the event of an emergency. If an emergency occurs while they are at school, their teacher will provide them with appropriate instructions and information.
- Let your child know they could be moved to another location until you can pick them up. *Explain the term "evacuation"* so they are not afraid of being evacuated from their school
- Explain that cell phones should not be used during an emergency unless directed to do so by a teacher. Emergency responders will depend on cell phones for communication. If students and parents are trying to contact each other, cell phone circuits may become overloaded, interfering with the ability of emergency personnel to communicate vital information.
- Keep the school nurse informed of any *medical conditions or physical limitations* your child may have or medications your child may be taking.

Recovery after a crisis

The school officials understand that a traumatic event in a school or in the community can have an emotional impact on staff and students. MSD has a trained team of counselors, social workers, and psychologists who can respond to the school during and after a critical incident to provide assistance. If there is a chance a critical incident makes an emotional impact upon staff or students, the MSD student services intervention team helps those affected cope with the aftermath of the incident.

Secure Entry

All visitors must enter the building through the main entrance ("A doors"). During the school day the doors to the main office and to the school are locked. Visitors press a buzzer to alert the office staff of their presence. After stating their name and purpose for visiting, the visitor is either buzzed into the office or directed to leave the school grounds. All visitors who are buzzed into the office will show an approved form of identification, sign in providing their name, purpose for visiting, and the time, and will receive a visitor pass. The office staff will verify the purpose of their visit with other staff members as appropriate and ensure the visitor arrives at the correct destination.

All buildings in the McFarland school district including the high school are closed campus. Students may not leave school without prior permission and are required to check-in at the main office when they return during the school day.

Surveillance

Video surveillance/electronic monitoring equipment is used in each facility. Students, staff, and visitors should be aware that their actions/behavior may be monitored and recorded through the use of these devices.

School Resource Officer

The School District of McFarland is fortunate to have a School Resource Officer to work with our students and staff throughout the district. If either the Principal believes that a student situation would benefit from the involvement of the School Resource Officer, the officer is called. Either the administrator or the School Resource Officer will contact the parent/guardian if a student has a conversation in relation to that student's involvement in inappropriate conduct. A school representative may be present during a conversation that takes place between the School Resource Officer and a student. To leave a message for our School Resource Officer, call 838-4720 or 575-3869. Child abuse and neglect investigations are governed by Wisconsin Statutes.

Student Records

Student records shall be maintained in the interest of the student to assist school personnel in providing appropriate educational experiences for each student in the District. The Board of Education recognizes the need for confidentiality of student records. Therefore, the District shall maintain the confidentiality of student records at collection, storage, disclosure and destruction. Student records shall be available for inspection or release only with prior approval of the parent/guardian or adult student, except in situations where legal requirements specify release of records without such prior approval. Building Principals shall have primary responsibility for the collection, maintenance and dissemination of student records in accordance with state and federal laws and established District guidelines.

The McFarland School Board designates the following information as student "directory information": a student's name; address; telephone number; date and place of birth; major field of study; participation in officially-recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; or awards received. Parents and eligible students may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board within fourteen (14) days after receipt of the District Administrator's annual public notice. Parents and eligible students also have the right to:

1. Inspect, review, and obtain copies of student records
2. Request the amendment of the student's school records if they believe the records are inaccurate or misleading
3. Consent to the disclosure of the student's school records, except to the extent State and Federal law authorizes disclosure without consent
4. File a complaint with the Family Policy Compliance Office of the U.S. Department of Education. For further information please refer to Board Policy 8330.

Student Services

Services

The Student Services staff within each building consists of staff in guidance, school psychology, and nursing. These professionals work with staff, parents, and community resources to assist students in optimal personal, social, educational, health and occupation development. Services include:

1. Individual counseling concerning social and personal issues.
2. Screening and assessments for academic, social and emotional needs.
3. Classroom discussions.
4. Consultation with teachers and parents.
5. Developmental guidance activities covering topics such as decision-making, feelings, friendship, cooperation, conflict resolution, drug awareness, and safety issues.
6. Special education needs assessment, which may include individual measurements of intellectual

functioning, academic performance, social behavior, perceptual motor development, and adaptive behavior function.

7. Small group work, such as new student groups, family change groups, friendship groups and social skills groups.
8. Alcohol and other drug screening or resource information.
9. Emergency health services and maintenance of immunization and health records.
10. Public health services, disease prevention, health promotion.

Please contact a member of our school student services team with any questions. Our school psychologist, Rebekah Hulse, may be reached at 838- 4604. Keri Bockenbauer, the CEPS Program Support Teacher may be reached at 838-3146, and Lily Hlavacek, our K-5 Social Worker may be reached at 838-4610. Health Services can be reached at 838-4500, ext. 5613. For more information, please contact the Director of Student Services, Ms. Lauren Arango at 838-4514.

Building C.A.R.E. Team (Children’s Assets & Resiliency in Education)

Student Services staff, along with special educators, also function as part of a building CARE Team, which is a problem-solving group where teachers, other staff and parents (when appropriate) meet to discuss student needs. Student Services staff assist in:

1. Reviewing information and discussing alternatives for working with students in regular education.
2. Clarifying concerns about students in regular education.
3. Meeting with parents, teachers and other support personnel about student needs.
4. Coordinating the efforts of school staff in meeting student needs.

For questions concerning CARE Team, contact our school social worker at 838-3146.. For more information about Special Education, please contact: Lauren Arango, Director of Integrated Student Services at 838-4514.

Supervision

Start of the school day:

Just a reminder: The earliest a child can arrive at school is 7:20 AM at which time supervision will be available.

Although before-school supervision is provided from 7:20 AM until the 7:45 AM entry bell, children being dropped off through the car loop are encouraged to come to school as close to 7:45 AM as possible, unless they are participating in our school breakfast program. Upon arrival all students are expected to follow our morning supervision procedures, including breakfast procedures should they choose to eat school breakfast. All children are expected to arrive at school no later than 7:45 at which time the entry bell rings.

End of the School Day:

Students are expected to leave the building and school ground immediately after they are finished with their school responsibilities and activities. If students are picked up after school, drivers should be prepared to pick up their child immediately after school dismissal at 2:42 p.m. Students should go home immediately upon dismissal except where special activities under teacher supervision are conducted after school. If parents grant their children permission to use the unsupervised playground before or after school, they do so at their own risk.

Technology

Computer and Internet

MSD is pleased to offer you access to its computer network and the Internet. By clicking OK when they log in, the user acknowledges that they have read board policies [7540.01](#), [7540.03](#), [7540.04](#), and [7540.06](#), as well as the following guidelines:

1. Privacy - Network storage areas may be treated like school lockers and/or workspaces. IT staff may review files to maintain system integrity and to ensure that users are using the system responsibly. The user should have no privacy expectations, except those explicitly spelled out in state statute;

2. Resource Limits - Users are expected to remain within allocated disk space and delete materials which take up excessive storage space;
3. Illegal Activities - Users should never download or install any commercial software shareware or freeware onto network drives or disks. Users should not copy other's work or intrude into other's files;
4. Appropriateness - Profane, abusive or impolite language should not be used to communicate, nor should materials be accessed which are not in line with the rules of school and/or work behavior. Should users encounter such material by accident they should report it to their teacher or supervisor immediately, and;
5. All email communications, internet searches, and content stored on district or computer storage space are property of MSD and may be subject to Wisconsin Open Records Requests.

Personal Electronic Devices

Cell phones, pagers, radios, personal stereos, MP3 players, hand-held game players, and other sound devices must be turned off and remain in a student's backpack while on school grounds unless the device is being used for educational purposes that are pre-approved by the Principal or designee (see BYOD policy below). If a student is found to be in possession of one of these devices, the device will be confiscated and taken to the office where it may be retrieved by the student's parent/guardian. The school is not responsible for lost, stolen, or damaged items.

Students are not permitted to possess digital cameras and recording devices and the use of cell phones for pictures and for recording purposes on school grounds at any time unless pre-approved by the Principal or designee. Students are not permitted to possess laser pointers at school. If these items are observed at school, they will be confiscated and will need to be picked up by the student's parent/guardian. Depending upon the circumstances, other consequences may be given. The school is not responsible for lost, stolen, or damaged items. Please see Board Policies 5136 and 9151 for more information.

Title 1

Title I is a federal program that provides funds to school districts and schools with high numbers or high percentages of children who are disadvantaged to support a variety of services. The overall purpose of this program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. Title I funds must be used to improve the academic achievement of identified Title I students. Students must be identified based on multiple, objective, educationally related criteria. Title I supplemental services may be delivered in a number of ways, i.e., in-class instruction; pull-out instruction; and/or extended day, week, or year instruction.

Early in each school year, the McFarland School District learns whether we qualify for these funds. As a part of Title 1 funding requirements, parents may request information, at any time, regarding the qualifications of their child's classroom teacher and paraprofessionals providing support to their child.

Traffic Safety

Arrival:

In order to provide for a safe and efficient process for dropping off students at school and picking them up from school, please comply with our traffic safety expectations.

1. It is essential that as you pull up to school you remain in the right lane.
2. Please make sure the students you drop off do not exit the car until you are pulled up to the curb. Students should exit the vehicle on the right side only.
3. Please drop off students immediately after the car pulls up to the curb.
4. Follow general driving safety guidelines such as maintaining a low speed, looking before you pull out, and remaining off of your cell phone.

5. During the morning drop-off, parents/guardians should not arrive before 7:20 as supervision is not available.

Dismissal:

1. Please be sure to use the right lane only for student pick-up.
2. Students should only get into cars that are pulled up to the curb. Students should enter the car on the right hand side.
3. Follow general driving safety guidelines such as maintaining a low speed, looking before you pull out, and remaining off of your cell phone.
4. As a way to ease the traffic congestion in the afternoon you are encouraged to pick up your child at another meeting location such as a nearby street, village hall or public library.

Visitors

Parents/Guardians and McFarland community members are always welcome to visit CEPS and observe us in action. In order to ensure the safety of our students and staff, all visitors must enter the building through the main entrance ("A doors"). Visitors press a buzzer to alert the office staff of their presence. After stating their name and purpose for visiting, the visitor is either buzzed into the office or directed to leave the school grounds. All visitors who are buzzed into the office will show an approved form of identification, sign in providing their name, purpose for visiting, and the time, and will receive a visitor pass. The office staff will verify the purpose of their visit with other staff members as appropriate and ensure the visitor arrives at the correct destination. At the end of the visit, visitors will return to the office to sign out.

Volunteers

We are happy to welcome parents/guardians and other community members who wish to invest some time in our district's youngest learners. Interested individuals may obtain a Volunteer Handbook from the office and complete and turn in the application form. A background check is required for all individuals who will have access to students in the course of their volunteer work. A background check is completed every three years and can be done during online registration.

Weapons

No one shall possess, use, and/or transmit a weapon on school property, school buses, or at any school-related event. A weapon is defined as a firearm (loaded or unloaded), knife, razor, martial arts devices, pepper spray, Mace, explosives, illegal or disruptive articles or missiles (including firecrackers), any incendiary device or look alike that by its design and/or use can cause bodily injury or property damage. (This prohibition does not apply to law enforcement officers discharging their official duties or military personnel who are armed in the line of duty.) Students violating this section shall be subject, but not limited to parent notification, referral to other district personnel, suspension, alternative educational placement, referral to police department, and/or expulsion. Please refer to Board Policy 5772 for more information.

Website

You are invited to visit the School District of McFarland's website found at: www.mcfarland.k12.wi.us Click on CEPS. Examples of information on the website include calendar of events, announcements, staff directory, hot lunch menu, electronic version of the EC-5 Newsletter, program descriptions, etc.

Wellness

McFarland School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting and implementing sound nutrition and physical activity programs. The McFarland School District Board Policy 8510– "Wellness" -outlines nutrition education, physical activity, school based activities, and staff wellness. Some highlights from this policy include:

Classroom Education:

Health and physical education lessons reinforce the knowledge and self-management skills necessary to maintain a physically active lifestyle. Healthy living skills are taught as part of the regular instructional program for all students to understand and practice concepts and skills related to health promotion and disease prevention.

Physical Education:

The program is designed to encourage equality of participation and promote the student's sense of responsibility for lifelong physical fitness and wellness. The physical education curriculum provides age appropriate activities that contribute to the overall physical, social, and emotional growth of each individual.

Physical Activity:

Students are given opportunities for physical activity during the school day through regular physical education classes, a daily lunch recess period, and the integration of physical activity into the academic curriculum.

Eating at school:

Schools in the district offer varied and nutritious food choices that are consistent with healthy eating habits. Lunch is scheduled as near to the middle of the day as possible. Staff members evaluate the use of food for rewards and are encouraged to identify other options for praise.

Appendices

5517.01 - Bullying

The School Board is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or staff member is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where a staff member is engaged in school business.

Bullying is deliberate or intentional behavior using word or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. 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; however this type of bullying behavior need not be based on any of the legally protected characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Any student that believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or assistant principal, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or assistant principal, or the District Administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this policy shall be investigated promptly by the building principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

Parents and/or guardians of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to reprimand, suspension, or possible expulsion. Further, the result of an investigation that finds that bullying has occurred may result in discharge for staff members, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Retaliation against any person, who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying. Making intentionally false reports about bullying for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally making a false report may result in disciplinary action as indicated above.

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

"Bullying" is defined on page one. Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

The Board recognizes that cyberbullying can be particularly devastating to young people because:

- 1. cyberbullies more easily hide behind the anonymity that the Internet provides;
- 2. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
- 3. cyberbullies do not have to own their own actions, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions; and
- 4. the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased when it comes to cyberbullying activity.

Cyberbullying includes, but is not limited to the following:

- 1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
- 2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
- 3. using a camera phone to take and send embarrassing photographs of students;
- 4. posting misleading or fake photographs of students on web sites.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of age, race, religion, color, national origin, marital status or disability (sexual orientation, physical characteristic, cultural background, socioeconomic status, or geographic location).

"Intimidation" includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another's property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the basis of race, color, religion, national origin or sexual orientation.

"Menacing" includes, but is not limited to, any act intended to place a school staff member, student, or third party in fear of imminent serious physical injury.

"Harassment, intimidation, or bullying" means any act that substantially interferes with a student's educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any

school-sponsored activity, on school–provided transportation or at any official school bus stop, and that has the effect of:

- A. physically harming a student or damaging a student's property;
- B. knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
- C. creating a hostile educational environment.

"Staff" includes all school staff members and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For a definition of and instances that could possibly be construed as **hazing**, consult Policy **5516**.

Privacy/Confidentiality

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the Board’s legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law. To the extent appropriate in conducting a thorough investigation and/or as legally permitted, confidentiality will be maintained during the investigation process.

Notification

Notice of this policy will be **annually** distributed to all students enrolled in the School District, their parents and/or guardians and staff members. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

The School District will also provide a copy of the policy to any person who requests it.

Records and Reports

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the School Board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator or designee shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board’s policy and administrative guidelines on bullying will be age and content appropriate.

The complaint procedure established by the District Administrator as set forth in AG 5517.01 shall be followed. Wis. Stat. 118.46

5517 - Student Anti-Harassment

Prohibited Harassment

The School Board is committed to an educational environment that is free of harassment of any form. The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

For purposes of this policy, "School District community" means individuals subject to the control and supervision of the Board including, but not limited to, students, teachers, staff, volunteers, and Board members. "Third party" means individuals outside the School District community who participate in school activities and events authorized by the Board including, but not limited to, visiting speakers, participants on opposing athletic teams, and vendors doing business with, or seeking to do business with, the District.

Harassment means behavior toward a student or group of students based, in whole or in part, on their sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or any other characteristic protected under State, Federal, or local law, which substantially interferes with the student's school or academic performance or creates an intimidating, hostile, or offensive school environment. Harassment may occur student-to-student, student-to-staff, staff-to-student, male-to-female, female-to-male, male-to-male, or female-to-female. Examples of conduct that may constitute harassment include:

- A. graffiti containing offensive language;
- B. name calling, jokes, or rumors;
- C. threatening or intimidating conduct directed at another because of the other's protected characteristic (e.g., sex, race, learning disability);
- D. notes or cartoons;
- E. slurs, negative stereotypes, and hostile acts which are based upon another's protected characteristic;
- F. written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or members of protected classes;
- G. a physical act of aggression or assault upon another because of, or in a manner reasonably related to, the individual's protected characteristic;
- H. other kinds of aggressive conduct such as theft or damage to property, which is motivated by a protected characteristic.

Sexual Harassment

Sexual harassment deserves special mention. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- A. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education;
- B. submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education;

- C. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may include, but is not limited to:

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- D. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- E. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- F. unwelcome behavior or words directed at an individual because of gender;

Examples are:

- 1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
 - 2. rating a person's sexuality or attractiveness;
 - 3. staring or leering at various parts of another person's body;
 - 4. spreading rumors about a person's sexuality;
 - 5. letters, notes, telephones calls, or materials of a sexual nature;
 - 6. displaying pictures, calendars, cartoons, or other materials with sexual content.
- G. inappropriate boundary invasions by a District staff member or other adult member of the District community into a student's personal space and personal life.

It is further the policy of the Board that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the work place, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's disability and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disabling condition, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Reporting Procedures

The District Administrator shall prepare written administrative guidelines for individuals to report alleged harassment prohibited under this policy to appropriate school administrators. The reporting procedures shall, at a minimum, provide as follows:

- A. Any student who believes s/he has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to an appropriate official as designated under administrative guidelines developed by the District Administrator.
- B. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to an appropriate school official as designated under administrative guidelines developed by the District Administrator.
- C. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to an appropriate school official as designated under administrative guidelines developed by the District Administrator.
- D. Teachers, administrators, and other school officials who have knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall immediately report the alleged harassment to an appropriate school official as designated under administrative guidelines developed by the District Administrator.
- E. Any other person with knowledge or belief that a student has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to an appropriate school official as designated under administrative guidelines developed by the District Administrator.
- F. The reporting party or complainant shall be encouraged to use a report form available from the principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing.
- G. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, each school's building principal shall be advised to designate both a male and a female Complaint Coordinator for receiving reports of harassment prohibited by this policy. At least one (1) Complaint Coordinator or other individual shall be available outside regular school hours to address complaints of harassment that may require immediate attention.

Investigation Procedure

The District Administrator shall prepare written administrative guidelines for investigating complaints of harassment. These procedures will, at a minimum, provide as follows:

- A. The Complaint Coordinator or another individual designated by the District Administrator (the "Investigator") shall conduct an investigation immediately. The District Administrator, or his/her designee, shall oversee the investigation. The District Administrator will also take immediate action, as may be appropriate, to prevent further violations of this policy while the investigation is being conducted.

- B. The investigation shall consider all relevant facts, documents, witness accounts, and other relevant information.
- C. The investigation should be completed as soon as possible, but no later than thirty (30) calendar days from receipt of the complaint, unless additional time is needed to conduct a thorough and objective investigation and the complainant is informed of the need for additional time. The Investigator shall make a written report to the District Administrator upon completion of the investigation. If the complaint involves the District Administrator, the report shall be filed directly with the Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. The Investigator may conduct the investigation whether or not a criminal investigation involving the same or similar allegations is also pending or has been concluded.

School District Action

Upon receipt of a report that a violation has occurred, the District will take prompt, appropriate formal or informal action to address, and where appropriate, remediate the violation. Appropriate actions may include, but are not limited to, counseling, awareness training, parent-teacher conferences, warning, suspension, exclusion, transfer, remediation, termination, or discharge. District action taken for violation of this policy shall be consistent with the requirements of applicable collective bargaining agreements, State and Federal law, and District policies for violations of a similar nature or similar degree of severity.

If the evidence suggests that the harassment at issue is a crime or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the District Administrator shall report the harassment to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations and crimes.

To the extent consistent with State and Federal laws regarding privacy and other rights, the District Administrator shall provide the complainant and other parties with a written answer to the complaint as quickly as possible, but not more than thirty (30) calendar days from receipt of the Investigator's report, unless the District Administrator determines that additional investigation is justified, in which case the complainant will be informed of the need for further investigation.

Formal Complaint Investigation

The Board also reserves the right to have the formal complaint investigation conducted by an external person in accordance with this policy and administrative guidelines or in such other manner as deemed appropriate by the Board or its designee.

Reprisal

Submission of a good faith complaint or report of harassment will not affect the complainant's or reporter's grades or learning environment. However, the Board also recognizes that false or fraudulent claims of harassment or false or fraudulent information about such claims may be filed. The Board reserves the right to discipline any person filing a false or fraudulent claim of harassment or false or fraudulent information about such a claim.

The Board will discipline or take appropriate action against any member of the School District community who retaliates against any person who reports an incident of harassment prohibited by this policy or participates in a proceeding, investigation, or hearing relating to such harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

Miscellaneous

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name,

mailing address and telephone number of the Complaint Coordinators, the name, mailing address and telephone number of the State agency responsible for investigating allegations of discrimination in educational opportunities, and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights.

A summary of this policy and any related administrative guidelines shall appear in the student handbook and shall be made available upon request of parents, students, and other interested parties.

The Board will develop a method of discussing this policy with the School District community. Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to the School District community on an annual basis, and at such other times as the Board in consultation with the District Administrator determines is necessary or appropriate.

This policy shall be reviewed at least annually for compliance with local, State, and Federal law.

The Board will respect the privacy of the complainant, the individuals against whom the complaint is filed, and the witnesses as much as practicable, consistent with the Board's legal obligations to investigate, to take appropriate action, and to conform to any discovery, disclosure, or other legal obligations.

48.981, Wis. Stats.

118.13, Wis. Stats.

P.I. 9, 41 Wis. Admin. Code

Fourteenth Amendment, U.S. Constitution

20 U.S.C. 1415

20 U.S.C. 1681 et seq., Title IX of Education Amendments Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. 794, Rehabilitation Act of 1973

42 U.S.C. 1983

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 2000d et seq.

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

34 C.F.R. Sec. 300.600-300.662

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

National School Boards Association Inquiry and Analysis - May 2008

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State Testing Opt-Out Form

McFarland School District

McFarland School District fully supports parents' / guardians' right to opt their student(s) out of state testing under Wis. Stats. 118.30(2)(b)3 and our first priority is the best interest of your student. However, parent opt-out requests can and do have an impact on school and district report cards because these students are considered "not tested."

We believe that these tests give our Schools and District valuable information about how we are doing meeting the needs of all of our students and give us an additional data point to add to the assessments given in your student's classes that let us know how students are performing relative to State Standards, their previous years' scores and students across the State.

If you would like to opt your student out of State testing, this waiver form must be completed and turned into the building principal no later than three days prior to the date on which the test is scheduled.

Student Name: _____ Date: _____

School: CEPS ____ WIS ____ IMMS ____ MHS ____

Please specify the test(s) from which the student requests to be excused:

Reason for request:

The signature below signifies my/our desire to opt this student out of the test(s) identified above. We understand that: 1) this waiver applies only to the test identified here; 2) the building principal may follow up with me to discuss this request.

Parent signature and date

Parent signature and date

Daytime phone number: _____

For office use only:

Date received: _____ Date of principal conversation: _____

Student Waiver Form McFarland School District

This waiver form must be completed and turned in to the building principal no later than three (3) days prior to the date on which the survey or test is scheduled or on which the curriculum topic from which the student wishes to be excused begins. If you wish to opt your students out of a State test, please complete the State Testing Opt-Out Form. If you are unsure which form to complete, please contact your student's school.

Student name: _____ Date: _____

School: CEPS ___ WIS ___ IMMS ___ MHS ___

Please specify the survey, test and/or curriculum from which student requests to be excused:

____ Survey: _____

____ Test: _____

____ Curriculum topic allowed by State Statutes: _____

Reason for request (optional): _____

The signature below signifies my/our desire to opt this student out of the specific survey, test and/or curriculum topic identified above. We understand that: 1) this waiver applies only to the survey, test and/or curriculum topic identified here; 2) in the case of a curriculum topic, an alternate assignment may be made that may or may not parallel the topic and content covered in class.

Parent signature and date

Parent signature and date

Daytime phone number: _____

For office use only:

Date received: _____ Name of teacher: _____

Notification date: _____

Alternate assignment provided: Yes _____ (attach copy) No _____

The McFarland School District does not discriminate on the basis of sex, age, race, color, national origin, ancestry, creed, pregnancy, religion, marital or parental status, sexual orientation, or disability.