



WE A.R.E. SPARTANS

— ACHIEVEMENT RESPECT RESPONSIBILITY EMPATHY —

INDIAN MOUND MIDDLE SCHOOL



FAMILY HANDBOOK 2016-17

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FOREWORD

Our handbook serves as a quick reference for the policies, protocol, and procedures that have been established to keep Indian Mound Middle School a safe, effective, 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 1, 2016. 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 Family Handbook. Throughout this document references are made to McFarland School Board policies. District policies are often updated, added, and changed throughout the year. For the full and most current version of our board policies, go to the School District of McFarland's webpage found at: www.mcfarland.k12.wi.us or directly at <http://www.neola.com/mcfarland-wi/>

Superintendent of Schools

Dr. Andrew Bridell

Indian Mound Middle School

Main Office - 838-8980

Aaron Tarnutzer, Principal - 838-4603

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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.

Inquires 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,

Welcome to the 2016-17 school year at Indian Mound Middle School [IMMS]! On behalf of all our talented, energetic and caring staff, it's a pleasure to share these wonderful years with you – and we hope this handbook makes the journey a bit clearer and easier.

The Indian Mound school community is committed to the importance of the family-student-school-community team. We couldn't be more excited – or more serious – about this team concept. The IMMS teachers are experts in their academic fields and have wonderful hearts that are open to the wonders of these middle years. We are ready to join with you (indeed, we must join with you) in order to help each very special young person know and reach her or his personal best.

This handbook is intended to share information that will help us meet this goal together. You will find everything from district policy information and mission statements to behavioral expectations and support services. It is important that both students and parents read the handbook as you are responsible for knowing what is in here. **The Handbook Acknowledgment, which students must complete prior to the end of the second week of school, indicates that you have read and understand the contents of the handbook.**

We hope you'll take advantage of this ongoing invitation to tell us what you think – and also will stop by to say hello and chat a bit.

Again, we extend our gratitude for sharing this time with us and for bringing your energy and high hopes to school with you. We look forward to working with you this year!

Our best wishes for a magnificent year,

Aaron Tarnutzer
Principal

Brett Jondle
Associate Principal

SCHOOL MISSION STATEMENT

The mission of Indian Mound Middle School is to develop globally engaged and resilient citizens who are critical thinkers, collaborators, and curious learners.



WE A.R.E. SPARTANS

— ACHIEVEMENT RESPECT RESPONSIBILITY EMPATHY —

Indian Mound Middle School ***Spartan Code***

The students and staff of IMMS create the IMMS Spartan Code. This code and the “We A.R.R.E. Spartans Matrix” found in the appendices represent the commitments the students and staff make in an effort to bring out the best in one another and make IMMS a safe and productive learning environment.

**At Indian Mound Middle School,
we come together,
to create a stronger school,
by following the Spartan Code.**

We commit to:

- Achieving our goals and jumping the hurdles of life;**
- Respecting others by listening, caring, and treating one another how we want to be treated;**
- Taking Responsibility by honoring our commitments and doing what needs to be done; and**
- Showing Empathy by understanding how others feel, standing up for others, and offering a helping hand.**

**We strive for success,
Everyday,**

We ARE Spartans!

Expectations	Classroom	Hallway	Cafetorium	Outside	Bath/Locker room	Bus
Achievement	<ul style="list-style-type: none"> • Be prepared to learn with a positive attitude • Be an active learner, participate in classroom activities, ask questions • Do your best on work • Do your own work • Complete all assignments & meet deadlines 	<ul style="list-style-type: none"> • Keep materials organized in locker • Use your time effectively 	<ul style="list-style-type: none"> • Eat a healthy meal 	<ul style="list-style-type: none"> • Be active 	<ul style="list-style-type: none"> • Use your time effectively • Change promptly 	<ul style="list-style-type: none"> • Arrive at the bus stop on time
Respect	<ul style="list-style-type: none"> • Allow everyone to have a say • Hands, feet, & objects to yourself • Be physically & emotionally aware of others • Give full attention to speaker • Use polite language & tone of voice • Respect other's belongings • Respect personal space • Use appropriate volume level for activity 	<ul style="list-style-type: none"> • Respect the space of others • Use appropriate language • Hands, feet & objects to yourself • Walk • Respect school property • Be aware of other classes • Volume level 3 	<ul style="list-style-type: none"> • Walk to the lunch line • Hands, feet, & objects to yourself • Be polite & friendly • Use appropriate language • Wait your turn in line • Volume level 3 	<ul style="list-style-type: none"> • Use equipment for its purpose • Use appropriate language • Be polite & friendly • Listen to directions • Hands, feet, & objects to yourself • Enter building promptly, calmly, & quietly using volume level 3 	<ul style="list-style-type: none"> • Respect other's belongings • Keep area clean • Respect school property • Throw away paper towels in trash • Bathroom volume level 2 • Locker room volume level 3 	<ul style="list-style-type: none"> • Respect other's belongings & space • Hands, feet, & objects to yourself • Respect bus property • Use appropriate language • Volume level 0-3 • Listen to & respect driver • Be polite & friendly
Responsibility	<ul style="list-style-type: none"> • Be on time & enter classroom quietly • Be prepared with materials • Take ownership for your behavior • Keep classroom neat & clean • Be honest • Follow classroom rules • Remain seated until dismissed 	<ul style="list-style-type: none"> • Monitor your time • Keep to the right • Have a pass visible • Keep belongings in a locked locker • Take the most direct route to class • Keep hallways clean 	<ul style="list-style-type: none"> • Bring ID & weather appropriate clothing • Put gum in trash • Keep area clean • Keep food in cafetorium • Remain seated until dismissed 	<ul style="list-style-type: none"> • Return equipment • Participate safely • Finish activity when the bell rings • Keep track of your belongings • Stay in designated play areas 	<ul style="list-style-type: none"> • Flush toilets • Wash your hands • Use time appropriately • Report inappropriate behavior • Take care of your belongings & use your locker 	<ul style="list-style-type: none"> • Keep it clean • Follow bus & school rules • Keep track of your belongings • Stay seated & face forward • Keep aisle clear • Eat & drink off bus
Empathy	<ul style="list-style-type: none"> • Respect & celebrate differences • Be open minded to ideas • Learn about each other's cultures, interests, & talents • Politely share ideas • Encourage & help others • See the best in others • Be an ally 	<ul style="list-style-type: none"> • Be patient & friendly • Help each other • Say "Hello" first • See the best in others • Be an ally 	<ul style="list-style-type: none"> • Invite others to sit with you • Appreciate the different foods people eat • See the best in others • Be an ally 	<ul style="list-style-type: none"> • Encourage & invite others to participate in your activities • Use positive gossip • See the best in others • Be an ally 	<ul style="list-style-type: none"> • Respect the privacy & dignity of others • See the best in others • Be an ally 	<ul style="list-style-type: none"> • Share your seat & invite others to sit by you • Use positive gossip • Help each other • See the best in others • Be an ally

“We A.R.R.E. Spartans” Behavior Matrix

ACADEMIC HONESTY

Academic honesty is expected of all students. All schoolwork submitted for the purpose of meeting course requirements must represent the original ideas and efforts of the individual student. Any actions such as (but not limited to) obtaining a copy of a test in advance, sharing answers, representing another's work as one's own, or using notes, worksheets or other materials prohibited by the teacher are cheating and considered academic dishonesty. Students may not plagiarize (use the words or ideas of another person as their own without acknowledgment of the source) in written, creative, or oral work. This includes cutting and pasting information from an Internet article or retyping such work into a paper or project, whether or not it is copyrighted. In cases of academic dishonesty, the teacher and/or building administrator will notify the student's parent/guardian and appropriate consequences will be assigned. Consequences may include losing credit for the assignment, exam and/or the marking period, parent contact, and disciplinary action. As included in the school's disciplinary procedures, please note that in addition to restorative solutions, an in-school or out-of-school suspension may be the response to most administrator-confirmed incidents of academic dishonesty.

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 students who learn at an accelerated rate 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 IMMS Resource Teacher, Mary Donagan, may be reached at 838-4500 ext. 4876 or via email at DonagaM1@mcfbsd.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.

AIM

Achievement Is Meaningful

AIM is a communication tool and structured study program intended to assist students who are struggling academically as indicated by their grades. Students will receive AIM referrals when they are earning a D or F grade in a class or classes. Approximately three times each quarter, staff members notify families via email or mail if email is not available complete that their child is earning a grade of a D or F. Students who are referred to AIM participate in two weeks of guided study.

In sixth grade, this guided study period occurs during the student's lunch period and students are required to attend. In seventh and eighth grade, this guided study period occurs after school from 3:15-3:30 p.m. on Tuesday, Wednesday, and Thursday with the referring staff member. Participation in AIM guided study is highly recommended for all students in seventh and eighth grade who are earning a D or a F. If a parent/guardian seventh or eighth grade student would like their child to attend AIM, they should inform the school by contacting the referring teacher or IMMS Guidance Office at 838-4500 ext. 4802. All seventh and eighth grade students who are referred to AIM may attend the guided study but only students whose parents/guardians contacted the school will be notified if their child does not attend AIM.

Please note that students who are referred to AIM based on failing grades (F) are ineligible for participation in any extracurricular activities (e.g., athletic competitions, special trips, club activities) for the two-week period. In addition, students earning a failing grade at the end of the quarter will be ineligible for participation in any extracurricular activities until the first AIM cycle of the quarter. Student athletes are strongly encouraged to continue practicing with their team on any day there is not a study session and after the student session has concluded. Students may become eligible for extracurricular activities during this two week period via the following procedure:

1. The student takes an "AIM Eligibility Form" to the teacher of the class in which they are receiving a failing grade. The staff member will sign the sheet each day so coaches/ supervisors/ parents will see progress.
2. All coaches and supervisors will check the AIM eligibility form before each practice. If the student doesn't bring this form signed to the coach/supervisor before each practice while in AIM, he or she will be ineligible for competition for the two-week period.
3. The student needs to stay in good standing for the two-week period. This includes earning at least a C to be eligible for competition.

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. The provisions of the animal policy must be met where applicable. Please refer to District Policies 8390, 8405, and 9160 for specifics on animals in classrooms.

ARRE TIME

ARRE Time is an advisor-advisee program established to foster positive relationships between and among students and staff. Staff members work closely with small groups of students to help them develop a positive self-concept, improve their decision-making and interpersonal skills, and develop respect for others. Students in sixth grade participate in a daily ARRE Time class following second

period. Students in seventh and eighth grade participate in ARRE Time two times per week during the first quarter, and once per week for the remainder of the school year. Questions about ARRE Time may be directed to the School Counselor Office.

ARRIVAL AT SCHOOL

Just a reminder: students are not supervised until they enter the building at 7:30 a.m. At 7:30 a.m., students must enter through the “B doors” and go directly to the cafetorium or the gymnasium where they will be supervised until the first bell rings. The first bell rings at 8:03 a.m. and school starts at 8:10 a.m.

ASSEMBLAGE

Students have the right to peaceably assemble for the expression of opinions and beliefs as long as that assembly falls within school practice. School practice prohibits assemblies which disrupt the normal operation of the school, which are prohibited by law, which prevent any student from securing regular access to school facilities or classes, or which are inconsistent with school goals for teaching/learning. Students not complying with the provisions of this section shall be subject to disciplinary action, including but not limited to, suspension or expulsion.

ATTENDANCE

School attendance is the shared responsibility of students and parents; both state statute and McFarland School District policy require students to attend school regularly.

Attendance: Absence Procedure

TO REPORT AN UNANTICIPATED ABSENCE, PLEASE CALL 838-8980 BEFORE 8:20 A.M.

Parents are reminded to please call the IMMS office before 8:20 a.m. if your child will be absent from school that day because of illness or some other emergency. 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:

- Your child's name,
- Your child's grade,
- Your name and your relationship to the student,
- The number of days your child is expected to be absent,
- The reason for the absence, and
- Whether or not you wish homework to be collected (if your child is absent for two or more days only).

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.

TO REPORT AN ANTICIPATED ABSENCE (i.e. appointment), PLEASE HAVE YOUR CHILD BRING TO THE OFFICE A NOTE FROM YOU.

Attendance: Excused Absences

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

- 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.
- Obtaining religious instruction or observing religious holidays.
- 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 course work that is missed during the absence. Reasons in this category include, but are not limited to, the following:
 - 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 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.
 - A death in the immediate family or a funeral for relatives.
 - Legal proceedings that require the student's presence.
 - Family trips that can only be taken during the normal school term. The intent of this provision is to allow 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 the student's responsibility to obtain the class assignments using the advance absence form prior to his/her absence and to bring them, completed, to the teachers after the absence. Students are expected to use the form that is provided in the office for this purpose;
 - 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.
- Suspension or Expulsion.
 - A student may be excused from school, as determined by the Principal or Associate Principal, for the following reasons:
 - Quarantine of the student's home by a public health officer.
 - An illness of an immediate family member.
 - 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 all of the student'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 additional information please refer to District 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, parents/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 additional information, please refer to District Policy 5200.

Attendance: Make-Up Work When Absent

Parents/guardians may request homework (for absences of two or more days) by calling 838-8980 before 8:20 a.m. When a student is absent, s/he is responsible for making up any missed schoolwork. The student has the same number of days to make up the work as the days missed (e.g., if a student is out for three days, s/he has three days to make up work). Work completed within this time period is accepted without penalty. If circumstances require a longer period to complete the work, arrangements must be made with the teacher(s). Students who are absent from class due to another school activity (e.g., a field trip) are given one day to make up any work due.

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 first class by 8:10 a.m.) should go directly to the office to receive a pass. A student is considered tardy if he or she arrives within twenty minutes of the beginning of the school day (prior to 8:30 a.m.). The first tardy that a student earns in a quarter is counted as a "freebie," meaning there is not a consequence. However, if a student is tardy to school for a second time in the same quarter, the student will earn a disciplinary referral and a consequence will be assigned such as a restorative solution, and a lunch or an after school detention. If a student is tardy for a third or subsequent time in the same quarter, the student will receive a discipline referral and consequences will be assigned such as a more extensive restorative solution, and/or multiple lunch or after-school detentions. 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).

During the school day: Students have two (2) and/or three (3) minutes between classes during the school day. Students need to plan to use the restroom and/or go to their lockers during the time available. Depending on the location of their classes, students may not have time to chat with their friends. Students are expected to be on time to all their classes.

BACKPACKS

Backpacks may be brought to school but must be kept in students' lockers. During school hours, backpacks are not allowed in classrooms or the cafetorium and may not be left unattended in the hallways. At times, individual students may be given permission by the Principal or Associate Principal to carry their backpack from class to class.

BEHAVIOR

Disciplinary Policy: Philosophy and Beliefs

We are committed to working with our students and staff to create a respectful, safe, and productive school-wide learning community that is free from disruption. At IMMS, our motto is "*We A.R.R.E. Spartans.*" Each letter of A.R.R.E. represents an expectation we have for one another and ourselves related to Achievement, Respect, Responsibility, and Empathy. We commit ourselves to these principles and specific behaviors as exemplified in the "IMMS Spartan Code," the "We A.R.R.E. Spartans Matrix" and the "IMMS Conduct and Effort Grade Rubric" (see appendix).

The goals of our approach to student behavior is to teach students self-control, hold students accountable for their behavior, and facilitate the reparation of harm that may have occurred to other students, staff members, and the greater school community. Ultimately, we want students to take ownership of their actions and learn and grow from their mistakes. This positive approach to helping our students meet these expectations is based on the research-based Positive Behavior and Supports framework and the field of Restorative Practices (For more information, see www.pbis.org or www.wisconsinpbisnetwork.org and www.iirp.org).

The IMMS disciplinary philosophy regarding student behavior includes the following beliefs:

- *Fostering awareness:* Most young people are so absorbed with the daunting task of growing up and finding themselves that they often struggle with understanding how their behavior affects others. Staff members ask students restorative questions to foster awareness of how others are affected by the inappropriate behavior or they may just express their own feelings to the student.
- *Avoiding lecturing or scolding:* We all may react defensively when lectured – and may see ourselves as victims. Students are no exception. We try to refrain from lecturing to give students room to notice how others are affected by their behavior and to allow them to feel empathy for the others involved.
- *Involving students actively:* Punishment alone allows students to remain completely passive and to assume the role of the victim. We try to involve students in the process as much as possible, asking them to think about how they can repair the harm done and how they plan to keep their commitment to changing inappropriate behavior.
- *Accepting ambiguity:* Sometimes the answer to the question, "Who is at fault here?" is unclear and we simply have to accept this muddy state and move forward, encouraging students to accept as much responsibility for the situation as possible.
- *Separating the deed from the doer:* We always move from the initial position that our students do not mean to harm anyone. We want to be clear that we recognize our students' worth as individuals and disapprove only of their inappropriate behavior.
- *Seeing every instance of inappropriate behavior as an opportunity for learning:* We understand that many of our students have things to learn about appropriate behavior. We view school problems and incidents as opportunities to teach our young people what they need to know to be successful here and in the future.
- *Differentiated discipline.* We recognize that the behavior of two students may look the same, yet the causes for this behavior and the subsequent interventions may be different. We believe that in order for a student to learn and grow from her or his mistakes, the intervention must fit the needs of the individual student.
- *Connecting behavior and interventions.* We believe as often as possible the disciplinary interventions should be logically connected to students' behavior.

Restorative Practices

In an effort to address student misbehavior by fostering student social and emotional growth, holding the student accountable, and repairing any harm that may have been caused, the staff at Indian Mound Middle School utilize a continuum of strategies referred to as "restorative practices." The most traditional and formal use of these practices is restorative conferences. Restorative conferencing is a process that provides students involved in a conflict the opportunity to meet in a safe and structured setting, with the goal of holding offenders directly accountable for their behavior. With the assistance of a trained facilitator, offended students are able to let offenders know how their actions affected them, to receive the answers to the questions they may have, and to be directly involved in developing a restitution plan. Offenders are able to take direct responsibility for the behavior, to learn the full impact of what was done, and to develop a plan for making amends to the person(s) violated. Other restorative practices that are implemented include the use of restorative questions with students, circling in classrooms and small groups, informal restorative conferences, and restorative solutions and/or assignments. If you are interested in learning more about restorative practices please contact your child's teacher, the guidance department, and/or the Principal and Associate Principal, or go online to www.iirp.org.

Procedures: The S.O.L.A.R. Model

S.O.L.A.R. (Solution Oriented Learning, Accountability, and Restoration) is the model we use to address behavior issues. This model utilizes a continuum of strategies. Teachers and administrators are encouraged to provide choices for students when mistakes are

made as a way to “make it right.” Those choices allow students to take ownership of the issue and to recognize they are part of the process for finding a resolution. S.O.L.A.R. is designed to meet students’ individual needs rather than taking a traditional, one-size-fits-all approach to behavior management. For more information regarding S.O.L.A.R., please go to www.solarbehaviorsolutions.com.

Whenever possible, the first level of intervention occurs between a student and a teacher. Each teacher has her or his own classroom management plan with rules and consequences that are clearly stated and consistent with the “We A.R.R.E. Spartans” motto, and the IMMS disciplinary policy, beliefs, and procedures. Teaching assistants, administrative assistants, cooks, custodians, and other staff also have expectations for those areas for which they are responsible, and students are required to respect and obey their expectations. If a student chooses to act inappropriately, or to continue to act inappropriately after redirection, a staff member may choose an intervention that may include, but is not limited to, a restorative intervention such as completing a project or service for the staff member, lunch or after-school detention, and parent/guardian contact.

If a significant behavior occurs, or if a behavior continues after a staff member has intervened, the staff member will refer the student to administration for further intervention. The goals of administrative interventions remain the same as those of the individual staff member. The administrative intervention will be restorative in nature and will connect to the behavior. Certain behaviors are considered bottom line behaviors. These behaviors threaten the health and safety of students. Behaviors considered bottom line behaviors include bullying, harassment, threatening behaviors, possession of a weapon, fighting and other acts of violence, the use, possession, and/or distribution of alcohol, tobacco, and other drugs, and repeated violation of school rules. (For information specific to alcohol, tobacco, and other drugs, please see District Policy 443.4. Enforcement Procedures for Alcohol and Other Drug Use Violations, in the appendix). In addition to other consequences, bottom line behaviors may result in suspension from school, police intervention, and a recommendation for the student to be expelled from school.

Hallway Behavior

Students are expected to conduct themselves in an appropriate manner in the hallways at all times. Running, pushing, and public displays of affection (e.g., hand-holding, kissing, embracing) are not acceptable. Eating and drinking also are not allowed in the hallways.

BICYCLES

Students are encouraged to ride their bicycles to school, with an emphasis on safety (including wearing a helmet). Bicycles may be parked only in the racks behind the school. Bicycles parked down near the high school and/or chained to the fence may have their locks cut and be removed. Students are expected to lock their bikes to the bike rack. The school is not responsible for bikes that are stolen.

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, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

IMMS has developed a comprehensive bullying prevention program, which aims to prevent bullying and harassment from occurring, raise awareness about the appearance and the consequences of bullying, and provide 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 or complete a “Bully and Harassment Report Form,” which is available in all classrooms and the office. Students may also complete an online anonymous reporting form, which can be accessed at Sprigeo.com or via our school webpage at <http://www.mcfarland.k12.wi.us/schools/middle/>. All reports of bullying or harassment, both verbal and in written, are immediately directed to the Principal or Associate 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 an IMMS 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. Please keep in mind that an in-school or out-of-school suspension will be our response to most administrator-confirmed incidents of bullying. (For further information please see District Policies 5516, Student Hazing, 5517.01, Bullying, and 5517, Student Anti-Harassment, which are included in the appendix).

BUS

The School District of McFarland is committed to providing students 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 themselves 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 buses at their assigned stop for am/pm routes.
3. Students 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 students are at the designated pick-up point.
4. Students should stay off the roadway at all times. They are expected to obey all civility and safety rules while on the bus and while waiting for the bus. Students shall walk on the side of the road facing traffic to get to the bus stop.
5. Students should wait until the bus has come to a complete stop and the driver has signaled them before moving toward the bus. Students should be in single file before entering the bus. If students 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, students may cross the road. Students 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. Students should be alert to the danger signal-- a steady blast on the horn-- from the driver. Should the danger signal be sounded, students should return to the bus (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. Students 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, students 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, a 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 voice mail 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.

CELEBRATION DAYS

At the end of each quarter, students who pass all of their classes and earn conduct grades of Outstanding (O), Satisfactory (S), or Needs Improvement (N) are eligible to participate in the Celebration Day activities (including in-school activities as well as out-of-school field trips). In addition to unacceptable grades, students may be ineligible for Celebration Day activities due to their behavior

as determined by the Principal or Associate Principal. If a student is not eligible (fails any classes or earns a conduct grade of “U” for Unsatisfactory), or chooses not to attend the activities, s/he is expected to be in school. If a student is absent without an excuse, s/he will be marked truant. Eligibility for the end of the year trip, which serves as the Celebration Day for the fourth quarter, is determined approximately one week prior to the date of the trip itself. If a student’s behavior is not acceptable between this date and the date of the year-end trip, the administration reserves the right to cancel the student’s participation in the trip. In addition to the eligibility criteria used for the other quarterly Celebration Days, students must also have a cumulative grade point average of 1.7 or higher in order to attend the year-end trip. Under these circumstances, refunds will be issued.

CO-CURRICULAR

One of the joys of middle school is the opportunity to be involved in a variety of activities, sports and clubs, especially ones that may present new challenges. Many of the IMMS staff members serve in an advisory capacity for student clubs and social activities. The number and focus of IMMS extracurricular activities and clubs vary from year to year to reflect the interests of students and teachers. A new club needs only an idea, an appropriate number of enthusiastic students, and an advisor. Clubs may meet during lunch periods or after school depending on the activity and schedule of the advisor. Students with a keen interest in a topic are urged to seek out a staff member or two with whom they can make a connection and get an exciting new activity started.

Behavior at Events

We encourage our middle school students to exhibit their best behavior at all extracurricular and co-curricular events, including special and athletic events at both the middle and high school. We encourage parents/guardians of our middle school students to escort and be responsible for their children during our home co-curricular events (e.g. band and choir concerts, sporting events, drama productions, etc.). Students are not allowed to attend an event without parental/guardian supervision. While the school district does provide supervision, it is not meant to replace the parent’s/guardian’s role and responsibility in escorting and monitoring elementary and intermediate children’s behavior during school co-curricular events. When attending an event please obey directives regarding sitting and remaining in the designated areas, polite conduct, sportspersonship, and bringing refreshments into the event area. It is important that students listen to and obey event supervisors; disrespect for supervisors or any other authorized adult may result in students being removed and/or losing the privilege to attend future events. Skateboards, scooters, and bikes are not allowed at events; they will be confiscated.

Participation

Participation in interscholastic sports is dependent upon completion of a physical and necessary paperwork. Please note that the School District of McFarland’s code states: “Students involved in activities must be present in school for the entire school day in order to participate in a school activity that afternoon or evening. Only prearranged, pre-approved absences will be considered as exceptions.”

Please note that students who are referred to AIM based on failing grades (F) are ineligible for participation in any extracurricular activities (e.g., athletic competitions, special trips, club activities) for the two-week period. In addition, students earning a failing grade at the end of the quarter will be ineligible for participation in any extracurricular activities until the first AIM cycle of the quarter. Student athletes are strongly encouraged to continue practicing with their team on any day there is not a study session and/or when the practice is after 3:45 p.m. Students may become eligible for extracurricular activities during this two week period via the following procedure:

1. The student takes an “AIM Eligibility Form” to the teacher of the class in which they are receiving a failing grade. The staff member will sign the sheet each day so coaches/ supervisors/ parents will see progress.
2. All coaches and supervisors will check the AIM eligibility form before each practice. If the student doesn’t bring this form signed to the coach/supervisor before each practice while in AIM, he or she will be ineligible for competition for the two-week period.
3. The student needs to stay in good standing for the two-week period. This includes earning at least a C to be eligible for competition.

CONFERENCES

During the 2016-17 school year Family Teacher Conferences will be held from 4:00-7:00 p.m. on November 10 and 15, and on February 2 and 7. The November conferences are held using an arena style drop-in format in which teachers are stationed in a common area, such as the gym and cafeteria, and meet with parents/guardians on a first come first serve basis. Conferences are limited to approximately five minutes, so parents/guardians do not have to wait in line for an extended period of time. The February 2nd conferences will be scheduled by teachers sending invitations to select families. The February 7th conferences will use the same arena-style drop-in format as the November conferences. In addition, parents/guardians are encouraged to set up individual conferences at a time that works for them and for the school staff by calling or emailing their students’ teachers. Teachers’ and administrators’ emails and telephone extensions are available on the website.

CONFIDENTIALITY

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

- Student records will not be left out for others to view;
- Parents and staff are not allowed to discuss children and families with other parents;
- Staff will not discuss children and families with other staff unless there is a direct benefit to the family or child involved; and
- Parents are asked not to talk about incidents observed in the classroom or at any other activities that involve children other than their own.

COURSE CHANGES

Students and parents/guardians are asked to make their course selections carefully. Add/drop request forms may be obtained from the School Counseling Office. Course changes can only be made at the request of the student and parent/guardian within the first two weeks of the first and second quarter, or the last two weeks of the first and second quarter. Any course requests made in the last two weeks of the first or second quarter will be made effective at the start of the next quarter. Requests for course changes that are made outside of these time frames require the recommendation of the Pupil Services Team (School Counselor, Special Education department, Student Intervention Teacher), and the Principal or Associate Principal.

DANCES

The Student Council organizes several dances throughout the year. The dances occur immediately after school. Student tickets are required to enter dances. Students may not leave the dance once they enter until the dance is over or their parent/guardian or other responsible adult picks them up. The school dress code applies, as do the expectations for student behavior. Parents/Guardians are always welcomed as chaperones.

DRESS CODE

Research suggests a close relationship between dress and student attitude and behavior at school. We believe that school is like the students' job and that clothing should fit the occasion and not interfere with other students' education. The limits that are imposed relate to health, safety, cleanliness, distraction, or indecency as well as the developmental level of middle school students. The IMMS dress code includes the following:

- Wearing clothing, jewelry, or other accessories with profanity, lewd, vulgar or suggestive writing, symbols, or pictures, as well as any other clothing or attire that may create a disruptive, unhealthy, or unsafe learning atmosphere, is not allowed. These include, but are not limited to, clothes with references to alcohol, tobacco/cigarettes, drugs, drug paraphernalia, violence, profanity, and sexual activity, sexual innuendo, and sexual body parts, or clothing that could be easily interpreted to imply such items or activities.
- Shoes must be worn in and around the school building. Bedroom slippers are not allowed except on school-sanctioned dress up days.
- Students may not wear clothing that shows their midriffs, cleavage, or the sides of their bodies (either because of crop tops, sleeveless shirts, low skirts, low pants, or a combination of these). A good rule of thumb is that the neckline of the shirt should be above the height of the student's armpits. Any top that is too revealing will be considered inappropriate and students will be asked to put on another shirt or a T-shirt supplied by the school.
- Shirts must have two shoulder straps.
- All students must wear a shirt at all times during the school day, except in case of swimming classes or swimming field trips, when male students may choose to not wear a shirt.
- A student's undergarments should not show at any time (i.e. boxers, underwear, bra straps, see-through blouses on girls, etc.).
- Students also may not wear very short mini-skirts, dresses or shorts. For skirts and dresses specifically, when a student stands with hands straight at the sides, the bottom of the skirt or dress must hang below the fingertips. Any mini-skirts, dresses, or shorts that are too revealing will be considered inappropriate and students will be asked to put on other clothing they may have at school or gym shorts supplied by the school.
- Hats and hoods may not be worn in school after 8:10 a.m.
- The visible display of bandanas is not allowed.
- Students may not wear chains or objects with sharp points in school.
- Outside coats may not be worn in classrooms or the lunch line.
- Gang-affiliated jewelry or dress is not allowed.

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 is 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.

Tobacco/Tobacco Products

Students may not possess, consume, use, display or sell any tobacco products, tobacco-related devices, smoking devices, or electronic cigarettes at *any time* on school property or at off-campus, school-sponsored events.

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 on-line 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.

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. A student will no longer be eligible to participate in an elective educational opportunity or non-educational activity for which payment of charges is necessary until such time as the payment has been made. Unpaid student fees accumulate from one year to another. A student is not eligible to participate in any secondary co-curricular activity until fees are paid, a payment plan is established, or the fees are waived or reduced. 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. The Principal will automatically waive the required student fees for those students for who qualify for free or reduced meals as verified through the following steps:
 - a. The Parent/Guardian completes the "Free and Reduced Meals Application," which can found on the district website and is available in all of the district buildings, and turn it into the school office.
 - b. The Parent/Guardian signs the "Sharing of Information with Other Programs" document, which can also be found on the district website at 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.
2. Parents/Guardians who do not qualify for Free or Reduced Meals may contact the Principal to request a fee waiver. 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 at the district website at <http://www.mcfarland.k12.wi.us/district/Dept-SchoolNutrition.cfm>

Indian Mound is pleased to offer our students breakfast and lunch (either hot lunch or a bag lunch) at school. Breakfast is served each morning from 7:15 until 7:45 in the cafeteria. 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.

Students have the following lunch options:

- **Hot lunch:** One entree (option A or B), milk, fruit, vegetable, and grains.
- **Extra entree:** Students may purchase an additional helping of food for an additional fee. The first hour teacher gives the students a ticket and the student turns in the ticket in the lunch line.
- **Spartan PB&J fun lunch:** A sack lunch with peanut butter and jelly sandwich, grain (i.e. chips, goldfish), treat (graham cracker, apple and caramel dip), milk, fruit, and a vegetable.
- **Spartan Turkey fun lunch:** A sack lunch with turkey sandwich, grain (i.e. chips, goldfish), treat (graham cracker, apple and caramel dip), milk, fruit, and a vegetable.
- **Yo to go:** A yogurt, string cheese, juice box, grain or cracker, milk, fruit, and a vegetable.
- **Salad:** Chef salad using the garden bar.

There is a debit system for purchasing school lunches. Students use their Student Identification Cards to purchase lunch. Deposits may be made at any time by calling the number above or going to the website listed. Note that parents/guardians must have the student's name and ID number to make a deposit. Students are notified when their account is low. They will not be allowed to purchase an "extra entree" or a la carte items when the balance drops into the negative. 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 answered by revising the information on the website at <http://www.mcfarland.k12.wi.us/district/Dept-SchoolNutrition.cfm> or by calling 838-4521.

Snacks

At IMMS we recognize how important proper nutrition is for student academic performance and behavior. Students in each grade level have a designated time each day to eat a healthy snack. The expectations for the snack time include:

Achievement:

- Students are encouraged to bring a snack to class at the designated grade level snack time as we know that eating a nutritious snack helps student learning, behavior, and cognitive development.

- Students continue working and learning while eating a snack so that the eating of the snack does not take time from learning. Students eat snack in 10 minutes or less at the direction of the teacher during the following designated snack times:
 - 6th grade: beginning of 3rd period
 - 7th grade: beginning of 3rd period
 - 8th grade: during 7th period as directed by teacher
- Students may drink water (only) throughout the school day.

Respect

- Students demonstrate respect for themselves and their health by only eating foods that have nutritional value (no candy, chips, cookies, etc.). A list of suggested snacks can be found [here](#).
- Students are encouraged to bring snacks that are pre-packaged and non-perishable to prevent messes and issues with spoiled food.

Responsibility

- Students bring their snack to the designated class before class begins.
- Students eat their own snack only.
- Students clean up after themselves.

Empathy

In consideration of the health needs of their fellow classmates, students will bring snacks that do not contain nuts (peanuts, almonds, Brazil nuts, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios, and walnuts). Depending upon student needs, some classrooms may have other food restrictions. Please visit the website snacksafely.com for a link to a snack safe guide.

FUNDRAISING BY STUDENTS AND SCHOOL GROUPS

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.

GAY STRAIGHT ALLIANCE (GSA)

The Gay Straight Alliance (GSA) at IMMS is comprised of students and staff members who are dedicated to the IMMS Spartan Code and promoting the acceptance of all students, regardless of their differences. The GSA is open to all students. The members of the GSA work to eliminate bullying through activities after school and by coordinating school-wide events including "Stand-Up Week." The GSA meets periodically after school to provide support in the form of a safe place for all students.

GRADING

The purpose of grades at IMMS is to accurately communicate a student's knowledge and skills relation to essential learning outcomes. Grades are calculated and shared with parents/guardians at the end of each quarter, as noted on the school calendar. Grades are posted on the Parent Portal on Infinite Campus within two weeks of the quarter's end. Students receive a grade point average (GPA), which serves as one measure of their academic achievement for the school year. The grade point average is calculated by dividing the total amount of grade points earned by the total amount of credit hours attempted. A student's grade point average may range from 0.0 to a 4.0. Grades points are earned according to the following scale: A=4.0, B=3.0, C=2.0, D=1.0, F=0.0. A score that includes a plus (+) is .3 above the number (i.e. C+ is 2.3), while a score that includes a minus (-) is .3 below the number (i.e. C- is 1.7).

A teacher may give an "Incomplete (I)" grade for the quarter when extenuating circumstances affect a student's ability to complete required work by the end of the grading period. Ordinarily, students who receive an incomplete have two (2) weeks to finish any missing work; students who do not meet this timeline will receive an F for each artifact of missing work. Exceptions to this timeline must be approved by the Principal or Associate Principal prior to the end of the two-week time limit.

Each quarter, students receive both a letter grade reflecting their academic achievement and a conduct and effort grade reflecting their behavior and work ethic throughout the quarter. The conduct and effort grade is based on the school wide expectations of achievement, respect, responsibility, and empathy. The conduct and effort grade uses a rating scale of an "O" for Outstanding, an "S" for Satisfactory, an "N" for Needs Improvement, or a "U" for Unsatisfactory. Staff members determine a student's conduct and effort grade using the "Conduct and Effort Grade Rubric." Please refer to the appendices for this rubric.

Progress Reports

As part of our ongoing efforts to communicate regularly with parents/guardians regarding student performance, both academically and behaviorally, formal progress reports are mailed to families during the fifth week of each quarter if a student has earned a D or an F grade in a class or if their behavior is such that they are earning a conduct and effort grade of an “U- Unsatisfactory” in a class. If there are questions about your child’s progress at this or any other time, parents/guardians should feel welcome to call or email the teacher(s) or counselor for an update.

Reassessment (a.k.a. Retake) Policy

We believe that providing students a second chance opportunity to demonstrate their knowledge and skills after they have demonstrated additional learning/relearning of material reinforces our mission, holds students accountable for their learning, and supports a growth mindset. In order for the practice to be practical for teachers and students and to ensure that this practice does not encourage poor study habits, the following guidelines have been established:

- **Teacher Discretion:** Reassessments (a.k.a. retakes, redo’s) are given at teacher discretion. A teacher may deny requests based on a number of factors (i.e. nature of the assessment, end of grading period). Reassessments are not to be expected nor taken for granted.
- **Eligibility:** In order for students to be eligible for a reassessment the student must:
 - Complete and turn in the formative assessment work relating to the assessment as determined by the teacher.
 - Complete a Reassessment Form provided by the teacher that includes a reflection on what they did to prepare for the initial assessment, an analysis of their performance on the assessment, and a plan for relearning with specific dates of when the tasks will be accomplished. The teacher may require the form to be signed by the student and a parent/guardian and be provided to the teacher within 5 school days of receiving the initial grade. The teacher may alter the relearning plan as he or she deems necessary.
 - Demonstrate completion of a relearning plan.
- **Format:** The format of the reassessment may be different than the previous format and may be considered by students to be more challenging, although that is not the intention.
- **Completing all or part of the reassessment:** The teacher may identify the portion of the reassessment for students to complete that directly relates the area of concern on the initial assessment. The student may be required to complete the entire assessment.
- **Timeline:** Reassessments must be completed prior to two days before the end of the grading period or earlier as determined by the teacher. The teacher may assign a timeline for completion of the reassessment (generally 5 school days). If the reassessment is not completed within this timeline the initial score will be used.
- **Final score:** The score on the reassessment will replace the original score for the final grade calculation as it demonstrates the student’s most recent knowledge and skills. Teachers will make comments in the gradebook indicating the grade reflects a reassessment and includes the original score.
- **Patterns of reassessment:** Teachers will monitor the patterns in students’ performance on initial assessments and requests for reassessments. Teachers will work with students, their family, other teachers, and other school supports to develop plans for students who continue to struggle and/or request reassessments.

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. For this reason, Indian Mound Middle School is committed to educating all members of our school community about the impact of harassment/discrimination and to informing students and parents/guardians about what may be happening with their student.

If students feel that they are being harassed, they are urged to talk to a safe adult or complete a “Bully and Harassment Report Form” that is available in all classrooms and the office (see appendices for a copy of the form) or via an online anonymous reporting form that can be accessed at Sprigeo.com or via our school webpage at <http://www.mcfarland.k12.wi.us/schools/middle/>. All reports of

bullying or harassment made both verbally and in writing are immediately directed to the Principal or Associate Principal. A staff member will address the concern within one school day. Parents/guardians who believe their child may be being harassed should contact an IMMS staff member. Please keep in mind that an in-school or out-of-school suspension will be our response to most administrator-confirmed incidents of harassment.

(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. Health Services will perform annual vision screening on all eighth grade students. Parents/guardians will be notified if further evaluation is needed. 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.

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 and Classroom Snacks

Health Services is committed to the daily management of students with identified life threatening food allergies. The increase of students with severe allergies poses unique challenges for both students and school staff. It is our goal is to avoid and prevent accidental exposure to students who may be affected by allergenic food substance. Therefore, all classrooms at Conrad Elvehjem Early Learning Center, the McFarland Primary School, Waubesa Intermediate School, and Indian Mound Middle school will be observing nut-free environments (peanuts, almonds, Brazil nuts, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios, and walnuts). Depending upon student needs, some classrooms may have other food restrictions. These restrictions do not apply to the lunchroom setting. Please visit the website snacksafely.com for a link to a safe snack guide.

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.

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 IMMS at 838-4588

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:

- Medication to be given in school must be sent in the original container and be properly labeled with the following information:
 - Student’s full name on the container
 - Name of drug and dosage to be given
 - Time medication is to be given
 - Physician’s name and phone number (prescription medication only)

- Students will take medication at designated time supervised by authorized school personnel.
- A daily record is kept of all medication given at school.
- Limited quantities of any medication should be kept at school.
- Parents must notify school when drug is discontinued and the dosage or time is changed. If the medication is resumed, a new order must be received.
- Consent forms must be renewed each year for pupils who take medication on a long-term basis.
- Parents/Guardians will be notified immediately if there are any concerns or if the student refuses to take the prescribed medication.
- All remaining medication must be picked up by a parent/guardian at the end of the school year, or it will be discarded.
- Students who bring medication to school (prescription or over-the-counter) should promptly report to the school nurse or office personnel for instructions.
- 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 nursing staff at 838-8980 ext. 4849.

HOMework

Assigning homework is the responsibility of each classroom teacher and will vary with the teacher. Middle school students should expect an average of 60 to 90 minutes of homework nightly. 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. In addition, by visiting the School District of McFarland’s website, clicking on IMMS, and then on “Assignment Task List”, you will be able to see upcoming assignments shown for each grade and class. For students who were absent, they are encouraged to connect with their teachers the first day back from the absence to collect any work that was missed.

Homework Club

All students are welcome to attend the homework club from 3:40 p.m.-4:10 p.m. Monday through Thursday. There are several staff members who are available to assist students with homework during this time.

Homework: The Importance of Reading (Anything!)

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 15 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. For more ways to enhance your child’s reading ability and motivation, please contact our Literacy Coordinator, Jen Breezee (breezee@mcfbsd.org)

HONOR ROLL

We recognize the academic achievement of students at the end of each quarter with an Honor Roll. Students who earn a grade point average for the quarter of greater than 3.75 are recognized by being placed on the “High Honor Roll.” Students who earn a grade point average for the quarter between 3.5 and 3.749 recognized by being placed on the “Honor Roll.” Students who receive this recognition are given a certificate of achievement.

HUMAN GROWTH AND DEVELOPMENT

Human Growth and Development is taught in sixth, seventh, and eighth grades. During these three years topics are taught under the headings of “Personal Health-Human Sexuality, Injury Prevention and Safety,” and “Prevention and Control of Disease.” While teaching the topic of reproduction, abstinence will be emphasized as the best choice. A more detailed list of the Human Growth and Development curriculum is available on the McFarland School District web page, as well as in the IMMS office. You can view more specifics of the district expectations for this program at the district website.

Student Waiver/Opt-Out

If you would like your child to be excluded from this curriculum or any portion of it, please complete and sign the Student Waiver Form included in the appendices and also found in the main office. Eighth grade students who are not part of this unit will be required to complete a revised final assessment entitled “My Personal Constitution.”

INFINITE CAMPUS PARENT PORTAL

All IMMS teachers are using the Infinite Campus Parent Portal, an on-line communication system designed to provide parents/guardians with information about attendance, coursework, student grades, and school updates. Parents/Guardians are encouraged to reference the Parent Portal with respect to their child’s progress. Please note that in reference to some of the items listed, the Parent Portal will be real time for some things such as attendance, but student grades may be delayed for tests and assignments up to two weeks.

LIBRARY MEDIA CENTER

The mission of the library program at Indian Mound Middle 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 is a 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.

Library Media Center: Policies

Students may come to the library before and after school without a pass. During class time and lunch, a pass from a staff member is required. A student IMMS Identification Card is required to check out library materials. The cost of replacing an IMMS student identification card is \$5.00 and will be deducted from the student's lunch account. Students may check out four books at a time. Books are checked out for a three (3)-week period and must be returned in the same condition as when they were checked out. Overdue fines are charged for items that become sixty (60) days past due. Lost or damaged materials, including electronic devices and equipment, must be paid for at replacement cost. Unpaid obligations will transfer to the next school year and appear on student registration forms in the fall. Library privileges may be suspended until obligations are cleared. Having a designated "special" place at home for students to keep school textbooks and library books will help students keep track of their materials so they don't end up in personal libraries. We appreciate your efforts to return any IMMS materials at any time, regardless of due dates.

LOCKER POLICY

Lockers are assigned at the beginning of the year. Sixth graders and new students may buy a lock during the registration process or through the main office. The locks may be used throughout the student's time in middle and high school. Only school locks may be used on school lockers; broken locks and lost locks may be replaced at the office. Lockers should be kept locked at all times and students are cautioned against giving their locker combinations to other students; the school is not responsible for items missing from lockers. Lockers may be decorated on the inside as long as the decorations are in good taste and are not derogatory to any individual(s). Students must use blue tape provided by the office to decorate lockers. Decorations to the outside of the locker must be removed within two weeks. Only magnets or tape may be used to attach pictures to the inside of lockers and it must be removed at the end of the year. Writing on the inside or outside of the lockers is not allowed.

Lockers are school property and are assigned with the understanding that school personnel have the right to open, inspect, and remove the contents of the locker any time without notification. Students are required to open any personal items in a locker at the request of the Principal or Associate Principal. Items taken from a locker may be held without liability to the school; illegal items, look-alikes, or items causing reason for concern may be removed and given to the police. In this event, the student and parents/guardians will be notified of the item(s) that were removed and of their rights under school district policy. For further information please refer to Board Policy 5771.

LOST AND FOUND

Students are urged to put their names on all coats, gym items, backpacks, and other personal belongings. Anything found (including valuables such as watches, wallets, glasses, ID cards, books and calculators) should be brought to the office and will be kept either in the office or placed in the lost and found area located in the hallway near the band and music rooms. 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 month will be donated to charity.

LUNCH BUNCH

The Lunch Bunch is an opportunity for students in seventh and eighth grade to receive additional academic support by working with a designated staff member during their lunch period. The staff member will provide instruction and support to assist students with concepts they are having difficulty understanding and to complete class work. Students and/or their parents/guardians may choose to have their child participate in this program for an entire week. Students are also required to attend Lunch Bunch for one week should their cumulative grade point average (G.P.A.) fall below a 1.7. Students will eat their lunch in the classroom and then begin working on class work. If you have any questions about this service, please contact the Student Intervention and Support Teacher, Jodi Fisher, at 838-4500 x4824 or via email at fisherj@mcfsd.org.

LUNCH AND LUNCH RECESS

Students' lunch and recess is 30 minutes long. Students eat for approximately 15 minutes and then are dismissed to go outside. Students use their Student Identification Cards (ID) to purchase lunch.

The expectations for the use of the ID card to purchase lunch are:

1. Students who lose their ID or would like a "back-up" ID can purchase an ID in the library in the lunch line for the cost of \$5.00, which will be deducted from the student's lunch account.

2. Students first present their ID to the food service staff before receiving food.
3. Students who do not have their ID go to the end of the line in order to increase the efficiency of the lunch line. A lunch supervisor records the student's name. The following steps are taken based on the number of offenses that occur within a school quarter:

First Offense: the student is offered the option of purchasing a replacement ID with the \$5.00 cost of the ID being deducted from their lunch account.

Second Offense: the student is again offered the option of purchasing a replacement ID with the \$5.00 cost of the ID being deducted from their lunch account.

Third and Subsequent Offenses: the student may use cash to purchase a lunch. If the student does not have cash, he/she will eat in the office and complete a written plan to make sure they have their Student ID in the future. An administrator will review the plan with the student.

Students are expected to behave appropriately while eating; inappropriate behavior may result in consequences including restorative solutions, lunch-detention and/or after-school detention. In order to keep our school community as healthy as possible, students are required to dress in keeping with the outdoor weather. Parents/Guardians will be notified if their student(s) does not bring reasonable outdoor clothing to school on a regular basis. The President's Council on Physical Fitness underscores the importance of outdoor activities for students; we agree. Sixth and seventh graders are required to go outside no later than twenty minutes into their lunch/recess. Students remain inside when the temperature or wind chill is below zero. Eighth graders are given the choice of staying indoors in the cafetorium during recess during the winter months as determined by administration. For further information, please see the "We A.R.R.E. Spartans Matrix" in the appendices.

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.

In addition the parent organization described below, 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 form 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 ORGANIZATIONS

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

Meetings are held at Waubesa Intermediate School several times throughout the school year. All meeting dates will be posted on our website and included in our monthly newsletter. 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 website and school newsletter. The 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. If a parent or guardian needs to contact their child during the day, the parent or guardian should call the IMMS main office at 838-8980 and we will contact your child directly.

PHYSICAL EDUCATION

State law requires physical education for all students in Wisconsin schools. If a student cannot participate in physical education, s/he must provide the teacher with a note from a parent/guardian. Non-participation of more than one week requires a physician's order.

Students are expected to come to physical education ready to participate (including appropriate shoes and an IMMS P.E. Uniform). Students are also expected to put their things in a locked locker during gym class. The school is not responsible for missing items.

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. Please complete and sign the Student Waiver Form included in the appendices. Parents who request that 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.

RESTROOM USE

IMMS students have busy days. They are asked to plan to use the restroom outside of class time: during the three (3) minute passing time [in some cases, two (2) minute passing time], before and after school, and during their 30 minute lunch period. However, teachers understand that students may occasionally need to use the restroom during class time and accommodations are made on an individual basis. Teams also may use a quarterly restroom/hallway/locker pass; please check with your child's teacher if you have questions about this system. If there are any extraordinary circumstances of which we should be aware, please contact the School Nurse, the Principal, or the Associate Principal and we will be happy to help.

Gender Neutral Restrooms

Indian Mound Middle School 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 feel uncomfortable when required to use gender-specific restrooms. Additionally, transgender individuals may be subject to harassment or violence when using male- or female-specific restrooms. IMMS is committed to creating an inclusive and supportive school environment. All IMMS students, regardless of their gender identity, should feel free to use the gender neutral bathrooms located in the (North) end of the school at any time during the day.

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 an 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

To leave a message for our School Resource Officer, call 575-3869 or 838-4720

The School District of McFarland is fortunate to have a School Resource Officer to work with our students and staff throughout the district. The School Resource Office is a member of the McFarland Police Department, paid equally by the school district and the police department. If either the Principal or Associate 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 is interviewed in relation to that student's involvement in illegal and/or inappropriate conduct. All interviews, interrogations, or questioning of students at school will be made with full regard to fundamental fairness and protection of

legal rights. A school representative may be present unless the student requests otherwise. Child abuse and neglect investigations are governed by Wisconsin Statutes.

SEARCH AND SEIZURE

Canine Searches

Indian Mound is committed to maintaining a safe school environment for all students. In keeping with this priority, dogs that are trained to detect the smell of controlled substances will be used to search the building (including student lockers) and grounds at the discretion of the administration.

Locker Searches

Lockers are school property and are assigned with the understanding that school personnel have the right to open, inspect, and remove the contents of the locker any time without notification. Students are required to open any personal items in a locker at the request of the Principal or Associate Principal. Items taken from a locker may be held without liability to the school; illegal items, look-alikes, or items causing reason for concern may be removed and given to the police. In this event, the student and parents/guardians will be notified of the item(s) that were removed and of their rights under school district policy. For further information please refer to Board Policy 5771.

STUDENT COUNCIL

All students are encouraged to join Student Council. Student Council gives students leadership opportunities and empowers them to help make their school a better place to learn. The Student Council meets after school to plan school wide activities and community service projects. It is a great way to get to know other students and help others. Students who are interested in joining Student Council should listen for announcements at the beginning of the year and/or go to the School Counselor (Guidance) Office.

STUDENT EXTENSIONS TIME (S.E.T.)

Students selecting this course will work in small groups and individually with a variety of staff members, including their math, reading/language arts, social studies, and science teachers. Depending upon student needs, students will receive additional practice in core skill areas, receive assistance with course work, participate in groups related to social and emotional needs, explore content in greater depth including receiving assistance from the Accelerated Learner program, and even tutor other students. Teachers may also pre-teach and re-teach important content and skills.

STUDENT IDENTIFICATION CARDS

Students use their school issued Student Identification Card to check out materials in the library and to purchase breakfast and lunch at school. All students are provided with a card at the beginning of the school year. Students who lose their Student Identification Card need to purchase a new card in the lunch line for the cost of \$5.00, which is deducted from the student's lunch account.

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

The Student Services staff within each building consists of staff in school counseling, school psychology, and health services

(nursing). These professionals work with staff, parents and community resources to assist students in optimal personal, social, educational, health and occupation development. They also provide information and guidance to assure smooth transitions between schools and grade levels, to help students look ahead to high school and career planning, and to support students in setting positive goals. Services include:

- Individual counseling concerning social and personal issues;
- Screening and assessments for academic, social and emotional needs;
- Classroom discussions;
- Consultation with teachers and parents;
- Developmental guidance activities covering topics such as decision-making, feelings, friendship, cooperation, conflict resolution, drug awareness, and safety issues;
- Special education needs assessment, which may include individual measurements of intellectual functioning, academic performance, social behavior, perceptual motor development, and adaptive behavior functioning;
- Small group work, such as new student groups, family change groups, friendship groups and social skills groups;
- Alcohol and other drug screening or resource information;
- Emergency health services and maintenance of immunization and health records; and
- Public health services, disease prevention, health promotion.

IMMS School Counselors may be reached at 838-4576 (Jim Kramer – eighth grade) or 838- 4577 (Jill Runde – sixth and seventh grades). The IMMS School Psychologist, Angie Brunett, may be reached at 838-4583. Health Services can be reached at 838-4500, ext. 4849.

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

Pupil 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:

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

For questions concerning the CARE Team, contact Angie Brunett at 838-4583.

SUPERVISION

Beginning of the school day

Just a reminder: students are not supervised until they enter the building at 7:30 a.m. At 7:30 a.m., students must enter through the “B doors” and go directly to the cafetorium or the gymnasium where they will be supervised until the first bell rings at 8:03 a.m.

End of the School Day

Students are expected to leave the building immediately after they are finished with their school responsibilities and activities. Students that are not participating in after school activities are expected to leave the school building by 3:40 p.m. Students are not allowed to wander the halls or loiter unsupervised anywhere in the school.

TECHNOLOGY

School Provided Technology and Internet

Users of the McFarland School District computer network, including access of the Internet via the district’s network, is expected to help maintain the integrity and security of the system. By clicking OK when they log in, users acknowledge that that they will comply with [not “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.

Students in grades 2-7 are provided with an iPad for school use. In addition to following the guidelines above, students and their parent/guardians sign an iPad Use Agreement, which details the expectations for use, including repairing or replacement of the device due to misuse and intentional damage. Please contact the building Technology Integrator with questions regarding technology.

Personal Electronic Devices (also known as Personal Communication Devices)

Cell phones, MP3 players, hand-held game players, cameras, recording devices, and other sound devices must be turned off and in a student's locked locker between 8:10 a.m. and 3:34 p.m. The use of a camera phone or recording device in a locker room or restroom is prohibited. Students are not permitted to possess laser pointers at school. If a staff member has a reasonable suspicion that an electronic device was used in violation of Board policies, school rules or the law, the device will be confiscated, may be searched by the district, and it will be taken to the office where it may be retrieved by the student's parent/guardian. Confiscation of a cell phone includes the collection of the cell phone, the battery, accessories, and the memory card. If the student violates any of the user terms and conditions, privileges may be terminated, access to the school district technology resources may be denied, and appropriate disciplinary action shall be applied. Violations may result in disciplinary action up to and including suspension and/or expulsion for students. When applicable, law enforcement agencies may be involved. The school is not responsible for lost, stolen, or damaged items. Please see Board Policies 5136 and 9151 for more information.

Bring Your Own Device (BYOD Policy)

Given that all students are provided an iPad for their school use, the Bring Your Own Device Policy that was previously in place is no longer necessary and has been discontinued.

TITLE I

Title I is a federal program that provides funds to support a variety of services to school districts and schools with high numbers or high percentages of children who are disadvantaged. 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 I 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.

- It is essential that as you pull up to school you remain in the left lane marked "cars only" and do not travel up the right lane marked "buses only."
- 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 car on the right side.
- Please drop off students immediately after the car pulls up to the curb.
- Follow general driving safety guidelines such as maintaining a low speed, looking before you pull out, and remaining off of your cell phone.
- We encourage you to explore other options for dropping your child off at school such as dropping them off at the sidewalk at the bottom of the hill and having them walk up, or dropping them off at the bottom of the hill at the high school.
- During the morning drop-off, parents/guardians are encouraged to bring their child to school between 7:30 and 7:55 to avoid the last minute rush.

Dismissal

- Please be sure to use the left lane marked "cars only," turn left at the middle turn around, and pull all the way down the driveway (past the fire hydrant). Please do not stop or park in the turnaround as other cars are waiting behind you.
- Students should only get into cars that are pulled up to the curb. Students should enter the car on the right hand side.
- Follow general driving safety guidelines such as maintaining a low speed, looking before you pull out, and remaining off of your cell phone.
- As a way to ease the traffic congestion in the afternoon you are encouraged to pick up your child at the bottom of the hill at IMMS or the high school, or to come to pick them up after 3:40.

Skateboards, Rollerblades, Scooters

Riding skateboards, rollerblades, scooters or other similar items is not allowed on school grounds. Once on school grounds, students need to carry the item and then put it in their locker. Skateboards may be held by the Principal or Associate Principal for the day (first offense) or longer. While we do our best to protect all student property, the school assumes no responsibility for lost, damaged, or stolen items.

VISITORS

Parents/Guardians and McFarland community members are always welcome to stop by Indian Mound Middle School 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.

Students who wish to bring a friend from another school district may do so as long as:

- Teachers are comfortable with the visitor's presence in class on that day.
- The other student does not have school in his/her home district.
- A Student Visitor Request has been submitted and approved by the Principal or Associate Principal at least two days in advance.
- Visiting students are expected to meet all IMMS expectations for appropriate dress and behavior.

VOLUNTEERS

We are happy to welcome parents/guardians and other community members who wish to invest some time in our great middle school youth. 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.

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.) Discipline for violating this section will include, but not be limited to: 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. At this website, by clicking on IMMS, you will find a number of useful documents including: field trip permission forms, the Assignment Task List document [listing all of the assignments and upcoming dates for student work], monthly newsletters, daily announcements, IMMS' Facebook link, as well as other helpful resources.

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. In addition, the district provides opportunities for physical activity before and after school such as interscholastic sports and other activity clubs.
- 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. Sales of candy are not permitted on school grounds. 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 an 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 with 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

Policy No. 443.4 Rule - ENFORCEMENT PROCEDURES FOR ALCOHOL AND OTHER DRUG USE VIOLATIONS

A. Definitions

1. Alcohol and Other Controlled Substances (AOD) Assessment - a fact-finding interview(s) conducted by a mental health or alcohol or other drug professional. The purpose of the assessment is to define the extent of the student's usage pattern with respect to alcohol and/or other controlled substances. The assessment is most appropriate in determining the needs of the student related to program involvement (education and/or treatment programs). District employees do not conduct assessments. However, they may screen students to determine the possible need for assessment. Assessments are always voluntary.
2. Alcohol or other controlled substances - defined in Chapter 961 of the state statutes including any form of intoxicant or mood-altering substance and its federal counterpart, not prescribed by a physician. This definition also includes any substance represented to be intoxicating or mood-altering, regardless of its true nature.
3. Drug-related paraphernalia - all products, materials, containers, or equipment which are used or intended to be used for producing, storing, concealing, inhaling, ingesting, injecting or otherwise introducing a prohibited substance into the body.
4. Possession or use – to have on one’s person, (to include in the body), in one’s vehicle, locker or backpack, or otherwise under one’s control, regardless of intent to use.
5. Under the influence of controlled substances – alcohol and other controlled substance means that, because of the student’s consumption of an alcohol beverage or a controlled substance under ch. 961, or both:
 - (a) the student is deprived of the clearness of intellect and self-control which the student would otherwise possess; or
 - (b) the student’s ability to maintain good decorum or a favorable academic atmosphere or to benefit from curricular activities is impaired.
6. Selling or Distributing - the giving-away or sharing of a prohibited substance with another person(s), regardless of whether or not there is evidence of the intent to profit or otherwise gain from the act. This definition applies regardless of whether or not a prohibited substance or consideration is actually exchanged.
7. School-sponsored or related activities and events - examples include, but are not limited to, athletic competitions, music or drama competitions and field trips.
8. Restricted Student Status - the designation under which students are substantially limited in their movement and activities while at school or at school-related events. The specific restrictions are determined by the administrator, with appropriate involvement of other concerned individuals. These restrictions shall be developed and revised as necessary under the following guidelines; they shall: (1) provide limitations on the restricted student which help ensure the health and safety of others, (2) provide limitations on the privileges of the restricted student such as exclusion from participation in school programs and activities, (3) to the extent possible, attempt to motivate restricted students to comply with school rules and to acquire more positive patterns of behavior, (4) be applied uniformly for all students, and (5) not result in a denial of the student's right to an education.
9. Suspension and expulsion - as defined in section 120.13 (1) of the state statutes.

B. Enforcement Procedures and Consequences Not Bound by Confidentiality

Any school district employee with knowledge or reasonable suspicion of a student being in violation of board policy shall immediately report such violation or suspected violation to the appropriate building administrator. All alcohol and other controlled substances violations shall be reported to a local law enforcement agency.

Pursuant to Section 118.45 Wis. Stats., a law enforcement officer, school employee or agent who has been authorized by the School Board, may require a student to submit to a test for the purpose of determining the presence of alcohol if all of the following conditions are met:

- He/she has reasonable suspicion that the student is under the influence of alcohol while on school premises, in a school vehicle (vehicle owned by, rented by or consigned to a school), or while participating in a school-sponsored activity.
- The authorized employee, agent or officer uses a breath-screening device approved by the Department of Transportation for the purpose of determining the presence of alcohol in a person's breath.

A student may be disciplined for refusing to comply with a breath-screening device test.

1. Pre-K Through 5th Grade:

Any student enrolled below grade 6 found to be in violation of board policy shall be subject to consequences as determined by the building administrator.

2. 6th Grade Through 12th Grade Violations:

a. Students violating board policy who identify themselves to a building administrator or other designated staff prior to being charged with a first violation may not immediately be subject to the consequences in this rule. Self-identification must be for the purpose of obtaining assistance and not to avoid sanctions applied under this rule. Under this provision, a student shall be provided with appropriate information, alcohol and drug education, counseling or other assistance by the building administrator or designated staff person. Any subsequent violation will be considered a second violation, and the student will be subject to the specified consequences. A student in such a situation continues to be subject to all other school rules and disciplinary actions.

b. Using, Possessing, Being Under the Influence of Alcohol, Controlled Substances, or Possessing Drug Paraphernalia:

Any student found using, possessing, being under the influence of alcohol/or controlled substances, or possessing drug paraphernalia while on school premises, at school-sponsored or related activities, or in school-operated vehicles shall, where applicable, be subject to further penalties as specified in this rule, the Athletic Code or Code of Conduct.

1. The student shall be suspended for five days from school and thereafter placed on restricted student status. The student may be allowed to return to classes or other activities prior to that time if, in the judgment of the building administrator, the student has made a commitment to complete an assessment, treatment, or other alcohol and drug education to help ensure the safety and health of the identified student and other students,

and/or

2. Expulsion of the student shall be recommended to the Board for the remainder of the term/semester during which the violation occurred and no less than the next full term/semester if, in the judgment of the administrator the interests of the school demand the student's expulsion. Subsequent to making a recommendation for expulsion but prior to final action by the Board, the district administrator may authorize or direct that other forms of intervention and/or alcohol and drug education, counseling, or restorative practices be utilized.

3. If the health and safety of other students and the needs of the identified student(s) can be met through, the above interventions the recommendation for expulsion may be withdrawn prior to Board final action.

c. Selling, Distributing, or Possessing with Intent to Sell or Distribute Alcohol, Controlled Substances or Drug Paraphernalia:

Any student found selling, distributing or possessing with intent to sell or distribute alcohol, controlled substances, or drug paraphernalia while on school premises, at school-sponsored activities or in school-operated vehicles shall where applicable, be subject to further penalties as specified in this rule, the Athletic Code or Code of Conduct.

1. The student shall be suspended for five days from school and thereafter placed on restricted student status. The student may be allowed to return to classes or other activities prior to that time if, in the judgment of the building administrator, the student has made a commitment to complete an assessment, treatment, or other alcohol and drug education to help ensure the safety and health of the identified student and other students,

and/or

2. Expulsion of the student shall be recommended to the Board for the remainder of the term/semester during which the violation occurred and no less than the next full term/semester if, in the judgment of the administrator the interests of the school demand the student's expulsion. Subsequent to making a recommendation for expulsion but prior to final action by the Board, the district administrator may authorize or direct that other forms of intervention and/or alcohol and drug education, counseling, or restorative practices be utilized.
 3. If the health and safety of other students and the needs of the identified student(s) can be met through, the above interventions the recommendation for expulsion may be withdrawn prior to Board final action.
- d. Early Re-entry After Expulsion - To the satisfaction of the district administrator and/or his/her designee, the early re-entry of any student expelled for using, possessing, being under the influence of alcohol, controlled substances, or possessing drug paraphernalia-shall be subject to the following conditions. The student must:
1. be in compliance with recommended alcohol and drug education and assessment, counseling or treatment;
 2. agree to and be in compliance with a behavioral contract among the student, administrator, and other designated staff, and
 3. comply with any other conditions specified by the Board.

Failure to abide by these conditions will result in a reinstatement of the expulsion. Any student expelled under this rule who elects to enroll in another educational program and subsequently seeks to re-enroll in the School District of McFarland prior to the expiration of the original expulsion period will be enrolled only under the conditions specified by the expulsion order.

CROSS REF.:

Athletic Code
Code of Conduct
Sections 118.126 Wisconsin Statutes
 118.121
 118.257
 118.45
 120.113
 125.02(8)(m)
 125.09 (2)
Chapter 961

APPROVED:
REVISED:

May 6, 1991
August 5, 1996
August 12, 2002
February 2, 2004
June 4, 2007
February 15, 2010

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. 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.
- D. 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.
- E. 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.
- F. 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 with 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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INDIAN MOUND MIDDLE SCHOOL
2016-2017
A.R.R.E. TIME DAILY SCHEDULE

6 th Grade	7 th Grade	8 th Grade
1. 8:10-8:13 Lunch count/Attendance	1. 8:10-8:13 Lunch count/Attendance	1. 8:10-8:13 Lunch count/Attendance
1. 8:10-8:55 (42)	1. 8:10-8:55 (42)	1. 8:10-8:55 (42)
2. 8:57-9:39 (42)	2. 8:57-9:39 (42)	2. 8:57-9:39 (42)
A.R.R.E 9:41-10:02 (21)	A.R.R.E 9:41-10:02 (21)	A.R.R.E 9:41-10:02 (21)
3/4. 10:05-11:24 (79)	3. 10:05-10:45 (40)	3. 10:05-10:45 (40)
	4. 10:47-11:27 (40)	4. 10:47-11:27 (40)
5/6. 11:27-12:46 (79)	5. 11:30-12:10 (40)	5. 11:27-11:58 (Lunch-31)
	6. 12:10-12:41 (Lunch -31)	6. 12:01-12:41 (40)
7. 12:46-1:16 (Lunch - 30)	7. 12:44-1:24 (40)	7. 12:43-1:24 (40)
8. 1:16-2:00 (44)	8. 1:27-2:07 (40)	8. 1:26-2:06 (40)
9. 2:03-2:46 (43)	9. 2:09-2:49 (40)	9. 2:09-2:49 (40)
10. 2:49-3:32 (43)	10. 2:52-3:32 (40)	10. 2:52-3:32 (40)
3:34- non-bus riders	3:34- non-bus riders	3:34- non-bus riders

Please note:

- ARRE Time:
 - 6th grade has ARRE Time every day
 - 7th and 8th grade has ARRE time as follows:
 - 1st quarter: 1st and last day of the week
 - 2nd-4th quarter: 1st day of the week
- Flexibility exists within this schedule during core instructional times including: science, social studies, reading/language arts, and math

INDIAN MOUND MIDDLE SCHOOL
2016-2017
DAILY SCHEDULE (Without 7th/8th gr. ARRE Time)

6 th Grade		7 th Grade		8 th Grade	
1.	8:10-8:13 Lunch count/Attendance	1.	8:10-8:13 Lunch count/Attendance	1.	8:10-8:13 Lunch count/Attendance
1.	8:13-8:56 (43)	1.	8:13-8:56 (43)	1.	8:13-8:56 (43)
2.	8:58-9:41 (43)	2.	8:58 - 9:41 (43)	2.	8:58 - 9:41 (43)
A.R.R.E.	9:44-10:05 (21)	3.	9:44-10:27 (43)	3.	9:44-10:27 (43)
3/4.	10:08-11:25 (77)	4.	10:29-11:12 (43)	4.	10:29-11:12 (43)
		5.	11:15-11:58 (43)	5.	11:12-11:43 (Lunch-31)
5/6.	11:28-12:45 (77)	6.	11:58-12:29 (Lunch -31)	6.	11:46-12:29 (43)
		7.	12:32-1:15 (43)	7.	12:31-1:15 (43)
7.	12:45-1:16 (Lunch - 31)	8.	1:18-2:01 (43)	8.	1:17-2:00 (43)
8.	1:16-2:00 (44)	9.	2:03-2:46 (43)	9.	2:03-2:46 (43)
9.	2:03-2:46 (43)	10.	2:49-3:32 (43)	10.	2:49-3:32 (43)
10.	2:49-3:32 (43)- bus riders		3:34- non-bus riders		3:34- non-bus riders
	3:34- non-bus riders				

Please note:

- ARRE Time:
 - 6th grade has ARRE Time every day
 - 7th and 8th grade has ARRE time as follows:
 - 1st quarter: 1st and last day of the week
 - 2nd-4th quarter: 1st day of the week
- Flexibility exists within this schedule during core instructional times including: science, social studies, reading/language arts, and math



IMMS Conduct and Effort Grade Rubric 2016-2017

Student: _____ Class/Quarter: _____ Teacher: _____ # of Referrals _____

	Achievement	Respect-environment	Responsibility	Empathy-person
O (3)	Extends learning in the classroom	Anticipates and follows classroom routines, expectations and procedures.	<ul style="list-style-type: none"> On time every day with materials and ready to learn. Completes all assignments and meets deadlines 	Always makes the classroom a better place to be through actions, ideas, and words.
S (2)	Utilizes all learning opportunities given in the classroom.	Follows classroom routines, expectations and procedures with few reminders.	<ul style="list-style-type: none"> Consistently on time every day with materials and ready to learn (tardy or no materials no more than 3 times per quarter.) Completes all assignments and meets deadlines 	Consistently makes the classroom a better place to be through actions, ideas, and words.
N (1)	Inconsistently uses learning opportunities given in the classroom.	Follows classroom routines, expectations and procedures with frequent reminders.	<ul style="list-style-type: none"> Mostly on time every day with materials and ready to learn (tardy or no materials no more than 4-6 times per quarter.) Completes most assignments and meets most deadlines 	Inconsistently makes the classroom a better place to be through actions, ideas, and words.
U (0)	Rarely uses academic opportunities given in the classroom.	Rarely follows classroom routines, expectations and procedures.	<ul style="list-style-type: none"> Rarely on time with materials and ready to learn (Tardy or no materials more than 7+ times per quarter.) Completes some assignments and meets some deadlines. 	Rarely makes the classroom a better place to be through actions, ideas, and words.

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: CEELC ____ MPS ____ 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: CEELC____ MPS____ 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.