

SCHOOL DISTRICT OF MCFARLAND



Conrad Elvehjem Primary School FAMILY HANDBOOK 2023-24

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F O R E W O R D

This handbook was developed as a quick reference for some of the policies, protocols, and procedures that have been established to keep our schools safe, equitable, inclusive, effective, and fun places to learn. Please note that no student handbook can anticipate every circumstance or question regarding school district policies. Therefore, the administration reserves the right to supplement or interpret any policies or portions of the Student Handbook from time to time as it deems appropriate based on the facts and circumstances surrounding each situation, in its sole and absolute discretion. All changes have the force of the directives in this handbook.

This handbook is effective immediately and supersedes all prior handbooks and other written or oral statements regarding any item in this handbook. This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District as of May 2020. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, Board policies and District Administrative Guidelines shall control. If any of the policies or administrative guidelines referenced herein are revised as of the language in the most current policy or administrative guideline prevails. For the full and most current version of our board policies, go the School District of McFarland's website found at: www.mcfarland.k12.wi.us or directly at <http://www.neola.com/mcfarland-wi/>

Because the handbook also contains information about student rights and responsibilities, each student is responsible for knowing its contents. Please take time to become familiar with the following information and keep the handbook available for your use. It can be a valuable reference during the school year and a means to avoid confusion and misunderstanding when questions arise. Should you have any questions that are not addressed in this handbook, please contact your Building Principal or the Superintendent of Schools.

Conrad Elvehjem Primary School

Greg Nelson, Principal Brooke Hauser, Associate Principal

Waubesa Intermediate School

Corey Shefchik, Principal Kelly Vetter, Associate Principal

Indian Mound Middle School

Jamie Thomas, Principal Brett Jondle, Associate Principal

McFarland High School

Brett Jacobson, Principal PJ Harper, Associate Principal Dana Schoemer, Associate Principal

School District of McFarland

Aaron Tanutzer, Superintendent

Lauren Arango, Director of Student Services Melissa Pfohl, Director of Teaching and Learning
Jeff Mahoney, Director of Business

A MESSAGE FROM YOUR DISTRICT ADMINISTRATION

Welcome to the School District of McFarland!

Dear Families and Students,

As the District Administrator for the McFarland School District it is my pleasure to welcome you to the start of another amazing school year. If you are new to McFarland, we're sure you have already received a warm welcome and experienced the family spirit that is a hallmark of our community. If you are returning to McFarland Schools this fall, you already know that we have a fantastic school district with great opportunities for kids, wonderfully supportive community, and a dedicated, caring, and highly professional staff.

As our mission and vision state, we are committed to meeting the needs of every learner, every day in pursuit of creating an equitable and inclusive community committed to student belonging, achievement, and growth. From early literacy and math to career and technology education, fine arts, Model United Nations, Youth Apprenticeships, and athletics (just to name a few), our schools offer a combination of rigorous academic programming and exciting co-curricular opportunities. We understand that the supportive relationships we form with students, parents/guardians, and the community make McFarland a special place for families, students, and educators alike.

This handbook is intended to share information that will help us work together in support of your children - our students. 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/guardians read the handbook as you are responsible for knowing what is in here.

Please feel free to contact me at (608) 838-4550 or via email. I welcome your questions and comments about our district!

With best wishes for a wonderful school year,

Aaron Tarnutzer
District Administrator

DISTRICT MISSION STATEMENT

“Meeting the needs of every learner, every day.”

DISTRICT VISION

“An equitable and inclusive community committed to student belonging, achievement, and growth.”

ADVANCED LEARNING (formerly Gifted and Talented)

The School District of McFarland is committed to setting high expectations and supporting high achievement for all its students. The district supports its gifted and talented students through specific services both within and outside the district, and through the commitment of staff and fiscal resources. Each school has a part time Advanced Learner Resource Teacher available to support students and staff. 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 “Advanced Learner (GT)” from the families tab.

ANIMALS

As per board policy, live animals as part of the curriculum or for educational enrichment programs are permitted providing the district procedures are followed. The animal caretaker must receive prior permission from the classroom teacher AND a building administrator before the animal is brought to school. The provisions of District Policies regarding animals must be met where applicable, including Policy [8390](#).

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.

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, hazing, and hate speech.

Our school district 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. Students and parents/guardians may also complete an online anonymous reporting form, which can be accessed at [Speak Up. Speak Out](#) or via our school webpages, specifically on each building’s website by clicking the “See Something, Say Something” button. Parents/guardians who believe their child may be being harassed should contact their child’s school Associate Principal or Principal. Reports of bullying behavior that occur off campus at non-school related activities are addressed when the behavior results in a significant disruption to the school environment. All reports of bullying or harassment, both verbal and written, are immediately directed to a school Associate Principal or Principal.

A staff member will address the concern within one school day. 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.

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 a 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 and electronic cigarettes/vape devices 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)

- Parents/guardians should notify the bus contractor by 6:30 AM if their student(s) is not riding the bus that day. The bus contractor has a 24-hour voicemail as well as email allowing the parent/guardian to report the absence at his/her/their convenience.
- 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.

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/guardians and staff are not allowed to discuss children and families with other parents/guardians;

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

DRESS CODE

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

Students must wear clothing that...

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

Students may:

Wear headgear as follows:

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

Students cannot:

1. Wear see-through clothing.
2. Wear sunglasses indoors unless approved by an administrator.
3. Wear clothing that presents a hazard to the health or safety of the student or to others in the school.
4. Wear clothing that interferes with school work, create disorder, or disrupt the educational program.
5. Wear clothing that may cause excessive wear or damage to school property.
6. Wear clothing that prevents the student from achieving their own educational objectives because of blocked vision or restricted movement.
7. Wear clothing or accessories that depict offensive text, graphics, or other representations. Examples include but not limited to:
 - a. weapons;
 - b. alcohol, drug or tobacco-related information;
 - c. obscenities;
 - d. put-downs negative stereotypes, sexual innuendo, sexually suggestive pictures, sayings, or slogans;
 - e. hate speech, known symbols of hate targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected class;
 - f. alcohol, drug or tobacco-related information;
 - g. gang activity;
 - h. tattoos depicting these items must be covered.

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

DRUG-FREE SCHOOLS

The School District of McFarland prohibits the use, possession, sale (or intent to sell), distribution, or sharing of alcohol, non-prescribed drugs, drugs prescribed for another person, chemicals, illegal substances, look-alike drugs, including any substance represented to be intoxicating or mood altering regardless of its true nature, or drug related paraphernalia on school premises, at school sponsored activities, or in school operated vehicles. This prohibition also extends to distributing, sharing or selling of

over-the-counter drugs or remedies, which almost always results in a recommendation for expulsion. Students violating this policy shall be subject, but not limited to:

- Random Drug testing
- Counseling or other assistance
- Placement on restricted student status
- Suspension
- Expulsion
- Any offense will additionally carry a recommendation to participate in an assessment program.

Implementation of this policy shall not preclude additional penalties under state and local laws, or the district's co-curricular code.

AODA

Alcohol and other drug use is prohibited at McFarland School District functions including, but not limited to:

- Classroom activities & field trips;
- Home visits; 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 school grounds. 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/Vaping

Smoking (with or without nicotine) or other use of tobacco or tobacco products, including vaporizer pens, hookah pens or e-cigarettes, and possession of associated paraphernalia (lighters, pods, Juuls, etc.) is prohibited on school premises at any time or for any function in which the student body participates, including daily or extracurricular bus transportation.

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 a text message, local 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 be 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, textbook 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 Student Services Staff Member 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](#)).

FUNDRAISING BY STUDENTS AND SCHOOL GROUPS

Student fundraising 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](#).

GRADING

The purpose of grades in the McFarland School District is to communicate the learning, growth, and achievement of individual students in relation to important academic standards. More information can be found in [Policy 5421 Grading](#).

Our grading practices will provide accurate, meaningful and consistent communication to explain to students and parents:

- clearly defined learning criteria for successfully completing a course or grade level, including how grades are determined
- what a student knows and is able to do at a point in time, and,
- what his or her next steps are to grow.

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: hate speech, name calling, jokes or rumors, threatening or intimidating conduct, notes or cartoons, slurs, graffiti containing offensive language, 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.

“Sexting” is disruptive to the school climate and is a form of harassment, intimidation, and bullying. Sexting is defined as the production, possession or dissemination of sexual materials, including sexually suggestive text messages, nude or semi-nude photographs, via cellular telephone or the internet. “Sexting,” like other disruptive behaviors, is conduct that disrupts both a student's ability to learn and school's ability to maintain a safe and nurturing environment. Accordingly, sexting will not be tolerated because such conduct is inconsistent with district efforts to create a safe and civil environment conducive for student learning and high academic achievement, and because it can lead to more serious violence.

Behavior Expected from Students:

All students are expected to refrain from any and all conduct involving sexting. Students are expected to conduct themselves in a manner where proper regard is given to the rights and welfare of other students, the educational purpose underlying all school activities, and care of school facilities and equipment consistent with the student's code of conduct. Students are expected to have respect for themselves and others. Sexting shall not be tolerated on school property, on school buses, or at any school sponsored function. Students who become aware of an act of sexting shall report such conduct the same day to a school administrator and/or student services staff member. Sexting that takes place outside of the school environment that impacts the learning environment will also be considered a violation of the Athletic and Activities Code of Conduct.

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, our school district 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 child(ren).

If students feel that they are being bullied, they are urged to talk to a safe adult. Students and parents/guardians may also complete an online anonymous reporting form, which can be accessed at [Speak Up. Speak Out](#) or via our school webpages, specifically on each building's website by clicking the “See Something, Say Something” button. Parents/guardians who believe their child may be being harassed should contact their child's school Associate Principal or Principal. Reports of bullying behavior that occur off campus at non-school related activities are addressed when the behavior results in a significant disruption to the school environment. All reports of bullying or harassment, both verbal and written, are immediately directed to a school Associate Principal or Principal.

A staff member will address the concern within one school day. 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.

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 [5516, Student Hazing](#), [5517.01 “Bullying,”](#) and [5517 “Student Anti-Harassment,”](#) which are included in the appendices).

Responding to Hate Speech or Incidences of Hate/Bias

The McFarland School District is fully committed to creating and sustaining a school community where every child is a promise, and where all students, families and staff are safe, welcomed, and valued. As a district, we unequivocally condemn racism, hate speech, bigotry, and all forms of discrimination. These behaviors harm students - they harm all of us. There is no place for racism or any other form of discrimination in our community, and certainly not in our schools.

The McFarland School District will vigorously enforce its prohibition against hate speech, hate symbols, bullying, harassment or expressions against any individual or group because of traits of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws. Hateful acts at school are dangerous, disturbing, and disruptive. Incidents of bias do not define a school. They do test the school’s culture and climate. How staff will respond is a true testament of the school’s culture. More information can be found in this handbook’s Appendix.

HEALTH SERVICES

A school nurse, health assistant, or a trained administrative assistant is available daily during school hours. If a student needs to come to the Health Office, they should check first with their 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. All Health Service visits are entered into Infinite Campus, which automatically sends an email to the parent/guardian with a description of the visit. Health staff do not routinely call home for every visit to the Health Office, as the Infinite Campus notes serve as notification. With few exceptions, students who are at school are expected to participate fully in school activities. Students may be excused from PE or recess activities only with a medical provider's order. If there is a short notice needed, the Health Office staff may waive the requirement for one day only, then a medical note would be required for further restrictions. This is to ensure we are providing appropriate PE classes and opportunities for activity throughout the day. Health Services will provide annual vision screening for kindergarten, second grade, fifth grade, and 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. Parent/demographic information can be updated using the infinite campus parent portal.

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 responding to the incident or present at the time of the incident are responsible to complete a report within 24 hours of the incident. Incident reports for exposures or injuries should be filled out and turned in to the health office. Health services staff will complete the health evaluation note on the incident report and turn the form in to the building administrative assistant for administrator review and signature. 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. Our goal is to avoid and prevent accidental exposure to students who may be affected by allergenic food substances. Therefore, all classrooms observe a nut-free environment (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. A nut-free seating area is available in the lunchroom and staff are trained annually in the use of epinephrine injectors.

Latex Products

It is our policy that our school is latex free. A few examples include gloves used by staff, no latex balloons, and no-latex items used in PE classes. Latex allergies are very serious, and can range from a rash to anaphylaxis (inability to breathe related to an allergic reaction). Frequently, even the dust produced by latex objects is enough to trigger a reaction, and it is our goal to avoid inadvertently exposing anyone with this allergy.

Immunizations

Please be sure your child is current with all their immunizations. Simply refer to the Wisconsin Department of Health Services website [here](#) to be sure all requirements are being met. To help parents fulfill their child's immunization requirements, Public Health Madison & Dane County offers free immunization clinics. Schedule an appointment online [here](#) or call (608)242-6328 for help scheduling. Bring your child's immunization records with you when you come to the clinic. If you would like to check your student's immunization records, you can look at the Wisconsin Immunization Registry at www.dhfs.wisconsin.gov. If you choose not to vaccinate your student(s), please sign the [vaccine waiver form](#) and return to the health office at your school.

Medical Insurance

The McFarland School District does not carry student medical insurance. Parents/guardians 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/guardians are encouraged to consider the adequacy of their medical insurance.

Medication: Consent Forms and physician's orders may be faxed to schools. The forms can be found [here](#) on the McFarland School District website under the heading "Taking Medication at School." Designated school personnel may administer prescription and over-the-counter medication. A physician's order and parent consent is required for the administration of prescription medication. This includes Epinephrine injectors for severe allergies, and inhalers. (refer to [Board Policy 5330](#)). Prescription medications are kept in a locked cabinet in the office. A limited amount of over the counter medication is available in the health office, and a list is available on the Health Services page of the District website [here](#). Parents/guardians are given the option to allow or decline the use of these medications during online registration. They may only be administered with parent permission through online registration, or in writing through the Over the Counter Medication Administration Form noted above.

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
- Other information regarding medications at school includes:
 - 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/guardians must notify school when a 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 and epinephrine; health staff must be notified of the medication and where it is located in case of an emergency, and a Physician order and Parent consent form must be completed and on file .

Questions about medications may be addressed to the Health Office Staff located at each campus.

Health Resources: [McFarland School District Health Services Webpage](#) [When to Keep Your Child Home](#) (one pager) ; [Health Services Parent Handbook](#) (full detail)

HUMAN GROWTH AND DEVELOPMENT

The Board, administration, and staff of the School District of McFarland believe that human growth and development curriculum and instruction are community efforts and an important part of our comprehensive school health program. Our shared goals are to promote an accurate and comprehensive knowledge-base in human growth and development; support responsible decision-making; and enhance the efforts of families, community members, and the schools to provide age-appropriate guidance to our young people.

Inspection and Opt-Out Information

The complete curriculum guide with a listing of topics covered at each grade level is located on the district website in the Families section under the parent tab. Parent(s)/guardian(s) may inspect the accompanying instructional materials by contacting the appropriate school administrator(s).

By statute, no student is required to receive instruction in human growth and development or in the specific related subjects. A Student Waiver Form is available in your school offices or in the Human Growth and Development curriculum guide on our website if you choose to opt your child out.

NON-DISCRIMINATION POLICY

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

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

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

We welcome families who wish to review materials used in any part of the educational curriculum for their students. Inquiries related to the Federal and State laws and regulations, including Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age of Discrimination Act of 1975 should be directed to the District's Nondiscrimination Officer at 608-838-4514 or 5101 Farwell Street, McFarland, WI 53558.

PROGRAM OR CURRICULAR MODIFICATION AND ACCOMMODATIONS

Parents/guardians have the right to inspect instructional materials and request program modifications (refer to Board Policies [9130](#) and [2416](#)). Specific information about Human Growth and Development Curriculum is listed in a separate section of this handbook.

Parents/guardians who request that their child not participate in a statewide test should complete and sign the State Testing Opt out form available in school offices.

A person with questions or concerns about specific learning resources should first discuss their concern with the teacher who selected the materials. If further conversation is needed, individuals can review the McFarland Resource Selection Guidelines and Reconsideration Procedures which is available on our [website](#) and at each school office upon request.

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 Director(s) of Teaching and Learning to be eligible for promotion.

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](#).

SAFETY

The School District of McFarland is committed to ensuring the safety of all members of our school community. The District uses guidance from its local police department and the <https://iloveguys.org/> to develop safety protocols. Specifically, the K12 Standard Response Protocol is trained in the School District. For more information please [click here](#). 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/guardians 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/guardian 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>

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 above.
- Understand that emergency pickup procedures are different from 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/guardians 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/guardians 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 ensure reunification is made with authorized individuals.

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

Parents/guardians 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 email 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 they 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 Health Office personnel 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. 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, and allowed to enter the main office, will be directed to a computer monitor. The visitor will enter their purpose for visiting on the touch screen and be asked to scan their driver's license as a form of identification. If the visitor does not have a driver's license, the visitor may enter their information using the keyboard. Once the front desk staff scans the identification provided, LobbyGuard instantly checks the name against registered sex offender lists nationwide. Once the visitor has been cleared through LobbyGuard, the system will print a visitor sticker with the visitor's name, picture, and destination (this process takes an average of 20 seconds).

***It is important to note that the LobbyGuard system only scans the visitor's name, date of birth, and photo for comparison with the national database of registered sex offenders. Any additional information is not gathered, nor stored. The LobbyGuard system is not connected to any other system such as the Department of Motor Vehicles (DMV), Department of Justice (DOJ), Immigration and Naturalization Services (INS), or Immigration and Customs Enforcement (ICE). Any other information on the ID is not visible or accessible to any LobbyGuard users. The data we see is not shared, nor communicated. It is confidential and stored securely in a web-based system. **

After the LobbyGuard check is complete, 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 check out using the LobbyGuard system.

All buildings in the McFarland school district including the high school are closed campuses. 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 608-438-8086 or 608-838-4720

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

Our district 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, Desk, and Storage Areas Searches

Lockers, desks, and storage areas are school property and are assigned and provided with the understanding that school personnel have the right to open, inspect, and remove the contents of the locker any time without notification.

Backpacks and Person Searches

Administrators may conduct searches without a student's consent if they have reasonable suspicion that a violation of school rules is occurring. All searches by Administrators will be monitored by an additional school employee. That employee may include the School Resource Officer (SRO), Administrative Assistant, Student Services Staff, or another Administrator. If a student physically resists a search, staff may consider the student's refusal to cooperate as tacit admission of the violation for school disciplinary purposes. Further, the student's insubordinate conduct of resisting a search would be separate grounds for school disciplinary action. Additional caution should be used when conducting more invasive searches of a student's physical person. An administrator may request the assistance of the School Resource Officers when conducting a search of a student's backpack or person. Wisconsin law prohibits strip searches by school personnel. 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](#).

SIGNS/POSTERS/FLYERS

All signs, posters, or flyers must be pre-approved by a building administrator before being displayed. Signs should indicate the club, group, team or class responsible for the signs. Unauthorized signs will be removed. Signs should always be hung using painter's tape (blue tape) to avoid damage or peeling. Signs should be taken down in a timely manner by the group or individual responsible for hanging the signs.

STUDENT SERVICES

The Student Services staff within each building consists of staff in school counseling, school psychology, school social work, 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.

For more information, please contact the Director of Student Services at 838-4514.

Student Support Team

Student Services staff, along with special educators, also function as part of a building Student Support 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 team, contact the Student Services Office.

TECHNOLOGY

School Provided Technology and Internet

Users of the McFarland School District computer network, including access to the Internet via the district's network, are expected to help maintain the integrity and security of the system. By clicking OK when they log in, users acknowledge 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. District technology 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 individuals' work or intrude into other individuals' 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 2-12 are provided with a school issued technology device for school use (i.e. iPad, Chromebook). In addition to following the guidelines above, students and their parents/guardians sign a Technology 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.

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.

VOLUNTEERS

We are happy to welcome parents/guardians and other community members who wish to volunteer in our district. Interested individuals may begin the process by completing a Volunteer Application Form and an administrative assistant from the appropriate building will follow up with you. A background check is required for all individuals who will have access to students in the course of their volunteer work. For more information on volunteering please visit the District website.

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](#) and Board Policy [7217](#) for more information.

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.

APPENDIX

5511 - DRESS AND GROOMING

The Board recognizes that each student's mode of dress and grooming is a manifestation of personal style and individual preference. The Board will not interfere with the right of students and their parents to make decisions regarding their appearance, except when their choices interfere with the educational program of the schools.

Accordingly, the District Administrator shall establish such grooming guidelines as are necessary to promote discipline, maintain order, secure the safety of students, and provide a healthy environment conducive to academic purposes. Such guidelines shall prohibit student dress or grooming practices which:

- A. present a hazard to the health or safety of the student himself/herself/theirself or to others in the school, including by way of communicating threats of harm or depictions of harmful conduct directed at others;
- B. interfere with school work, create disorder, or disrupt the educational program, including dress that promotes or depicts illegal activity, such as illegal drug use, underage alcohol consumption, or similar activities;
- C. cause excessive wear or damage to school property;
- D. prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.

Such guidelines shall also apply to the dress requirements for members of the athletic teams, bands, and other school groups when representing the District at a public event. Where appropriate, a uniform or specific dress requirement shall be used for students when representing the District as described.

In enforcing the dress code, the following procedures shall be used:

- A. the principal shall serve as the initial arbiter of student dress and grooming in his/her building;
- B. before taking action to enforce dress code requirements, including by requiring that a student remove, cover, or otherwise conceal the item or depiction at issue, the principal shall determine whether the item constitutes protected speech in so far as the item independently makes a statement of a discernable nature to the observer by depiction, words, or combination of the two that does not require separate explanation.
- C. instruct staff members to demonstrate, by example and precept, personal neatness, cleanliness, propriety, modesty, and good sense in attire and appearance

Expressive dress may not be protected speech if it involves:

- A. Obscenity
- B. Language or depictions intended to incite violence or foment hatred of others

Dress that is protected speech may still be prohibited if it is likely to cause a substantial disruption to the educational environment. This may include dress that includes the use of vulgarity, discriminatory language including racial or ethnic slurs, negative stereotypes, violence, or other communication when the clear intent is to invoke strong reactions in observers so as to impair the ability of teachers and/or students to engage in educational pursuit.

No protected speech may be prohibited on the basis of disagreement by District officials with the specific point of view expressed if the topic is otherwise permitted (e.g. permitting depictions of support for one political party, but prohibiting depictions of support for the other).

Students violating this policy shall be dealt with in accordance with established procedures referenced in the student handbook.

Revised 5/3/21

T.C. 11/1/22

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Legal

120.13(1), Wis. Stats. §

5517 - STUDENT ANTI-HARASSMENT

Prohibited Harassment

It is the policy of the Board to maintain an educational environment that is free from all forms of harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of harassment. This policy applies to conduct occurring in any manner or setting over which the Board can exercise control, including on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

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.

The Board will vigorously enforce its prohibition against harassment based on the traits of sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws (hereinafter referred to as "Protected Classes"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassing behavior directed at students for any reason, even if not based on one of the Protected Classes, through its policies on bullying (See Policy 5517.01 – Bullying).

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. The Board will investigate all allegations of harassment and in those cases where harassment is substantiated, the Board will take immediate steps designed to end the harassment, prevent its reoccurrence, and remedy its effects. Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

Other Violations of the Anti-Harassment Policy

The Board will also take immediate steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation;
- B. Filing a malicious or knowingly false report or complaint of harassment;
- C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment charges comprises part of one's duties.

Sexual Harassment covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

Notice

Notice of the Board's policy on anti-harassment in the educational environment and the identity of the District's Compliance Officers will be posted throughout the District and published in any District statement regarding the availability of employment, staff handbooks, and general information publications of the District as required by Federal and State law and this policy.

Definitions

Words used in this policy shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant: is the individual who alleges, or is alleged, to have been subjected to harassment, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Day(s): Unless expressly stated otherwise, the term “day” or “days” as used in this policy means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Respondent: is the individual who has been alleged to have engaged in harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community: means students and Board employees (i.e., administrators, and professional and classified staff), as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties: include, but are not limited to, guests and/or visitors on School District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the School District community at school-related events/activities (whether on or off District property).

Bullying

Bullying is prohibited by Board Policy 5517.01 – Bullying. It 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. Bullying need not be based on any Protected Class. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student’s sex (including gender status, change of sex, or gender identity), race color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights. Complaints brought under this policy that are more appropriately handled under the Bullying policy shall be referred for investigation consistent with the procedures in that policy.

Bullying that rises to the level of Sexual Harassment is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, and is not included in this policy. Allegations of such conduct shall be addressed solely by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student based on one or more of the student’s Protected Class that:

- A. places a student in reasonable fear of harm to his/her person or damage to his/her property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

“Harassment” also includes “hate speech”—the use of language, behavior, or images/symbols that express prejudice against a particular group or groups on the basis of any protected characteristic(s).

Examples are:

- A. making statements that promote violence toward a racial or ethnic group;
- B. drawing, displaying, or posting images or symbols of prejudice (e.g., swastikas).

Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964, "sexual harassment" is defined as 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 access to educational opportunities or program;
- 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 involve the behavior of a person of any gender against a person of the same or another gender.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls and obscene gestures;
- E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals;
- F. 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;
- G. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- H. 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;
- I. 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, telephone calls, or materials of a sexual nature;
 6. displaying pictures, calendars, cartoons, or other materials with sexual content.
- J. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life;

Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However other behaviors might be going too far, are inappropriate and may be signs of sexual grooming.

Inappropriate boundary invasions may include, but are not limited to the following:

1. hugging, kissing, or other physical contacts with a student;
2. telling sexual jokes to students;
3. engaging in talk containing sexual innuendo or banter with students;
4. talking about sexual topics that are not related to the curriculum;
5. showing pornography to a student;
6. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
7. initiating or extending contact with students beyond the school day for personal purposes;
8. using e-mail, text messaging or websites to discuss personal topics or interests with students;
9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
11. going to a student's home for non-educational purposes;
12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of a student);
13. giving gifts or money to a student for no legitimate educational purpose;
14. accepting gifts or money from a student for no legitimate educational purpose;
15. being overly "touchy" with students;

16. favoring certain students by inviting them to come to the classroom at non-class times;
17. getting a student out of class to visit with the staff member;
18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
20. being alone with a student behind closed doors without a legitimate educational purpose;
21. telling a student "secrets" and having "secrets" with a student;
22. other similar activities or behavior.

Inappropriate boundary invasions are prohibited and must be reported promptly to one of the District Compliance Officers, as designated in this policy, the Building Principal or the District Administrator.

- K. verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

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 workplace, 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.

Not all behavior with sexual connotations constitutes sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, and persistent such that it adversely affects, limits, or denies an individual's education, or such that it creates a hostile or abusive educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

In addition to investigating and taking appropriate corrective action in instances of harassment, or of sexual harassment or other sexual misconduct, the District shall make available to the victim of such harassment or misconduct resources to assist the student with coping with the effects of victimization. The school counseling services shall identify available resources in the community and provide assistance to students in contacting such resources if desired by the student. The District will not directly provide or pay for assistance unless such services are available in the District program or the Board otherwise approves.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive learning environment; or 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 race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references regarding racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of: interfering with the individual's work or educational performance; creating an intimidating, hostile, or offensive learning environment; or 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 religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive working and/or learning environment; or 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 national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's physical, mental, emotional or learning disability and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive learning environment; or 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 disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Anti-Harassment Compliance Officers

The Board designates the following individuals to serve as the District's Compliance Officers (also known as "Anti-Harassment Compliance Officers"; hereinafter referred to as the "COs").

Lauren Arango
Director of Student Services
5101 Farwell Street
McFarland, WI
608-838-4514
arangol@mcfbsd.org

Jeff Mahoney
Director of Business & Technology Services
5101 Farwell Street
McFarland, WI
608-838-4520
mahonej@mcfbsd.org

Paul Ackley
Athletic Director
5101 Farwell Street
McFarland, WI
608-838-4568
ackleyp@mcfbsd.org

The names, titles, and contact information of these individuals will be published annually on the School District's website.

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

Reports and Complaints of Harassing Conduct

Reporting procedures are as follows:

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 any District employee, such as a teacher, administrator or other employees.

- A. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or District Administrator.
- B. Teachers, administrators, and other school officials who have the 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 the Compliance Officer.
- C. 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 any District employee, such as a teacher, administrator or other employees.
- D. 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.
- E. 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 Compliance Officer for receiving reports of harassment prohibited by this policy. At least one (1) Compliance Officer or other individuals shall be available outside regular school hours to address complaints of harassment that may require immediate attention.

A CO will be available during regular school/work hours to discuss concerns related to harassment, to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the student.

Any Board employee who directly observes harassment of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) days. Thereafter, the COs must contact the Complainant, if over age eighteen (18) or the Complainant's parents/guardians if under the age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged misconduct, including the obligation of the compliance officer to conduct an investigation following all the procedures outlined in the complaint procedures.

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a Third Party, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will contact the Complainant and begin either an informal or formal process (depending on the request of the Complainant or the nature of the alleged harassment), or the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. [END OF OPTION 2] The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. The CO will prepare recommendations for the District Administrator or will oversee the preparation of such recommendations by a designee. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer as soon as possible, but always within no more than two (2) days of learning of the incident.

Investigation and Complaint Procedure

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, any student who believes that they have been subjected to harassment may seek resolution of the complaint through the procedures described below. The formal complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. Once the complaint process is begun, the investigation will be completed in a timely manner (ordinarily, within fifteen (15) calendar days of the complaint being received).

The procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of harassment or retaliation with the United States Department of Education Office for Civil Rights ("OCR") and/or the Wisconsin Equal Rights Division. The Chicago Office of the OCR can be reached at John C. Kluczynski Federal Building, 230 S. Dearborn Street, 37th Floor Chicago, IL 60604; Telephone: 312-730-1560; FAX: 312-730-1576; TDD: 800-877-8339; Email: OCR.Chicago@ed.gov; Web: <http://www.ed.gov/ocr>.

If at any time during the investigation process the investigator determines that the complaint is properly defined as Bullying, under Policy 5517.01 - Bullying and not Harassment under this Policy, because the conduct at issue is not based on a student's Protected Characteristics, the investigator shall transfer the investigation to the appropriate building principal.

Complaint Procedure

A Complainant may file a complaint, either orally or in writing with a teacher, principal, or other District employee at the student's school, the CO, District Administrator, or other District official who works at another school or at the District level. Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, principal, or other District official at the student's school, the CO, District Administrator, or other District employee, either orally or in writing, about any complaint of harassment, that employee must report such information to the CO within two (2) days.

Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); and a list of potential witnesses.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including but not limited to a change of class schedule for the Complainant or the Respondent, or possibly a change of school for either or both of the parties. In making such a determination, the Compliance Officer should consult the District Administrator prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform the Respondent that a complaint has been received. The Respondent will be informed about the nature of the allegations and a copy of any relevant policies and/or administrative procedures and the Board's anti-harassment policy shall be provided to the Respondent at that time. The Respondent must also be provided an opportunity to respond to the complaint.

Within two (2) days of receiving the complaint, the CO will initiate an investigation by at a minimum confirming receipt of the complaint with the complainant and informing the complainant of the investigation process.

Investigations shall be completed promptly. What constitutes promptness will depend on the complexity of the issues, the number of incidents or factual elements, the number of witnesses and documents to be consulted, and the availability of witnesses and other evidence. The CO shall keep the complainant reasonably informed of the investigation's progress.

The investigation will include:

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent;
- C. interviews with any other witnesses who reasonably may be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other evidence presented by the Complainant, Respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in Board policy and State and Federal law as to whether the Respondent engaged in harassment/retaliation of the Complainant. In determining if harassment occurred, a preponderance of evidence standard will be used. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

The CO may consult with the Board's attorney during the course of the investigatory process and/or before finalizing the report to the District Administrator.

In cases where no District CO is able to investigate a complaint due to concerns regarding conflicts, bias or partiality, or for other reasons that impair the CO's ability to conduct an investigation the CO may in consultation with the District Administrator or Board President, if the matter involves the District Administrator, engage outside legal counsel to conduct the investigation consistent with this policy.

Absent extenuating circumstances, within ten (10) days of receiving the report of the CO, the District Administrator either must issue a final decision regarding whether or not the complaint of harassment has been substantiated or request further investigation. A copy of the District Administrator's written decision will be delivered to both the Complainant and the Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

The decision of the District Administrator shall be final. If the Complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction by submitting a written request to the Wisconsin Department of Public Instruction ("DPI"), Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157.

If the decision of the District Administrator is that there is no finding of harassment pursuant to this policy, the student/parent will be informed of the provisions of Policy 5517.01 - Bullying.

The Board reserves the right to investigate and resolve a complaint or report of harassment regardless of whether the member of the School District community or Third Party alleging the harassment pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

The parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Additional School District Action

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 CO or 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.

Any reports made to the local child protection service or to local law enforcement shall not terminate the CO's obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the District Administrator.

Privacy/Confidentiality

The District will make all reasonable efforts to protect the rights of the Complainant and the Respondent. The District will respect the privacy of the Complainant, the Respondent, and all witnesses in a manner consistent with the District's legal obligations under State and Federal law. Confidentiality cannot be guaranteed, however. Additionally, the Respondent must be provided the Complainant's identity.

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of a harassment investigation is expected not to disclose any information that is learned or provided during the course of the investigation

Remedial Action and Monitoring

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken because of the discrimination, or other appropriate action.

The Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

Sanctions and Disciplinary Action

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable law.

When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the age and maturity level of any student involved. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Reprisal

Submission of a good faith complaint or report of harassment will not affect the Complainant's status or educational 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 District 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.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator 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 at such 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 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 Compliance Officers, 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 shall appear in the student handbook and shall be made available upon request of parents, students, and other interested parties.

Retention of Investigatory Records and Materials

The CO is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation including but not limited to:

- A. all written reports/allegations/complaints/statements;

- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt;
- M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment; and
- P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy.

The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315) created or received as part of an investigation shall be retained in accordance with Policy 8310, Policy 8315, Policy 8320, Policy 8330 for not less than three (3) years, but longer if required by the District's records retention schedule.

Revised 12/16/13

Revised 12/1/14

T.C. 11/3/16

Revised 4/2/18

Revised 4/1/19

Revised 4/20/20

T.C. 10/5/20

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Legal

48.981, Wis. Stats.

118.13, Wis. Stats.

P.I. 9, Wis. Admin. Code

P.I. 41 Wis. Admin. Code

20 U.S.C. 1400 et seq., the Individuals with Disabilities Education Act of 2004, as amended (IDEA)

29 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973, as amended

42 U.S.C. 1983

42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964

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

34 C.F.R. Part 104, Section 504 Regulations

34 C.F.R. Part 300, IDEA Regulations

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.

Definitions

"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; gender expression, physical attributes; physical or mental ability or disability; and social, economic, or family status; however, this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to, such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing. Bullying is to be distinguished from peer conflict. Peer conflict involves a balance of power, may happen occasionally, may be accidental, and the behaviors of more than one (1) of the individuals involved in the conflict may play a role in creating and/or maintaining the conflict.

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, they should report it and allow the administration to determine the appropriate course of action.

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, text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites, 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 website 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 websites;
5. hacking into or otherwise gaining access to another's electronic accounts (e-mails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

"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, gender expression, 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 age, race, religion, color, national origin, marital status or disability (sexual orientation, gender expression, physical characteristic, cultural background, socioeconomic status, or geographic location).

"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.

"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.

Prohibiting Bullying Behavior toward Students

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

Reporting Bullying Behavior toward Students

A. Reporting by Staff and School Officials:

All school staff members and school officials who observe or become aware of alleged acts of bullying are required to report these acts to the building principal or assistant principal or the District Administrator. Unless impractical, reports made by staff members shall be in writing and should generally be provided on the same day the bullying behavior was observed or the staff member becomes aware of the bullying behavior. For all school-based personnel, the report required by this paragraph should be provided directly to the school's Principal or Assistant Principal unless the Principal has expressly identified another staff member to also be a recipient of such reports.

B. Reporting by Students, Parents/Guardians, and Other Persons:

Students, parents or guardians, and other persons are encouraged to make a verbal or written report regarding conduct they consider to be bullying 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 President. Written reports may be made using the bullying and harassment reporting forms provided at each school building. Verbal reports of bullying will be documented by the staff member receiving the report using the bullying and harassment reporting forms used at each building or in the form of a behavior referral. To the extent possible, grades 6-12 students and parents will utilize an anonymous online bullying reporting system. A link to the system can be located at the middle and high school main web pages. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented.

C. Confidentiality of Reports of Bullying:

A person making a report of bullying behavior may request that their identity remain confidential. If a victim/target of bullying behavior requests that their identity not be disclosed in connection with any investigation of the alleged bullying behavior, the staff member assigned to investigate the alleged bullying behavior shall discuss with the student and the student's parent/guardian how such a request may affect the District's ability to investigate and/or resolve a given situation.

D. Anonymous Reports:

Anonymous reports of bullying will be reviewed and reasonable action shall be taken to address such reports, consistent with the reliability of available information and taking into account the due process rights of the individual alleged to have committed the acts of bullying.

Investigating Bullying Behavior

- A. All complaints about behavior that may violate this policy shall be investigated promptly by the building principal or designee. 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, including whether the behavior falls within the scope of this policy.
- B. 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.
- C. The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken.
- D. Upon the completion of this investigation, the staff member who conducted the investigation will document the findings and any sanctions that were imposed.
- E. 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 and False Reports

The Board prohibits and will not tolerate 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. 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.

Intervening When Bullying Has Occurred

Schools must create a culture in which bullying is not tolerated. Students must be supported and encouraged to report harassment and bullying and to assist peers who are bullied. Victims of bullying must be provided with tools to empower them to overcome the negative effects of bullying. If necessary, the victims of the bullying behavior may be provided with a safety plan.

A. For Students:

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. Student discipline may include, but is not limited to, reprimand, repairing the harm that was caused through a restorative solution, suspension, or possible expulsion. A referral may also be made to law enforcement officials for possible legal action as appropriate. In addition, the school may provide supports to the student involved in the bullying behavior such as teaching new skills for communication and empathy or communicating with the student’s parents to identify supports outside of school.

B. For Staff and Third Parties:

If the investigation finds that bullying has occurred involving staff members, it may result in discharge for staff members. Board members and third parties such as parents, guests, volunteers, and contractors may be excluded from school grounds and activities and/or removed from any official position. Individuals may also be referred to law enforcement officials.

Privacy/Confidentiality

The School District will respect as much as possible the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses consistent with the Board’s legal obligations to investigate, inform parents, take appropriate action, and 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 via the student and parent/guardian handbooks. The prohibition of bullying and the procedures described within this policy will be shared with students in an age-appropriate manner. All staff members will be informed of this policy on an annual basis. The policy may, as appropriate, also be distributed to organizations in the community having cooperative agreements with the schools. The School District will also provide a copy of the policy to any person who requests it.

Records

Records of investigations will be maintained in accordance with Policy 8330 - Student Records and State law

- Revised 4/8/13
- Revised 1/13/14
- Revised 5/5/14
- Revised 12/1/14

T.C. 2/21/22

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118.46, Wis. Stats.

McFarland School District Response to Hate Speech

Responding to Hate Speech or Incidences of Hate/Bias

The McFarland School District is fully committed to creating and sustaining a school community where every child is a promise, and where all students, families and staff are safe, welcomed, and valued. As a district, we unequivocally condemn racism, hate speech, bigotry, and all forms of discrimination. These behaviors harm students - they harm all of us. There is no place for racism or any other form of discrimination in our community, and certainly not in our schools.

The McFarland School District will vigorously enforce its prohibition against hate speech, hate symbols, bullying, harassment or expressions against any individual or group because of traits of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws. Hateful acts at school are dangerous, disturbing, and disruptive. Incidents of bias do not define a school. It does test the school's culture and climate. How staff will respond is a true testament of the school's culture.

Commitment to Equity

Per the McFarland School District June 2019 Board resolution to establish all schools as anti-racist schools, the McFarland School District embraces our responsibility to stand against racial injustice through professional development, student education, disciplinary action, and restorative practices. **HATE SPEECH IS NOT PROTECTED SPEECH; IT HAS CONSEQUENCES. *If a student has a disciplinary referral that involves the usage of hate speech, it will result in additional consequences. Consequences and restorative practices will be based on the offense and determined at the building level.***

The following terms and context may help in understanding these policy guidelines:

"Everyday acts of intolerance manifest themselves in many ways: name-calling, slurs, sexual harassment, casual putdowns regarding race, ethnicity, gender, size, abilities, perceived sexual orientation or gender identification. The bias might come in the form of clothing-certain colors or styles-or music or symbols associated with hate groups. [Growing intolerance](#) can also be found online [social media]...It might be blatant."

According to the Southern Poverty Law Center (SPLC), "White nationalist groups espouse white supremacist or white separatist ideologies, often focusing on the alleged inferiority of nonwhites. Groups listed in a variety of other categories -- Ku Klux Klan, neo-Confederate, neo-Nazi, racist skinhead, and Christian Identity -- could also be fairly described as white nationalist." Alt-right is a recent rebranding of "white nationalism" (N. Flanagan, J. Acee, & L. Schubiner, 2017).

Bias or Hate Incident: Acts of prejudice that are not crimes and do not involve violence, threats, or property damage. The bias might come in the form of clothing-certain colors or styles of music, or symbols associated with hate groups. Bias incidences are also widespread online and in social media.

White nationalism: White Nationalism is inherently anti-immigrant, anti-Muslim, anti-Semitic, and anti-Black, but white nationalist organizing can manifest without publicly mentioning race or religion.

Hate Crime: A crime motivated by bias against race, religion, disability, sexual orientation, ethnicity, gender, or gender identity.

Hate Speech: Hate speech is a communication that carries no meaning other than to vilify, humiliate, or incite hatred for a group or class of people, especially in circumstances in which the communication is likely to provoke violence. It is an incitement to hatred primarily against a group of persons defined in terms of race, ethnicity, national origin, gender, religion, sexual orientation, disability, and the like. **Hate speech can be any form of expression regarded as offensive to racial, ethnic and religious groups and other**

discrete minorities or to women. It can be communicated using words, symbols, images, memes, emojis, hand gestures, and video.

Anti-Semitism: The belief or behavior hostile toward Jews just because they are Jewish. It may take the form of religious teachings that proclaim the inferiority of Jews, for instance, or political efforts to isolate, oppress, or otherwise injure them. It may also include prejudiced or stereotyped views about Jews.

Misogyny: Misogyny (hatred of, aversion to, or prejudice against women) and racism often go hand in hand, especially in online forums (like 4Chan, 8Chan, Reddit and Gab) and gaming circles. Expressing simultaneous entitlement and disillusionment, white nationalists exploit online communities to nurture and often build upon angry young men's feelings of injustice and animosity, and this animosity often redirects toward women as well as people of color, immigrants, and religious minorities.

Racism: Racism is a doctrine or teaching, without scientific support, that claims to find racial differences in character, intelligence, etc. that asserts the superiority of one race over another and that seeks to maintain the supposed purity of a race.

Hate symbols-click [here](#) for a database of hate symbols that is maintained by the Anti-Defamation League (ADL) Fight Hate for Good organization. Staff should look for such symbols as they may be visible to the student body, hidden in student work, or in the curriculum. Should you find hate symbols in the curriculum, please contact the appropriate administrator. Otherwise, if other instances of displaying hate symbols occur, please follow the sequence of support below.

Should you witness or be confronted with a situation and need support, please follow the following sequence of support:

1. Student Services Staff & Associate Principal
2. Principal
3. Director of Student Services
4. Superintendent

References:

Middleton Cross Plains Area School District. "PSW-Hate Speech.docx." *Google Docs*, Google, 2019, docs.google.com/document/d/1KOBWKom-jPROqY--Y07jkopOtxGABYU5/edit.

N. Flanagan, J. Acee, & L. Schubiner. (2019). *Confronting White Nationalism in Schools Toolkit*, Western States Center.

(2017). *A Guide for Administrators, Counselors and Teachers Responding to Hate and Bias at School*. Retrieved from <https://www.tolerance.org/magazine/publications/responding-to-hate-and-bias-at-school>

Ross, L. J. (2019, August). *Speaking Up Without Tearing Down*. Retrieved from <https://www.tolerance.org/magazine/spring-2019/speaking-up-without-tearing-down>

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Conrad Elvehjem Primary School



2023-2024 Family Handbook

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A Letter from Your Principals

Dear Families,

Whether your child is joining our learning community for the first time, or you have a returning student, we would like to welcome you to the School District of McFarland and Conrad Elvehjem Primary School, home of the Spartan Stars! As your principals, we are thrilled that you are here and we look forward to partnering with you throughout these exciting first few years of your child's schooling.

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

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

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

Kind regards,

Greg Nelson
Principal

Brooke Hauser
Associate Principal

Conrad Elvehjem Primary School

Main Office - 838-3146

Greg Nelson, Principal - 838-4602

Brooke Hauser, Associate Principal - 838-4595

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

McFarland School District Mission and Vision Statements

Our Mission

Meeting the needs of every learner, every day.

Our Vision

An equitable and inclusive community committed to student belonging, achievement, and growth.

Arrival at School

The student school hours are 7:45 AM - 2:42 PM. Student supervision begins at 7:20 AM with the arrival of our first buses. Upon arrival, students eating breakfast will go to the cafeteria; other students will be directed to an alternate location by grade level for supervision until the first bell rings at 7:45 AM to mark the beginning of the school day.

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

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

Attendance

Please have your child(ren) in school every possible minute. School attendance is the shared responsibility of students and families; both state statute and McFarland School District policy require students to attend school regularly. Good school attendance is critical. Being on time so that important directions, announcements, and community time are not missed is extremely important. Being absent or tardy causes a child to get behind in school, to become frustrated, and can negatively affect their self-concept. Please schedule appointments, vacations, visits to relatives, etc. during non-school time. A significant number of absences will require a school to initiate procedures outlined by Wisconsin's Habitual Truant and Children at Risk laws. Further, the McFarland School District's Board of Education has adopted the following procedures.

Attendance Procedure:

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

1. Your child's name,
2. Your child's teacher's name
3. Your name and your relationship to the student
4. How long your child will be gone
5. The reason for the absence

At 8:30 AM, the school will start calling family members who fail to call in to confirm where your child is and why they are not at school. Please help us with this by making sure that we have your current home, work, and cell phone numbers on file.

Tardiness:

Students must be in the building by 7:50am, and are marked tardy if arriving after 7:55am. Patterns of tardiness call for intervention by the principal or student services team member, including home visits to collaborate with families on strategies to help their child be at school by 7:45 AM daily.

Absence from School:

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

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

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

ATTENDANCE: EXCUSED ABSENCES

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

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

A student may be excused for no more than a total of **ten (10) days** during a school year. Please be advised that after a student has been absent ten (10) days in a school year, a conference may be requested to discuss measures to ensure that a student can receive

credit for their classes and, if necessary, to request that from now on all of your child's subsequent absences be verified by a doctor's excuse, appointment card, or other reasons approved in advance by the Principal or the Associate Principal. For further information please refer to School Board Policy.

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/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, the family will be notified and receive information regarding the date(s) on which the student was truant. A family meeting may be requested. If efforts to reduce 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. If the Board has made a determination that a non-resident student attending the District under the open enrollment program is habitually truant from the District during either semester of the current school year, the Board may prohibit the student from attending in the succeeding semester or school year. For additional information, please refer to District Policies 5200 (Attendance) and 5000 (Open Enrollment).

Attendance: Make-Up Work When Absent

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

Tardiness

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

Behavior

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

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

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

- Level 1 behavior is managed by the teacher.
- Level 2 behavior may include an inappropriate behavior that hinders the student's ability to learn or disrupts others or a violation that does not warrant an office referral or result in an administrative intervention. When a student has a minor (Level 2) behavior incident, the classroom teacher determines the appropriate follow-up. Each incident is handled on a

case-by-case basis, and staff considers the individual characteristics of the student (and other students involved, if applicable), along with prior incidents and special education status. Follow up may include restorative practices, negative consequences, family notification from classroom teacher (or related arts teacher), etc. Other follow-up may occur at the discretion of the classroom teacher. A minor behavior referral is submitted.

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

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

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

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

Spartan Star Behavior Matrix

Spartan Star Says...	Classroom	Hallway	Lunchroom	Playground	Bathroom	Bus	Lines
"Be Safe"	(Teachers and students create together at beginning of year)	<ul style="list-style-type: none"> *Walking feet *Stay on the right *Bubble space *Eyes watching forward *Hands/feet quiet 	<ul style="list-style-type: none"> *Bubble space *Eat your own food *Walking Feet *Body still 	<ul style="list-style-type: none"> *Bubble space *Up steps, down slide *Just-right clothing for the weather *Safe shoes for playing *Use equipment correctly *Wood chips stay on the ground 	<ul style="list-style-type: none"> *Control body *Wash hands with soap and water *Report problems *No messes 	<ul style="list-style-type: none"> *Stay seated and face forward *Keep aisle clear *Keep hands, feet, and objects to self 	<ul style="list-style-type: none"> *Walking Feet *Bubble space *Eyes watching forward *Stay in line order
"Be Kind"		<ul style="list-style-type: none"> *Voice Level 0-1 *Help friends in need 	<ul style="list-style-type: none"> *Say please and thank you *Chew with mouth closed *Voice Level 0-3 *Help friends if asked *Include others 	<ul style="list-style-type: none"> *Play by the rules *Ask friends on the buddy bench to play *Voice Level 0-4 	<ul style="list-style-type: none"> *Voice Level 0-1 *Honor privacy 	<ul style="list-style-type: none"> *Use kind words *Use your bystander power *Voice Level 0-3 	<ul style="list-style-type: none"> *Voice Level 0-1
"Be Responsible"		<ul style="list-style-type: none"> *Keep cubbie area neat *Do not touch items hanging on the walls 	<ul style="list-style-type: none"> *Stay seated *Wait to be dismissed *Raise hand for help *Clean up your space when done 	<ul style="list-style-type: none"> *Take care of equipment *Put equipment away *Line up when bell rings *Bring coat and cold lunch laundry basket to cafeteria 	<ul style="list-style-type: none"> *Use toilet paper *Use 1-2 paper towels *Unlock door when done *Return to class quickly *Use toilet and urinal correctly *Flush toilet 	<ul style="list-style-type: none"> *Listen to and respect driver *Take care of your things *Keep all your things in your backpack 	<ul style="list-style-type: none"> *Listen to adults *Eyes watching *Ears listening *Voice quiet *Body still *Line up at signal in correct location/spot

Bicycles

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

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

The school realizes that there may be exceptions made in order to accommodate special circumstances. For safety reasons it is recommended that a parent/guardian or other adult accompany their child to and from school if riding a bike. In the event that family supervision is not available, it is recommended that only children in Grade 2 be considered old enough to ride a bike to school as long as their skills are proficient. Families should practice the route to and from school with children and have them practice street safety skills including hand signals. Helmets are a basic safety expectation. Once they arrive on school grounds, students (and families if accompanying) must get off their bikes and walk them to be parked in the bike racks. The school is not responsible for bikes that are lost or stolen. The riding of skateboards, rollerblades, scooters, or other similar items is not allowed on school grounds.

Birthday and Classroom Treats

We understand that your child's birthday is a special day, but treats and toys should be saved for the parties that you host at home, and are not to be delivered to the school. Briefly, the reasons behind this request are that it eliminates concern for students with food allergies, promotes equity among students of all socio-economic backgrounds, removes the management of treats and toys for staff, and reduces distraction during the day. Teachers might still request specific party food items to be sent in for classroom celebrations, which is fine.

Classroom Placement

Throughout the spring and summer, our staff works through the process of determining class placement, with final decisions shared with families as a part of fall registration in August. Many factors go into this complex and time-consuming process as great care is taken to establish class rosters that support the unique needs of all learners. Please note that while we do NOT take family requests for placing their child(ren) with a specific teacher, friend(s), or peer(s), we are open to families sharing details about teacher characteristics or classroom environments that we might consider when determining a student's best placement. If you are interested in sharing preferred teacher traits or classroom environment needs (without specific teacher names), please send an email or written note to the principal at your child's school in early March (dates will be communicated). Please do not hesitate to reach out to the principal with any questions about this process.

With the goal of ensuring a successful school environment for all students, changes in classroom placement may be made during the school year on an individualized basis at the discretion of administration through careful consideration of student and classroom dynamics. Administration will include the student, teachers, and family in the process.

Co-Curriculars

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

Conferences/Report Cards

Families may request a conference with their child's teacher at any time. Teachers may also ask families to confer with them. This is an excellent way to enhance communication between family and school. Teachers prepare for conferences, and families are encouraged to do the same. During the school year, teachers will hold Fall and Spring conferences (late Oct./early Nov. and March); in-person and virtual options will be available. Report cards for K-2 students are distributed in January and June (dates forthcoming). Below are some suggestions for preparation for parent/teacher conferences:

Before The Conference:

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

Questions To Ask During The Conference:

- Is my child working up to their ability?
- What are my child's strengths, weaknesses, and/or areas of special interest?
- How does my child interact with other students?
- What can be done at home to reinforce what is being done in the classroom?

Questions The Parent/Guardian Or Student Should Be Prepared To Answer:

- What is the student's reaction to school?
- What does the student do in their free time?
- How does the student handle the rules and responsibilities of the home?
- Where and when is homework completed?
- What type of discipline is the most effective?

After The Conference:

- Discuss the conference with your child.
- Start immediately on any course of action agreed upon as a means of helping the child, parent/guardian, or teacher.
- Feel free to contact the teacher to follow up on your child's progress.
- Emphasize to your child the need to work together for their betterment.

Confidentiality

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

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

Food Service/School Nutrition Program

Deposits can be made to school nutrition accounts through Infinite Campus. More information can be found at [McFarland.nutrislice.com](http://www.mcfarland.k12.wi.us/msd/index.php) OR by following the link on the District's page <http://www.mcfarland.k12.wi.us/msd/index.php>. Families will be notified when the balance drops below \$5.00. Payment can be made online, or if paying by check or cash for hot lunch and/or milk, please place the payment in a well-identified envelope with the child's name, grade, and teacher name and return to school.

Conrad Elvehjem Primary School is pleased to offer our students breakfast and lunch. For school lunch options, students may choose the hot meal of the day, or a yogurt/string cheese or PB&J. Students may also bring lunch from home, and can purchase milk at school to go along with it. We do not allow soda and beverages containing caffeine to be consumed at school. Water is available to students throughout the day.

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

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

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

Grading

The purpose of grades in the McFarland School District is to communicate the learning, growth, and achievement of individual students in relation to important academic standards.

Our grading practices will provide accurate, meaningful and consistent communication to explain to students and families:

- Clearly defined learning criteria for successfully completing a course or grade level, including how grades are determined
- What a student knows and is able to do at a point in time, and
- What their next steps are to grow.

We formally report student achievement on report cards twice per year. Grades are posted in Infinite Campus at the end of the first semester and again at the end of the second semester in June. When teachers are reporting academic achievement for each standard, they will use the following indicators:

- ES - Extending the Standard
- ME - Meeting the Standard
- AP - Approaching the Standard
- SB - Significantly Below the Standard

Health

If your child is ill, please call our school attendance line at 608-838-3146. If you have questions regarding the illness, please call the CEPS health office at 608-838-4674.

Health Resources: [When to Keep Your Child Home](#) (one pager) ; [Health Services Parent Handbook](#) (full detail)

Homework

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

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

Infinite Campus Parent Portal

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

Library Media Center

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

Lost and Found

Families are urged to put their child's name on all coats, backpacks, snow pants, lunch boxes, water bottles, and other personal belongings. Students are responsible for keeping track of their personal items and for reporting missing items immediately to their classroom teacher and to the office. Our Lost and Found is located in a central location near the main office, and students and families are welcome to check for items at any time. We do our best to help students keep track of their belongings, but we are not responsible for missing items. Items not claimed are given to local charitable organizations several times during the school year.

Parent-Teacher Organization (PTO)

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

Established Goals:

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

Meetings:

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

Personal Electronic Devices

All personal electronic devices must be turned off and remain in a student's backpack while on school grounds unless the device is being used for educational purposes that are pre-approved by the Principal or designee (see the District's BYOD policy). If a student is found to be in possession of one of these devices, the device will be confiscated and taken to the office where it may be retrieved by the student's family. The school is not responsible for lost, stolen, or damaged items.

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

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.

Supervision

Start of the school day:

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

End of the School Day:

Students are expected to leave the building and school grounds immediately after they are finished with their school responsibilities and activities. If students are picked up after school, drivers should be prepared to pick up their child immediately after school dismissal at 2:42 p.m. Students should go home immediately upon dismissal except where special activities under teacher supervision are conducted after school.

Traffic Safety

Arrival:

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

1. It is essential that as you pull up to school you remain in the right lane.
2. Please make sure the students you drop off do not exit the car until you are pulled up to the curb. Students should exit the vehicle on the right side only. Adults should remain in the vehicle.
3. Please drop off students immediately after the car pulls up to the curb.
4. Follow general driving safety guidelines such as maintaining a low speed, looking before you pull out, and remaining off of your cell phone.
5. During the morning drop-off, families should not arrive before 7:20 as supervision is not available.

Dismissal:

1. Please be sure to use the right lane only for student pick-up.
2. Those families picking up students in the car loop are required to display the school-provided signage indicating their child(ren)'s name(s) and homeroom teacher(s).
3. Students should only get into cars that are pulled up to the curb. Students should enter the car on the right-hand side. Adults should remain in the vehicle.
4. Follow general driving safety guidelines such as maintaining a low speed, looking before you pull out, and remaining off of your cell phone.

Transportation

Transportation will be provided to any resident child attending 4K-2. Bussing will be provided on direct and regular buses for all routes. The goal is to always provide the safest transportation to the children.

BUS EXPECTATIONS FOR families:

- Families of 4K and KINDERGARTEN STUDENTS ARE REQUIRED TO ACCOMPANY THEIR CHILD TO AND FROM THE HOUSE, TO AND FROM THE BUS.
- Children enrolled in the McFarland 4K program will be picked up and dropped off per established time schedule at specified locations. There may be some deviations to pick up and drop off times depending on weather or road conditions.
- Children should be dressed and ready to board when the bus arrives. Students should be at the bus stop 3-5 minutes before the scheduled time. If the child misses the bus, it is the parent's responsibility to take the child to school.
- Only students, staff, and volunteers are allowed to ride on buses. Families are not allowed to ride on the bus.
- If the child becomes ill on the bus, the child will be returned to the school, site or to parent(s) if possible. If it is not possible to return the child to the home, the parent will be notified and asked to pick up the child at their school or site location.
- If, after five minutes, no parent or adult comes out to the bus to accept the child, the child will remain on the bus.
- If Nelson's is unable to contact either the parent or the emergency contact, the child will be delivered back to Conrad Elvehjem Primary School at the end of the bus route. The CEPS office or principal will continue attempts to contact the family and/or emergency contact. The CEPS office or principal will stay with the child until the parent or emergency contact arrives to pick up the child.
- If the family or emergency contact does not arrive within one hour of the drop-off time, social services will be contacted and requested to pick up the child and place him/her in protective custody.

BUS RIDER GUIDELINES: The purpose of these guidelines is to provide the safest, most enjoyable school bus ride for all bus occupants, including the driver. A safe bus ride is free of all driver distractions. Driver tolerance will vary and student behavior will vary. Regardless of who's driving the bus, it is the student's responsibility to follow the guidelines so the driver can do his/her job, which is to drive the bus. Watching students in the rear view mirror is not driving the bus. Inappropriate behavior on the bus that is unseen by the driver is still unacceptable. RESPECT is key.

Families, please talk with your child(ren) about following the four major school bus guidelines.

- **OBEY THE BUS DRIVER.** First, follow the bus drivers' instructions. If you don't agree with an action taken by the bus driver, when you get to school or home you can inform your teacher or parent.
- **TALK QUIETLY** to the other students around you. Remember to use nice words and a Voice Level 0-3. Any noise other than talking may distract the driver.
- **RESPECT ALL OTHER PEOPLE** on the bus. Keep hands, feet and objects to self. Teasing, name calling or profanity will not be tolerated. Nothing should go out the windows, even voices. Keep the aisles clear.
- **REMAIN SEATED AT ALL TIMES.** Keep your back against the seat back and your bottom against the seat bottom. Face forward. Food and beverages are not allowed. Please keep all food/drink in backpacks. Cellular devices and electronics should be kept in backpacks as well. They are not to be used on the bus.

BEHAVIORAL CONCERNS ON THE BUS: The safety of children on buses is a primary concern of our school district as well as our bus contractors. If a child continuously disregards the established bus rules, thus jeopardizing the safety of all the children on the bus, the child's families will be notified.

Bus drivers will write an incident report of dangerous behavior on the bus. This report will be forwarded to the teacher and administrator and the families will be contacted. Second or third reports will require a conference with the parent. An Action Plan will be developed to outline the steps the families and staff can take to assist the child with his/her behavior.

If the child continues to exhibit inappropriate bus behavior, the child may be suspended from using the bus for a period of time. During this time the parent would be responsible for getting the child to and from school.

If you have any bus related questions, please call Nelson's Bus Service at 608-205-9040.

FAMILY TRANSPORTATION: Please drop off and pick up your student on time. If families are not enrolled in wrap care, it is their responsibility to be at the site on time and to pick up on time as well. It is considerate to the staff and is also important for the safety of all involved to drop off and pick up on time.

Visitors

Families and McFarland community members are welcome to stop by to visit a classroom or attend special events. All visitors who are buzzed into the office, and allowed to enter the main office, will be directed to a computer monitor. The visitor will enter their purpose for visiting on the touch screen and be asked to scan their driver's license as a form of identification. If the visitor does not have a driver's license, the visitor may enter their information using the keyboard. Once identification is provided, LobbyGuard instantly checks the name against registered sex offender lists nationwide. Once the visitor has been cleared through LobbyGuard, the system will print a visitor sticker with the visitor's name, picture, and destination (this process takes an average of 20 seconds). It is important to note that the LobbyGuard system only scans the visitor's name, date of birth, and photo for comparison with the national database of registered sex offenders. Any additional information is not gathered, nor stored. The LobbyGuard system is not connected to any other system such as the Department of Motor Vehicles (DMV), Department of Justice (DOJ), Immigration and Naturalization Services (INS), or Immigration and Customs Enforcement (ICE). Any other information on the ID is not visible or accessible to any LobbyGuard users. The data we screen is not shared, nor communicated. It is confidential and stored securely in a web-based system.**

After the LobbyGuard check is complete, 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 check out using the LobbyGuard system.

Non-Parent/Guardian Visitor Protocol

We know how exciting it can be for children to have a special grown-up come to visit them at school. With our top priority being student safety, we ask that adult visitors adhere to the following guidelines when coming to school during the day:

- Families may pick students up early for appointments, etc. Please notify the main office and classroom teacher by phone or email prior to 7:30 on the morning of the early pick-up.
- Other non-parent/guardian adults may only visit or pick students up during the day with prior parent/guardian permission. The student's parent/guardian must call or email the main office on the morning of the visit/early pick-up. The parent/guardian is also responsible for making sure the visitor knows that a photo ID will be required.
- ONE adult per household may come for lunch with their student when they are Special Person. Homeroom teachers will communicate when your student is the Special Person during the school year.
- If a visitor arrives without prior parent/guardian permission, they will be directed by our office staff to contact the parent/guardian who must then call the office before being allowed to pick-up the child.

Winter Dress for the Playground

The playground area behind CEPS is quite open and therefore very windy. This can make it feel cold when students are outside for recess. Help your child(ren) to enjoy recess time by providing them with appropriate winter clothing. Please help us keep your child(ren) safe, warm, comfortable, and dry by sending them to school dressed in the following outerwear:

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