

INDIAN MOUND MIDDLE SCHOOL



FAMILY HANDBOOK 2011-12

*“I told the Englishman that my alma mater was books, a good library.
I could spend the rest of my life reading. Just to satisfy my curiosity.”
- Malcolm X*

Dear Families,

Welcome to the 2011-12 school year at Indian Mound Middle School! On behalf of all our talented, energetic and caring staff, it's a pleasure to share these wild and crazy years with you – and we hope this handbook makes the journey a bit clearer and easier.

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

This handbook is intended to share information that will help us meet this goal together. You will find everything from district policy information and mission statements to behavioral expectations and support services. It is important that both students and parents read the handbook; you are responsible for knowing what is in here. **The Handbook Acknowledgment Page, which you are asked to sign and bring to registration in August, indicates that you have read and understand the contents of the handbook.**

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

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

Our best wishes for a magnificent year,

David Witte
Principal

Aaron Tarnutzer
Associate Principal

Brett Jondle
Interim Associate Principal

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**MCFARLAND SCHOOL DISTRICT
Mission Statement**

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

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

**MCFARLAND SCHOOL DISTRICT
Statement of Middle School Philosophy**

The McFarland School District is committed to the middle school as an institution in which students achieve mastery of basic skills and acquire the knowledge necessary to develop a positive self-image and to foster academic, social, and personal growth. We obligate ourselves to identify and meet the diverse needs of all students so that they may understand and help shape their present and future lives. In doing so, we dedicate ourselves to the development of learning programs which provide for child-centered instruction relevant to the special needs of middle school students.

**MCFARLAND SCHOOL DISTRICT
Notice of Non-Discrimination Policy**

The McFarland School District does not discriminate on the basis of sex, age, race, color, national origin, ancestry, creed, pregnancy, religion, marital or parental status, sexual orientation, or disability. Inquiries related to Section 504 of the Rehabilitation Act of 1973, s.118.13, Wisconsin Statutes, or Title IX of the Education Amendments of 1972 should be directed to the District's Non-discrimination Officer at 608-838-4514 or 5101 Farwell Street, McFarland, WI 53558.

INDIAN MOUND MIDDLE SCHOOL STAFF ROSTER

David Witte, Principal
Aaron Tarnutzer, Associate Principal
Brett Jondle, Interim Associate Principal

*To call a teacher, please dial 838-4500 and then the extension, or 838-8980 for the office

Staff Member	Assignment	Ext.	E-Mail Address
Sixth Grade Team			
Gallagher, Amy	Math, Science, Reading	4873	amy_gallagher@mcfarland.k12.wi.us
Garvey Michelle	Math, Science, Reading	4835	michelle_garvey@mcfarland.k12.wi.us
Heuer, Marc	Math, Reading, LA(Language Arts)	4821	marc_heuer@mcfarland.k12.wi.us
Kvalheim, Marty	LA. Soc. St., Reading	4854	marty_kvalheim@mcfarland.k12.wi.us
Merow, Julie	Science, Math, Reading	4808	julie_merow@mcfarland.k12.wi.us
Shanks, Melissa	LA, Soc. St., Reading	4834	melissa_shanks@mcfarland.k12.wi.us
Seventh Grade Team			
Burke, Missy	LA/Reading, Social Studies	4812	missy_burke@mcfarland.k12.wi.us
Halverson, Katie	LA/Reading	4853	katie_halverson@mcfarland.k12.wi.us
Herbst, Jerry	LA/Reading: Read 180	4874	jerry_herbst@mcfarland.k12.wi.us
Jondle, Brett	Social Studies/Associate Principal	4814	brett_jondle@mcfarland.k12.wi.us
Meyer, Heidi	LA/Reading	4879	heidi_meyer@mcfarland.k12.wi.us
Mezera, Angie	Pre-Algebra, Algebra, Math	4813	angie_mezera@mcfarland.k12.wi.us
Redders, Jared	Science	4847	jared_redders@mcfarland.k12.wi.us
Rush, John	7/8 Math		
Eighth Grade Team			
Coleman, Brian	Science	4846	brian_coleman@mcfarland.k12.wi.us
Martina, Jason	LA/Reading, Soc. St.	4836	jason_martina@mcfarland.k12.wi.us
Perez, Stephen	LA/Reading	4856	stephen_perez@mcfarland.k12.wi.us
Piscitelli, Damon	Math	4883	damon_piscitelli@mcfarland.k12.wi.us
Rush, John	7/8 Math		john_rush@mcfarland.k12.wi.us
Sutherland, Nancy	LA/Reading, Social St.	4875	nancy_sutherland@mcfarland.k12.wi.us
Thompson, Kelly	LA/Reading	4861	kelly_thompson@mcfarland.k12.wi.us
Related Arts Team			
Brehm, Amy	Art	4815	amy_brehm@mcfarland.k12.wi.us
Colle, Victoria	Family Living	4880	victoria_colle@mcfarland.k12.wi.us
Hartson, Joe	Instrumental Music (8)	4884	joe_hartson@mcfarland.k12.wi.us
Kinnaman, Alan	Technology and Engineering	4881	alan_kinnaman@mcfarland.k12.wi.us
Kramer, Jim	E-gen (Electronic Generation)/Guidance	4576	jim_kramer@mcfarland.k12.wi.us
Kubicek, Chuck	Physical Education	4818	chuck_kubicek@mcfarland.k12.wi.us
Lemens, Katrina	General Music/Chorus	4844	katrina_lemens@mcfarland.k12.wi.us
Neal, Melanie	IMC Director	4575	melanie_neal@mcfarland.k12.wi.us
Perez, Stephen	Technology Tools	4856	stephen_perez@mcfarland.k12.wi.us
Peterson, Benjamin	Instrumental music (6-8)	4517	benjamin_peterson@mcfarland.k12.wi.us
Shields, Tiffany	Spanish	4878	tiffany_shields@mcfarland.k12.wi.us
Stokes, Becky	Physical Education., Health	4851	becky_stokes@mcfarland.k12.wi.us
Vanderbloemen, Brian	Instrumental Music 6/7/HS	4816	brian_vanderbloemen@mcfarland.k12.wi.us
Younger, Katie	French	4848	katie_younger@mcfarland.k12.wi.us

Special Education Team			
Burse, Stacie	Special Education Teacher	4852	stacie_burse@mcfarland.k12.wi.us
Johnson, Eric	Special Education Teacher	4858	eric_johnson@mcfarland.k12.wi.us
Hebgen, Holly	Special Education Teacher	4838	holly_hebgen@mcfarland.k12.wi.us
Hickey, Jackie	Special Education Teacher	4855	jackie_hickey@mcfarland.k12.wi.us
Miller, Katie	Special Education Teacher	4852	katie_miller@mcfarland.k12.wi.us
Penticoff, Jason	Special Education Teacher	4842	jason_penticoff@mcfarland.k12.wi.us
Support Staff			
Airgood, Sonja	Special Ed. TA (teaching assistant)	4874	sonja_airgood@mcfarland.k12.wi.us
Bach, Justin	Guided Study/Lunch Supervisor	4811	justin_bach@mcfarland.k12.wi.us
Burnett, John	Special Education TA	4843	john_burnett@mcfarland.k12.wi.us
Davis Mary	Admin. Assist. Office	4840	mary_davis@mcfarland.k12.wi.us
Laking, Anita	Special Education TA	4807	anita_laking@mcfarland.k12.wi.us
Lampe, Shelly	Read 180 TA	4805	shelly_lampe@mcfarland.k12.wi.us
Landphier, Julie	Special Education Ed. TA	4810	julie_landphier@mcfarland.k12.wi.us
Leahy, Peggy	Admin. Assist. Office	4580	peggy_leahy@mcfarland.k12.wi.us
Michels, Linda	TA – Library	4575	linda_michels@mcfarland.k12.wi.us
Peterson, Doug	Lunch/Recess/Guided Study Monitor	4811	doug_peterson@mcfarland.k12.wi.us
Siebert, Dave	Custodian	4586	dave_siebert@mcfarland.k12.wi.us
Smith, Kelly	6 th grade TA	4823	kelly_smith@mcfarland.k12.wi.us
Sondreal, Michelle	Nurse Assistant	4849	michelle_sondreal@mcfarland.k12.wi.us
Southern, Peggy	7 th grade TA	4850	peggy_southern@mcfarland.k12.wi.us
Tarpey, Bridgette	8 th grade TA/Guidance	4823	bridgette_loving-tarpey@mcfarland.k12.wi.us
	Special Education TA	4874	
Special Areas			
Clark, Cindy	Gifted and Talented Coordinator	4876	cindy_clark@mcfarland.k12.wi.us
Decker, Marie Claire	Occupational Therapist	4838	marie-claire_decker@mcfarland.k12.wi.us
Eggert, Joan	Reading Specialist	4825	joan_eggert@mcfarland.k12.wi.us
Eversoll, Mike	Technology Integration Specialist	4832	mike_eversoll@mcfarland.k12.wi.us
Fisher, Jodi	Student Intervention Support Teacher	4852	jodi_fisher@mcfarland.k12.wi.us
Hovel, Toni	Nurse	4849	toni_hovel@mcfarland.k12.wi.us
Kramer, Jim	Guidance, 8 th grade/E-Gen	4576	jim_kramer@mcfarland.k12.wi.us
Potter, Alison	Nurse	4849	alison_potter@mcfarland.k12.wi.us
Runde, Jill	Guidance, 6 th and 7 th grade	4577	jill_runde@mcfarland.k12.wi.us
	Psychologist	4583	

ABSENCE PROCEDURE

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

Parents are reminded to please call the IMMS office before 8 a.m. if your child will be absent from school that day because of illness or some other emergency. It is not necessary to call the school if your child's absence is pre-planned and the school has already been notified. When you call, please provide the following information:

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

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

Unexcused absences may be removed from the student's record upon receipt of a written, signed, dated note. If a student is repeatedly absent with or without a parent/guardian excuse, we will contact the parents/guardians; the nurse may also be involved. Chronic truancy may result in a truancy notice and ticket (please see the section titled "Truancy").

ACCELERATION POLICY

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. A copy of the policy (including procedures) is included in the appendices as "Student Acceleration Procedure 345.2 Rule."

ADDRESS, PHONE and/or EMAIL CHANGES

If you and/or your child move to a new address, change your phone number(s), or email address during the school year, please notify the school office immediately so that you continue to receive records, report cards, school newsletters, and other correspondence in a timely manner.

AIM

Achievement Is Meaningful

AIM is a communication tool and structured, after-school study program intended to assist students who are struggling academically as indicated by their grades. Students will receive AIM referrals when they are earning a D or F grade in a class or classes. Approximately three times each quarter, staff members complete referral forms for students who are earning grades of D and F, and these forms are mailed home to parents/guardians. Students who are referred to AIM may participate in two weeks of guided, after-school study (3:15 p.m. to 3:45 p.m., Tuesday, Wednesday, and Thursday) with a staff person. Participation in AIM guided study is highly recommended for all students earning a D or a F. If a parent/guardian would like their student to attend AIM, the student's parent/guardian must inform the school by contacting the IMMS Guidance Office at 838-4500 ext. 4802. All students referred to AIM may attend the after-school guided study but only students whose parents/guardians contacted the school will be notified if their child does not attend AIM. Please note that students who are referred to AIM based on failing grades (F) are ineligible for participation in any extracurricular activities (e.g., athletic competitions, special trips, club activities) for the two-week period. In addition, students earning a failing grade at the end of the quarter will be ineligible for participation in any extracurricular activities until the first AIM cycle of the quarter.

Student athletes are strongly encouraged to continue practicing with their team on any day there is not a study session and/or when the practice is after 3:45 p.m.

ARRIVAL AT SCHOOL

Just a reminder: students are not supervised until they enter the building at 7:30 a.m. At 7:30 a.m., students must enter through the “B doors” and go directly to the cafetorium where they will be supervised until the first bell rings. The first bell rings at 7:45am; school starts at 7:50am and ends at 3:10 p.m.

It is imperative that students arrive to school on time. Students who arrive late (i.e., will not be in their first class by 7:50 a.m.) should go directly to the office to receive a pass. A student is considered tardy if he or she arrives within twenty minutes of the beginning of the school day (prior to 8:10 a.m.). Every quarter, the first tardy that a student earns is counted as a “freebie,” meaning there is not a consequence. However, if a student is tardy to school for a second time in the same quarter, the student will earn a discipline referral and a consequence will be assigned such as a restorative solution, and a lunch or an after school detention. If a student is tardy for a third or subsequent time in the same quarter, the student will receive a discipline referral and consequences will be assigned such as a more extensive restorative solution, and/or multiple lunch or after-school detentions. Chronic tardiness may result in a truancy notice and ticket (see section on tardiness).

These consequences apply regardless of why the child is tardy (e.g., traffic, late start, parent/guardian responsibility).

A student is considered to have been absent for first period if he or she arrives twenty or more minutes late (after 8:10 a.m.). Unlike the procedures that are implemented when a student is tardy, a discipline referral and consequences are applied for the first and subsequent incidents when a student is more than twenty minutes late. The consequences assigned will include a restorative solution or making up the equivalent amount of class time that was missed during lunch and/or after school. Chronic absences may result in a truancy notice and ticket (see section on attendance).

ATTENDANCE

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

Attendance: Excused Absences

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

- Evidence that the student is not in proper physical or mental condition to attend school. The district may require the parent/guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the student. Such excuse shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 days.
- An illness in the immediate family that requires the absence of the student because of family responsibilities.
- Medical, dental, chiropractic, or other valid professional appointments. Parents/guardians are asked to try to make appointments during non-school times whenever possible.
- A death in the immediate family or a funeral for relatives.
- Religious holidays.
- Family trips that can only be taken during the normal school term. The intent of this is to provide the opportunity for students to accompany their parents/guardians on a vacation that cannot be scheduled when school is not in session. Parents/guardians are required to notify a building administrator about the anticipated absence at least one week before leaving so that the student’s attendance record and overall academic performance may be reviewed. Students will

take an advance absence form to their teachers and return it to the office. Student vacations or any other trips without parents/guardians are not excused absences.

- A court appearance or other legal procedure that requires the attendance of the students.
- Quarantine as imposed by a public health officer.
- Attendance at special events of educational value as approved by the Principal or Associate Principal.
- A student may be excused in writing for any reason by his/her parent/guardian prior to an anticipated absence for no more than a total of 10 days in the school year. A student so excused must make up all class work missed.
- In-school or out-of-school suspension.
- Special circumstances that show good cause as approved in advance by the Principal or Associate Principal.

A student may be excused for no more than a total of ten (10) days during a grading period, which is defined as a semester. Please be advised that after a student has been absent ten (10) days in a grading period (semester), 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. (See School District of McFarland Policy #431, included in the appendices).

Attendance: Unexcused Absences/Truancy

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

If a student is truant, parent/guardians will be notified and receive information regarding the date(s) on which the student was truant. A parent meeting may be requested. If efforts to reduce the truancy are not effective and the student is considered a habitual truant, the student will be referred to the McFarland Police Department and a citation may be issued. School attendance consequences will also apply. Students who are truant for all or part of a day may not participate in any extracurricular activities or athletic events that day. (See School District of McFarland Policy #431, included in the appendices).

Attendance: Make-Up Work When Absent

**Parents/guardians may request homework (for absences of two or more days)
by calling 838-8980 before 8am**

When a student is absent, s/he is responsible for making up any missed schoolwork. The student has the same number of days to make up the work as the days missed (e.g., if a student is out for three days, s/he has three days to make up work). Work completed within this time period is accepted without penalty. If circumstances require a longer period to complete the work, arrangements must be made with the teacher(s). Students who are absent from class due to another school activity (e.g., a field trip) are given one day to make up any work due.

BACKPACKS

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

BIKES

Bikes may be parked only in the bike racks behind the school. Bikes parked down near the high school and/or chained to the fence may have their locks cut and may be removed.

BULLYING

Bullying is defined as offensive, intimidating, malicious, or insulting behavior. It is an abuse or misuse of power, intended to undermine, humiliate, denigrate, or injure the person affected (also called the target). Examples of unacceptable behavior include but are not limited to: unwanted physical contact; shouting or sarcasm; personal insults or name-calling; general public humiliation (e.g., depantsing); public humiliation concerning performance, opinions or beliefs; staring or leering, and intrusion by pestering or stalking. Both bullying and harassment can have a devastating effect on students and compromise the learning environment, both for the bully and for the target. IMMS has developed a comprehensive bullying prevention program which aims to prevent bullying and harassment from occurring, raise awareness about the appearance and the consequences of bullying and provides a proactive and effective response to any concerns. All of our staff members are trained to prevent bullying, and to recognize and address bullying if it does occur.

If students feel that they are being bullied, they are urged to talk to a safe adult or complete a “Bully and Harassment Report Form” that is available in all classrooms and the office (see appendices for a copy of the form). All reports of bullying or harassment made both verbally and in writing are immediately directed to the Principal or Associate Principal. A staff member will address the concern within one school day. All Parents/guardians who believe their child may be being bullied should contact an IMMS staff member. A variety of approaches will be used to both support the victim and the offenders when incidents of bullying do occur. Examples of these approaches may include sending information to parents about bullying and its impact on students, restorative conferences, assignments and projects, and other consequences and learning opportunities as deemed necessary. Please keep in mind that an in-school or out-of-school suspension will be our response to most administrator-confirmed incidents of bullying.

The appendices include *CyberbullyNOT: Stopping Online Social Aggression* and we urge all members of the IMMS community to become acquainted with this important information.

BUS EXPECTATIONS

We are committed to providing you with a safe bus ride to school. Please remember that riding the bus to school is a privilege, not a right. The School District of McFarland has a policy (see School District of McFarland Policy # 443.2, Rule – School Bus Riders and Disciplinary Action, included in the appendices) that addresses safe and appropriate bus behavior. All students who wish to ride the bus will be well advised to follow these timely rules.

CANINE SEARCHES

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

CELEBRATION DAYS

At the end of each quarter, students who pass all of their classes and earn conduct grades of Outstanding (O), Satisfactory (S), or Needs Improvement (N) are eligible to participate in the Celebration Day activities (including in-school activities as well as out-of-school field trips). A student may also be ineligible for the Celebration Day activities due to their behavior as determined by the Principal or Associate Principal. If a student is not eligible (fails any classes or earns a conduct grade of “U” for Unsatisfactory), or chooses not to attend the activities, s/he is expected to be in school. If a student is absent without an excuse, s/he will be marked truant.

CELL PHONES

Cell phones must be turned off and in a student's locked locker between 7:45 a.m. and 3:05 p.m. unless the device is being used for educational purposes that are pre-approved by the Principal or Associate Principal. If a student is found to be in possession of one of these devices, the device will be confiscated and returned to 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.

If a student needs to call a parent or guardian during the day, the student is allowed to call from a school phone with staff permission. If a parent or guardian needs to contact their child during the day, the parent or guardian should call the IMMS main office at 838-8980 and we will contact your child directly.

CHEATING

Academic honesty is expected of all students (see School District of McFarland Policy # 443.10, Rule 443.10 – Academic Honesty, included in the appendices). All school work submitted for the purpose of meeting course requirements must represent the original ideas and efforts of the individual student. Any actions such as (but not limited to) obtaining a copy of a test in advance, sharing answers, representing another's work as one's own, or using notes, worksheets or other materials prohibited by the teacher are cheating and considered academic dishonesty. Students may not plagiarize (use the words or ideas of another person as their own without acknowledgment of the source) in written, creative, or oral work. This includes cutting and pasting information from an Internet article or retyping such work into a paper or project, whether or not it is copyrighted. In cases of academic dishonesty, the teacher and/or building administrator will notify the student's parent/guardian and appropriate consequences will be assigned. Consequences may include losing credit for the assignment, exam and/or the marking period, parent contact, and disciplinary action. As included in the school's disciplinary procedures, please note that in addition to restorative solutions, an in-school or out-of-school suspension may be the response to most administrator-confirmed incidents of academic dishonesty.

COMPUTER USE

The McFarland School District is pleased to offer students access to a computer network and the Internet. What are the rules?

1. Privacy -- Network storage areas may be treated like school lockers and/or work spaces. Network administrators may review communications to maintain system integrity will ensure that users are using the system responsibly.
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 may never download or install any commercial software shareware or freeware onto network drives or disks. Users may not copy other's work or intrude into other's files.
4. Inappropriate materials or language – profane, abusive or impolite language may 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.
5. Users may not play or download non- instructional games on computers.
6. Finally, all email communications, Internet searches, and content stored on district or computer storage space are property of the district and subject to Wisconsin Open Records requests. The user should have no privacy expectations, except those explicitly spelled out in state statute.

CONFERENCES

During the 2011-12 school year Family Teacher Conferences will be held from 4:00-7:00 p.m. on November 15 and 17, 2011, and February 20 and 21, 2012. Family Teacher Conferences are held using an arena style drop-in format in which teachers are stationed in a common area, such as the gym and cafeteria, and meet with parents/guardians on a first come first serve basis. Conferences are limited to approximately five minutes to avoid parents/guardians from having to wait in line for an extended period of time. In addition, parents/guardians are encouraged to set up individual conferences at a time that works for them and for the school staff by calling or emailing their students' teachers. Teachers' and administrators' emails and telephone extensions are included in this handbook and in each monthly newsletter. If in doubt, get in touch.

COURSE CHANGES

Students and parents/guardians are asked to make their course selections carefully since course changes (add/drop) are made only with the approval of the teacher, the counselor and the Principal. Add/drop request forms may be obtained from the Guidance Office; course changes made after the first two weeks of the quarter are strongly discouraged and are approved only in extraordinary circumstances. World Language, Choir, and Band changes may be made only at the end of a quarter.

CURRICULUM OPT-OUT/WAIVER

There are certain curricular topics (including standardized tests and surveys) from which parents/guardians may exempt their student and for which they will be offered an alternative. It is our commitment to make every effort to ensure that the student's experience with the alternative curriculum is academically sound and sensitive to the needs of the individual child. A Student Waiver Form is included in the appendices and also is available in the Guidance Office.

DANCES

Student tickets are required to enter dances; students may not leave the dance once they enter until the dance is over or their parent/guardian or other responsible adult picks them up. The school dress code applies, as do the expectations for student behavior. Parents/guardians are always welcomed as chaperones.

DISCIPLINE POLICY

Philosophy and Beliefs

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

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

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

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

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

S.O.L.A.R. (Solution Oriented Learning, Accountability, and Restoration) is the model we use to address behavior issues. This model utilizes a continuum of strategies. Teachers and administrators are encouraged to provide choices for students when mistakes are made as a way to “make it right.” Those choices allow students to take ownership of the issue and to recognize they are part of the process for finding a resolution. S.O.L.A.R. is designed to meet students' individual needs rather than taking a traditional, one-size-fits-all approach to behavior management. For more information regarding S.O.L.A.R., please go to www.solarbehaviorsolutions.com.

The most traditional and formal use of these practices involves restorative conferences. Restorative conferencing is a process that provides students involved in a conflict the opportunity to meet in a safe and structured setting, with the goal of holding offenders directly accountable for their behavior. With the assistance of a trained facilitator, offended students are able to let offenders know how their actions affected them, to receive the answers to the questions they may have, and to be directly involved in developing a restitution plan. Offenders are able to take direct responsibility for the behavior, to learn the full impact of what was done, and to develop a plan for making amends to the person(s) violated. Other restorative practices that are implemented include the use of restorative questions with students, circling in classrooms and small groups, informal restorative conferences, and restorative solutions and/or assignments.

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

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

DRESS CODE

Research suggests a close relationship between dress and student attitude toward and behavior at school. We believe that school is like the students’ job and that clothing should fit the occasion and not interfere with other students’ education or endanger their health, safety or welfare. The IMMS dress code includes the following:

- Clothing with inappropriate, offensive or vulgar wording or symbols is not allowed. These include but are not limited to clothes with references to alcohol, tobacco, other drugs, or sexual activity, or clothing that could be easily interpreted to imply such items or activities.
- Shoes must be worn in and around the school building.
- Students may not wear: clothing that shows their midriffs, or the sides of their bodies (either because of cropped tops, sleeveless shirts, low skirts, low pants, or a combination of these). They may not wear open-back shirts, halter tops, strapless shirts (including tube tops), single-strap shirts, spaghetti strap shirts, or any tank tops or other tops that show their undergarments. A good rule of thumb is that the neckline of the shirt should be above the height of the student’s armpits. Any top that is too revealing will be considered inappropriate and students will be asked to put on another shirt or a T-shirt supplied by the school.
- Students also may not wear very short mini-skirts, dresses or shorts. For skirts and dresses specifically, when a student stands with hands straight at the sides, the bottom of the skirt or dress must hang below the fingertips. Any mini-skirts, dresses, or shorts that are too revealing will be considered inappropriate and students will be asked to put on other clothing they may have at school or gym shorts supplied by the school.
- Students may not wear pants in such a way that their undergarments are visible.
- Hats, head bands, and hoods may not be worn in school after 7:50 a.m.
- The visible display of bandannas is not allowed.
- Students may not wear chains or objects with sharp points in school.
- Appropriate footwear for school is expected. Bedroom slippers are not allowed except on school sanctioned dress up days.
- Outside coats may not be worn in school.

- Gang-affiliated jewelry or dress is not allowed.
- Clothing that is excessively torn is not allowed.

DROP OFF AND PICKUP OF STUDENTS

When driving your child to and from school please comply with our traffic safety expectations:

- Please form a signal line of traffic.
- Please turn left immediately after the IMMS marquee sign. Please do not pull all the way up to the front entrance of the school as this area is reserved for buses.
- Please always keep an open lane of traffic on the right, to allow busses to pass through.

ELECTRONIC DEVICES

Cell phones, pagers, radios, personal stereos, MP3 players, hand-held game players, and other sound devices must be turned off and in a student's locked locker between 7:45 a.m. and 3:05 p.m. unless the device is being used for educational purposes that are pre-approved by the Principal or Associate Principal. If a student is found to be in possession of one of these devices, the device will be confiscated and returned to 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.

If a student needs to call a parent or guardian during the day, the student is allowed to call from a school phone with staff permission. If a parent or guardian needs to contact their child during the day, the parent or guardian should call the IMMS main office at 838-8980 and we will contact your student directly.

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 Associate Principal. Students are not permitted to possess laser pointers at school. If these items are observed at school, they will be confiscated and returned to 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

EMERGENCY INFORMATION

All families complete emergency information forms at registration in the fall. 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.

EMERGENCY TEAMS

Indian Mound Middle School staff may participate on several teams intended to keep our school community safe. These include crisis response teams related to disaster, intruder, and/or other emergency situations, and the building's Quick Response Team (QRT) that is available to support individuals. Additional information, including guidelines, is available from the Associate Principal or the Principal.

END OF THE SCHOOL DAY

Students are expected to leave the building immediately after they are finished with their school responsibilities and activities. Students that are not participating in after school activities are expected to leave the school building by 3:10 p.m. Students are not allowed to wander the halls or loiter unsupervised anywhere in the school.

END-OF-THE-YEAR TRIP

Eligibility for the end of the year trip, which serves as the Celebration Day for the fourth quarter, is determined approximately one week prior to the date of the trip itself. However, if a student's

behavior is not acceptable between this date and the date of the year-end trip, the administration reserves the right to cancel the student's participation in the trip. In addition to the eligibility criteria used for the other quarterly Celebration Days, students must also have a cumulative grade point average of 1.7 or higher in order to the trip. Under these circumstances, no refunds will be issued.

ENGLISH LANGUAGE LEARNERS

The district offers a range of support for our English language learners, depending on the proficiency level and academic skills of each student. For further information or assistance contact Aileen Swan at 838-4500 x4439.

EXTRACURRICULAR ACTIVITIES AND EXPECTATIONS

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

Participation in interscholastic sports is dependent upon completion of a physical and necessary paperwork. Please note that a student must arrive at school by 12:00 p.m. to be eligible for participation in after-school activities, including athletics. Students who are referred to AIM based on failing grades are ineligible for participation in any extracurricular activities (e.g., athletic competitions, special trips, club activities) for the two-week period following the AIM referral. In addition, students earning a failing grade at the end of the quarter will be ineligible for participation in any extracurricular activities until the first AIM cycle of the quarter. Student athletes are strongly encouraged to continue practicing with their team on any day there is not a study session or if the practice is after 3:45 p.m.

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

FIELD TRIP EXPECTATIONS

In order to ensure field trips are a positive and successful experience for all students, we have developed a list of field trip expectations described below:

1. Students are expected to be at school at the appointed arrival time, prepared for the trip. The bus can not be expected to wait for late students.
2. Students are expected to dress in accordance with the school dress code.
3. Students are expected to obey all civility and safety rules on the bus. These include
 - a. Students must obey the bus driver.

- b. Students are expected to talk quietly so as not to disrupt the driver.
 - c. Students must respect others by keeping their hands, feet, and property to themselves.
 - d. Students must use appropriate language; no teasing or name-calling.
 - e. Students must remain seated at all times.
 - f. Students must keep the bus clean. Any food wrappers, paper etc. at the seat must be picked up before getting off the bus.
 - g. Students may not engage in behavior that could endanger others, such as throwing objects in or out of the bus, hanging out windows, blocking the aisles.
4. Students are expected to act respectfully and politely to their peers and to adults.
 5. Students are expected to follow directions about meeting places, safety precautions and all other directives given by staff and chaperones.
 6. Students must report promptly to the departure place so that buses may return to school at the designated time.
 7. Students are bound by the rules of the Indian Mound Middle School Family Handbook.
 8. Any serious violation of these or other rules as specified by staff or chaperones may be grounds for denial of any remaining field trip time and/or a call for a family member to pick the student up on site.

FIGHTING

As included in the school's disciplinary procedures, please note that an in-school or out-of-school suspension will be our response to most administrator-confirmed incidents of fighting.

FINANCIAL ASSISTANCE

There is a fund made available through the Parent-School Council (PSC) to support occasional family needs. If a field trip or other fee is difficult for your family at this time, please contact the Principal or Associate Principal for confidential assistance.

FOOD SERVICE PROGRAM

**To make a deposit to your school account: 1-800-479-3563
or go to: *mylunchmoney.com***

*** Have your student's name and ID number ready**

Indian Mound is pleased to offer our students breakfast and lunch (either hot lunch or a bag lunch) at school. Breakfast is served each morning from 7:30 until 7:45 on the top level of the cafeteria. For lunch, students who do not choose to purchase a lunch at school may bring a lunch from home and purchase milk at school. We do not allow soda and beverages containing caffeine to be consumed at school. While 6th grade students previously had the opportunity to purchase milk during mid-morning, this program has been discontinued due low participation. Cold water is available to students throughout the day.

There is a debit system for purchasing school lunches. Students use their Student Identification Cards to purchase lunch. Deposits may be made at any time by calling the number above or going to the website listed. Note that parents/guardians must have the student's name and ID number to make a deposit. Students are notified when their account is low; they will not be allowed to purchase "super lunches" or a la carte items when the balance drops into the negative. Students with accounts with large negative balances will not be allowed to purchase a lunch, but are given the option of having a sandwich and milk. Free/reduced-price meals are available to students who qualify; applications are available in the Guidance Office. Questions regarding the Food Service program may be directed to the District Office (838-4521).

FUNDRAISING

Students under 12 years of age require written parent/guardian permission to participate in fundraising activities.

GAY STRAIGHT ALLIANCE (GSA)

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

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 GT Resource Teacher available to support students and staff. The IMMS GT Resource Teacher, Cindy Clark, may be reached at 838-4500 ext. 4876 or via email at cindy_clark@mcfarland.k12.wi.us.

GRADES/INCOMPLETES

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

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

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

GUM

Students are allowed to chew gum in certain areas of the school, including most classrooms and the hallway. Gum is not allowed in the cafeteria, gym, or music areas. While gum is allowed in classrooms as a general rule, classroom teachers may decide to not allow gum in their classrooms. Students must dispose of gum in trash cans (and not on the floor, under desks, on lunch trays, etc.). If students are not able to dispose of gum properly, the administration reserves the right to ban gum from IMMS at any point during the school year.

HALLWAY BEHAVIOR

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

HARASSMENT

Harassment is a general term that includes many types of inappropriate behavior. Student harassment at IMMS is defined as any conduct that meets three criteria:

1. it is directed toward a student;
2. because of the student's membership in a "protected class" – including his/her gender, race, religion, national origin, creed, sexual orientation, or disability;
3. and is so pervasive or severe that it interferes with the student's performance or creates an intimidating, hostile or offensive school environment.

Harassing behavior includes but is not limited to unwanted physical contact, shouting or sarcasm, personal insults or name-calling, public humiliation concerning performance, opinions or beliefs, staring or leering, and intrusion by pestering or stalking. When the behavior meets the three criteria above, it is also a form of discrimination. See McFarland School District Policy # 411 and 411- Rule in the appendices.

Harassment significantly and negatively affects the school environment, not only for those students who may be the targets of harassment, but also for students who witness harassing behavior and fear that they, too, may become targets. For this reason, Indian Mound Middle School is committed to educating all members of our school community about the impact of harassment/discrimination and to informing students and parents/guardians about what may be happening with their student. If students feel that they are being harassed, they are urged to talk to a safe adult or complete a "Bully and Harassment Report Form" that is available in all classrooms and the office (see appendices for a copy of the form). All reports of bullying or harassment made both verbally and in writing are immediately directed to the Principal or Associate Principal. A staff member will address the concern within one school day. Parents/guardians who believe their child may be being harassed should contact an IMMS staff member. Please keep in mind that an in-school or out-of-school suspension will be our response to most administrator-confirmed incidents of harassment.

The appendices include an article titled, "*CyberbullyNOT: Stopping Online Social Aggression.*" We urge all members of the IMMS community to become acquainted with this important information.

HEALTH SERVICES

A school nurse, nurse's assistant, or a capable administrative assistant is available daily during school hours. If a student needs to come to the Health Office, s/he should check first with his/her teacher for a pass to the office. In the case of a more serious illness or injury at school, parents/guardians will be called to pick up the student. With few exceptions, students who are at school are expected to participate fully in school activities. Health Services will perform annual vision screening on all 8th grade students. Parents/guardians will be notified if further evaluation is needed.

HOMEWORK

Assigning homework is the responsibility of each classroom teacher and will vary with the teacher. Middle school students should expect an average of 60 to 90 minutes of homework nightly. If parents/guardians feel their child is getting too much homework (or not enough) in a specific class, we recommend that you contact the teacher as soon as possible. It is always a good idea to discuss schoolwork and homework at home.

Homework: The Importance of Reading (Anything!)

Whether or not your child has formal homework, we strongly suggest that you have books, magazines, comic books, and/or newspapers available at home (at your child's reading level) – and that you encourage him or her to read (anything) for even 15 minutes each night. Research is very clear that the more children read (at their readability level), the better readers they become. This could include reading with or to you, or reading and talking with you about what they have read.

For more ways to enhance your child's reading ability and motivation, please contact our Reading Specialist, Joan Eggert.

HONOR CODE

The IMMS Honor Code is created by the students and staff of IMMS every three years. This Honor Code represents the commitments the students and staff make in an effort to bring out the best in one another and make IMMS a safe and productive learning environment. As we have just completed our third year with the previous Honor Code, the students and staff will re-write the Honor Code this fall and it will be shared at that time.

HUMAN GROWTH AND DEVELOPMENT

Human Growth and Development is taught in both seventh grade Health and eighth grade Family Living Classes. While abstinence will always be emphasized other curriculum areas will include dating, responsible choices, the reproductive system, sexually transmitted infections, and contraception. A list of lessons and additional information will be available at registration. Copies of the K-12 Human Growth and Development curriculum are available for parent/guardian review by calling the school office.

Student Waiver/Opt-Out

If you would like your child to be excluded from this curriculum or any portion of it, please complete and sign the Student Waiver Form included in the appendices. Eighth Grade students who are not part of this unit are asked to write their "Personal Constitution" which is the culminating activity of the unit.

INFINITE CAMPUS PARENT PORTAL

All IMMS teachers are using the Infinite Campus Parent Portal, an on-line communication system designed to provide parents/guardians with information about attendance, discipline, coursework, student grades, and school updates. Parents/guardians are encouraged to reference the Parent Portal with respect to their students' progress. Please note that in reference to some of the items listed the Parent Portal will be real time for some things such as attendance, but student grades may be delayed for tests and assignments up to two weeks. A particularly useful resource on the Parent Portal is the "to do" list as it provides parents/guardians, students, and teachers the ability to see what each student has "due" for school work or upcoming tests and quizzes. When the item on the list is "red," this means the item is late. Please contact the main office with any questions or problems accessing the parent portal.

INTEGRATED STUDENT SERVICES

IMMS is fortunate to have an extraordinary Student Services staff consisting of guidance counselors, a school psychologist, and health services staff members. These professionals work with staff, parents/guardians 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. IMMS Guidance Counselors may be reached at 838-4576 (Jim Kramer – 8th grade) or 838- 4577 (Jill Runde – 6th and 7th grades). The IMMS School Psychologist, may be reached at 838-4583. Health Services can be reached at 838-4500, ext. 4849.

LIBRARY MEDIA CENTER INFORMATION

The mission of the library program at Indian Mound Middle School is to ensure that students are effective users of ideas and information. The library can be thought of as the resource hub for the school. A variety of learning activities take place in the library. Students come to the library to read, to check out books, to learn library skills, to use the computers, and to complete research projects.

Our library is a gateway to the world for students, linking learning and life. The library has an educational purpose, and so should each of the students coming to the library. The Library Media Specialist collaborates with classroom teachers to meet the information needs of students.

Library Media Center: Policies

Students may come to the library before and after school without a pass. During class time and lunch, a pass from a staff member is required. A student IMMS Identification Card is required to check out library materials. The cost of replacing an IMMS student identification card is \$5.00 and will be deducted from the student's lunch account. Students may check out four books at a time. Books are checked out for a 2-week period and must be returned in the same condition as when they were checked out. Overdue fines are charged for items that become sixty (60) days overdue. Lost or damaged materials must be paid for at replacement cost. Unpaid obligations will transfer to the next school year and appear on student registration forms in the fall. Library privileges may be suspended until obligations are cleared. Having a designated "special" place at home for students to keep school textbooks and library books will help students keep track of their materials so they don't end up in personal libraries. We appreciate your efforts to return any IMMS materials at any time, regardless of due dates.

LOCKER POLICY

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

Locker Policy: Locker Searches

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

LOST AND FOUND

Students are urged to put their names on all coats, gym items, backpacks, and other personal belongings. Anything found (including valuables such as watches, wallets, glasses, ID cards, books and calculators) should be brought to the office and will be kept either in the office or placed in the lost and found area located in the hallway near the band and music rooms. Students are responsible for keeping track of their personal items and for reporting missing items immediately to their classroom teacher and to the office. We do our best to help students keep track of their belongings, but we are not responsible for missing items. Items not claimed at the end of each month will be donated to charity.

LUNCH BUNCH

The Lunch Bunch is an opportunity for students in seventh and eighth grade to receive additional academic support by working with a designated staff member during their lunch period. The staff member will provide instruction and support to assist students with concepts they are having

difficulty understanding and to complete class work. Students and/or their parents/guardians may choose to have their child participate in this program for an entire week. Students are also required to attend lunch bunch for a week should their cumulative grade point average (G.P.A.) fall below a 1.7. Students will eat their lunch in the classroom and then begin working on class work. If you have any questions about this service, please contact the Student Intervention and Support Teacher, Jodi Fisher.

LUNCH FUND

The IMMS Parent-School Council (PSC) with the IMMS staff maintains a lunch fund for students who are not eating because of financial reasons. This is an act of a recklessly generous heart; staff members identify students who appear to be in need and we respond. We need and welcome your contributions at any time.

LUNCH AND LUNCH RECESS

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

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

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

First Offense: considered a "freebie" as no additional steps are taken.

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

Third Offense: the student will no longer be able to purchase a lunch without an ID unless they have cash.

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

Students are expected to behave appropriately while eating; inappropriate behavior may result consequences including restorative solutions, lunch-detention and/or after-school detention. In order to keep our school community as healthy as possible, students are required to dress in keeping with the outdoor weather. Parents/guardians will be notified if their student(s) do not bring reasonable outdoor clothing to school on a regular basis. The President's Council on Physical Fitness underscores the importance of outdoor activities for students; we agree. All students are required to go outside for lunch recess unless they have a doctor's note on file. For further information, please see the "We A.R.R.E. Spartans Matrix" in the appendices.

MEDICATION

Consent Forms and physician's orders may be faxed to IMMS at 838-4588

Prescription and over-the-counter medication may be administered by designated personnel upon receipt of written instructions and the consent of the parents/guardians (see district policy and copy of consent form in the appendices). A physician's order is required for the administration of prescription drugs. All medication must be in its original container (labeled by pharmacy).

Medication labels should also include:

- Student's full name
- Parent/guardian day-time phone number(s)
- Name and dosage of the medication

- Time(s) at which the medication should be given
- Physician's name and phone number (prescription medication only)

Prescription medications are kept in a locked cabinet in the office. Prescription medications not claimed at year-end will be discarded; non-prescription drugs may be kept for the following year for upcoming seventh and eighth graders. Students are allowed to carry their own asthma inhaler; a consent form must be completed and on file. A daily record is kept of all medication given at school. Parent/Guardians will be notified immediately if there are any concerns or if the student refuses to take the prescribed medication. Questions about medications may be addressed to the nursing staff at 838-8980 ext. 4849.

OPEN ENROLLMENT

Wisconsin state statute 121.75 requires that all students either must reside in the school district in which they attend school or must apply for a waiver to attend or open enroll into that school district. Open enrollment applications may be obtained at the District Office. The open enrollment window is very short; the application window is usually three weeks during February.

PARENT-SCHOOL COUNCIL (PSC) 6:00pm on the fourth Monday in the LMC

The IMMS Parent-School Council meets at 6:00pm on the fourth Monday of each month (except December), from September through May. The PSC supports the students and staff of Indian Mound through activities ranging from sponsoring speakers for student assemblies to providing professional development support for teachers. Parent volunteers make school events such as the grade level track and field competitions and the year-end celebration for eighth graders resounding successes. During the upcoming school year, PSC meetings will be enlivened by a series of outside speakers who will address topics of interest and concern to parents/guardians. For more information, please feel welcome to call the school office at 838-8980.

PHYSICAL EDUCATION

Physical education is required by state law for all students in Wisconsin schools. If a student cannot participate in physical education, s/he must provide the teacher with a note from a parent/guardian. Non-participation of more than a week requires a physician's order. Students are expected to come to physical education ready to participate (including appropriate shoes and an IMMS P.E. Uniform). Students are also expected to put their things in a locked locker during gym class; the school is not responsible for missing items.

POLICE LIAISON OFFICER

To leave a message for our Police Liaison Officer, call 838-4720

The School District of McFarland is fortunate to have a designated School Liaison Officer to work with our students and staff throughout the district. If either the Principal or Associate Principal believes that a student situation would benefit from the involvement of the Police Liaison Officer, the officer is called. Either the administrator or the Police Liaison Officer will contact the parent/guardian if a student is interviewed in relation to that student's involvement in illegal and/or inappropriate conduct. See appendices for relevant district policy.

PRIME TIME

Prime Time is an advisor-advisee program established to foster positive relationships between and among students and staff. Staff members work closely with small groups of students to help them develop a positive self-concept, improve their decision-making and interpersonal skills, and develop respect for others. Questions about Prime Time may be directed to the Guidance Office.

PROGRESS REPORTS

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

PROMOTION POLICY

The McFarland School District sets high performance standards for our students; standards that we hope motivate them to be both successful school students and productive and happy adults. School Board Policy #345.5 (see appendices) specifies the requirements for promotion from sixth, seventh, and eighth grade; these requirements are listed below from School Board Policy #345.5.

I. Academic Performance

6 – 8: Middle school students must:

1. earn a cumulative grade point average (GPA) of 1.70 (C-) at the end of each grade (sixth, seventh, and eighth); and
2. achieve a minimum score of “basic” on the Seventh Grade District Writing Assessment or meet the alternative requirement(s) by the end of their eighth grade year.

II. Communication Requirements for Fourth through Eighth Grade

The School District of McFarland is committed to helping all students successfully complete the requirements for promotion and graduation. Fourth and fifth grade students who are below grade level and sixth through eighth grade students who earn at or below a cumulative 2.0 grade point average (GPA) after second quarter will receive a letter informing both the students and parents/guardians of the student’s academic status. Subsequent communication will occur between the school and the student’s family to address continued academic concerns with appropriate interventions prior to the end of the school year to help ensure that all students are eligible for promotion.

III. Wisconsin Knowledge and Concepts Exam (WKCE) (4th and 8th grades only)

In addition to the academic performance criterion, students in grades four and eight will be expected to achieve a score of “basic” (2) or above on each of the five subtests on the WKCE (i.e., reading, language arts, mathematics, science, and social studies) or on alternative assessments, as appropriate. For students who are opted out of the WKCE, promotion decisions shall be based on the other criteria delineated in this policy.

IV. Other Academic Criteria

If a student does not meet the above criteria, s/he will be expected to show evidence of successful completion of an alternative instructional program as determined/approved by the District to be eligible for promotion. Parent/guardian involvement is encouraged throughout the process; school personnel must document that parents/guardians have been informed as soon as the information (e.g., grades, WKCE scores) is available if their student may be required to complete an alternative instructional program. Examples of such programs include but are not limited to: summer school, extended day instruction, before/after school tutoring, small group instruction, Spotlight program, reading lab, independent study, portfolio/exhibitions, English language learner plans, and/or any other demonstration of mastery approved by the building administrator. If such a program is required for promotion, the staff review committee/designee

will develop an individual plan identifying the expected learning outcomes, and the student, parent/guardian, and school responsibilities and expectations.

V. Staff Recommendations

If a student does not meet the academic performance or other academic criteria described above, a Promotion Review Committee will review the student's status and make a decision regarding promotion.

The committee, a sub-group of the building CARE Team, shall consist of the building administrator, a teacher from among the student's current teachers, and at least one other of the following: counselor, other student services staff person (e.g., school psychologist), other administrator. The committee may consider such information as the student's academic competencies and challenges, the student's experiential background, staff and parent references, reports from outside agencies, and performance in non-academic areas. Only academic-related information may be considered in making promotion decisions regarding students in grades four and eight.

If the Promotion Review Committee determines that the student has not met the necessary academic requirements, the student may only be promoted if the student successfully addresses the area(s) of academic deficiency through an approved alternative instructional program. The final promotion/alternative instructional program decision rests with the building administrator.

No fourth through eighth grade student may be promoted unless s/he satisfies the criteria for promotion in this policy. Promotion determinations made at the building level may be appealed to the District Administrator. The decision of the District Administrator is final.

READING SPECIALIST

Indian Mound students and staff are fortunate to have the skills and insight of a Reading Specialist available. The Reading Specialist, Joan Eggert, works with teachers to identify activities and reading materials that will engage students more effectively in reading and writing, and works with students directly to identify strengths and areas of challenge in reading and writing. If parents/guardians have questions or concerns about their child's reading motivation, ability or inclination, our Reading Specialist would be pleased to talk further with you.

RESOURCE ROOM

The Resource Room is designed to provide academic assistance to all students including those with Individual Education Programs (IEPs) and English Language Learners. It is staffed by a member of the special education team during each of the core hours of the school day. Students wishing to utilize the Resource Room for homework assistance, test preparation, project work, silent reading, and/or test taking must have a signed Resource Room pass from their teacher. Questions regarding the Resource Room can be directed at Eric Johnson (838-8980 ext. 4858) or Katie Miller (838-8980 ext. 4833).

RESTORATIVE PRACTICES

In an effort to address student misbehavior by fostering student social and emotional growth, holding the student accountable, and repairing any harm that may have been caused, the staff at Indian Mound Middle School utilize a continuum of strategies referred to as Restorative Practices. The most traditional and formal use of these practices involved restorative conferences. Restorative conferencing is a process that provides students involved in a conflict the opportunity to meet in a safe and structured setting, with the goal of holding offenders directly accountable for their behavior. With the assistance of a trained facilitator, offended students are able to let offenders know how their actions affected them, to receive the answers to the questions they may have, and to

be directly involved in developing a restitution plan. Offenders are able to take direct responsibility for the behavior, to learn the full impact of what was done, and to develop a plan for making amends to the person(s) violated. Other restorative practices that are implemented include the use of restorative questions with students, circling in classrooms and small groups, informal restorative conferences, and restorative solutions and/or assignments. If you are interested in learning more about Restorative Practices please contact your child's teacher, the guidance department, and/or the Principal and Associate Principal, or go online to www.iirp.org.

RESTROOM USE

IMMS students have busy days. They are asked to plan to use the restroom outside of class time: during the three (3) minute passing time, before and after school, and during their 34 minute lunch period. However, teachers understand that students may occasionally need to use the restroom during class time and accommodations are made on an individual basis. Teams also may use a quarterly restroom/hallway/locker pass; please check with your child's teacher if you have questions about this system. If there are any extraordinary circumstances of which we should be aware, please contact the School Nurse, the Principal or the Associate Principal and we will be happy to help.

SCHOOL DELAYS OR CLOSINGS

Check appendices for policy related to weather-related closings.

In the event that the school district is closed due to weather or other emergency, families are notified via the following radio and television stations: WIBA (1310 AM, 101.5 FM); WTSO (1070 AM); WMAD (98FM); Q106.3 FM; WOLX (94.9 FM); WJJO (94.1 FM); WTDY (1480 AM); WMTV TV; WKOW TV; and WISC TV, and the district website at www.mcfarland.k12.wi.us. Every effort is made to announce changes in the school schedules prior to 6:30am. See School District of McFarland Policy #722.2, School Delays, included in the appendices.

SKATEBOARDS, ROLLERBLADES, SCOOTERS ...

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

SNACK BREAK

At IMMS we recognize how important proper nutrition is for student academic performance and behavior. Due to the timing of the lunches, sixth and seventh grade students have a scheduled snack break each day. The sixth grade snack break is in the morning and the seventh grade snack break is in the afternoon. The common expectations for all students, parents/guardians, and teachers for snack break are:

1. Healthy snacks only [no candy].
2. Individual sized snacks only [no boxes of snacks/crackers, etc.].
3. Bring your own snack; do not scavenge off of other students for food.
4. Snack wrappers, bags, or other packaging must be disposed of in the garbage can following consumption of snack.
5. Learning/Instruction does not stop during snack. Consumption of snack is to be during learning activities and will occur for the first ten minutes of class only.
6. The snack must be brought with students to class.
7. Only bottled water may be consumed for a beverage [unless a student's medical condition warrants another beverage.].
8. Due to severe student allergies, no products may be consumed that have peanuts or peanut products in them.

STUDENT ENROLLMENT FORMS/EMERGENCY CONTACT INFORMATION

All families provide their emergency contact information on the forms completed at registration in the fall. Please be sure to keep this information updated so that we may contact you without delay in the case of an emergency.

STUDENT IDENTIFICATION CARDS

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

STUDENT INTERVENTION AND SUPPORT TEACHER

The Student Intervention and Support teacher provides assistance to students who are struggling to meet grade level expectations in the areas of academics, organization, behavior, social situations/relationships, etc. due to a variety of reasons that may include but are not limited to: low/lack of academic skills, motivational concerns, alcohol and other drug abuse issues, and socioeconomic status. The Student Intervention and Support Teacher, Jodi Fisher, is happy to provide assistance and support in the classroom setting, in a small group, or individually with students in order to make IMMS a positive environment for your child to succeed. If you have questions or concerns about your child's ability to meet grade level expectations, their lack of motivation, their ability to stay organized, or more, please don't hesitate to contact your child's Guidance Counselor and/or the Student Intervention and Support Teacher.

SUSPENSIONS

Suspensions are a public opportunity for students to be apart from their classmates and to reflect on conduct that has publicly impacted the school learning community. The suspension may be in-school or out-of-school, at the discretion of the administration. While suspensions are assigned only for behavior that we consider serious (including repeated violations of school rules), we do not want parents/guardians or students to consider a suspension(s) as a permanent judgment about a student's character, conduct, or future. We believe that a suspension can be a learning opportunity; we try, wherever possible, to couple a suspension with a restorative conference. Questions are welcomed.

TARDINESS

At the start of the school day

It is imperative that students arrive to school on time. Students who arrive late (i.e., will not be in their first class by 7:50 a.m.) should go directly to the office to receive a pass. A student is considered tardy if he or she arrives within twenty minutes of the beginning of the school day (prior to 8:10 a.m.). Every quarter, the first tardy that a student earns is counted as a "freebie," meaning there is not a consequence. However, if a student is tardy to school for a second time in the same quarter, the student will earn a discipline referral and a consequence will be assigned such as a restorative solution, and a lunch or an after school detention. If a student is tardy for a third or subsequent time in the same quarter, the student will receive a discipline referral and consequences will be assigned such as a more extensive restorative solution, and/or multiple lunch or after-school detention. Chronic tardiness may result in a truancy notice and ticket (see section on tardiness).

These consequences apply regardless of why the child is tardy (e.g., traffic, late start, parent/guardian responsibility).

During the school day

Students have three (3) minutes between classes during the school day. Students need to plan to use the restroom and/or go to their lockers to accommodate the time available; depending on the

location of their classes, they may not have time to chat with their friends. Students are expected to be on time to all their classes.

TECHNOLOGY SPECIALIST

We are delighted to have a Technology Specialist available to assist teachers and students with technology-related challenges and opportunities. Questions are always welcomed!

TELEPHONES

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. However, please be aware that the office is not staffed to deliver messages to students during the school day and will not do so unless it is an emergency.

TRANSFERS/WITHDRAWALS FROM IMMS

When a student is transferring to another school, the following procedures will make the process more efficient.

- Notify the Guidance Office at least two weeks prior to the transfer (or as soon as possible).
- Obtain a withdrawal form from the Guidance Office.
- Return all textbooks and library books to the appropriate teacher(s).
- Pay any fines or fees. Ask all teachers to sign the withdrawal form (to ensure that the correct grades are registered).
- Turn the completed withdrawal form in to the Guidance Office.

TRUANCY

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

If a student is truant, parent/guardians will be notified and receive information regarding the date(s) on which the student was truant. A parent meeting may be requested. If efforts to reduce the truancy are not effective and the student is considered a habitual truant, the student will be referred to the McFarland Police Department and a citation may be issued. School attendance consequences will also apply. Students who are truant for all or part of a day may not participate in any extracurricular activities or athletic events that day. (See School District of McFarland Policy #431, included in the appendices).

VACATIONS

Students may be excused for family trips that can only be taken during the school term. The intent of this is to provide the opportunity for students to accompany their parents/guardians on a vacation that cannot be scheduled when school is not in session. Parents/guardians are required to notify a building administrator about the anticipated absence in writing at least one week before leaving so that the student's attendance record and overall academic performance may be reviewed. A student may be excused from school for a vacation for no more than ten (10) days in a school year. Student vacations or any other trips without parents/guardians are not excused absences. While we realize that a vacation may (and often does) have educational value, please keep in mind:

- it is the student's responsibility to obtain the class assignments using the advance absence form prior to his/her absence and to bring them, completed, to the teachers after the absence; students are expected to use the form that is provided in the office for this purpose;

- it is impossible to make up the classroom presentations that are missed;
- it is often not possible to provide all class assignments and/or materials in advance of the absence;
- the student will not have the resource of his or her teachers during the vacation; and
- missed instruction ultimately may affect the student's grades.

VISITORS

Parents/guardians and McFarland community members are always welcome to stop by Indian Mound Middle School and observe us in action. Visitors are asked to stop at the office to sign in and get a sticker that identifies you to staff and students as a visitor. Visitors with whom the office staff members are not familiar may be asked to show identification. Students who wish to bring a friend from another school district may do so as long as:

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

VOLUNTEERS

We are happy to welcome parents/guardians and other community members who wish to invest some time in our great middle school youth. Interested individuals may obtain a Volunteer Handbook from the office and complete and turn in the application form. A background check is required for all individuals who will have access to students in the course of their volunteer work.

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 458 – "District 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. The use of food for rewards is evaluated by staff to identify other options for praise.

For further information please see McFarland School District School District Policy 458 – “District Wellness.”

Note: From time to time during the school year, changes may be made to the contents of this handbook. Families will be notified in writing of any such changes. All changes have the force of the directives in this Family Handbook.

Policy 443.10 - ACADEMIC HONESTY

Academic honesty is the cornerstone of academic integrity and an essential element of each student's academic credibility. Students and faculty are jointly responsible for maintaining the academic integrity of the McFarland schools by being totally honest in all their academic dealings and by refusing to tolerate any scholastic dishonesty.

Students acknowledge, by turning in work for a grade, that they have observed all principles of academic honesty. Faculty and building administrators are responsible for helping students comply with the district's academic honesty policy and for administering the appropriate academic sanction(s).

Legal Ref: Section 943.70 Wisconsin Statutes
 Public Law 94-553, Title 17 of the U.S. Code

Cross Ref: 443.10 Rule – Academic Honesty

First Reading: May 21, 2007

Adoption: June 4, 2007

Policy 453.4 Rule - ADMINISTERING MEDICATION TO STUDENTS

1. The nurse or designated staff shall be responsible for obtaining the appropriate medication forms from parents/guardians and for reviewing the documents to assure that all necessary information is included. Consent forms will be completed and filed at least annually
2. The nurse will instruct the designated staff on the purpose of the medication, intended effects and side effects. If the student exhibits any unusual behavior while or after taking the medication, the parent/guardian shall be notified immediately.
3. The person administering the medication will document that it has been taken by the student. Medication will be securely stored in the school office. Parents/guardians are to provide no more than one month's supply unless otherwise approved by the building principal. If the child refuses to take the medication as prescribed, the parent/guardian shall be notified immediately.
4. The nurse or designated staff is responsible for obtaining consent from parent/guardian and physician for use and possession of inhaler medication by asthmatic pupils. With authorization, students can self-administer inhaler medication in accordance with district policy guidelines outlined in the Health Services Handbook. Self administration of inhalers will be subject to appropriate use.

Approved: March 18, 1996
 November 1, 1999

Policy No. 443.9 – CODE OF CONDUCT

One of the primary goals of the School District of McFarland is to establish and maintain a positive academic atmosphere for students and staff. Effective learning cannot take place in a classroom where student behavior interferes with the ability of the teacher to teach effectively or the ability of other students to participate in classroom learning activities.

Students shall be expected to abide by the code of classroom conduct adopted by the Board and any other appropriate classroom rules established by the building principal and/or classroom teacher for the purpose of maintaining order and a favorable academic atmosphere. Any student who violates the code of classroom conduct or other classroom rules may be subject to removal from class and/or disciplinary action.

A teacher may remove a student from class if the student:

- (1) violates the code of classroom conduct adopted by the Board, or
- (2) is dangerous, unruly or disruptive or exhibits behavior that interferes with the ability of the teacher to teach effectively as specified in the code of classroom conduct.

A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.

When a student is removed from class, the teacher shall send the student to the building administrator or designee and inform the building administrator or designee of the reasons for the student's removal from class. The student shall also be informed of the reasons for the removal from class and be given an opportunity to present his/her version of the situation.

The building administrator or designee shall review the situation and make a placement decision regarding the student in accordance with procedures outlined in the code of classroom conduct adopted by the Board.

Parents/guardians shall be notified of the student's removal from class in accordance with established procedures.

The code of classroom conduct adopted by the Board shall be published in student and staff handbooks and distributed annually.

LEGAL REF.:

Sections 118.164 Wisconsin Statutes 120.13(1) Chapter 115, Subchapter V
PI 11, Wisconsin Administrative Code
Individuals with Disabilities Education Act Amendments of 1997

CROSS REF.:

Code of Classroom Conduct
Equal Educational Opportunities Policy
Student Discipline Policy
Special Education Policy and Procedure Handbook

SOURCE: WASB Policy Idea
Fall 1998

First Reading: October 4, 1999

Approval/Adoption: October 18, 1999

Policy No. 363.2- ELECTRONIC COMMUNICATION SYSTEMS

The McFarland School District offers access to the district's Electronic Communication Systems (E.C.S.). Electronic Communication Systems may include-computers, scanners, cell phones, pagers, printers, fax machines, e-mail, Internet access, and voice mail.

E.C.S. are provided to support instruction, perform work assignments, conduct research, and communicate. Access to E.C.S. is a privilege and not a right. The District is not responsible for the accuracy or quality of information obtained through its technology services. The District is also not responsible for any damages the user suffers, including loss of data resulting from delays, non-deliveries, or service interruptions. Use of any information obtained via the District's technology is at the user's risk. The district expects users will use the E.C.S. in an ethical and responsible manner and in conformance with this district policy and rule. The district reserves the right to restrict or revoke authorization for use and access to E.C.S. at any time for any reason. Those not complying by this policy are subject to disciplinary action. The following uses of E.C.S. are prohibited:

- Downloading, displaying, viewing accessing or attempting to access, storing or transmitting any images, cartoons, messages or material which are sexually explicit or that may be construed as threatening, harassing, offensive or intimidating to others based upon gender, race, national origin, age, disability, religion, sexual orientation or any other basis protected by applicable law.
- Unreasonable personal use or personal use that interferes or which otherwise disrupts the operations of the district. Non-work related activities should be limited to non-work time.
- No person may solicit or receive from any state officer or employee or from any officer or employee of the McFarland School District any contribution or service for any political purpose while the officer or employee is engaged in his or her official duties, except that an elected state official may solicit and receive services not constituting a contribution from a state officer or employee or an officer or employee of the McFarland School District authority with respect to a referendum only. Agreement to perform services authorized under this subsection may not be a condition of employment for any such officer or employee.
- Posting of commercial notices on any component of the E.C.S is prohibited unless prior to posting approval has been given by the Superintendent.
- Use, which is illegal, including the violation of copyright, gambling and pornography laws.
- Damage to any component of E.C.S.
- Intentionally wasting limited access time or occupying excessive file storage space.
- Unauthorized accessing or attempting to access confidential district information, including personnel records, medical records or financial information pertaining to the district or any of its employees.
- Unauthorized accessing or attempting to access another employee's password, data, messages or other E.C.S. material.

The use of personally owned technology could jeopardize the district's ability to verify copyright compliance or compromises our network systems (voice, video, or data) is not allowed; except in the following circumstances:

1. Personally owned computer hardware/software must be approved by the technology department before use is permitted.
2. Technology items obtained as a school sponsored fundraising reward or school purchase reward belong to the School District and are not the property of school personnel involved in the transaction. These technology items include but are not limited to software applications and hardware devices.

The District retains ownership and possessory control of its computers, hardware, and software at all times. To maintain system integrity, monitor network etiquette and ensure that users are using the system responsibly and in accordance with this policy, school administrators and technology technicians, with administrative approval, may review user files and communications. Users should not expect that files and other information communicated or stored in District servers will be private.

Computer configuration and operational procedures:

- All computer files downloaded via e-mail attachment or in any other manner to the district's ECS must be scanned for viruses. No software may be downloaded without proper authorization.
- Local computer hard drives will be secured and unavailable to the user to prevent the unlawful installation or downloading of software applications. Specific computers may be exempted from this policy by the Technology Director if instructional or job duties require local hard drive access.
- The prohibitions in this section also apply to the use of personnel laptops on school grounds.
- A personal laptop may be used for educational purposes on school premises for school purposes if it is not connected to the district's network or Internet.

CROSS REFERENCE:	363.21 Rule	McFarland School District Personnel Electronic Communication Systems
	363.21 Ex. 1	McFarland School District Personnel Electronic Communication Systems Agreement
	363.22 Rule	McFarland School District Non-School Personnel (Those Excluding Staff and Students) Electronic Communication Systems
	363.22 Ex. 1	McFarland School District Non-School Personnel (Those Excluding Staff and Students) Electronic Communication Systems Agreement
	363.23 Rule	McFarland School District Student Electronic Communications Systems
	363.23 Ex. 1	McFarland School District Permission Form for the Use of Computers and the Internet
	Policy 411.1	Student Harassment

FIRST READING: July 12, 2004

ADOPTION: August 2, 2004

**POLICY 345.5 - HIGH SCHOOL GRADUATION AND FOURTH THROUGH EIGHTH GRADE
PROMOTION POLICY**

The School District of McFarland awards diplomas to recognize those individuals who have met certain requirements of the district. The policy requirements are grounded in the district's curriculum and state law requirements, as these are applicable to grade-level promotion or being granted a diploma.

The School District of McFarland recognizes the need for academic standards that promote life-long learning as well as preparation for a successful transition from school to post-secondary options including higher education, community living, and employment. Academic standards can provide motivation for individual learners as well as guideposts for all students served by our schools. At the same time, the District recognizes that students' diverse learning needs may require differentiated instructional approaches, assessments, learning opportunities, services, and interventions in order for students to be successful.

As a regular practice, teachers monitor student progress throughout the year, using building consultation teams to identify and/or develop appropriate interventions designed to meet individual student needs. Building CARE Teams (Children's Assets and Resiliency in Education), including regular education and integrated student services staff, meet regularly to discuss, problem-solve, and develop academic support plans. The district employs these and other strategies to identify individual achievement problems early and to provide effective alternative intervention strategies rather than use grade retention to address concerns regarding academic achievement.

Except for students with an Individualized Education Program (IEP) under federal and/or state law, students shall be expected to meet the following criteria to be promoted, as required by section 118.33(6) of the Wisconsin Statutes.

II. Academic Performance

- A. **4 – 5:** Students in grades 4 and 5 must:
 - 1. demonstrate academic performance at or above grade level in reading, language arts, mathematics, science, social studies, and related arts; and
 - 2. achieve a minimum score of "basic" on the Third Grade District Writing Assessment by the end of their fifth grade year.
- B. **6 – 8:** Middle school students must:
 - 3. earn a cumulative grade point average (GPA) of 1.70 (D+) at the end of each grade (sixth, seventh, and eighth); and
 - 4. achieve a minimum score of "basic" on the Seventh Grade District Writing Assessment or meet the alternative requirement(s) by the end of their eighth grade year.
- C. **9 – 12:** High school students shall be placed at grade levels based on the number of credits earned toward graduation. To graduate from McFarland High School, a student must:
 - 1. earn 26 credits;
 - 2. meet attendance requirements;
 - 3. achieve a minimum score of "basic" on the Tenth Grade District Writing Assessment or meet the alternative requirement(s) by the end of their 12th grade year; and
 - 4. successfully complete a Senior Exit Portfolio and participate in a senior exit interview that includes teachers in the process.

VI. Communication Requirements for Fourth through Eighth Grade

The School District of McFarland is committed to helping all students successfully complete the requirements for promotion and graduation. Fourth and fifth grade students who are below grade level and sixth through eighth grade students who earn at or below a cumulative 2.0 grade point average (GPA) after second quarter will receive a letter informing both the students and parents/guardians of the student's academic status. Subsequent communication will occur between the school and the student's family to address continued academic concerns with appropriate interventions prior to the end of the school year to help ensure that all students are eligible for promotion.

VII. Specific Requirements for High School Graduation

The district awards diplomas to recognize those individuals who have met certain requirements of the district. Transcripts of students transferring to McFarland Schools shall be evaluated and promotion/graduation requirements determined based on the requirements of normal progression

through their former school and on the School District of McFarland's graduation and promotion requirements.

The School District of McFarland looks at three components in determining whether a student will receive a diploma from the district. The components include:

- the credit or IEP requirements;
- the District's writing assessment requirement; and
- the attendance requirements.

In order to graduate from McFarland High School, students must earn a minimum of 26 credits or meet the requirements of his/her IEP, meet Board of Education requirements for terms of full-time attendance, and either achieve a minimum score of "basic" on the Tenth Grade District Writing Assessment or meet the alternative requirements.

A. The credit requirements for a diploma include the following.

ENGLISH.....	4 CREDITS
(ENGLISH 9 AND ENGLISH 10 ARE REQUIRED)	
SOCIAL STUDIES.....	3 CREDITS
(U.S. HISTORY 9, WORLD HISTORY, ECONOMICS AND POLITICAL SCIENCE ARE REQUIRED)	
MATHEMATICS.....	2 CREDITS
(ALGEBRA 1 & GEOMETRY ARE RECOMMENDED)	
SCIENCE.....	2 CREDITS
(PHYSICAL SCIENCE AND BIOLOGY OR ADVANCED PHYSICAL AND LIFE SCIENCE ARE REQUIRED. ADVANCED PHYSICAL AND LIFE SCIENCE MEETS ONE CREDIT OF THE TWO CREDIT REQUIREMENT.)	
PHYSICAL EDUCATION.....	2 CREDITS
(PERSONAL FITNESS 9 AND PHYSICAL EDUCATION 10 ARE REQUIRED)	
CAREER AND TECHNICAL EDUCATION.....	1 CREDIT
(REQUIREMENT MAY BE SATISFIED BY TAKING COURSES IN THESE DEPARTMENTS: BUSINESS EDUCATION, FAMILY AND CONSUMER EDUCATION, MARKETING EDUCATION AND TECHNOLOGY EDUCATION. INFORMATION PROCESSING 1 DOES NOT FULFILL THIS REQUIREMENT.)	
FINE ARTS.....	1 CREDIT
(REQUIREMENT MAY BE SATISFIED BY TAKING COURSES IN THESE DEPARTMENTS: ART, VOCAL MUSIC, AND INSTRUMENTAL MUSIC. ANY ADDITIONAL CREDIT BEYOND A FOURTH CREDIT IN ENGLISH OR ANY ADDITIONAL CREDIT BEYOND TWO CREDITS OF A FOREIGN LANGUAGE WILL SATISFY THE REQUIREMENT.)	
COMPUTER STUDIES.....	1/2 CREDIT
(COMPUTER APPLICATIONS 1)	
INFORMATION PROCESSING 1.....	1/2 CREDIT
HEALTH.....	1/2 CREDIT

CROSS REF: 345.51 Early Graduation
345.52 Commencement Exercises

APPROVED IN PART: August 15, 1983

REVISED: September 9, 1985
August 8, 1990
December 18, 1995
January 6, 1997
August 3, 1998
November 1, 1999
April 15, 2002
February 17, 2003
March 20, 2006
June 19, 2006
First Reading: May 5, 2008
2nd Reading & Approval: May 19, 2008

APPROVED: January 18, 1988
REVISED: June 3, 1996
August 12, 2002
February 21, 2005
August 7, 2006

Policy 453.4- MEDICATIONS

In order to support the child's care and provide safety for other students, prescription and over-the-counter medication will be administered by designated personnel upon receipt of written instruction and consent by the parent/guardian (along with written instruction from the physician for prescribed medicines). All medication must be in its original container labeled by the pharmacy or physician and given to the school nurse. 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. A record shall be maintained of all medication given at school. Specific medication administration procedures are developed and maintained at each building office.

LEGAL REF.: Sections 118.125 Wisconsin Statutes
118.29
118.291
121.02(1)(g)
PI 8.01(2)(g), Wisconsin Administrative Code

CROSS REF.: Emergency Nursing Services Policies and Related Procedures

Approved: September 8, 1986

Revised: October 3, 1988
February 1992
March 18, 1996
November 1, 1999
January 5, 2004

NOTICE OF NONDISCRIMINATION POLICY
McFarland School District

In compliance with the Executive Order 11246: Title II of the Education Amendments of 1976; Title VI of the Civil Rights Act of 1964, as amended by the Equal Employment Opportunity Act of 1972; Title IX Regulation Implementing Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975; the Americans with Disabilities Act of 1990; and all other federal and state laws, including Subchapter II of Chapter 111, Wis Stats., entitled "Fair Employment", school rules, regulations and policies, the McFarland School District shall not discriminate in employment against properly qualified and eligible individuals by reason of their age, race, creed, color, handicap, disability, marital status, sex, national origin, ancestry, sexual orientation, political affiliation, citizenship, membership in the national guard, state defense force, or any other reserve component of the military forces of the United States or Wisconsin, arrest record, conviction record not substantially related to a person's job or activity in school, or the use or nonuse of lawful products by individuals off school premises during nonworking hours. Reasonable accommodations shall be made for qualified individuals with a disability or handicap, unless such accommodations would impose an undue hardship to the District.

All students attending McFarland School District schools may participate in educational programs and activities, regardless of creed, race, color, national origin, ancestry, religion, marital status, parental status, pregnancy, emotional, physical, mental or learning disability or handicap, sexual orientation or sex. The District shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. In addition, reasonable arrangements can be made to accommodate a student's sincerely held religious beliefs in regard to examinations and other academic requirements and to ensure that the lack of English language skills is not a barrier to admission or participation.

It is the intent of the McFarland School District to comply with both the letter and spirit of the law in making certain discrimination does not exist in its policies, regulations and operations. Grievance procedures have been established for students, their parents, and employees who feel discrimination has been shown by the McFarland School District.

Specific complaints of alleged discrimination should first be referred to:

District Administrator
McFarland School District
5101 Farwell Street
McFarland, WI 53558
(608) 838-3169

First Reading: November 2, 1998
Adoption: November 16, 1998
Updated: June 30, 1999

Policy 443.2 Rule - Student Conduct on School Buses

The following rule applies to any school-sponsored transportation by bus:

Loading/Unloading

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

Conduct While On The Bus

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

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

1. Parents/guardians should notify the bus contractor by 6:30 AM if their student(s) is not riding the bus that day. The bus contractor has a 24-hour voice mail as well as e-mail allowing the parent/guardian to report the absence at his/her convenience.
2. Should a student(s) not be riding the bus for an extended time, the parent/guardian should notify the bus contractor the days the student(s) will not be using the bus service.

Disciplinary Procedures

Since safety is a prime concern, appropriate behavior is the expectation. Students not following expectations shall be subject to disciplinary procedures which may include:

- Written warning
- Student conference
- Parent conference
- Restorative Practices
- Suspension of riding privileges
- Suspension in school
- Suspension out of school
- Law enforcement referral
- Expulsion
- Other

Approved: September 9, 1985

Revised: March 18, 1996
July 17, 2000
First Reading: May 5, 2008
2nd Reading & Approval: May 19, 2008

EMERGENCY SCHOOL CLOSINGS AND DELAYED STARTING TIMES

The District Administrator and his/her designee are empowered to close the district schools, dismiss students and/or personnel early, and/or delay the start of the school day in the event of hazardous weather or other emergencies that threaten the health or safety of students and personnel or are perceived to substantially disrupt the instructional process. If emergency conditions affect only a single school building, only that school shall be closed, dismissed early, or have a delayed starting time.

In making the decision to close schools, dismiss students and/or personnel early, or delay the start of the school day, the District Administrator or his/her designee shall consider many factors, including the following:

1. Weather conditions, both existing and predicted. The District Administrator shall consider the following conditions for closing or delaying schools:
 - Wind chill of greater than -35 degrees below zero or wind chill warning issued by National Weather Service;
 - Winter storm conditions or winter storm warning by National Weather Service
 - Air temperature of -20 degrees below zero or greater.
2. Driving conditions affecting public and private transportation.
3. Actual occurrence or imminent possibility of any emergency condition that would make the operation of schools difficult or dangerous.

The District Administrator and/or designee shall weigh all pertinent factors and may use all available resources in making the decision to close schools, dismiss students and/or personnel early, and/or delay the start of the school day. Students, parents/guardians, and staff shall be informed of school closings, early dismissals and/or delays as early as practical by announcement over local radio and television stations and the district website.

Inclement weather days shall be made up in accordance with the collective bargaining agreement.

LEGAL REF.: Sections 115.01(10) Wisconsin Statutes
118.215

CROSS REF.: MFT Contract
MSS Contract

First Reading 7-22-96
Adoption: 8-5-96
Revised: 6-19-06
6-4-07

Policy 446 - SEARCHES OF STUDENTS, STUDENT PROPERTY AND SCHOOL PROPERTY

The McFarland School District recognizes its responsibility to provide students and staff with a safe, drug-free environment that is conducive to learning. School officials have a duty to investigate any suspicion that materials dangerous or harmful to the health or welfare of students or school personnel or school property are present within a school or that a school regulation, local ordinance or law has been violated. In addition, school officials shall cooperate with law enforcement officials in any such investigation.

In the interest of the welfare of the students and the school community, it may be necessary to search a student or a student's property. Such a search may be conducted if a school official or his/her designee has a reasonable suspicion based on reliable information or personal observation that the student has materials dangerous or harmful to the health or welfare of students or school personnel or school property or has obtained or has in his/her possession items in violation of a school regulation, local ordinance or law.

The Board has provided school lockers, desks, and other such property for the purpose of providing students with a convenient receptacle for clothing, books and other articles necessary or convenient for a student's use during the school day. A student has no property interest in any locker. The McFarland School District at all times retains ownership and exclusive possessory control of school lockers and other school property. The District may conduct periodic inspections of lockers and other school property at any time, for any reason, without notice, without student consent, and without a search warrant. Students are responsible for whatever is contained in desks, lockers, and other such property issued to them by the school.

Vehicles on school property are subject to search by school officials if a reasonable belief exists that contraband is in or on the vehicle. A student's privilege of using a locker or parking on school property is conditioned upon the person's consent to a search.

Use of Canines

In order to maintain a drug-free school environment, canines that have been specifically trained to detect the odor of controlled substances will be used to search the buildings and grounds at the discretion of administration. The canines will be used when:

- There is reasonable suspicion that controlled substances may be hidden in the building.
- There is a reasonable suspicion that controlled substances may be hidden in the vehicles parked in/on school property.
- There is a belief that a random preventive search will be beneficial to the ongoing drug prevention effort.

Use of Metal Detectors (Magnetometers)

Weapons of any nature on school property or at school functions are prohibited by school policy and state and federal law. The presence of weapons is inherently dangerous to all persons in the school setting. When the administration has reason to believe that weapons are in the possession of unidentified persons at school or when violence involving weapons has occurred at a school, the administration is authorized to use stationary or mobile metal detectors.

LEGAL REF.: Sections 120.13(1) Wisconsin Statutes

CROSS REF.: 446-Rule, Guidelines for Student Searches
443, Student Conduct
443.4, Student Alcohol and Other Drug Use
443.5, Student Use/Possession of "Beepers"
832, Weapons on School Premises/Buses

Approved: September 8, 1986

Revised: March 18, 1996
October 19, 1998

446 Rule - SEARCHES OF STUDENTS, STUDENT PROPERTY AND SCHOOL PROPERTY

Searches Initiated by School Authorities

A. Search of a Student or Student Property

1. Definitions - For purposes of these procedures:
 - a. A school official is defined as the District Administrator, a Building Principal or an Assistant Principal.
 - b. A designee is defined as any District employee identified by a school official for the purpose of conducting a search.
2. A school official or his/her designee shall inform the student of the reason for the search and request permission to conduct the search.
- ~~3. A school official or his/her designee shall conduct the search. One additional person shall be present during the search. One of these two persons shall be of the same sex as the student.~~
4. Any search of a person must not exceed its original objectives, which are the removal of the illegal or dangerous substances from the student's possession, and may not be excessively intrusive in light of the nature of the infraction. Any search conducted pursuant to this policy will be handled in the least intrusive manner possible in light of the circumstances, and the student's age and sex.

Strip searches of students shall not be conducted by any school district employee or administrator. If a situation may require a strip search, the school principal shall be contacted and he/she shall call the police to handle the situation from that point forward.

5. The following guidelines shall apply if the student does not consent to the search:
 - a. If the student is in grades kindergarten through eight and there is not a danger to students or other individuals, an attempt shall be made to contact the student's parent/guardian in order to request him/her to encourage the student to cooperate. If the parent/guardian cannot be reached or if the student continues to refuse to cooperate, the school official or his/her designee may turn the matter over to law enforcement officials for appropriate action. The student may be detained until law enforcement officials arrive. If the parent/guardian has not been contacted and law enforcement officials are involved, the school official or his/her designee shall notify the parent/guardian as soon as possible as to the reason for the search.
 - b. If the student is in grades nine through 12 and there is not a danger to students or other individuals, the school official or his/her designee has the right to involve the parent/guardian or turn the matter over to law enforcement officials. The student may be detained until law enforcement officials arrive. If the matter is turned over to law enforcement officials, the school official or his/her designee shall notify the parent/guardian as soon as possible of the search and the reason for the search.
 - c. If there is a danger to students or other individuals, the school official or his/her designee shall contact law enforcement officials to take appropriate action.
 - d. The individual doing the search shall maintain a written record of all actions leading up to and including the search.

B. Search of School Property:

1. Lockers and other school property can be searched only by the building principal or his/her designee. For purposes of this policy, the designee can include other individuals such as school counselors, teachers, police liaison officers, and other law enforcement officials.
2. The search shall be conducted in the presence of two school officials and, if practicable, the student.
3. A record shall be kept by the school of all lockers or other school property searched, including the reason for the search and the findings.

Searches Initiated by Law Enforcement Officials Acting Independently of School Officials

If law enforcement officials seek permission from school authorities to search a student or a student's property or locker to obtain evidence related to criminal activities, school officials shall require law enforcement officials to obtain a valid search warrant unless:

1. There is uncoerced consent by the student whose interests are involved;
2. There is probable cause, as determined by law enforcement officers, and circumstances are such that taking the time to obtain a warrant would frustrate the purpose of the search; or
3. A valid arrest has been made and the search is incident to the arrest.

School officials shall make a good faith effort to notify the student's parent(s)/guardian(s) when a request is made to search the student or the student's property or locker.

APPROVED: September 8, 1986

REVISED: August 5, 1996
October 19, 1998

REPORTING STUDENT PROGRESS TO PARENTS/GUARDIANS

Report cards shall be issued at the end of each grading period. Interim progress reports may be issued during each grading period to parents/guardians of students who are improving, doing outstanding work, working below their ability level or doing failing work.

The board believes that communication in face to face conferences is a vital component of assessing and reporting student progress. Parents/guardians and teachers may request additional conferences at any time.

CROSS REF.: MFT Contract

First Reading: December 18, 1995
Adoption: January 8, 1996
Revised: August 12, 2002

Policy No. 431 -STUDENT ATTENDANCE

The McFarland School District recognizes the strong link between regular school attendance and academic performance. It is primarily the responsibility of the parent/guardian to require regular school attendance of their child. Working with parents, the district shall promote a positive school climate at all levels, develop alternative supports and programs for students with diverse learning styles and needs, intervene early and efficiently when initial attendance problems are evidenced, and work collaboratively with other resources (families, social services, law enforcement, and courts) to reinforce attendance requirements for students that are truant.

Consistent with the mission of the District related to high expectations, this commitment on the part of district personnel and resources to prevention, early intervention, and collaboration shall form the basis of all district programs, policies, and activities designed to encourage student attendance.

The District Administrator will report to the Board on an annual basis information related to attendance and building efforts in a manner to be developed by the District Administrator and Board.

A. Compulsory Attendance Age

1. All children between 6 and 18 years of age must attend school full time until the end of the term (9 weeks) or semester (18 weeks) in which they become 18 years of age unless they have a legal excuse. Students shall be in full attendance in accordance with the following:

A K-5 student shall be required to have a complete course of study as defined by the regular school program. A middle school student's program will consist of four core academic classes (math, science, language arts, social studies), plus physical education, health, and related arts courses. Band, chorus and foreign language are electives.

In addition, a senior high student (grades 9-12) must:

- a. Be enrolled in a class or participating in a Board sanctioned activity during each class period of each school day while attending high school in order to receive a diploma.
 - b. Attend high school for a minimum of sixteen terms unless approved for early graduation.
 - c. Maintain a minimum load of 7 credits each year. With prior approval of the administration, a student may fall below the 7 credits.
2. "Truancy" means either of the following:
 - a. Any absence of part or all of one or more days from school during which the school attendance officer, principal or teacher has not been notified of the legal cause of absence by the pupil's parent or guardian.
 - b. Intermittent attendance carried on for the purposes of defeating the intent of the compulsory school attendance law.
 3. "Truant" means a pupil who is absent from school without an acceptable excuse for part or all of any day on which school is held during a school semester.
 4. Any student who is identified as a habitual truant will be subject to referral to the appropriate agency in accordance with state law and established procedures. A "habitual truant" is defined as a pupil who is absent without an acceptable excuse for part or all of five or more school days during a semester (term).

B. School Attendance Officer

1. The building administrator or the designee at each of the district's schools is designated to deal with matters relating to school attendance and truancy.

2. The "School Attendance Officer" of each school shall determine daily which pupils enrolled in the school are absent from school and whether that absence is excused.
3. The "School Attendance Officer" in each school shall notify the parent or guardian of a child who has been truant and direct the parent or guardian to return the child to school no later than the next day on which school is in session or to provide an excuse. The notice under this paragraph must be given before the end of the second school day after receiving a report of an unexcused absence and may be made by personal contact, mail or telephone call of which a written record is kept.

C. Student Absences and Excuses

Regular attendance is a responsibility that should be shared by parents, student and school staff. The building administrator, in consultation with the District Administrator and other school staff shall establish guidelines and a process that ensures early assessment and intervention in any situation in which a student's excused absence could have a negative impact on the student's ability to achieve at expected levels. In collaboration with the parent(s)/guardian(s) of the student, the building administrator or designee will assess factors that may be contributing to the student's absence and develop a support plan to encourage the student's attendance.

1. Excused absences include illness, suspensions, trips sponsored by the school and prearranged absences previously approved by the building principal or the school attendance officer. In addition to the above excused absences, a student may be excused for up to ten (10) days during the school year if the parent/guardian notifies the attendance office 24 hours in writing prior to the absence, and the student makes up the class work.
2. The school attendance officer may request the parent or guardian of the child to obtain a written statement from a licensed physician, dentist, chiropractor, optometrist, or psychologist or Christian Science practitioner living and residing in this state, who is listed in the Christian Science Journal, as sufficient proof of the physical or mental condition of the child. An excuse under this paragraph shall be in writing and shall state the time period for which it is valid, not to exceed 30 days.

D. Student Absences Unexcused

A student whose absence does not fall under the reasons listed in C 1-2 above, "Student Absences and Excuses," shall be unexcused.

E. Parents'/Guardians' Responsibility

1. It is the primary responsibility of the parent/guardian to require regular school attendance. When a student is absent, his/her parents or guardians shall contact the school during the day by the time established at each school.
2. When a student is repeatedly absent, it is the responsibility of the school to investigate the reasons for this problem and to work with the family to take appropriate action.

F. Student Responsibility

1. Students are required to attend all their scheduled classes, study halls, and be in their assigned area during school hours.

If it is absolutely necessary to leave school, the following procedures must be followed:

- An excuse from the parent/guardian must be submitted prior to leaving.
- A permission slip must be acquired from the office prior to school on the day of the scheduled appointment.
- All students must sign out and sign in before leaving or entering the building.

Leaving without permission and bringing a note the following day will not be accepted, and will result in an unexcused absence.

3. Students with excused absences are entitled to make up the work missed and are responsible for doing so in accordance with the guidelines established by the classroom teacher. This includes quarterly, semester or grading period examinations as well as daily assignments.
4. Students with unexcused absences are entitled to take any, term, semester, or grading period examinations. The completion of the above-cited work shall be done in accordance with the procedures outlined by the classroom teacher.

LEGAL REF. Section 118.15 Wisconsin Statutes
 Section 118.163 118.162
 118.6 118.155

CROSS REF. 431 Administrative Rule - Student Attendance

 431, Exhibit I - Letters to Parents – Sent when student has been absent excused
 (10) periods within a grading period

 431 Exhibit II - McFarland School District Habitual Truancy Report to the Village
 of McFarland Municipal Court

 431 Exhibit III - 5-Day Truancy Letter

 Board Policy 342.6 Policy & Rule

 Village Ordinance 1155(D) 2

 3.10 Pupil Service (9) Suspension and Expulsion of Handicapped Pupils

First Reading: January 7, 2002

Approved: February 4, 2002

Policy No. 411- Rule - STUDENT DISCRIMINATION COMPLAINT PROCEDURES

If any person believes that the School District of McFarland or any part of school organization has failed to follow laws and regulations, or in some way discriminated against students on the basis of sex, race, color, national origin, ancestry, creed, pregnancy, religion, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap, he/she may bring forward a complaint as outlined below.

Informal Resolution

The person who believes he/she has a basis for complaint shall discuss the concern with the building principal, who shall investigate the complaint and promptly reply to the complainant. The principal shall keep a written record of the complaint and its resolution. If the complaint is not resolved to the satisfaction of the complainant at this level, he/she may initiate formal procedures according to the steps listed below.

Formal Complaint Procedures

Step 1: A written statement of the complaint shall be prepared by the complainant and signed. Except as otherwise provided, this complaint shall be submitted to the Non-Discrimination Coordinator, 5101 Farwell Street, McFarland, WI 53558. The Non-Discrimination Coordinator, upon receiving a written complaint, shall immediately undertake an investigation of the suspected infraction. He/she shall review with other appropriate persons the facts comprising the alleged discrimination, decide the merits of the case, determine the action to be taken, if any, and report the findings and the resolution of the case to the complainant in writing.

- a. Complaints relating to the identification, evaluation, educational placement or the provision of a free appropriate public education of a student with exceptional educational need shall be resolved through the procedures outlined in the district's Exceptional Educational Needs Handbook.
- b. Complaints under 20 USC s. 1231e-3 and 34 CFR ss. 76.780-76.782, commonly referred to as IDEA complaints, that the state or a sub-grantee is violating a federal statute or regulation that applies to a program shall be referred directly to the State Superintendent of Public Instruction.

Step 2: If the complainant is dissatisfied with the decision of the Non-Discrimination Coordinator, he/she may appeal the decision in writing to the District Administrator. The District Administrator shall meet with all parties involved, formulate a conclusion and respond in writing to the complainant.

Step 3: If the complainant is dissatisfied with the decision of the District Administrator, he/she may appeal the decision in writing to the Board of Education. The Board shall hear the appeal at its next regular meeting, or a special meeting may be called for the purpose of hearing the appeal. The Board shall make its decision in writing. Copies of the written decision shall be mailed or delivered to the complainant and the District Administrator. The complainant shall also be notified of his/her right to appeal the Board's decision.

The entire discrimination complaint/appeal process in the District should be completed within 90 days of receipt of the original written complaint unless the parties agree to an extension of time.

Step 4: If a complainant wishes to appeal a negative determination by the Board, he/she has the right to appeal the decision to the State Superintendent within 30 days of the Board's decision. Appeals should be addressed to: Complaint Officer, Department of Public Instruction, 125 South Webster, P.O. Box 7841, Madison, Wisconsin 53707-7841.

A complaint or appeal may also be made on some of the above bases (Title IX, Section 504, Title VI, Americans with Disabilities Act) to the Office of Civil Rights, U.S. Department of Education, 300 South Wacker Drive, 8th Floor, Chicago, Illinois 60606.

LEGAL REF.: Section 118.13 Wisconsin Statutes
CROSS REF.: Exceptional Educational Needs Handbook

First Reading: May 20, 1996
Adoption: June 3, 1996

Policy 445 - STUDENT INTERVIEWS

The School District of McFarland shall cooperate with law enforcement officers and department of social services representatives within the limits of the rights of individuals as expressed in the laws of the state of Wisconsin and state and federal constitutions and in accordance with established procedures.

When it is necessary for law enforcement officers or department of social services representatives to make contact with a student on school premises during the school day, they shall explain to the building principal or his/her designee the reason why a need exists to make contact with the student. Any contact with a student on school premises during the school day shall be done at a time and place designated by the building principal or his/her designee and with the least possible disruption to the educational program.

LEGAL REF.:	Sections	48.19Wisconsin Statutes 48.981 51.15 118.257
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CROSS REF:	445-Rule, Guidelines for Student Interviews
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First Reading:	November 6, 1995
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Adoption:	November 20, 1995
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Policy 443.5 - STUDENT USE/POSSESSION OF PAGERS OR TWO-WAY COMMUNICATION
DEVICES

Student use or possession of pagers or two-way communication devices (e.g. electronic paging or two-way communication devices) is prohibited in school buildings, on school grounds and in school vehicles. The building principal, however, is authorized to permit a student to use and/or carry a pager or two-way communication devices for medical, school, educational, vocational or other purpose as deemed appropriate.

This policy shall be published in student handbooks and distributed annually.

LEGAL REF.: Section 118.258 Wisconsin Statutes

CROSS REF.: 447, Student Discipline

First Reading: March 4, 1996

Adoption: March 18, 1996

Policy 443.4 - TOBACCO, ALCOHOL AND DRUG-FREE SCHOOLS AND FACILITIES

The McFarland School Board is dedicated to providing a healthy, safe, and productive environment for staff, students and the general public. The District recognizes that student involvement with tobacco, alcohol and controlled substances, including legal drugs used for inappropriate purposes, hampers educational success. It is the intention of the School Board that the School District of McFarland be free of such substances.

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, 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 distribution, sharing, or sale of over-the-counter drugs or remedies.

Parents/guardians and students will be informed of the established standards of conduct and possible sanctions related to the use and abuse of tobacco, alcohol, controlled substances, and legal drugs used for inappropriate purposes. A breath-screening device approved by the Department of Transportation may be used for the purpose of determining the presence of alcohol in a person's breath. The results of the breath-test or the fact that a student refuses to submit to breath-testing may be used in a hearing or proceeding regarding the discipline, suspension, or expulsion of a student due to alcohol use. Failure to abide by this policy will result in disciplinary action up to and including suspension or expulsion from school. Such disciplinary action shall be taken in accordance with state law and established procedures. Violation of this policy may also result in referral to law enforcement officials for prosecution under specific local, state or federal laws.

The District will foster awareness of procedures and programs that address problems associated with tobacco, alcohol, legal drugs used for inappropriate purposes or controlled substance use and abuse.

CROSS REF.: 443.4 Rule- Enforcement Procedures for Alcohol and Other Drug Use Violations
Athletic Code
Code of Conduct

First Reading: July 15, 2002
Adoption: August 12, 2002
Revised February 2, 2004
June 4, 2007

Policy 443.6 - WEAPONS ON SCHOOL PREMISES/BUSES

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, explosives, 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.)

First Reading:	7-17-95
2nd Reading & Adoption:	8-7-95
Revised	2-2-04

“We A.R.R.E. Spartans!” Matrix

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

**Indian Mound Middle School
Report of Bullying or Harassment**

Bullying is when someone uses words or does something where they mean to cause fear, intimidation, or harm. Bullying may be repeated behavior, meaning it happens over and over, and involves an imbalance of power, where the person who is bullying has power over the victim. It may be physical, verbal, written, or indirect such as excluding someone.

Harassment is physically, verbally, or indirectly, threatening, insulting, degrading, stereotyping, and/or harming another student because of race, color, national origin, gender, sexual orientation, religion/creed, pregnancy, parental/marital status, ability, disability, class, or age.

Directions: Please answer these questions as honestly and specifically as you can. The situation will be handled as confidentially as possible. *Return this form to the main office.*

Your Name: _____ Grade: _____ Date: _____

If you are the person who the witnessed the incident, who is being bullied/harassed?

_____ Grade: _____

1. Who is doing the harassing/bullying? _____

2. What has happened? _____

3. Where did it happen? _____

4. Who witnessed this? _____

5. How long has this been going on? _____

6. What have you done about this problem? _____

7. Have you talked to anyone about this already? (Student, Teacher, Other Adult) Yes or No, who?: _____

8. Who do you want to talk to about the problem? _____

9. What do you want to happen now?

_____ I just want someone to know and watch for it in case it happens again.

_____ I want to meet with the other person(s) in a private place to clear it up.

_____ I want an adult to talk to the person who is harassing/bullying me.

_____ I want an adult to help me and the person(s) doing the bullying to solve the problem.

_____ I want an adult to try to stop the bullying/harassment.

_____ Other

Administrator/staff follow up

_____ Date I met with the reporting student.
_____ Date I followed up with the person(s) doing the harassing.
_____ Date I followed up with the reporting student.
_____ Date I contacted the parents.

X _____ Staff member signature
X _____ Reporting Student Signature

This report and follow-up will be kept on file in the Associate Principal's office.
Log of school response to this incident:

Notes of interview with reporting student:

Notes of interview with person(s) reported to doing the harassing/bullying:

- | | |
|--|--|
| _____ Verbal Warning | _____ Citation issued |
| _____ Referral to School Resource Officer | _____ Administrative hearing |
| _____ Parent/guardian contact | _____ Pre-expulsion hearing |
| _____ In-School suspension | _____ Expulsion |
| _____ Bullying letters/information sent home | _____ Referral to Pupil Services _____ |
| _____ Restorative Practices: _____ | _____ Other: _____ |

CyberbullyNOT

Stopping Online Social Aggression

Cyberbullies use the Internet or cell phones to send hurtful messages or post information to damage the reputation and friendships of others.

Types of Cyberbullying

- Flaming. Angry, rude arguments.
- Harassment. Repeatedly sending offensive messages.
- Denigration. “Dissing” someone online by spreading rumors or posting false information.
- Outing and trickery. Disseminating intimate private information or tricking someone into disclosing private information, which is then disseminated.
- Impersonation. Pretending to be someone else and posting material to damage that person’s reputation.
- Exclusion. Intentionally excluding someone from an online group.
- Cyberstalking. Creating fear by sending offensive messages and engaging in threatening activity.

How, Who, and Why

Cyberbullying may occur via personal Web sites, blogs, e-mail, discussion groups, message boards, chat, instant messaging, or voice, text, or image cell phones.

A cyberbully may be a person whom the target knows or an online stranger. A cyberbully may be anonymous and enlist the aid of others, including online “friends.”

Cyberbullying may be a continuation of, or in retaliation for, in-school bullying. It may be related to fights about relationships or be based on hate or bias. Some teens think cyberbullying is a fun game.

Teens might think...

- They think they are invisible, so they think they can’t be punished.
- No real harm has been caused online
- They should have a free speech right to post whatever they want, regardless of the harm caused.

The Harm

Cyberbullying can cause great emotional harm. The communications can be vicious and occur 24/7. Damaging material can be widely disseminated and impossible to fully remove. Teens are reluctant to tell adults for fear they will be restricted from online activities or the cyberbully will retaliate. Cyberbullying can lead to youth suicide and violence.

Responsible Management of Internet Use

- Keep the computer in a public place and supervise.
- Find out what public online sites and communities your child uses and review what your child is posting. Emphasize that these are public places!

Prevent Your Child from Being a Cyberbully

- Make it clear that all Internet use must be in accord with family values of kindness and respect for others.
- If your child is being bullied at school, work with the school to stop the bullying and make sure your child knows not to retaliate online.
- If you know your child has cyberbullied others, be very proactive in preventing any continuation. You can be held financially liable for the harm your child causes to another.

Prevent Your Child from Becoming a Target

- Make sure your child knows not to post information that could be used maliciously.
- Visit your child’s online communities and discuss the values demonstrated by those who participate.
- Bully-proof your child by reinforcing your child’s individual strengths and fostering healthy friendships.

Warning Signs

- Sadness or anger during or after Internet use.
- Withdrawal from friends and activities, school avoidance, decline of grades, and depression.
- Indications that your child is being bullied at school.

Action Steps and Options

- Make sure your child knows not to retaliate, to save the evidence, and to ask for your help if he or she is having difficulties.
- Identify the cyberbully or bully group. Ask your Internet service provider for help.
- There are different ways that your child or you can respond to cyberbullying:
 - Calmly and strongly tell the cyberbully to stop and to remove any harmful material.
 - Ignore the cyberbully by leaving the online environment, blocking communications, or both.
 - File a complaint with the Internet or cell phone company.
 - Send the cyberbully’s parents a letter that includes the evidence of cyberbullying. Demand that the actions stop and harmful material be removed.
 - Seek assistance from the school.
 - Contact an attorney to send a letter or file a lawsuit against the cyberbully’s parents.
 - Contact the police if the cyberbullying involves threats of violence, coercion, intimidation based on hate or bias, or any form of sexual exploitation.

IMMS Conduct and Effort Grade Rubric 2011-2012

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

	Achievement	Respect	Responsible	Empathy
O (4)	<ul style="list-style-type: none"> ▪ Always does his/her best on work ▪ Frequently asks questions ▪ An active learner and participates in all classroom activities ▪ Always prepared to learn with a positive attitude ▪ Completes all assignments and meet all deadlines ▪ Does his/her own work 	<ul style="list-style-type: none"> ▪ Encourages others to share ideas ▪ Keeps hands, feet, and objects to him/herself ▪ Physically and emotionally aware of others ▪ Gives full attention to the speaker ▪ Uses polite language and tone of voice with others ▪ Respects other's belongings ▪ Respects personal space ▪ Uses appropriate voice volume level for activity 	<ul style="list-style-type: none"> ▪ Always on time and enters classroom quietly ▪ Always prepared with needed materials ▪ Takes ownership for his/her behavior and assists others ▪ Always keeps the classroom neat and clean ▪ Honest at all times ▪ Consistently follows all classroom rules 	<ul style="list-style-type: none"> ▪ Respects and celebrates differences and encourages others to do so ▪ Actively pursues new ideas ▪ Helps others learn about each other's cultures, interests, and talents ▪ Politely share ideas and encourages others to do so ▪ Frequently encourages and help others ▪ Frequently serves an ally to others
S (3)	<ul style="list-style-type: none"> ▪ Usually does his/her best on work ▪ Usually asks questions ▪ Usually an active learner and participates in all classroom activities ▪ Usually prepared to learn with a positive attitude ▪ Usually completes all assignments and meets nearly all deadlines ▪ Does his/her own work, with some assistance 	<ul style="list-style-type: none"> ▪ Allows everyone to have a say ▪ Usually keeps hands, feet, and objects to him/herself ▪ Usually physically and emotionally aware of others ▪ Gives full attention to the speaker with occasional reminders ▪ Usually uses polite language and tone of voice with others ▪ Usually respects other's belongings ▪ Usually respects personal space ▪ Usually uses appropriate voice volume level for activity 	<ul style="list-style-type: none"> ▪ Almost always on time and enters classroom quietly ▪ Almost always prepared with needed materials ▪ Takes ownership for his/her behavior ▪ Keeps his/her area neat and clean ▪ Honest ▪ Follows classroom rules with few reminders 	<ul style="list-style-type: none"> ▪ Respects and celebrates differences ▪ Open minded to new ideas ▪ Learns about each other's cultures, interests, and talents ▪ Politely shares ideas ▪ Encourages and helps others ▪ Often serves as an ally to others

<p>N (2)</p>	<ul style="list-style-type: none"> ▪ Seldom does his/her best on work ▪ Seldom asks questions ▪ Occasionally an active learner and refuses to participate in some classroom activities ▪ Occasionally prepared to learn with a positive attitude ▪ Seldom completes assignments and meets few deadlines ▪ Often relies on others to do work 	<ul style="list-style-type: none"> ▪ Occasionally prevents others from speaking and/or criticizes ideas from others ▪ Needs reminders to keeps hands, feet, and objects to him/herself ▪ Typically physically and emotionally unaware of others ▪ Needs reminders to keep full attention to the speaker ▪ Often uses impolite language and sarcastic tone of voice with others ▪ Often disrespects other's belongings ▪ Often disrespects personal space ▪ Needs frequent reminders to use appropriate voice volume level for activity 	<ul style="list-style-type: none"> ▪ Often tardy to class and disrupts the classroom when entering ▪ Often not prepared with needed materials ▪ Sometimes takes ownership for his/her behavior ▪ Sometimes keeps his/her area neat and clean ▪ Occasionally dishonest ▪ Needs reminders to follow classroom rules 	<ul style="list-style-type: none"> ▪ Occasionally disrespects and criticizes differences ▪ Occasionally disregards and/or criticizes new ideas ▪ Has little knowledge or appreciation of each other's cultures, interests, and talents ▪ Often shares ideas by arguing and attacking other ideas ▪ Rarely assists others ▪ Often serves as a bystander instead of an ally to others
<p>U (1)</p>	<ul style="list-style-type: none"> ▪ Rarely does his/her best on work ▪ Rarely, if ever, asks questions ▪ Is a passive learner and often refuses to participate in classroom activities ▪ Rarely prepared to learn and has a negative attitude ▪ Fails to complete most assignments and rarely meets deadlines ▪ Relies on others to do work 	<ul style="list-style-type: none"> ▪ Frequently prevents others from speaking and/or criticizes ideas from others ▪ Needs frequent reminders to keeps hands, feet, and objects to him/herself ▪ Physically and emotionally unaware of others ▪ Needs frequent reminders to keep full attention to the speaker ▪ Frequently uses impolite language and sarcastic tone of voice with others ▪ Frequently disrespects other's belongings ▪ Frequently disrespects personal space ▪ Rarely uses appropriate voice volume level for activity 	<ul style="list-style-type: none"> ▪ Frequently tardy to class and disrupts the classroom when entering ▪ Rarely prepared with needed materials ▪ Seldom takes ownership for his/her behavior ▪ Seldom keeps his/her area neat and clean ▪ Often dishonest ▪ Does not follow classroom rules 	<ul style="list-style-type: none"> ▪ Often disrespects and criticizes differences ▪ Often disregards and/or criticizes new ideas ▪ Actively demeans each other's cultures, interests, and talents ▪ Frequently shares ideas by arguing and attacking other ideas ▪ Does not assist others ▪ Acts as a bystander instead of an ally to others and/or demeans others who act as allies

**I INDIAN MOUND MIDDLE SCHOOL
2011-2012
DAILY BELL SCHEDULE**

6th Grade		7th Grade		8th Grade	
1.	7:50 -8:18 Prime Time (28)	1.	7:50 -8:18 Prime Time (28)	1.	7:50 -8:18 Prime Time (28)
2.	8:21-9:05 (44)	2.	8:21-9:05 (44)	2.	8:21-9:05 (44)
3.	9:08-9:52 (44)	3.	9:08-9:52 (44)	3.	9:08-9:52 (44)
4.	9:55-10:39 (44)	4.	9:55-10:39 (44)	4.	9:55-10:39 (44)
5.	10:42-11:26 (44)	5.	10:39 – 11:09 (Lunch-30)	5.	10:42-11:26 (44)
6.	11:29-12:13 (44)	6.	11:13–11:57 (44)	6.	11:25-11:56 (Lunch-30)
7.	12:13-12:44 (Lunch-30)	7.	12:00-12:44 (44)	7.	12:00-12:44 (44)
8.	12:47-1:31 (44)	8.	12:47-1:31 (44)	8.	12:47-1:31 (44)
9.	1:34-2:18 (44)	9.	1:34-2:18 (44)	9.	1:34-2:18 (44)
10.	2:21-3:05 (44)	10.	2:21-3:05 (44)	10.	2:21-3:05 (44)

McFARLAND SCHOOL DISTRICT

STUDENT WAIVER FORM

This waiver form must be completed and turned in to the building principal no later than three (3) days prior to the date on which the survey or test is scheduled or on which the curriculum topic form which the student wishes to be excused begins.

Student name: _____ Date: _____

School: ___MHS ___IMMS ___WIS ___CE/ELC

Survey, test and/or curriculum from which student requests to be excused:

___ Survey (please specify)_____

___ Test (please specify)_____

___ Curriculum topic allowed by State Statutes (please specify) _____

Reason for request (optional):_____

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

Parent signature/date

Parent signature/date

Daytime phone number: _____

for office use only

Date received

Name of teacher/notification date

Alternate assignment provided: ___yes (attach copy)___ (No)

Indian Mound Middle School (IMMS)
Student/Parent Handbook Acknowledgement Page

Our signatures indicate:

- That the contents of this handbook have been read and understood.
- Permission for supervised walking field trips (in length of one mile or less) that may be taken from Indian Mound (e.g. high school).
- Permission for students to be videotaped or pictures taken for any educational purpose that may present itself during the course of the academic year (classroom projects and the like).
- Permission for students to view staff-selected PG rated movies with staff supervision.

Student Signature

Date

Parent Signature

Date

Parent Comments:

PLEASE RETURN THIS PAGE AT REGISTRATION. Should you have any questions or concerns, please state them in the space provided as well as on the back of this sheet.