

# **SCHOOL DISTRICT OF MCFARLAND**



## **MCFARLAND HIGH SCHOOL FAMILY HANDBOOK 2023-24**

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## FOREWORD

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

This handbook is effective immediately and supersedes all prior handbooks and other written or oral statements regarding any item in this handbook. This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District as of May 2021. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, Board policies and District Administrative Guidelines shall control. If any of the policies or administrative guidelines referenced herein are revised as of the language in the most current policy or administrative guideline prevails. For the full and most current version of our board policies, go the School District of McFarland's website found at: [www.mcfarland.k12.wi.us](http://www.mcfarland.k12.wi.us) or directly at <http://www.neola.com/mcfarland-wi/>

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

### **Conrad Elvehjem Primary School**

Greg Nelson, Principal      Brooke Hauser, Associate Principal

### **Waubesa Intermediate School**

Corey Shefchik, Principal      Kelly Vetter, Associate Principal

### **Indian Mound Middle School**

Jamie Thomas, Principal      Brett Jondle, Associate Principal

### **McFarland High School**

Brett Jacobson, Principal      Prudence J. Harper, Associate Principal      Dana Shoemer, Associate Principal

### **School District of McFarland**

Aaron Tarnutzer, Superintendent

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

## **A MESSAGE FROM YOUR DISTRICT ADMINISTRATION**

### **Welcome to the School District of McFarland!**

Dear Families and Students,

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

Our school community is committed to serving the whole child. We believe that social emotional well-being is every bit as important for your child's growth as academic success. From early literacy and math to career and technology education, fine arts, Model United Nations, Youth Apprenticeships, and athletics (just to name a few), our schools offer a combination of rigorous academic programming and exciting co-curricular opportunities. We also understand that even as pressures of school accountability and testing continue to grow, the supportive relationships we form with students and parents make McFarland a special place for families and educators alike. We are committed to providing a great education in a healthy, respectful environment for each and every student whom we serve.

This handbook is intended to share information that will help us work together in support of your children - our students. You will find everything from district policy information and mission statements to behavioral expectations and support services. It is important that both students and parents/guardians read the handbook as you are responsible for knowing what is in here.

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

With best wishes for a wonderful school year,

McFarland School District Administration

### **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. The mission will be accomplished by:

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

### **DISTRICT VISION**

The School District of McFarland will continue to be recognized for schools in which student learning is the touchstone and the driving force, and for a professional environment that is rich in collegiality, in a habit of reflection, the ability to take risks, and the courage to dream.

## **NOTICE OF NONDISCRIMINATION POLICY**

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

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

### **ADVANCED LEARNING (formerly Gifted and Talented)**

The School District of McFarland is committed to setting high expectations and supporting high achievement for all its students. The district supports its gifted and talented students through specific services both within and outside the district, and through the commitment of staff and fiscal resources. Each school has a part time Advanced Learner Resource Teacher available to support students and staff. The School District of McFarland has an acceleration policy that allows parents/guardians and students to have the opportunity to reflect on the educational placement that is most appropriate for the student. For further information, please see Board Policy 5410 or access the district website and select "Advanced Learner (GT)" from the families tab.

### **ANIMALS**

As per board policy, live animals as part of the curriculum or for educational enrichment programs are permitted providing the district procedures are followed. The animal caretaker must receive prior permission from the classroom teacher AND building administrator before the animal is brought to school. The provisions of District Policies regarding animals must be met where applicable, including Policies 8390, 8405, and 9160.

### **ASSEMBLAGE**

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

### **BULLYING**

Bullying is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age, national origin, race, ethnicity, religion, gender, gender identity, sexual orientation, physical attributes, physical or mental ability or disability, and social, economic, or family status. However, this type of bullying behavior need not be based on any of the protected characteristics. It includes, but is not necessarily limited to, such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, hazing, and hate speech.

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

If students feel that they are being bullied, they are urged to talk to a safe adult or complete a paper copy of a "Bully and Harassment Report Form." Students may also complete an online anonymous reporting form, which can be accessed at [Sprigeo.com](http://Sprigeo.com) or via our

school webpages (*See Something, Say Something*). Reports of bullying behavior that occur off campus at non-school related activities are addressed when the behavior results in a significant disruption to a student's ability to learn. All reports of bullying or harassment, both verbal and written, are immediately directed to the following:

- CEPS: Ms. Brooke Hauser, Associate Principal or Mr. Greg Nelson, Principal
- WIS: Mr. Alan Northouse, Associate Principal or Mr. Corey Shefchik, Principal
- IMMS: Mr. Brett Jondle, Associate Principal, or Ms. Jamie Thomas
- MHS: Ms. Prudence J. Harper or Ms. Dana Schoemer, Associate Principals, or Mr. Brett Jacobson, Principal

A staff member will address the concern within one school day. Parents/guardians who believe their child may be being harassed should contact their child's school Associate Principal or Principal. 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.

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

#### **Behavior Expected from Students:**

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

(For further information please see District Policies 5516, Student Hazing, 5517.01, Bullying, and 5517, Student Anti-Harassment, which are included in the appendix).

### **BUS**

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

#### **Loading/Unloading**

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

#### **Conduct While on the Bus**



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

### **Disciplinary Procedures**

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

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

1. Parents/guardians should notify the bus contractor by 6:30 AM if their student(s) is not riding the bus that day. The bus contractor has a 24-hour voicemail as well as email 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.

## **CONFIDENTIALITY**

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

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

## **DRESS CODE**

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

Students must wear clothing that...

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

Students may:

Wear headgear as follows:

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

Students cannot:

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

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

### **DRUG-FREE SCHOOLS**

The School District of McFarland prohibits the use, possession, sale (or intent to sell), distribution, or sharing of alcohol, non-prescribed drugs, drugs prescribed for another person, chemicals, illegal substances, look-alike drugs, including any substance represented to be intoxicating or mood altering regardless of its true nature, or drug related paraphernalia on school premises, at school sponsored activities, or in school operated vehicles. This prohibition also extends to distributing, sharing or selling of over-the-counter drugs or remedies, which almost always results in a recommendation for expulsion. Students violating this policy shall be subject, but not limited to:

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

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

### **AODA**

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

- Classroom activities & field trips;
- Home visits; and
- Family Outreach programs and activities.

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

### **Tobacco/Tobacco Products/Vaping**

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

## **DUE PROCESS**

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

## **EMERGENCY INFORMATION (including weather emergencies)**

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

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

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT**

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

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

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

## **FEES**

A student fee schedule is in effect for all students in the McFarland School District and varies based on the courses and activities in which the student is involved. Student fees for the first semester are due on September 30. Second semester fees are due on February 15. Students will not be denied participation in educational programs for failure to pay fees. A student will no longer be eligible to participate in an elective educational opportunity or non-educational activity for which payment of charges is necessary until such time as the payment has been made. Unpaid student fees accumulate from one year to another. A student is not eligible to participate in any secondary co-curricular activity until fees are paid, a payment plan is established, or the fees are waived or reduced. Once the level of fees reaches \$500 per family, the district retains the option of seeking payment through small claims court or through a collection agency.

### **Fee Waivers**

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

1. The Principal will automatically waive the required student fees for those students for who qualify for free or reduced

meals as verified through the following steps:

- a. The Parent/Guardian completes the "Free and Reduced Meals Application," which can be found on the district website and is available in all of the district buildings and turn it into the school office.
  - b. The Parent/Guardian signs the "Sharing of Information with Other Programs" document, which can also be found on the district website at and is available in all of the district and school buildings. Please be sure to check the second line stating, "Yes! I do want school officials to share information from my Free and Reduced Meals Application to the McFarland School District Administration for purposes of school fees, textbook fees, and field trip fee waiver or reduction." Please turn this form into the school office.
2. Parents/Guardians who do not qualify for Free or Reduced Meals may contact the Principal to request a fee waiver. The Principal may choose to grant a fee waiver based on the specific situation and any extenuating circumstances.

## **FIELD TRIPS**

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

## **FUNDRAISING BY STUDENTS AND SCHOOL GROUPS**

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

## **GRADING**

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

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

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

## **HARASSMENT**

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

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

Harassment significantly and negatively affects the school environment, not only for those students who may be the targets of harassment, but also for students who witness harassing behavior and fear that they, too, may become targets. For this reason, our school district is committed to educating all members of our school community about the impact of harassment/discrimination and to informing students and parents/guardians about what may be happening with their student.

If students feel that they are being bullied, they are urged to talk to a safe adult or complete a paper copy of a “Bully and Harassment Report Form,” which is available in all classrooms and the office. 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” or campus specific paper form that is available in the office or via an online anonymous reporting form that can be accessed at Sprigeo.com or via our school webpages.. All reports of bullying or harassment, both verbal and in written, are immediately directed to the following:

- CEPS: Ms. Brooke Hauser, Associate Principal or Mr. Greg Nelson, Principal
- WIS: Mrs. Kelly Vetter, Associate Principal or Mr. Corey Schefchik, Principal
- IMMS: Mr. Brett Jondle, Associate Principal, or Ms. Jamie Thomas, Principal.
- MHS: Ms. Prudence J. Harper, Associate Principal, Ms. Dana Schoemer, Associate Principal, or Mr. Brett Jacobson, Principal

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

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

### **Responding to Hate Speech or Incidences of Hate/Bias**

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

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

## **HEALTH SERVICES**

A school nurse, health assistant, or a trained administrative assistant is available daily during school hours. If a student needs to come to the Health Office, 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. All Health Service visits are entered into Infinite Campus, which automatically sends an email to the parent/guardian with a description of the visit. Health staff does not routinely call home for every visit to the Health Office, as the Infinite Campus notes serves as notification. With few exceptions, students who are at school are expected to participate fully in school activities. Health Services will provide annual vision screening for 4K students, kindergarten students, second grade students, fifth grade students, and eighth grade students. Parents/guardians will be notified if further evaluation is needed. If a child is excluded from school for a contagious health problem, a note should be sent upon the child’s return indicating that treatment was given. Students may be excused from PE or recess activities only with a medical provider's order. If there is a short notice need, the Health Office staff may waive the requirement for one day only, then a medical note would be required for further restrictions. This is to ensure we are providing appropriate PE classes and opportunities for activity throughout the day.

### **Accidents at School**

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

### **Blood Borne Pathogen/Communicable Disease**

McFarland school staff members are trained annually on measures of prevention for Blood Borne Pathogen exposures that may occur amongst students/staff, along with the associated policies/procedures on communicable disease transmission. Students who are

involved in an incident where potential exposure to a blood borne pathogen occurred, should report (or be directed) immediately to Health Services for first aid, parent notification, and a medical evaluation recommendation. Supervising staff are responsible to complete a report within 24 hours of the incident. For further information, please refer to Board Policy 8453.

### **Food Allergy and Classroom Snacks**

Health Services is committed to the daily management of students with identified life-threatening food allergies. The increase of students with severe allergies poses unique challenges for both students and school staff. Our goal is to avoid and prevent accidental exposure to students who may be affected by allergenic food substances. Therefore, all classrooms observe a nut-free environment (peanuts, almonds, Brazil nuts, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios, and walnuts). Depending upon student needs, some classrooms may have other food restrictions. These restrictions do not apply to the lunchroom setting. Please visit the website [snacksafely.com](http://snacksafely.com) for a link to a safe snack guide. A nut-free seating area is available in the lunchroom.

### **Latex Products**

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

### **Immunizations**

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

### **Medical Insurance**

The McFarland School District does not carry student medical insurance. Parents are, therefore, responsible for medical expenses for pupils injured on school premises. The school district offers information regarding optional medical insurance to those families who would like to purchase insurance. Even with the best safety precautions, there is an element of risk to children during normal school activities such as recess and physical education. Parents are encouraged to consider the adequacy of their medical insurance.

**Medication:** Consent Forms and physician's orders may be faxed to schools

Designated school personnel may administer prescription and over-the-counter medication upon receipt of written instructions and the consent of the parents/guardians (refer to Board Policy 5330). Prescription medications are kept in a locked cabinet in the office. A physician's order is required for the administration of prescription drugs. This includes Epinephrine injectors for severe allergies, and inhalers (even if the inhaler may be carried by the student, which should be designated by the provider on the school order form). Please note:

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

A limited amount of over the counter medication is available in the health office, and a list is available on the Health Services page of the District website at: [https://www.mcfarland.k12.wi.us/district/Health/med\\_administration\\_form\\_OTC.pdf](https://www.mcfarland.k12.wi.us/district/Health/med_administration_form_OTC.pdf) Parents are given the option to allow or decline the use of these medications during online registration. They may only be administered with parent permission through online registration, or in writing through the Over the Counter Medication Administration Form noted above.

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

## **HUMAN GROWTH AND DEVELOPMENT**

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

### **Inspection and Opt-Out Information**

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

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

## **PROGRAM OR CURRICULAR MODIFICATION AND ACCOMMODATIONS**

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

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

## **PROMOTION POLICY**

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

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

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

## **SAFETY**

The School District of McFarland is committed to ensuring the safety of all members of our school community. The District uses guidance from its local police department and the <https://iloveguys.org/> to develop safety protocols. Specifically, the K12 Standard Response Protocol is trained in the School District. For more information please see the following link: <https://iloveguys.org/srp.html>. Some of the most essential elements of this commitment include:

### **Drills**

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

## **Emergencies**

### What is an emergency?

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

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

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

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

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

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

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

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

- Channel 3 - WISC (CBS); <http://www.channel3000.com>
- Channel 15 - WMTV (NBC); <http://www.nbc15.com>
- Channel 27 - WKOW (ABC); <http://wkow.com>
- Channel 47 - WMSN (FOX)

### What should parents do in the event of an emergency?

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

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



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

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

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

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

#### Recovery after a crisis

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

#### **Secure Entry**

All visitors must enter the building through the main entrance (e.g. "A doors"). During the school day the doors to the main office and to the school are locked. Visitors press a buzzer to alert the office staff of their presence. After stating their name and purpose for visiting, the visitor is either buzzed into the office or directed to leave the school grounds. All visitors who are buzzed into the office, and allowed to enter the main office, will be directed to a computer monitor. The visitor will enter their purpose for visiting on the touch screen and be asked to scan their driver's license as a form of identification. If the visitor does not have a driver's license, the visitor may enter their information using the keyboard. Once the front desk staff scans the identification provided, LobbyGuard instantly checks the name against registered sex offender lists nationwide. Once the visitor has been cleared through LobbyGuard, the system will print a visitor sticker with the visitor's name, picture, and destination (this process takes an average of 20 seconds).

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

accessible to any LobbyGuard users. The data we screen is not shared, nor communicated. It is confidential and stored securely in a web-based system.\*\*

After the LobbyGuard check is complete, the office staff will verify the purpose of their visit with other staff members as appropriate and ensure the visitor arrives at the correct destination. At the end of the visit, visitors will return to the office to check out using the LobbyGuard system.

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

### **Surveillance**

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

## **SCHOOL RESOURCE OFFICER**

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

The School District of McFarland is fortunate to have a School Resource Officer to work with our students and staff throughout the district. The School Resource Office is a member of the McFarland Police Department, paid equally by the school district and the police department. If either the Principal or Associate Principal believes that a student situation would benefit from the involvement of the School Resource Officer, the officer is called. Either the administrator or the School Resource Officer will contact the parent/guardian if a student is interviewed in relation to that student's involvement in illegal and/or inappropriate conduct. All interviews, interrogations, or questioning of students at school will be made with full regard to fundamental fairness and protection of legal rights. A school representative may be present unless the student requests otherwise. Child abuse and neglect investigations are governed by Wisconsin Statutes.

## **SEARCH AND SEIZURE**

### **Canine Searches**

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

### **Locker, Desk, and Storage Areas Searches**

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

### **Backpacks and Person Searches**

Administrators may conduct searches without a student's consent if they have reasonable suspicion that a violation of school rules is occurring. If a student physically resists a search, staff may consider the student's refusal to cooperate as tacit admission of the violation for school disciplinary purposes. Further, the student's insubordinate conduct of resisting a search would be separate grounds for school disciplinary action. Additional caution should be used when conducting more invasive searches of a student's physical person. An administrator may request the assistance of the School Resource Officers when conducting a search of a student's backpack or person. Wisconsin law prohibits strip searches by school personnel. Items taken from a locker may be held without liability to the school; illegal items, look-alikes, or items causing reason for concern may be removed and given to the police. In this event, the student and parents/guardians will be notified of the item(s) that were removed and of their rights under school district policy. For further information please refer to Board Policy 5771.

## **SIGNS/POSTERS/FLYERS**

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

## **STUDENT RECORDS**

Student records shall be maintained in the interest of the student to assist school personnel in providing appropriate educational experiences for each student in the District. The Board of Education recognizes the need for confidentiality of student records. Therefore, the District shall maintain the confidentiality of student records at collection, storage, disclosure and destruction. Student

records shall be available for inspection or release only with prior approval of the parent/guardian or adult student, except in situations where legal requirements specify release of records without such prior approval. Building Principals shall have primary responsibility for the collection, maintenance and dissemination of student records in accordance with state and federal laws and established District guidelines.

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

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

For further information please refer to Board Policy 8330.

## **STUDENT SERVICES**

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

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

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

### **Student Support Team**

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

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

For questions concerning the team, contact the Student Services Office.

## **TECHNOLOGY**

### **School Provided Technology and Internet**

Users of the McFarland School District computer network, including access to the Internet via the district's network, are expected to help maintain the integrity and security of the system. By clicking OK when they log in, users acknowledge that they will comply with [not "have read"] board policies 7540.01, 7540.03, 7540.04, and 7540.06, as well as the following guidelines:

1. Privacy - Network storage areas may be treated like school lockers and/or workspaces. IT staff may review files to maintain system integrity and to ensure that users are using the system responsibly. The user should have no privacy expectations, except those explicitly spelled out in state statute;
2. Resource Limits - Users are expected to remain within allocated disk space and delete materials which take up excessive storage space;
3. Illegal Activities - Users should never download or install any commercial software shareware or freeware onto network drives or disks. Users should not copy other individuals' work or intrude into other individuals' files;
4. Appropriateness - Profane, abusive or impolite language should not be used to communicate, nor should materials be accessed which are not in line with the rules of school and/or work behavior. Should users encounter such material by accident they should report it to their teacher or supervisor immediately, and;
5. All email communications, internet searches, and content stored on district or computer storage space are property of MSD and may be subject to Wisconsin Open Records Requests.

Students in grades 2-12 are provided with a school issued technology device for school use (i.e. iPad, Chromebook). In addition to following the guidelines above, students and their parents/guardians sign a Technology Use Agreement, which details the expectations for use, including repairing or replacement of the device due to misuse and intentional damage. Please contact the building Technology Integrator with questions regarding technology.

### **TITLE I**

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

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

### **VOLUNTEERS**

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

### **WEAPONS**

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

### **WELLNESS**

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

- Classroom Education: Health and physical education lessons reinforce the knowledge and self-management skills necessary to maintain a physically active lifestyle. Healthy living skills are taught as part of the regular instructional program for all students to understand and practice concepts and skills related to health promotion and disease prevention.
- Physical Education: The program is designed to encourage equality of participation and promote the student's sense of responsibility for lifelong physical fitness and wellness. The physical education curriculum provides age appropriate activities that contribute to the overall physical, social, and emotional growth of each individual.

- Physical Activity: Students are given opportunities for physical activity during the school day through regular physical education classes, a daily lunch recess period, and the integration of physical activity into the academic curriculum. In addition, the district provides opportunities for physical activity before and after school such as interscholastic sports and other activity clubs.
- Eating at school: Schools in the district offer varied and nutritious food choices that are consistent with healthy eating habits. Lunch is scheduled as near to the middle of the day as possible. Sales of candy are not permitted on school grounds. Staff Members evaluate the use of food for rewards and are encouraged to identify other options for praise.

## APPENDIX

# Policy 5517 - STUDENT ANTI-HARASSMENT

### Prohibited Harassment

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

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

The Board will vigorously enforce its prohibition against harassment based on the traits of sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws (hereinafter referred to as "Protected Characteristics"), and encourages those within the School District community as well as third parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassing behavior directed at students for any reason, even if not based on one (1) of the Protected Characteristics, through its policies on bullying (See Policy 5517.01 – Bullying).

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

For purposes of this policy, "School District community" means individuals students, administrators, teachers, staff, and as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

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

### Other Violations of the Anti-Harassment Policy

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

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

### Definitions

#### Bullying

Bullying is prohibited by Board Policy 5517.01 – Bullying. It is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively affect a student's educational, physical, or emotional well-being. Bullying need not be based on any Protected Characteristic. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student's sex (including transgender status, change of sex, or gender identity), race color, national origin, religion, creed, ancestry,

marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights.

### **Harassment**

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student based on one (1) or more of the student's Protected Characteristics that:

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

### **Sexual Harassment**

"Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- A. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of access to educational opportunities or program;
- B. submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education;
- C. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may involve the behavior of a person of either gender against a person of the same or opposite gender.

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

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

Examples are:

- 1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
- 2. rating a person's sexuality or attractiveness;
- 3. staring or leering at various parts of another person's body;
- 4. spreading rumors about a person's sexuality;

5. letters, notes, telephones calls, or materials of a sexual nature;
  6. displaying pictures, calendars, cartoons, or other materials with sexual content.
- G. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life.
  - H. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history; and
  - I. verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

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

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

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

#### **Race/Color Harassment**

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references relative to racial customs.

#### **Religious (Creed) Harassment**

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of interfering with the individual's work or educational performance; of creating an intimidating, hostile, or offensive learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

#### **National Origin Harassment**

Prohibited national origin harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin and when the conduct has the purpose or effect of interfering with the individual's educational performance; of creating an intimidating, hostile, or offensive working and/or learning environment; or of interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

#### **Disability Harassment**

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



## Reporting Procedures

Students and all other members of the School District community, as well as third parties, are encouraged to promptly report incidents of harassing conduct to a teacher, administrator, supervisor, or District employee or official so that the Board may address the conduct before it becomes severe, pervasive, or persistent. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Anti-Harassment Compliance Officer at his/her first opportunity.

Students who believe they have been subjected to harassment are entitled to utilize the Board's complaint process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

If, during an investigation of a reported act of bullying in accordance with Policy 5517.01 – Bullying, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one (1) of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with this policy.

Reporting procedures are as follows:

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

## District Compliance Officers

The Board designates the following individuals to serve as the District's "Compliance Officers" (hereinafter referred to as the "COs").

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

Aaron Tarnutzer  
Indian Mound Middle School Principal  
6330 Exchange Street  
McFarland, WI  
608-838-8980

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

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

Any Board employee who directly observes harassment of a student is obligated, in accordance with this policy, to report such observations to one (1) of the COs within two (2) business days. Thereafter, the COs must contact the student, if over age eighteen (18) or the student's parents if under the age eighteen (18), within two (2) business days to advise s/he/them of the Board's intent to investigate the alleged misconduct, including the obligation of the compliance officer to conduct an investigation following all the procedures outlined in the complaint procedures.

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a visitor to the District, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will begin review and investigation or the CO will designate a specific individual to conduct such a process. The CO will prepare recommendations for the District Administrator or will oversee the preparation of such recommendations by a designee. All members of the School District community must report incidents of harassment that are reported to them to the Compliance Officer as soon as possible, but always within no more than two (2) calendar days of learning of the incident.

### **Investigation and Complaint Procedure**

Any student who believes that s/he has been subjected to harassment may seek resolution of his/her complaint through the procedures described below. Further, a process for investigating claims of harassment and a process for rendering a decision regarding whether the claim of harassment was substantiated are set forth below.

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

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

### **Complaint Procedure**

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

Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision making process.

All complaints must include the following information to the extent it is available: the identity of the individual believed to have engaged in, or to be actively engaging in, harassment; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

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

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

As soon as appropriate in the investigation process, the CO will inform the individual alleged to have engaged in the harassing conduct, hereinafter referred to as the "respondent", that a complaint has been received. The respondent will be informed about the nature of the allegations and a copy of these administrative procedures and the Board's anti-harassment policy shall be provided to the respondent at that time. The respondent must also be provided an opportunity to respond to the complaint.

Within five (5) business days of receiving the complaint, the CO will initiate a formal investigation to determine whether the complainant has been subject to offensive conduct/harassment. A principal will not conduct an investigation unless directed to do so by the Compliance Officer.

Although certain cases may require additional time, the Compliance Officer will attempt to complete an investigation into the allegations of harassment within fifteen (15) calendar days of receiving the formal complaint. The investigation will include:

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

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

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

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

The decision of the District Administrator shall be final. If the complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction.

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

### **Additional School District Action**

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

Any reports made to the local child protection service or to local law enforcement shall not terminate the CO's obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to

conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the District Administrator.

### **Confidentiality**

The District will make all reasonable efforts to protect the rights of the complainant and the respondent. The District will respect the privacy of the complainant, the respondent, and all witnesses in a manner consistent with the District's legal obligations under State and Federal law. Confidentiality cannot be guaranteed, however. All complainants proceeding through the investigation process should be advised that as a result of the investigation, the respondent may become aware of the complainant's identity.

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

### **Sanctions and Monitoring**

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable law. When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the ages and maturity levels of those involved. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

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

### **Reprisal**

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

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

### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator will develop a method of discussing this policy with the School District community. Training on the requirements of non-discrimination and the appropriate responses to issues of harassment will be provided to the School District community at such times as the Board in consultation with the District Administrator determines is necessary or appropriate.

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

The District shall conspicuously post a notice including this policy against harassment in each school in a place accessible to the School District community and members of the public. This notice shall also include the name, mailing address and telephone number of the Compliance Officers, the name, mailing address and telephone number of the State agency responsible for investigating allegations of discrimination in educational opportunities, and the mailing address and telephone number of the United States Department of Education, Office for Civil Rights.

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

### **Retention of Public Records, Student Records, and Investigatory Records and Materials**

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation including but not limited to:

- A. all written reports;
- B. narratives of all verbal reports or statements;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel;
- E. written witness statements;
- F. narratives or audio, video, or digital recordings of verbal witness statements;
- G. any documentary evidence;
- H. handwritten and contemporaneous notes;
- I. e-mails, texts, or social media posts related to the investigation and allegations;
- J. dated written determinations;
- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any interim measures offered and/or provided to complainants, including no contact orders; and
- M. documentation of all actions taken to stop the discrimination of harassment, prevent its recurrence, eliminate any hostile environment, and remedy the discriminatory effects.

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

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

Revised 12/16/13

Revised 12/1/14

T.C. 11/3/16

Revised 4/2/18

# Policy 5517.01 - BULLYING

The School Board is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community.

## Definitions

"Bullying" is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; gender expression, physical attributes; physical or mental ability or disability; and social, economic, or family status; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing. Bullying is to be distinguished from peer conflict. Peer conflict involves a balance of power, may happen occasionally, may be accidental, and the behaviors of more than one of the individuals involved in the conflict may play a role in creating and/or maintaining the conflict.

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

Some examples of bullying are:

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

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

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

Cyberbullying includes, but is not limited to the following:

- 1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;

2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students;
4. posting misleading or fake photographs of students on web sites.
5. hacking into or otherwise gaining access to another's electronic accounts (e-mails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

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

"Intimidation" includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another's property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the basis of age, race, religion, color, national origin, marital status or disability (sexual orientation, gender expression, physical characteristic, cultural background, socioeconomic status, or geographic location).

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

"Harassment, intimidation, or bullying" means any act that substantially interferes with a student's educational benefits, opportunities, or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, and that has the effect of:

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

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

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

### **Prohibiting Bullying Behavior toward Students**

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

### **Reporting Bullying Behavior toward Students**

A. Reporting by Staff and School Officials:

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

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

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

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

C. Confidentiality of Reports of Bullying:

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

D. Anonymous Reports:

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

### **Investigating Bullying Behavior**

- A. All complaints about behavior that may violate this policy shall be investigated promptly by the building principal or designee. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report, including whether the behavior falls within the scope of this policy.
- B. Parents and/or guardians of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.
- C. The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.



- D. Upon the completion of this investigation, the staff member who conducted the investigation will document the findings and any sanctions that were imposed.
- E. This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

### **Retaliation and False Reports**

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

### **Intervening When Bullying Has Occurred**

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

#### **A. For Students:**

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

#### **B. For Staff and Third Parties:**

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

### **Privacy/Confidentiality**

The School District will respect as much as possible the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses consistent with the Board's legal obligations to investigate, to inform parents, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

To the extent appropriate in conducting a thorough investigation and/or as legally permitted, confidentiality will be maintained during the investigation process.

### **Notification**

Notice of this policy will be annually distributed to all students enrolled in the School District, their parents and/or guardians and staff members via the student and parent/guardian handbooks. The prohibition of bullying and the procedures described within this policy will be shared with students in an age appropriate manner. All staff members will be informed of this policy

on an annual basis. The policy may, as appropriate, also be distributed to organizations in the community having cooperative agreements with the schools. The School District will also provide a copy of the policy to any person who requests it.

### **Records**

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

Revised 04/08/2013

Revised 01/13/2014

Revised 05/05/2014

# MCFARLAND HIGH SCHOOL FAMILY HANDBOOK

## FOREWORD

Our handbook serves as a quick reference for the policies, protocols, and procedures that have been established to keep McFarland High School a safe, efficient and fun place to learn, free of bias and hate speech. All students and families are expected to review and understand the expectations and guidelines set forth in this document. From time to time during the school year, changes may be made to the contents of this handbook. You will be notified of any such changes. All changes have the force of the directives in this Family Handbook. Throughout this document references are made to McFarland School Board policies. To view a Board policy in its entirety, go the School District of McFarland's webpage at <http://www.mcfarland.k12.wi.us> or directly to <http://www.neola.com/mcfarland-wi/>

### **Superintendent of Schools**

Aaron Tarnutzer

### **McFarland High School**

Main Office - 838-3166

Brett Jacobson, Principal - 838-4565

Dana Schoemer, Associate Principal – 838-4566

Prudence J. Harper, Associate Principal - 838-4564

Student Services Office - 838-4500 ext. 4530

District website: [www.mcfarland.k12.wi.us](http://www.mcfarland.k12.wi.us)

## WELCOME

### **Brett Jacobson, Principal**

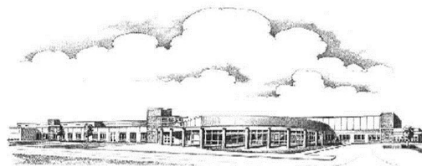
Welcome to McFarland High School! We are excited for the upcoming school year and wish you nothing but success! We encourage all students to read this handbook very carefully, share it with your parents, and use it regularly during the school year. Reviewing this handbook can help you succeed, answer questions, and avoid problems as the year progresses. If questions or concerns do arise, please feel free to contact your building principals; we are here to help you. Your academic career at McFarland High School is open to unlimited opportunities. Have a wonderful year, and remember, *"make decisions that stand the test of Spartan Pride!"*

### **McFarland High School Mission Statement and Values**

McFarland High School believes all students are intelligent, creative, and capable of growing and learning. We are committed to providing a personal and engaging high school experience by:

- Recognizing that curiosity, imagination and joy are invaluable to personal and learning progress.
- Encouraging perseverance, critical thinking, and self-advocacy.
- Offering challenging and dynamic curricula.
- Nurturing the unique individual abilities of each student.
- Providing meaningful and relevant opportunities that foster a love for learning.
- Committing to help students become intellectually, physically, and emotionally fit.
- Preparing our students to become global citizens in a diverse and changing world.

Adopted by MHS Building Council December 18, 2014



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### **ACADEMIC HONESTY**

Academic honesty is expected of all students. All work submitted for the purpose of meeting course requirements must represent the original ideas and efforts of the individual student or include proper citation of outside sources. Examples of academic **dishonesty** include, but are not limited to:

- obtaining, discussing, or sharing all or part of a test or other assessment in advance without teacher approval
- submitting another student’s work
- sharing answers
- copying another student’s homework
- using notes, worksheets, electronic devices or other materials prohibited by the teacher
- reusing one’s own previous work without teacher permission
- plagiarizing another’s work

#### **Plagiarism**

One specific type of academic dishonesty is plagiarism. Plagiarism is the use of another person’s words, ideas, or images as one’s own without acknowledgment of the source. Examples of plagiarism include:

- attempting to receive credit for work performed by another person, including papers, projects, labs, speeches, presentations, and creative works
- copying and pasting information from an online source or retyping such work into a paper or project without proper citation or credit
- copying words, ideas, or images from a non-digital source without proper citation or credit
- taking credit, whether deliberate or not, for another person’s or source’s ideas or words without proper citation or credit

#### **Academic Dishonesty: Interventions and Consequences**

<b>Level</b>	<b>Examples (Included but not limited to)</b>	<b>Interventions and Consequences</b>
Level A Inadvertent	<ul style="list-style-type: none"> <li>● Student doesn’t properly cite text, ideas, or images</li> <li>● Inadvertently using a resource not specifically allowed for an assignment or assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher will provide further instruction</li> <li>● Student may be required to redo some or all of the assignment or assessment</li> </ul>
Level B Minor	<ul style="list-style-type: none"> <li>● Using someone else’s ideas, words, or images in a <u>minor</u> assignment or assessment without citation and with intent to deceive teacher</li> <li>● Using notes or reference materials in an unauthorized manner on a minor activity or assessment</li> <li>● Partial use of someone else’s ideas, words, or images in a <u>major</u> assignment or assessment without citation and with intent to deceive teacher</li> <li>● Resubmission of student’s own previous work without teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher intervention and, if appropriate, instruction</li> <li>● Behavioral referral</li> <li>● Parent/guardian contacted</li> <li>● Possible Code of Conduct/academic misconduct violation</li> <li>● Student initially receives a grade reduction on assignment with option to</li> </ul>

	<ul style="list-style-type: none"> <li>consent</li> <li>Group work on an individual assignment</li> <li>Providing other students with answers on an assessment that results in a minor advantage</li> </ul>	redo as determined by teacher
Level C Major	<ul style="list-style-type: none"> <li>Repeated incidents of Level B violation</li> <li>Significant use of someone else's ideas, words, or images in a <u>major</u> assignment or assessment without citation and with intent to deceive teacher</li> <li>Copying another student's work on a major assignment or assessment</li> <li>Interfering with or destroying another student's assignments, assessments, projects, or labs.</li> <li>Purchasing of papers or assignments online or from another source</li> <li>Making a duplication or taking a photo of an assessment or study materials without teacher consent</li> <li>Providing other students with answers on an assessment that results in a major advantage</li> </ul>	<ul style="list-style-type: none"> <li>Teacher intervention and, if appropriate, instruction</li> <li>Behavioral referral</li> <li>Parent/guardian contacted</li> <li>Code of conduct/academic misconduct violation</li> <li>Student initially receives no credit for the assignment/assessment. Student may be given the option to redo for credit as determined by teacher and an administrator.</li> </ul>

### ADVISORY

**Advisory is a required period every day from 9:25 - 10:00.** This period of time throughout the week will be used for:



- Academic and Career Planning lessons
- Social-Emotional Learning lessons
- Course specific interventions for students who are not demonstrating proficiency on a course standard(s)
- Special project/enrichment opportunities for students who are meeting standards
  - Study groups
  - Projects
  - Music program
- Structured study opportunities for students to work on executive functioning skills, i.e organizational, planning, or time management skills
- Additional specific interventions as needed, based on teacher feedback

**\*\*Fridays will be used as potential Club Meeting days\*\***

### ARRIVAL AT SCHOOL

Doors open for student arrival at **7:30 a.m.** and **school starts at 7:55 a.m.** Students should plan to enter school through the front entrance (A Door) or District Office Entrance (C Door).

### ATTENDANCE

There is a high correlation between attendance and achievement. It is impossible to make up for a missed class, especially when the emphasis is on discussion, team work, or solving problems in a group setting. The richness of a classroom experience simply cannot be duplicated by doing the assignments on your own. Furthermore, Wisconsin Statute 118.5 mandates compulsory school attendance for all children until the end of the term, quarter, or semester in which they become 18 years of age or graduate. Attendance at school is primarily the responsibility of the student and parent. Requested homework will be available for pick-up that day between 3:00-4:00pm in the main office. **All unresolved absences will be recorded as unexcused ("cut") unless they are cleared within 48 hours of the absence.**

#### Attendance: McFarland High School Attendance Policy

The academic success of every student in the McFarland School District is important to us. Daily school attendance and on time arrival are critical to student success. It is the responsibility of the parent/guardian to monitor his/her/their child's attendance and support their child in getting to school on time, every day.

#### Attendance: Absence Procedure

**TO REPORT AN ABSENCE, PLEASE CALL 838-3611 Ext. 1 BEFORE 7:55 A.M.**

Parents are reminded to please call the MHS office before 7:55 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
- Whether or not you wish homework to be collected

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 in Infinite Campus.

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

**Attendance: Absences** (Excused Absences)

Per the Wisconsin Department of Public Instruction, a student may be excused for no more than a total of **ten (10) days** (or the equivalent of ten days) during the **school year**.

1. Attendance Letters
  - a. **7-Day Attendance Notification Letter** is received when:
    - i. A student is absent, excused or unexcused (or a combination of both) for a total of 7 or more days within a school year.
    - ii. Letter indicates a conference **may** be requested and doctor's notes **may** be required for future absences
  - b. **10-Days Requirement Letter** is received when:
    - i. A student has already received the 7-day Notification Letter, and **administration has decided** to require doctor's notes for any additional absences.
  
2. Students may be legally excused from school for the following reasons (these absences do not count toward the ten absences):
  - a. Evidence that the student is not in proper physical or mental condition to attend school. Parents/Guardians are always encouraged to provide a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the student. At the direction of school administration, a parent/guardian will be required to provide such information in order for the absence to be excused. Such an excuse shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 days.
  - b. Obtaining religious instruction or observing religious holidays.
  - c. A death in the immediate family or a funeral for relatives.
  - d. Legal proceedings that require the student's presence (court appearance).
    - i. Suspension or Expulsion.
  - e. A student may be excused from school, as determined by the Principal or Associate Principal, for the following reasons:
    - i. Quarantine of the student's home by a public health officer.
    - ii. An illness of an immediate family member.
    - iii. Emergency that requires the student to be absent because of familial responsibilities or other appropriate reasons.
  
3. Family trips that can only be taken during the normal school term. The intent of this provision is to allow students to accompany their parents/guardians on a vacation that cannot be scheduled when school is not in session. A student may be excused from school for a vacation for no more than ten (10) days in a school year. Parents/Guardians are required to notify a building administrator about the anticipated absence at least one week before leaving so that the student's attendance record and overall academic performance may be reviewed. While we realize that a vacation may (and often does) have educational value, please keep in mind:
  - a. It is the student's responsibility to obtain the class assignments using the MHS Pre-Planned Absence Form prior to his/her/their absence and to bring them, completed, to the teachers after the absence;
  - b. It is impossible to make up the classroom presentations that are missed;
  - c. It is often not possible to provide all class assignments and/or materials in advance of the absence;
  - d. The student will not have the resource of his or her teachers during the vacation; and
  - e. Missed instruction may ultimately affect the student's grades.

4. Permission of Parent or Guardian: A parent or guardian may excuse a student before the absence for any or no reason. A student may not be excused for more than ten (10) days per school year and must complete any course work that is missed during the absence. Reasons in this category include, but are not limited to, the following:
  - a. Any professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day. Parents/Guardians are always encouraged to provide a written statement from a physician or licensed practitioner as proof of the appointment. At the direction of school administration, a parent/guardian will be required to provide such information in order for the absence to be excused. Such an excuse shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 days. Parents/Guardians are asked to try to make appointments during non-school times whenever possible.
5. Please be advised that after a student has been absent seven (7) days, a conference may be requested to discuss measures to ensure that a student can meet the learning standards for his or her classes and, if necessary, request that subsequent absences be verified by a doctor's excuse, appointment card, or other reasons approved in advance by the Principal or the Associate Principal. For further information please refer to School Board Policy #5200.

### **Make-Up Work When Absent**

Parents/guardians may request homework by calling (608)838-4500.

- All students with excused absences will be given the opportunity to make up work missed in accordance with the following guidelines:
  - It is the student's responsibility to contact the teacher(s) and arrange to make up any missed work.
  - Students who miss classes for reasons that are determined to be excused will be given the opportunity to make up work when they return to school.
  - Teachers will grant, at a minimum, the number of days absent, plus one, for make-up time. This provision applies to all work assigned during the absence(s) and regardless of whether the day is an A or B day. Previously assigned work must be submitted on the day of return if the due date was during the absence period (exceptions to this rule may be allowed depending on the severity of illness or reason for absence).
  - Examinations missed during an excused absence will be taken at a time designated by the teacher after consultation with the student.

### **Attendance: Tardiness** (Late to school or class)

1. During the school day students have 10 minutes to travel from class to class. Students should use restrooms and lockers during this time. Students are expected to be on time to all their classes. It is imperative that students arrive at school on time. Students who arrive late (not in class by 7:55 a.m.) should go directly to the office to receive a pass.
2. A student is considered tardy if he/she/they arrives **within ten (10) minutes** of the beginning of the school day (prior to 8:05 a.m.). These consequences apply regardless of the reason why the child is tardy (e.g., traffic, late start, parent/guardian responsibility).
  - A student with three tardies in a given class will be warned by the teacher.
  - A student with four tardies in a given class will have a referral and a conference with a school official
  - A student with eight (8) or more tardies in the same class will receive a lunch detention
  - A student with 12 or more tardies in the same class could be referred for a truancy violation
3. A student who is more than ten (10) minutes tardy to class will be regarded as truant and the attendance will be coded as a "UNX", and referenced as "cut"
4. **Tardy Truancy Letters:** A student who is excessively tardy to class will receive a Tardy Truancy Letter.
  - 12 tardies = 1<sup>st</sup> referral for **Tardy Truancy** ticket
  - 16 tardies = 2<sup>nd</sup> referral for **Tardy Truancy** ticket
  - Repeated offenses for **Tardy Truancy** would be additional tickets

### **Attendance: Unexcused**

McFarland High School attendance communication consists of the following:

1. Parent/Guardian notified the day of the unexcused absence via a robo-call, text and/or email.
2. A member of Student Services will meet with the student at the 3rd **Unexcused Absence**.
3. Truancy Warning letter will be sent home with the 3rd unexcused absence
4. Recommendation for Truancy issued at the 5th unexcused absence sent via certified mail.
5. SRO will issue the Truancy Ticket and court date to the student following the recommendation for truancy letter.

### **Attendance: Truancy** (Unexcused Absences)



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

If a student is truant, parents/guardians will be notified and receive information regarding the date(s) on which the student was truant. A parent meeting may be requested. If efforts to reduce the truancy are not effective and the student is considered a habitual truant, the student will be referred to the McFarland Police Department and a citation may be issued. School attendance consequences will also apply. Students who are truant for all or part of a day may not participate in any extracurricular activities or athletic events that day. If the Board has made a determination that a non-resident student attending the District under the open enrollment program is habitually truant from the District during either semester of the current school year, the Board may prohibit the student from attending in the succeeding semester or school year. For additional information, please refer to District Policies 5200 (Attendance) and 5000 (Open Enrollment).

1. **Truancy Warning Letter** is received when:
  - Student is absent and unexcused for 3 days with at least 1 unexcused block
2. **Habitual Truancy Notice Letter** is received when:
  - Student is absent and unexcused for 5 days with at least 1 unexcused block per day
  - Habitual Truancy is counted in 5 day increments
    - Notice/ticket sent at 5 day increments (i.e., 5 days, 10 days, 15 days, etc...)
      - 1<sup>st</sup> referral for **Habitual Truancy** ticket
      - 2<sup>nd</sup> referral for **Habitual Truancy** ticket
      - Repeated offense for **Habitual Truancy** would be additional tickets
    - Additional consequences for habitual truancy may include court ordered community service, home detention, and from the high school, the loss of privileges including the ability to attend school functions such as homecoming, prom, senior trip, parking in the student lot, etc.
    - McFarland high school may also deny a student a work permit or request the State revoke a previously issued work permit due to habitual truancy.

**Attendance Coding in Infinite Campus**

Attendance Code	Description	When is the code used?	Does this code count towards the 10 day limit?
A	Absent	TRANSITION CODE--this code must be changed. This is when a student is absent but the absence excuse has not yet been determined.	Yes
ACT	Activity	SCHOOL excused, student is attending a school sponsored activity.	No
APP	Appointment	When a student is called in by a guardian for an appointment. (Change to MED if the medical excuse is obtained)	Yes
CO	Court Order	Legal proceedings that require the student’s presence.	No
EXP	Expulsion	Student has been expelled from the McFarland School District.	No
FNL	Funeral	Called out by a guardian and they state the child will be at a funeral.	No
IAE	Interim Alternative Educational Setting	Only used for students with disabilities who are placed in another setting resulting from a drug offense, possession of weapons or causing serious bodily harm.	No
ILL	Illness	Called out by a guardian and the guardian states the child is sick.	Yes
ISS	In School Suspension	Student is serving a school issued in-school suspension.	No
MED	Medical Excuse	When a student is called out by a guardian for an appointment or illness AND a medical note is brought to the office. Also to be used when the student is sent home by health office	No
NO	Nurse's Office	Student is in the nurse’s office due to illness. (If the student is sent home, it should be changed to “MED”)	No

OF	Office	When a student has been sent to the office or is in the office due to an administrative request.	No
OSS	Out of School Suspension	Student is serving a school issued out-of-school suspension.	No
PR	Parent Request	Called out by a guardian, but that parent does not give the office a reason for the absence or the absence is for personal reasons, such as a college visit or other family obligation.	Yes
REL	Religious Instruction/Holiday	Student is absent due to a religious holiday or instruction.	No
SA	Student Activity	Student was working with a teacher or counselor	No
TEX	Tardy Excused	Student was under 20 minutes late to class with an approved excuse	No
TH	Teacher Held	Student remained with another teacher at the teacher's request	No
TUN	Tardy Unexcused under 20 minutes	Student is not where they are scheduled, under 20 minutes with no guardian verification. Office Staff will call the family and attempt to obtain a reason (K-5), if the office staff obtains a reason then it is changed to TEX.	No
UNX	Unexcused	Student is not where they are scheduled, no parent excuse, student has not cleared up the absence with the teacher or office, in comments one could say "cut" if that were to be the case.	Yes

## BEHAVIOR

### 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 MHS our motto is *“Stand the test of Spartan Pride.”* Students are expected to uphold the behavioral expectations of “Respectful, Responsible, and Engaged” during classes and in common areas throughout the building. Administrators follow general guidelines consistent with past practice in determining appropriate behavioral consequences. Administrators may also use their professional judgment and weigh other factors including (but not limited to) mitigating circumstances, repeated offenses, impact on the school community, level of harm or damage done, etc. when ultimately assigning consequences.

### Restorative Practices

In an effort to develop the important life skills of empathy, open, in-person communication, and ownership of one's actions, the staff at McFarland High School utilize a continuum of strategies referred to as Restorative Practices. The most traditional and formal use of these practices is restorative conferences. Restorative conferencing is a process that provides students involved in a conflict the opportunity to meet in a safe and structured setting, with the goal of holding offenders directly accountable for their behavior. With the assistance of a trained facilitator, offended students are able to let offenders know how their actions affected them, to receive the answers to the questions they may have, and to be directly involved in developing a restitution plan. Offenders are able to take direct responsibility for their 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 and informal restorative conferences.

Restorative practices can be used alone or in combination with other punitive measures such as suspensions, and athletic/activity code enforcement. For information specific to alcohol, tobacco and other drugs, please see Policy No. 443.4 – Enforcement Procedures for Alcohol and Other Drug Use Violations in the appendix. In addition to in-school consequences, bottom line behaviors may result in suspension out of school, police intervention, and/or a recommendation for the student to be expelled from school.

### Classroom Behavior

Students have the responsibility to abide by all district, building, and classroom rules and regulations. Students are responsible for completing their own work. Students shall practice common rules of courtesy that are necessary to avoid disruption in the school. Classroom management is the domain of the teacher. Student behaviors referred to the administration are considered serious. No one has the right to disrupt the learning process for others. Following are guidelines which the administration will consider as

consequences for violation of student expectations. This is a general framework to assist in classroom misconduct issues that are referred to the administration. Each teacher will post and share with the students the Classroom Behavior Matrix of “Respectful, Responsible, and Engaged” and what each of these behavioral expectations look like in their classroom. We commit ourselves to these principles by reporting on the specific behaviors through the “Conduct and Effort Grade” at midterm and final grading periods. Behavior grades are separate from the Academic grades and are not calculated into the student GPA. The levels listed below will be incorporated to assist teachers **after** they have implemented their strategies with little success and/or lack of cooperation and improvement from the student:

- Level 1: Referred to administration for warning and student conference, parent/guardian notified.
- Level 2: Referred to administration for a student conference, student/parent/teacher/administrator conference held when applicable.
- Level 3: In-school or out of school suspension, depending on the infraction. Parent/student/teacher/administrator conference for re-admittance into the class

**Conduct and Effort Grades**

Students receive feedback from each teacher for Classroom Expectations: *Respectful, Responsible, and Engaged*. Students may receive one of these three behavior grades: “Meets expectations”, “Can improve”, or “Impedes Learning of Self or Others”. These grades are regularly updated and posted on all progress reports and report cards. Students with at least three *Impedes* in at least two classes will lose certain privileges (such as parking or senior release). Students with 3 or fewer *Can Improves* will qualify for special rewards and opportunities. Opportunities and loss of privileges will be reviewed at Midterm and Semester. Students are encouraged to use the feedback they receive to reflect upon these important school and life skills.

**Conduct and Effort Rubric**

Category	Expectations	Guiding Questions	Meets Expectations	Can Improve	Impedes learning of Self or Others
<b>Respectful</b>	<ul style="list-style-type: none"> <li>• Own your language</li> <li>• Be inclusive &amp; kind</li> <li>• Own your presence in class and assigned area</li> </ul>	<ul style="list-style-type: none"> <li>○ How does the student treat others?               <ul style="list-style-type: none"> <li>■ Relationships with staff and students</li> <li>■ Treatment of facilities and equipment</li> </ul> </li> <li>○ Does the student use school appropriate language?</li> <li>○ Does the student resolve conflict appropriately and restore relationships after a disagreement?</li> </ul>	Student <b>consistently</b> exhibits expectations for respectful behavior	Student does <b>not often</b> meet these expectations	Student <b>rarely</b> demonstrates respectful expectations across multiple skills
<b>Responsible</b>	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Own your learning</li> <li>• Own your actions</li> <li>• Follow school &amp; community health &amp; safety protocols</li> </ul>	<ul style="list-style-type: none"> <li>○ How does the student meet their academic needs?</li> <li>○ Does the student do what they need to be successful?               <ul style="list-style-type: none"> <li>■ Uses work time effectively</li> <li>■ Seeks assistance when needed</li> <li>■ Completes practice and preparation as needed by the individual student</li> <li>■ Arrives to class in a timely manner</li> <li>■ Submits assignments in a timely manner</li> </ul> </li> </ul>	Student consistently exhibits expectations for responsible behavior	Student does not often meet these expectations	Student rarely demonstrates responsible expectations across multiple skills
<b>Engaged</b>	<ul style="list-style-type: none"> <li>• Participate</li> <li>• Utilize technology appropriately</li> <li>• Identify individual</li> </ul>	<ul style="list-style-type: none"> <li>○ Does the student participate in the academic environment?               <ul style="list-style-type: none"> <li>■ Is the student attentive?</li> <li>■ Is the student collaborative?</li> </ul> </li> </ul>	Student consistently exhibits expectations for engaged behavior	Student does not often meet these expectations	Student rarely demonstrates engaged expectations across multiple skills

	academic needs and demonstrates self-advocacy	<ul style="list-style-type: none"> <li>■ Is the student an advocate for their learning needs?</li> <li>○ Does student follow classroom and school policies for proper technology use? <ul style="list-style-type: none"> <li>■ Refrains from inappropriate use of technology (Chromebook, cell phone, video games, social media, movies, etc.)</li> <li>■ Takes notes, follows directions, engaged in learning</li> </ul> </li> </ul>			
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**Earned Responsibility (ER)**

Earned Responsibility is a privilege offered to those Juniors and Seniors who meet an established academic (3.0 GPA) and citizenship criteria. ER permits students to be released from study hall. Students are entitled to use the cafeteria, library, out-of-doors (on campus in designated areas), and any classroom with teacher permission. Earned Responsibility does not authorize leaving school grounds or loitering in the halls or parking lot. In order to acquire ER, students must pick up an application from the study hall monitor. Grade point is reevaluated every quarter, and students will be informed of their eligibility at the beginning of each grading period. Specific guidelines and rules of Earned Responsibility will be discussed at the time of application.

**Senior Release**

The senior release program is designed to reward seniors who maintain high academic standards while sustaining acceptable attendance and practicing good citizenship with the privilege to demonstrate their ability to continue to be responsible students. Eligibility requirements for the program include a cumulative grade point average of 3.0 or higher or having earned a 3.0 or higher during the previous semester. Seniors who are enrolled in a study hall and have met these requirements will receive a senior release application that is to be completed and signed by parents. Applications will then be presented to the MHS administration to review attendance and behavior records. If the applicant does not have any attendance, tardy, or behavior concerns, they will be rewarded with this privilege.

Students with senior release will not need to attend their study hall. Students with first block study hall will need to report to school for the start of second block, unless they have been pulled for Advisory. **All Seniors are required to attend Advisory on Mondays.** Second block students can sign out of school after the first block or after Advisory if they have been pulled by a teacher, and will be required to report on time to their third block class. Students with third block senior release may sign out after second block and return on time for their fourth block class. Finally, fourth block seniors with the privilege will be allowed to sign out at the conclusion of their third block class.

All senior release students are required to sign out when leaving school and sign in when they return. First block students will sign in when they arrive at school, while fourth block students will sign out when they leave. If a student decides to be in school during their study hall they simply sign in with the office so we are aware of their presence in the building. All first and second block release students must attend if they have been pulled for Advisory or if we have a mandatory Advisory activity/event.

**Hallway Behavior**

Students are expected to conduct themselves in an appropriate manner in the hallways at all times. “Respectful, Responsible, and Engaged” behaviors in the hallway. Running, pushing, foul language, and excessive public displays of affection are not acceptable. Eating and drinking are not allowed in the hallways.

**Suspensions**

In-School Suspension:

Depending on the consequence, in-school suspension may be assigned for either one class or as an all-day suspension. In-school suspension is normally held in the main office area. Students are expected to bring work to do and are not allowed to leave the room or designated area for the day. During lunch, students may purchase lunch, but must return to eat in the assigned area. Individual teachers may be available periodically during the school day to help assist students with their class work. Students assigned an all-day, in-school suspension may not participate in co-curricular activities, events, or practices that evening. Any in-school suspension may be waived if a parent/guardian chooses to attend class(es) with the student that day.

### Out-of-School Suspension:

Depending on the consequence, an out-of-school suspension may be assigned from one (1) to five (5) scheduled school days. During out-of-school suspension, a student may not be in the school, on school grounds, or be present at school-sponsored activities/events for the duration of the suspension. This includes evening activities on the days of suspension. (Weekend activities are also included, should the suspension cover from Friday through Monday.) Students who violate this rule are subject to a hefty trespassing fine. In order for students to keep up with class work, parents are encouraged to request homework by calling the office. Requested assignments may be picked up in the main office at the end of each suspended day. An out-of-school suspension may be waived if, with pre-approval of administration, a parent/guardian chooses to attend classes with the student.

### **Expulsion**

Expulsion is the withholding of a student from school permanently, or for a designated extended period of time. Expulsion is the most severe measure a school may use to discipline a student. Students who engaged in serious misconduct or conduct which endangers the property, health or safety of others at school or at school-sponsored activities, and those who are chronic rule offenders who show no/little change after the school has exhausted the opportunities for student improvement, may be referred to the Board of Education for an expulsion hearing.

### **Extracurricular and Co-curricular Participation**

Repeated behavioral issues could result in administrators suspending students from

- Attending dances or
- Attending school events as a spectator
- Receiving parking privileges
- Receiving Senior Release

### **BICYCLES**

Bicycles may be parked only in the racks provided by the school. Bicycles chained to the fence may have their locks cut and may be removed.

### **CAREER PLANNING**

Our district has a comprehensive education for employment program including academic and career planning. This program and planning is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills. Students in grades 6-12 are provided with individualized support based on the student's needs and interests resulting in a constantly evolving academic and career plan.

Career awareness begins in the elementary grade levels with students developing an understanding about why people work, the kinds of conditions under which people work, levels of training and education needed for work, common expectations for employees, and how school expectations relate to work expectations. Career exploration at the middle school involves students developing an understanding of the continuum of careers across work environments, duties, and responsibilities and how their personal interests and skills relate to those careers. This information is used to plan high school coursework. Career planning and preparation at the high school is extensive including:

- Conducting career research to identify personal preferences in relation to specific occupations.
- School-supervised, work-based learning experiences.
- Instruction in career decision making.
- Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy.
- Student access to career and technical education programs, including programs at technical colleges.
- Student access to accurate national, regional, and state labor market information, including labor market supply and demand.
- Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment.

The opportunities and services that are provided to students are shared with families throughout the school year as they occur. Please contact your child's School Counselor with questions about this important work.

## CELL PHONES

### Electronic Devices/Cell Phones

MHS has adopted the policy of “OFF & AWAY” for cell phones. The expectation is that phones are not visible or used by the student during class time unless permission is given by the teacher. Students are welcome to use their phones during passing periods and lunch. Study Halls and Advisory are considered classes, and phones will be “OFF & AWAY”. Students are not permitted to use electronic devices for pictures or for recording purposes on school grounds at any time unless pre-approved by administration. The use of a camera phone or recording device in a locker room or restroom is prohibited. Please see Board Policies 5136 and 9151 for more information.

If a student is found to be abusing the privilege of using one of these devices, the device may be confiscated and taken to the office where it may be retrieved by the student’s parent/guardian (see “Cell Phone Progressive Discipline Policy” below). Confiscation of a cell phone includes the collection of the cell phone, battery, accessories, and the memory card. Depending upon the circumstances, other consequences may be given. The school is not responsible for lost, stolen, or damaged items. Students called to the office for behavioral reasons must turn in their cell phones to an office assistant or administrator.

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 MHS main office at 838-3166, and we will contact your child directly.

### Cell Phone Progressive Discipline Policy

- **Warning** - All students in the class are reminded that electronic devices (phones, earbuds, etc.) are to be “off and away”. This class reminder serves as the initial warning to all students.
- **First Time** - individual student told “off and away”
- **Second Time** - individual is told to take phone to office

*If handed over immediately to the office, students can pick it up at the end of day. If not handed over immediately, parent/guardian will have to pick it up at end of day.*

### Chromebooks

At McFarland High School (MHS) we recognize the value technological devices can add to the educational experience of all students. Therefore, we will provide all students with a Chromebook for reading and calculating purposes, as well as other educational purposes as determined by school staff. Students wishing to participate must follow the responsibilities stated in the district “Acceptable Use Policy” as well as the following guidelines:

- The student must read and follow the district’s Student Acceptable Usage Policy and not use this personal device at school for inappropriate or unlawful purposes as stated in the Acceptable Use Policy. Inappropriate is defined as:
  - Obscene, as the term is defined in section 1450 of title 18, United States Code;
  - Child Pornography, as the term is defined in section 2256 of title 18, United States Code; or
  - Harmful to Minors.
- The student takes full responsibility for his or her device. When the device is not with the student, the student will keep the device in a locked locker. The McFarland School District is not responsible for the loss or any damage to electronic devices.
- The student is responsible for the proper care of his or her personal device, including any costs of repair, replacement, or any modifications needed to use the device at school.
- The student will only use the device with the permission of an MHS staff member AND for purposes of reading, calculating, or for educational purposes when comparable devices are available to all students.
- The student will comply with a staff member’s request to shut down or close the screen on the device.
- The student will only use the district provided wireless network. Bypassing or attempting to bypass this network is not allowed.
- 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.
- The student may not use devices to record, transmit, or post photos or videos of a person or persons from MHS without the permission of a staff member and those involved.
- Users may not play or download non-instructional games on computers while at school.
- The staff member has the right to take the electronic device for the remainder of the class period or day. The student’s parent/guardian will be notified and asked to come pick up the device at his or her earliest convenience.

- If a staff member has a reasonable suspicion that a student’s personal electronic device was used in violation of board policies, school rules, or the law, the device will be confiscated and may be searched by the district. If the student violates any of the user terms and conditions named in this document, privileges may be terminated, access to the school district technology resources may be denied, and appropriate disciplinary action shall be applied. Violations may result in disciplinary action up to and including suspension and/or expulsion for students. When applicable, law enforcement agencies may be involved.

### **CO-CURRICULAR**

One of the joys of high 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 MHS staff members serve in an advisory capacity for student clubs and social activities. The number and focus of MHS 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 before 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 Requirements**

Participation in interscholastic sports is dependent upon completion of a physical and necessary paperwork. Please note that the School District of McFarland’s code states: “Students involved in activities must be present in school for the entire school day in order to participate in a school activity that afternoon or evening. Only pre-arranged, pre-approved absences will be considered as exceptions.” Students must be academically eligible in order to compete or perform in a club or sport. Students may also be ineligible if they are found to be in violation of the MHS Athletic and Activity Code of Conduct. Please refer to the Code of Conduct for specific eligibility requirements.

#### **Behavior Expectations**

We encourage our high school students to exhibit their best behavior at all extracurricular and co-curricular events, including special and athletic 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.

### **CODE OF CONDUCT (ATHLETIC & ACTIVITIES)**

Please refer to the [McFarland High School Athletic and Activities Code of Conduct](#).

### **COMMENCEMENT**

Participation in the commencement (graduation) ceremony is a privilege. It shall be reserved for those senior students who have:

- Met all the credit and class requirements as outlined in Board Policy 5460 - Graduation Requirements;
- Have participated in practice for commencement (unless excused) and are abiding by the rules for participation in the ceremony established by the principal;
- Have fulfilled all school obligations and payment of fees/fines;
- Are not serving an out-of-school suspension or expulsion that would prohibit involvement in school activities on the date of commencement; and
- Not participated in an act of destruction (i.e. senior prank), vandalism of school property, or unauthorized entry into school buildings during their senior year. Examples of destruction or vandalism are, but not limited to: graffiti on buildings or grounds, egging, spray painting, window breaking.

#### **Academic Recognition**

Cum Laude Status: From Latin meaning “with honor”, seniors who have achieved academic excellence will be recognized with an honor stole to be worn over their gowns. Stoles will be awarded based on the following cumulative grade point averages, determined from Senior Year, first semester. McFarland High School will no longer use class rank.

- Summa Cum Laude (“highest honor”): 3.9 & above (Blue);
- Magna Cum Laude (“great honor”): 3.7-3.89 (White)
- Cum Laude (“with honor”): 3.5-3.69 (Silver)

NHS Cord: Seniors in National Honor Society will be recognized with a NHS cord to be worn over their gowns.

### CONFERENCES

Parent/Teacher Conferences will be held several times throughout the year using varying formats. Parents will be notified of the dates, times, and format of conferences via infinite campus, high school website calendar, high school newsletters, and email. Formats may include back-to-school night, arena style, or individual scheduled conferences. Back-to-school night provides an opportunity for parents to follow their student’s schedule and be introduced to teachers and classroom expectations. Arena style is a 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-served basis. Conferences are limited to approximately five minutes to avoid parents/guardians from having to wait in line for an extended period of time. Individually scheduled conferences are held upon the request of the teacher or the parent. They normally last approximately 15 minutes.

In addition, parents/guardians are encouraged to set up individual conferences any time the need arises by contacting their student’s teachers to arrange a time that works for all those involved. Teachers’ and administrators’ emails and telephone extensions are available on the website.

### CONFIDENTIALITY

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

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

### COURSE CHANGES

Students and parents/guardians are asked to make their course selections carefully as these decisions impact staffing, scheduling and the ordering of materials. There may be reasons to change a student’s schedule after schedules have already been issued. Add/Drop request forms may be obtained from Student Services. Course change requests will be reviewed by a school counselor and administrator.

#### *Schedule Changes Before 1st Semester Begins:*

- Changes to student course selection requests for the upcoming school year must be submitted via an [online course selection change form](#) from June 1st -June 30th. Students can review their course selection requests on Xello. Change requests are then reviewed by counselors and students are notified via email regarding the status of the request.
- No course requests may be changed from July 1 to the start of the school year, unless there is an error in the student’s selections.
- Student schedules will be finalized in August. Parents and students will be e-mailed when schedules are available in Infinite Campus.

#### *Schedule Changes After 1st Semester Begins:*

- In general, students will not be allowed to drop courses unless it meets one of the criteria listed below and it is discussed with the teacher(s) and school counselor.
- **All students will need to submit a paper Schedule Change Form for any request once classes have begun. Schedule Change Forms are available in Student Services.**
- Students may not drop a class if it puts them below 7 credits per year.
- Schedule changes must meet one of the following criteria:



- 1) Retaking class due to previously failing
- 2) Does not meet the prerequisites
- 3) Changes needed to facilitate Start College Now, Early College Credit Program, or Youth Apprenticeship
- 4) ACP Mismatch (student will explain rationale on Schedule Change form)
- 5) Extenuating circumstances with documentation (e.g. health concerns)

- **If a student wants to change their second semester courses, they must make an appointment with their counselor by the last school day before winter break.**
  - **If a student is requesting to drop the second semester of a year-long course they will also need to fill out a paper Schedule Change Form, in addition to meeting with their counselor. The completed Schedule Change Form must be turned in by the last school day before winter break as well.**

#### *Schedule Change Deadlines:*

- **Days 1 – 2 of current semester:**
  - During the first 2 days of classes, no courses may be dropped or added.
- **Days 3 – 10:**
  - Students must have a paper Schedule Change Form signed by their parent/guardian, and then necessary staff members (teacher of the course to be dropped, teacher of the course to be added, and counselor.) **There will be no record of the dropped course on the student’s transcript.**
- **Day 11-6th week of class:**
  - For students who do not have a study hall, they may drop a class and add a study hall until the end of the 6th week of the semester. If students have a study hall already, they cannot drop a class.
  - Students must also have a Schedule Change Form signed by their parent/guardian, and then necessary staff members (teacher(s) and counselor) to drop a class for a study hall.
- **6th week-last day of semester:**
  - If a course is dropped after the 6th week, an “F” is reflected on the student’s transcript and the grade is calculated into the student’s cumulative GPA.

#### *Dropping an Advanced Placement (AP) Course:*

- All students who register for an AP course will be required to sign a contract indicating they acknowledge they are registering for an AP course and dropping said course will require special permission from the student's administrator, AP teacher and counselor.
- Students will be contacted by Student Services to review their AP course choices prior to the semester beginning and to sign the contract.

***Submitting a Schedule Change Form does not ensure the request will be approved; only that it is eligible for consideration.***

### **DANCES**

The Student Council organizes several dances throughout the year. Student tickets are required to enter dances. Once a student exits a school dance he/she/they may not re-enter. Only students who are enrolled at McFarland High School can attend dances unless they have a pre-approved guest form approved by administration (younger students or siblings in the McFarland School District are not permitted). The school dress code applies to dances, as do the expectations for student behavior.

### **FOOD SERVICE PROGRAM**

McFarland High School is pleased to offer our students breakfast and lunch at school. Breakfast is served each morning from 7:15am - 7:50am and from 10:00AM - 10:07AM in the cafeteria.

### **LUNCH**

Students’ lunch is 20 minutes long with a 10 minute passing period before and after. Students may use cash or the debit system for purchasing school meals and a la carte items. When using the debit system, students are required to use their Student Identification Cards for food service purchases. A replacement ID can be purchased in the main office for \$5.00, which can be deducted from the student’s lunch account. Deposits can be made at any time by going to the school website and clicking on the Infinite Campus icon at the top of the page. Students are notified when their account is low. They will not be allowed to purchase an “extra entree” or a la

carte items when the balance drops into the negative. Free/Reduced-price meals are available to students who qualify. Applications are available in the Student Services Office and on Infinite Campus. Questions regarding the Food Service Program may be directed to the District Office (838-4521). More information can be found at the district website at <http://www.mcfarland.k12.wi.us/district/Dept-SchoolNutrition.cfm>

Students are expected to behave appropriately while eating. Inappropriate behavior may result in consequences including but not limited to restorative solutions, behavior referrals, or parent contact. The lunchroom and food service areas are monitored by video surveillance to prevent incidents of theft. Theft of items could result in school consequences, athletic consequences and/or legal consequences.

McFarland High School is a closed campus during the lunch period, meaning that students are not permitted to leave the school grounds for lunch. *Additionally, students are not permitted to order food and have it delivered to the school without administrative approval (DoorDash, Grubhub, Eat Street etc.).*

## GRADING

The purpose of grades in the McFarland School District is to **communicate the learning, growth, and achievement** of individual students in relation to important academic **standards** with a focus on the skills of **critical thinking, creative thinking, and communication**.

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

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

As we are basing students' grades on academic standards for each discipline, non-academic factors including attendance, behavior, preparedness, etc. will not be factored into academic grades. Rather, they will be reflected in a separate Conduct and Effort grade that will appear on each student's report card. Conduct and Effort grades will not count toward a student's grade point average.

The high school uses a standards based grading system with the goal of ensuring that grades are accurate, consistent, meaningful, and supportive of learning across all courses. Teachers are being trained in analyzing student products against set standards and in finding evidence of student learning using a variety of methods. Final grades are determined by teachers' professional analysis of student work against those standards. Grading policies will be outlined in each teacher's course syllabus and will be shared with students during the first week of classes.

### Conduct and Effort Grades

Separate grades for student conduct and effort will appear on student progress reports and at the midterm marking period. The purpose of these grades is for teachers to provide feedback on respectfulness, responsibility, and engagement. Conduct and Effort grades will not count toward the academic achievement of the student, however they may be considered as factors in determining student privileges, rewards, honors, or recognition. Students are asked to give a self-evaluation each semester so they are conscious of their behavior expectations (more detailed information can be found in the behavior section).

### Progress Reports

As part of our ongoing efforts to communicate regularly with parents/guardians regarding student performance, formal progress reports are emailed to families via Infinite Campus at regular intervals throughout the term. If there are questions about your child's progress at this or any other time, parents/guardians should feel welcome to call or email the teacher(s) or counselor for an update.

## PRACTICE AND PREPARATION (HOMEWORK)

Assigning homework is the responsibility of each classroom teacher and will vary with the teacher. If parents/guardians have questions regarding the amount of homework in a specific class, we recommend that you contact the teacher as soon as possible. In addition, parents and students may access Infinite Campus and individual teacher web pages for grades and assignments. For students who were absent, they are encouraged to connect with their teachers the first day back from the absence to collect any work that was missed. Homework, identified as "Practice and Preparation" on Infinite Campus, will not count more than 10% of a class grade. Students are instructed that "Practice and Preparation" are a necessary part of learning when the student is struggling, needs additional practice to solidify a skill, or needs to prepare for a new lesson.

### SPARTAN SCHOLAR (HONOR ROLL)

We recognize the academic achievement of students with the Spartan Scholar program (formerly known as Honor Roll). Any student with a 3.5 and above will receive a Spartan Scholar Award. Students will receive their award and letter via mail, with an email notifying them of their academic achievement.

- 3.5 - 3.69 - Spartan Scholar Award, with a letter recognizing the student is on track to reach Cum Laude
- 3.7 - 3.89 - Spartan Scholar Award, with a letter recognizing the student is on track to reach Magna Cum Laude
- 3.9 - above - Spartan Scholar Award, with a letter recognizing the student is on track to reach Summa Cum Laude

### INFINITE CAMPUS PARENT PORTAL

All MHS teachers are using the Infinite Campus Parent Portal, an online 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 child’s progress. Please note that in reference to some of the items listed, the Parent Portal will be real time for some things such as attendance, but student grades may be delayed for tests and assignments up to two weeks.

### STUDENT LEARNING CENTER

#### Mission

The mission of the MHS Student Learning Center is to support our community of students, staff, and their families with their learning, reading, information seeking, and technology needs. It is our goal to inspire and facilitate teaching and learning, provide equitable access, connect our diverse community, spark conversations, and allow stakeholders to share in decision-making.

We recognize that creating media is equally important to consuming media. The Student Learning Center provides a safe place to explore and create information and story. The staff is committed to adapting to the ever changing needs of our community and to remain on the forefront of educational and technology trends.

#### Student Learning Center: Policies

Available resources, check out quantities, and return dates vary based on grade level and building for the Mcfarland School District Libraries. The specifics for each school can be found in the table below.

All students in the district are responsible for lost or damaged library-media materials that are checked out to them. All district library materials must be returned to the library by the last day of the school year. The full replacement cost of any unreturned or damaged library item will be charged to the student’s Infinite Campus account in June. Because the funds are used to purchase replacements, if a book is found after payment has been made, the district will not offer refunds. The student may either keep the book or return it as a donation to the library.

School	Procedures	Quantity Allowed	Due Dates
MHS	The Student Learning Center is open during school hours.  Books and Equipment can be checked out anytime during open hours.	15 Books, Digital, & AV Equipment as needed  Audiobooks and eBooks are available 24/7 from our Sora digital library.  Summer check-outs allowed	Based on Course General Checkout 4 weeks

#### Assessing fines for lost and damaged materials

*Library will accept a replacement copy purchased by the patron if the replacement is in good condition. A paperback copy will be accepted to replace a hardcover at the discretion of the Librarian.*

Material type	Age of item or purchase date	Not to exceed amount
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Books	1 - 2 years	Purchase price rounded down to the nearest dollar. OR Price of a book on AMAZON.com rounded down to the nearest dollar.
	3 - 5 years	\$10.00
	6 - 10 years	\$5.00
	Over 10 years	\$1.00
Magazines	No fee except if there is a protective cover that needs to be replaced.	\$5.00
DVDs		Based on replacement cost and availability.
Tech. equipment		Based on replacement cost, age, and availability.

### **LINK CREW**

McFarland High School is proud to provide the LINK CREW program to all incoming freshmen. Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, Link Crew Leaders are trained mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success. More than an orientation, this program offers continuous mentoring and activities for every freshman throughout the entire year. Upperclassmen interested in applying as a Link Leader should stop in the main office for more information. Individuals chosen as Link Leaders must commit to the program for one year.

### **LOCKERS/LOCK POLICY**

Lockers are assigned at the beginning of the year by request only through the main office. There is a mandatory, one-time, non-refundable lock rental fee of \$5.00 charged to each student. The locks are used throughout the student's time in high school. Only school locks may be used on school lockers; broken locks and lost locks may be replaced at the office for a fee. 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 magnets or tape may be used to attach pictures to the inside of lockers and must be removed at the end of the year. Writing on the inside or outside of the lockers is not allowed. Clothing or other items left in lockers at the end of the year will be donated to charity.

### **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 main office. 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 semester will be donated to charity.

### **PARKING – STUDENTS**

Student parking at MHS is by permit only and parking stalls are allocated as follows:

1. Parking permits are issued twice during the school year, in August valid through semester 1, and in January, valid through semester 2.

2. A parking permit can be revoked at any time by the administration for behavioral referrals, multiple *Impedes* in Conduct and Effort grades, and/or unsafe driving in the HS parking lot.

Students may purchase a permit in accordance with the following criteria:

- No outstanding referrals.
- Seniors with no unexcused absences for the previous semester.
- Juniors with no unexcused absences for the previous semester.

Students who have questions regarding their number of unexcused absences may inquire in the MHS office. Parking permits are \$25.00 per semester, and seniors meeting the criteria may purchase permits online on a first-come-first-serve basis. Specific information regarding online sign-up will be sent to parents via Infinite Campus.

### **PHYSICAL EDUCATION**

State law requires physical education for all students in Wisconsin schools. If a student cannot participate in physical education, they must provide the teacher with a note from a parent/guardian. Non-participation of more than one week requires a physician's order and make-up activities will be assigned. Students are expected to come to physical education ready to participate (including appropriate shoes and clothing). Students are also expected to put their things in a locked locker during gym class. A lock will be provided. The school is not responsible for missing items. If a student completes three successful sports seasons by senior year, they can opt out of a gym class their junior or senior year.

### **READING COORDINATOR**

McFarland High School students and staff are fortunate to have the skills and insight of a Reading Coordinator available. The Reading Coordinator 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 Coordinator would be pleased to talk further with you.

### **RESTROOM USE**

Recognizing the importance of instructional time, students are asked to use the restroom outside of class time: during the 10-minute passing time, before and after school, and during their 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. If there are any extraordinary circumstances of which we should be aware, please contact the school nurse, Student Services, the principal, or an associate principal and we will be happy to help.

### **Private Restrooms**

McFarland High School strives to create and sustain a school community that supports and values all members of our community, including visitors. One key component of creating a comfortable environment is providing safe, accessible, and convenient restroom facilities. MHS students are welcome to use the single-stall, private bathrooms located throughout school at any time during the day.

### **SAFETY**

The School District of McFarland is committed to ensuring the safety of all members of our school community. The District uses guidance from its local police department and the <https://iloveguys.org/> to develop safety protocols. Specifically, the K12 Standard Response Protocol is trained in the School District. For more information please see the following link: <https://iloveguys.org/srp.html>.

### **Drills**

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

### **Emergencies**

#### What is an emergency?

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

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

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

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

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

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

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

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

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

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

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

Channel 47 - WMSN (FOX)

### What should parents do in the event of an emergency?

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

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

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

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

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

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

### **Recovery After a Crisis**

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

### **Secure Entry**

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

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

### **Surveillance**

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

## SCHEDULE

# MHS Daily Schedule

4 Block with Daily 35 minute Advisory

**Block 1**                    **7:55 - 9:20**

**Advisory**                **9:25 - 10:00**

**Block 2**                    **10:10 - 11:35**

**Block 3 – 1<sup>st</sup> Lunch**

**Lunch**                    **11:35 - 12:05**

**Class**                    **12:10 - 1:40**

**Block 3 – 2<sup>nd</sup> Lunch**

**Class**                    **11:45 - 12:30**

**Lunch**                    **12:30 - 12:55**

**Class**                    **1:00 - 1:40**

**Block 3 – 3<sup>rd</sup> Lunch**

**Class**                    **11:45 - 1:15**

**Lunch**                    **1:15 - 1:40**

**Block 4**                    **1:50 - 3:15**

**STUDENT COUNCIL**

All students are encouraged to join the Student Council. Student Council gives students leadership opportunities and empowers them to help make their school a better place to learn. The Student Council meets after school to plan school wide activities and community service projects. It is a great way to get to know other students and help others.

**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 main office for the cost of \$5.00, which is deducted from the student's lunch account.

**SUPERVISION**

**Beginning of the school day**

Students are not supervised prior to 7:30 unless they have made previous arrangements with a staff member. Students may enter the building for breakfast at 7:15 AM and are welcome to socialize in the food court.

**End of the School Day**

Students are expected to leave the building immediately after they are finished with their school responsibilities and activities. Students who are not participating in after school activities are expected to leave the school building by 3:30 p.m. With the exception of after school clubs and activities, students are not supervised after 3:30 PM and are not allowed to wander the halls or loiter unsupervised anywhere in the school.

**TRAFFIC SAFETY**

**Arrival**

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

- It is essential that as you pull up to school you remain in the left lane marked "cars only" and do not travel up the right lane marked "buses only."
- Please make sure the students you drop off do not exit the car until you are pulled up to the curb. Students should exit the car on the right side.



- Please drop off students immediately after the car pulls up to the curb.
- Follow general driving safety guidelines such as maintaining a low speed, looking before you pull out, and remaining off of your cell phone.

### **Dismissal**

- Students should get into cars that are pulled up to the curb. Students should enter the car on the right hand side.
- Follow general driving safety guidelines such as maintaining a low speed, looking before you pull out, and remaining off of your cell phone.
- Be aware of students coming from the middle school and the swim busses by the athletic entrance.

### **Skateboards, Rollerblades, Scooters**

Riding skateboards, rollerblades, scooters, heelys, or other similar items are 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 or longer. While we do our best to protect all student property, the school assumes no responsibility for lost, damaged, or stolen items.

### **VISITORS**

Parents/Guardians and McFarland community members are always welcome to stop by McFarland High School and observe us in action. In order to ensure the safety of our students and staff, all visitors must enter the building through the main entrance. Visitors press a buzzer to alert the office staff of their presence. After stating their name and purpose for visiting, the visitor is either buzzed into the office or directed to leave the school grounds. All visitors who are buzzed into the office will sign in to our new security system, "Lobby Guard", every time they enter the building. The system will prompt you to make a few selections regarding your visit, will have you take a photo from the system, and then scan your driver's license or state ID. Once approved in Lobby Guard, an ID Badge will be printed for you. The office staff will verify the purpose of their visit with other staff members as appropriate and ensure the visitor arrives at the correct destination. At the end of the visit, visitors will return to the office to sign out.

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

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

# APPENDIX

## STUDENT HAZING

### Policy 5516

The School Board believes that hazing activities of any type are a violation of State law. It prohibits all such activities at any time in school facilities, on school property, and at any District-sponsored event.

Hazing shall be defined for purposes of this policy as performing any act or coercing another, including the victim, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm.

Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

All hazing incidents shall be reported immediately to the District Administrator. Students, administrators, faculty members, and other staff members who fail to abide by this policy may be subject to disciplinary action. Disciplinary action for students may include, but not be limited to, suspension and/or expulsion.

118.13 Wis. Stats.

120.13 Wis. Stats

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

Fourteenth Amendment, U.S. Constitution

20 U.S.C. 1415

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

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

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

42 U.S.C. 1983

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

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

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

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

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

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## ENFORCEMENT PROCEDURES FOR ALCOHOL AND OTHER DRUG USE VIOLATIONS

### Policy 443.4

#### A. Definitions

1. Alcohol and Other Controlled Substances (AOD) Assessment - a fact-finding interview(s) conducted by a mental health or alcohol or other drug professional. The purpose of the assessment is to define the extent of the student's usage pattern with respect to alcohol and/or other controlled substances. The assessment is most appropriate in determining the needs of the student related to program involvement (education and/or treatment programs). District employees do not conduct assessments. However, they may screen students to determine the possible need for assessment. Assessments are always voluntary.
2. Alcohol or other controlled substances - defined in Chapter 961 of the state statutes including any form of intoxicant or mood-altering substance and its federal counterpart, not prescribed by a physician. This definition also includes any substance represented to be intoxicating or mood-altering, regardless of its true nature.
3. Drug-related paraphernalia - all products, materials, containers, or equipment which are used or intended to be used for producing, storing, concealing, inhaling, ingesting, injecting or otherwise introducing a prohibited substance into the body.
4. Possession or use – to have on one's person, (to include in the body), in one's vehicle, locker or backpack, or otherwise under one's control, regardless of intent to use.

5. Under the influence of controlled substances – alcohol and other controlled substance means that, because of the student’s consumption of an alcohol beverage or a controlled substance under ch. 961, or both:
  - (a) the student is deprived of the clearness of intellect and self-control which the student would otherwise possess; or
  - (b) the student’s ability to maintain good decorum or a favorable academic atmosphere or to benefit from curricular activities is impaired.
6. Selling or Distributing - the giving-away or sharing of a prohibited substance with another person(s), regardless of whether or not there is evidence of the intent to profit or otherwise gain from the act. This definition applies regardless of whether or not a prohibited substance or consideration is actually exchanged.
7. School-sponsored or related activities and events - examples include, but are not limited to, athletic competitions, music or drama competitions and field trips.
8. Restricted Student Status - the designation under which students are substantially limited in their movement and activities while at school or at school-related events. The specific restrictions are determined by the administrator, with appropriate involvement of other concerned individuals. These restrictions shall be developed and revised as necessary under the following guidelines; they shall: (1) provide limitations on the restricted student which help ensure the health and safety of others, (2) provide limitations on the privileges of the restricted student such as exclusion from participation in school programs and activities, (3) to the extent possible, attempt to motivate restricted students to comply with school rules and to acquire more positive patterns of behavior, (4) be applied uniformly for all students, and (5) not result in a denial of the student's right to an education.
9. Suspension and expulsion - as defined in section 120.13 (1) of the state statutes.

B. Enforcement Procedures and Consequences Not Bound by Confidentiality

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

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

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

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

1. Pre-K Through 5<sup>th</sup> Grade:

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

2. 6th Grade Through 12th Grade Violations:

- a. Students violating board policy who identify themselves to a building administrator or other designated staff prior to being charged with a first violation may not immediately be subject to the consequences in

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

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

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

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

and/or

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

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

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

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

and/or

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

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

d. Early Re-entry After Expulsion - To the satisfaction of the district administrator and/or his/her designee, the early re-entry of any student expelled for using, possessing, being under the influence of alcohol, controlled substances, or possessing drug paraphernalia shall be subject to the following conditions. The student must:

1. be in compliance with recommended alcohol and drug education and assessment, counseling or treatment;
2. agree to and be in compliance with a behavioral contract among the student, administrator, and other designated staff, and
3. comply with any other conditions specified by the Board.

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

CROSS REF.:

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

Chapter 961

APPROVED:

May 6, 1991

REVISED:

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June 4, 2007

February 15, 2010

MCFARLAND HIGH SCHOOL REPORT OF BULLYING/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 the person reporting is the witness to 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 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 harassment/bullying to solve the problem.

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

\_\_\_\_\_ Other \_\_\_\_\_

*Administration/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:

<p>Notes of interview with reporting student:</p>
<p>Notes of interview with person(s) reported to doing the harassing/bullying:</p>

Outcomes:

- |  |   |
|--|---|
| <input type="checkbox"/> Verbal warning                      | <input type="checkbox"/> Out-of-school suspension     |
| <input type="checkbox"/> Restorative Conference              | <input type="checkbox"/> Citation issued              |
| <input type="checkbox"/> Referral to School Resource Officer | <input type="checkbox"/> Administrative hearing       |
| <input type="checkbox"/> Parent/guardian contact             | <input type="checkbox"/> Pre-expulsion hearing        |
| <input type="checkbox"/> In-School suspension                | <input type="checkbox"/> Expulsion                    |
| <input type="checkbox"/> Referral to Pupil Services _____    | <input type="checkbox"/> Restorative Practices: _____ |
| <input type="checkbox"/> Other: _____                        |   |

**MCFARLAND HIGH SCHOOL (MHS) FAMILY HANDBOOK ACKNOWLEDGEMENT PAGE**

In an effort to “go green,” the MHS Family Handbook can be read online at the MHS website. Please read the Family Handbook on the MHS website at <http://www.mcfarland.k12.wi.us/schools/high/>. Once you have read it, please complete section one of this acknowledgement page either online via Infinite Campus or return it to the MHS office by September 4.

If you do not have internet access, please complete section two below and return it to the main office. A paper copy of the Family Handbook will be provided to you. You may return the acknowledgement page to the office prior to September 4.

Should you have any questions or concerns, please contact the MHS office at 838-3166, or write on the back of this form.

**Section 1: Internet Access:**

Our signatures below indicate:

- 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 the High School (e.g. Indian Mound).
- Permission for students to be recorded 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-13 rated movies with staff supervision.

\_\_\_\_\_  
Student Signature

Date

\_\_\_\_\_  
Parent Signature

Date

**Section 2: No Internet Access:**

If you do not have access to the internet, please write your name and your child’s name below and return the form at registration. After reading the Family Handbook, please complete the last page titled, “Student/Parent Handbook Acknowledgement Page,” and return it to the MHS office prior to the beginning of the school year.

Parent/Guardian Name: \_\_\_\_\_

Student Name: \_\_\_\_\_