

SCHOOL DISTRICT OF MCFARLAND



Indian Mound Middle School FAMILY HANDBOOK 2023-24

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F O R E W O R D

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

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

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

Conrad Elvehjem Primary School

Greg Nelson, Principal Brooke Hauser, Associate Principal

Waubesa Intermediate School

Corey Shefchik, Principal Kelly Vetter, Associate Principal

Indian Mound Middle School

Jamie Thomas, Principal Brett Jondle, Associate Principal

McFarland High School

Brett Jacobson, Principal P.J. Harper, Associate Principal Dana Schoemer, Associate Principal

School District of McFarland

Aaron Tanutzer, District Administrator

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

Jeff Mahoney, Director of Business

A MESSAGE FROM YOUR DISTRICT ADMINISTRATION

Welcome to the School District of McFarland!

Dear Families and Students,

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

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

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

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

With best wishes for a wonderful school year,

Aaron Tarnutzer
District Administrator

DISTRICT MISSION STATEMENT

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

DISTRICT VISION

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

ADVANCED LEARNING (formerly Gifted and Talented)

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

ANIMALS

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

ASSEMBLAGE

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

BULLYING

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

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

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

A staff member will address the concern within one school day. A variety of approaches will be used to both support the victim and the offenders when incidents of bullying do occur. Examples of these approaches may include sending information to parents about bullying and its impact on students, restorative conferences, assignments and projects, and other consequences and learning opportunities as deemed necessary. Please keep in mind that an in-school or out-of-school suspension will be our response to most administrator-confirmed incidents of bullying.

BUS

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

Loading/Unloading

1. Students shall ride on assigned buses.

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

Conduct While on the Bus

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

Disciplinary Procedures

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

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

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

CONFIDENTIALITY

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

- Student records will not be left out for others to view;
- Parents/guardians and staff are not allowed to discuss children and families with other parents/guardians;
- Staff will not discuss children and families with other staff unless there is a direct benefit to the family or child involved; and

- Parents/guardians are asked not to talk about incidents observed in the classroom or at any other activities that involve children other than their own.

DRESS CODE

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

Students must wear clothing that...

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

Students may:

Wear headgear as follows:

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

Students cannot:

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

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

DRUG-FREE SCHOOLS

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

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

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

AODA

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

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

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

Tobacco/Tobacco Products/Vaping

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

DUE PROCESS

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

EMERGENCY INFORMATION (including weather emergencies)

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

1. Inspect and review the student's educational records. Requests to inspect records should be directed to the building administrator.
2. Seek amendment of the student's educational records that the parent or adult student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. Requests to amend should be directed to the building administrator.
3. Consent to disclosures of personally identifiable information contained in student educational records, except to the extent that FERPA and state law authorize such disclosure without consent. The District maintains the right to disclose

educational records to other school officials, including teachers within the school district who have determined to have legitimate educational interests in the records. School officials are certified staff and have a legitimate educational interest if the record information sought will, if disclosed, assist the official in providing education or other related services to the student.

4. File a complaint with the Family Policy Compliance Office of the United States Department of Education alleging that the district is not in compliance with FERPA requirements. The address of this office is:

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

FEES

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

Fee Waivers

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

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

FIELD TRIPS

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

FUNDRAISING BY STUDENTS AND SCHOOL GROUPS

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

GRADING

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

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

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

HARASSMENT

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

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

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

Behavior Expected from Students:

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

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

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

A staff member will address the concern within one school day. A variety of approaches will be used to both support the victim and the offenders when incidents of bullying do occur. Examples of these approaches may include sending information to parents about bullying and its impact on students, restorative conferences, assignments and projects, and other consequences and learning opportunities as deemed necessary. Please keep in mind that an in-school or out-of-school suspension will be our response to most administrator-confirmed incidents of bullying.

Please keep in mind that an in-school or out-of-school suspension will be our response to most administrator-confirmed incidents of harassment.

(For further information please see McFarland School District Board Policies [5516. Student Hazing](#), [5517.01 “Bullying,”](#) and [5517 “Student Anti-Harassment,”](#) which are included in the appendices).

Responding to Hate Speech or Incidences of Hate/Bias

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

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

HEALTH SERVICES

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

Accidents at School

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

Blood Borne Pathogen/Communicable Disease

McFarland school staff members are trained annually on measures of prevention for Blood Borne Pathogen exposures that may occur amongst students/staff, along with the associated policies/procedures on communicable disease transmission. Students who are involved in an incident where potential exposure to a blood borne pathogen occurred, should report (or be directed) immediately to Health Services for first aid, parent notification, and a medical evaluation recommendation. Supervising staff responding to the incident or present at the time of the incident are responsible to complete a report within 24 hours of the incident. Incident reports for exposures or injuries should be filled out and turned in to the health office. Health services staff will complete the health evaluation note on the incident report and turn the form in to the building administrative assistant for administrator review and signature. For further information, please refer to [Board Policy 8453](#).

Food Allergy and Classroom Snacks

Health Services is committed to the daily management of students with identified life-threatening food allergies. The increase of students with severe allergies poses unique challenges for both students and school staff. Our goal is to avoid and prevent accidental exposure to students who may be affected by allergenic food substances. Therefore, all classrooms observe a nut-free environment

(peanuts, almonds, Brazil nuts, cashews, hazelnuts, macadamia nuts, pecans, pine nuts, pistachios, and walnuts). Depending upon student needs, some classrooms may have other food restrictions. These restrictions do not apply to the lunchroom setting. Please visit the website snacksafely.com for a link to a safe snack guide. A nut-free seating area is available in the lunchroom and staff are trained annually in the use of epinephrine injectors.

Latex Products

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

Immunizations

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

Medical Insurance

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

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

Please note:

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

- Students are allowed to carry their own asthma inhaler and epinephrine; health staff must be notified of the medication and where it is located in case of an emergency, and a Physician order and Parent consent form must be completed and on file .

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

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

HUMAN GROWTH AND DEVELOPMENT

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

Inspection and Opt-Out Information

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

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

NON-DISCRIMINATION POLICY

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

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

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

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

PROGRAM OR CURRICULAR MODIFICATION AND ACCOMMODATIONS

Parents/guardians have the right to inspect instructional materials and request program modifications (refer to Board Policies [9130](#) and [2416](#)). Specific information about Human Growth and Development Curriculum is listed in a separate section of this handbook. Parents/guardians who request that their child not participate in a statewide test should complete and sign the State Testing Opt out form available in school offices.

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

PROMOTION POLICY

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

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

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

RECORDS

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

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

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

For further information please refer to [Board Policy 8330](#).

SAFETY

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

Drills

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

Emergencies

What is an emergency?

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

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

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

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

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

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

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

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

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

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

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

What should parents do in the event of an emergency?

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

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

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

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

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

- *Whenever you are on school grounds, remain alert to activity in and around the school. Report any suspicious activity to school administration so they can investigate.*

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

Recovery after a crisis

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

Secure Entry

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

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

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

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

Surveillance

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

SCHOOL RESOURCE OFFICER

To leave a message for our School Resource Officer, call 608-438-8086 or 608-838-4720

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

SEARCH AND SEIZURE

Canine Searches

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

Locker, Desk, and Storage Areas Searches

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

Backpacks and Person Searches

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

SIGNS/POSTERS/FLYERS

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

STUDENT SERVICES

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

- Individual counseling concerning social and personal issues;
- Screening and assessments for academic, social and emotional needs;
- Classroom discussions;
- Consultation with teachers and parents;
- Developmental guidance activities covering topics such as decision-making, feelings, friendship, cooperation, conflict resolution, drug awareness, and safety issues;
- Special education needs assessment, which may include individual measurements of intellectual functioning, academic performance, social behavior, perceptual motor development, and adaptive behavior functioning;

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

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

Student Support Team

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

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

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

TECHNOLOGY

School Provided Technology and Internet

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

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

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

TITLE I

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

Early in each school year, the McFarland School District learns whether we qualify for these funds. As a part of Title 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](#) and Board Policy [7217](#) for more information.

WELLNESS

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

- Classroom Education: Health and physical education lessons reinforce the knowledge and self-management skills necessary to maintain a physically active lifestyle. Healthy living skills are taught as part of the regular instructional program for all students to understand and practice concepts and skills related to health promotion and disease prevention.
- Physical Education: The program is designed to encourage equality of participation and promote the student's sense of responsibility for lifelong physical fitness and wellness. The physical education curriculum provides age appropriate activities that contribute to the overall physical, social, and emotional growth of each individual.
- Physical Activity: Students are given opportunities for physical activity during the school day through regular physical education classes, a daily lunch recess period, and the integration of physical activity into the academic curriculum. In addition, the district provides opportunities for physical activity before and after school such as interscholastic sports and other activity clubs.
- Eating at school: Schools in the district offer varied and nutritious food choices that are consistent with healthy eating habits. Lunch is scheduled as near to the middle of the day as possible. Sales of candy are not permitted on school grounds. Staff Members evaluate the use of food for rewards and are encouraged to identify other options for praise.

APPENDIX

5511 - DRESS AND GROOMING

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

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

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

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

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

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

Expressive dress may not be protected speech if it involves:

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

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

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

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

Revised 5/3/21

T.C. 11/1/22

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Legal

120.13(1), Wis. Stats.

5517 - STUDENT ANTI-HARASSMENT

Prohibited Harassment

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

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

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

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

Other Violations of the Anti-Harassment Policy

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

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

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

Notice

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

Definitions

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

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

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

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

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

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

Bullying

Bullying is prohibited by Board Policy 5517.01 – Bullying. It is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student’s educational, physical, or emotional well-being. Bullying need not be based on any Protected Class. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student’s sex (including gender status, change of sex, or gender identity), race color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights. Complaints brought under this policy that are more appropriately handled under the Bullying policy shall be referred for investigation consistent with the procedures in that policy.

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

Harassment

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

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

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

Examples are:

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

Sexual Harassment

For purposes of this policy and consistent with Title VII of the Civil Rights Act of 1964, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

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

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

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

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls and obscene gestures;
- E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals;
- F. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- G. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- H. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- I. unwelcome behavior or words directed at an individual because of gender;

Examples are:

1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
2. rating a person's sexuality or attractiveness;

3. staring or leering at various parts of another person's body;
 4. spreading rumors about a person's sexuality;
 5. letters, notes, telephone calls, or materials of a sexual nature;
 6. displaying pictures, calendars, cartoons, or other materials with sexual content.
- J. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life;

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

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

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

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

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

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

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

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

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

Race/Color Harassment

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

Religious (Creed) Harassment

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

National Origin/Ancestry Harassment

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

Disability Harassment

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

Anti-Harassment Compliance Officers

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

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

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

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

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

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

Reports and Complaints of Harassing Conduct

Reporting procedures are as follows:

Any student who believes s/he has been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator or other employees.

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

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

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

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

Investigation and Complaint Procedure

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

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

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

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

Complaint Procedure

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

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

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

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

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

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

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

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

The investigation will include:

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

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

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

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

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

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

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

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

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

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

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

Additional School District Action

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

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

Privacy/Confidentiality

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

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

Remedial Action and Monitoring

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

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

Sanctions and Disciplinary Action

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

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

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

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

Retaliation

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

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

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

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

Reprisal

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

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

Education and Training

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

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

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

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

Retention of Investigatory Records and Materials

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

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

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

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

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

Revised 12/16/13

Revised 12/1/14

T.C. 11/3/16

Revised 4/2/18

Revised 4/1/19

Revised 4/20/20

T.C. 10/5/20

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Legal

48.981, Wis. Stats.

118.13, Wis. Stats.

P.I. 9, Wis. Admin. Code

P.I. 41 Wis. Admin. Code

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

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

42 U.S.C. 1983

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

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

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

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

5517.01 - BULLYING

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

Definitions

"Bullying" is deliberate or intentional behavior using word or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; gender expression, physical attributes; physical or mental ability or disability; and social, economic, or family status; however, this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to, such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing. Bullying is to be distinguished from peer conflict. Peer conflict involves a balance of power, may happen occasionally, may be accidental, and the behaviors of more than one (1) of the individuals involved in the conflict may play a role in creating and/or maintaining the conflict.

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

Some examples of bullying are:

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

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

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

Cyberbullying includes, but is not limited to, the following:

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

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

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

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

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

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

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

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

Prohibiting Bullying Behavior toward Students

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

Reporting Bullying Behavior toward Students

A. Reporting by Staff and School Officials:

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

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

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

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

C. Confidentiality of Reports of Bullying:

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

D. Anonymous Reports:

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

Investigating Bullying Behavior

- A. All complaints about behavior that may violate this policy shall be investigated promptly by the building principal or designee. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report, including whether the behavior falls within the scope of this policy.
- B. Parents and/or guardians of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.
- C. The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken.
- D. Upon the completion of this investigation, the staff member who conducted the investigation will document the findings and any sanctions that were imposed.
- E. This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

Retaliation and False Reports

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

Intervening When Bullying Has Occurred

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

- A. For Students:

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

B. For Staff and Third Parties:

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

Privacy/Confidentiality

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

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

Notification

Notice of this policy will be annually distributed to all students enrolled in the School District, their parents and/or guardians, and staff members via the student and parent/guardian handbooks. The prohibition of bullying and the procedures described within this policy will be shared with students in an age-appropriate manner. All staff members will be informed of this policy on an annual basis. The policy may, as appropriate, also be distributed to organizations in the community having cooperative agreements with the schools. The School District will also provide a copy of the policy to any person who requests it.

Records

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

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

T.C. 2/21/22

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Legal
118.46, Wis. Stats.

McFarland School District Response to Hate Speech

Responding to Hate Speech or Incidences of Hate/Bias

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

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

Commitment to Equity

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

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

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

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

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

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

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

Hate Speech: Hate speech is a communication that carries no meaning other than to vilify, humiliate, or incite hatred for a group or class of people, especially in circumstances in which the communication is likely to provoke violence. It is an incitement to hatred primarily against a group of persons defined in terms of race, ethnicity, national origin, gender, religion, sexual orientation, disability,

and the like. **Hate speech can be any form of expression regarded as offensive to racial, ethnic and religious groups and other discrete minorities or to women. It can be communicated using words, symbols, images, memes, emojis, hand gestures, and video.**

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

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

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

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

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

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

References:

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

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

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

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

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WE A.R.E. SPARTANS

— ACHIEVEMENT RESPECT RESPONSIBILITY EMPATHY —

INDIAN MOUND MIDDLE SCHOOL



**FAMILY
HANDBOOK
2023-24**

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A LETTER FROM YOUR PRINCIPALS

Dear Families,

Welcome to the 2022-23 school year at Indian Mound Middle School [IMMS]! On behalf of all our talented, energetic and caring staff, it's a pleasure to share these wonderful years with you – and we hope this handbook makes the journey a bit clearer and easier.

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

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

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

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

Our best wishes for a magnificent year,

Jamie Thomas
Principal

Brett Jondle
Associate Principal

MCFARLAND SCHOOL DISTRICT MISSION STATEMENT

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

MCFARLAND SCHOOL DISTRICT VISION

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



WE A.R.R.E. SPARTANS
— ACHIEVEMENT RESPECT RESPONSIBILITY EMPATHY —

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

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

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

We commit to:

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

**We strive for success,
Everyday,**

We A.R.R.E. Spartans!

Created by Indian Mound Middle School Students and Staff, October 2011.



BEHAVIOR MATRIX

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

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

The consequences for academic dishonesty will vary based on the extent of the violation and whether it is a first offense.

Consideration is given as to whether the violation is inadvertent (i.e. unintentionally failing to properly cite a work), minor (i.e. partially using someone else's work with the intention to deceive the teacher in any assignment or assessment), or major (i.e. copying another student's work on a major assessment, repeated academic dishonesty). In addition to a behavior referral and restorative solutions, the consequences may include further instruction (i.e. how to properly cite sources), repeating the assessment, and consequences pursuant to the co-curricular code of conduct.

A.R.R.E. TIME

A.R.R.E. Time is a daily advisor-advisee program established to foster positive relationships between and among students and support student social and emotional development. Staff members work closely with small groups of students to help them develop a positive self-concept, improve their decision-making and interpersonal skills, and develop respect for others. Students start each day in A.R.R.E. Time. Questions about A.R.R.E. Time may be directed to the School Counselor Office.

ARRIVAL AT SCHOOL

Just a reminder: students are not supervised until 7:30 a.m. At 7:30 a.m., students may enter through the "B doors" and go directly to the cafeteria where they will be supervised. If they choose to not want to go to the cafeteria, students may remain outside and use the playground and hangout with friends (supervision will also be present outside at this time). When the first bell rings at 8:00am, students may head to their locker and then ARRE Time. Students are expected in class by 8:05 a.m.

ATTENDANCE

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

Attendance: Absence Procedure

TO REPORT AN UNANTICIPATED ABSENCE, PLEASE CALL 838-8980 or email IMMSattendance@mcfisd.org BEFORE 8:20 A.M.

Parents are reminded to please call or email the IMMS office before 8:20 a.m. if your child will be absent from school that day because of illness or some other emergency. It is not necessary to call the school if your child's absence is pre-planned and the school has already been notified. When you call or email, please provide the following information:

- Your child's name,
- Your child's grade,
- Your name and your relationship to the student,
- The number of days your child is expected to be absent,
- The reason for the absence, and

- Whether or not you wish homework to be collected (if your child is absent for two or more days only).

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

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

Attendance: Excused Absences

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

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

A student may be excused for no more than a total of ten (10) days during a school year. Please be advised that after a student has been absent ten (10) days in a school year, a conference may be requested to discuss measures to ensure that a student can receive credit for their classes and, if necessary, to request all of the student's subsequent absences be verified by a doctor's excuse, appointment card, or other reasons approved in advance by the Principal or the Associate Principal. For additional information please refer to District Policy [5200](#).

Attendance: Unexcused Absences/Truancy

Wisconsin state statute 118.15 states, "Truancy means any absence of part or all of one or more days from school during which the school attendance officer has not been notified of such absence by the parent or guardian of the absent pupil." A habitual truant is a

student who is absent from school without an acceptable excuse for all or part of five or more days on which school is held during a school semester.

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

Attendance: Make-Up Work When Absent

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

Tardiness

At the start of the school day: It is imperative that students arrive at school on time. Students who arrive late (e.g. will not be in their first class by 8:05 a.m.) should go directly to the office to receive a pass. A student is considered tardy if they arrive within twenty minutes of the beginning of the school day (prior to 8:25 a.m.). The first tardy that a student earns in a quarter is counted as a “freebie,” meaning there is not a consequence. However, if a student is tardy to school for a second time in the same quarter, the student will earn a disciplinary referral and a consequence will be assigned such as a restorative solution, and a lunch or an after-school detention. If a student is tardy for a third or subsequent time in the same quarter, the student will receive a discipline referral and consequences will be assigned such as a more extensive restorative solution, and/or multiple lunch or after-school detentions. Chronic tardiness may result in a truancy notice and ticket (see section on tardiness). **These consequences apply regardless of why the child is tardy** (e.g., traffic, late start, parent/guardian responsibility).

During the school day: Students have two (2) and/or three (3) minutes between classes during the school day. Students need to plan to use the restroom and/or go to their lockers during the time available. Depending on the location of their classes, students may not have time to chat with their friends. Students are expected to be on time to all their classes. To understand better the attendance codes that may show up on your child’s attendance report, click [here](#).

BACKPACKS

Students may carry their backpacks with them to their classes, but may not take them to lunch nor recess. Students should only place items in their backpacks that they need for class (e.g. Chromebooks, notebooks, writing utensils, books). Other acceptable, school appropriate items (coats/jackets, practice gear, extra shoes, etc.) should be kept in their locked, school issued locker.

BEHAVIOR

Disciplinary Policy: Philosophy and Beliefs

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

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

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

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

Restorative Practices

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

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

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

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

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

to alcohol, tobacco, and other drugs, please see District Policy 443.4. Enforcement Procedures for Alcohol and Other Drug Use Violations, in the appendix). In addition to other consequences, bottom line behaviors may result in suspension from school, police intervention, and a recommendation for the student to be expelled from school.

Hallway Behavior

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

BICYCLES

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

CO-CURRICULAR

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

Behavior at Events

We encourage our middle school students to exhibit their best behavior at all extracurricular and co-curricular events, including special and athletic events at both the middle and high school. We encourage parents/guardians of our middle school students to escort and be responsible for their children during our home co-curricular events (e.g. band and choir concerts, sporting events, drama productions, etc.). Students are not allowed to attend an event without parental/guardian supervision. While the school district does provide supervision, it is not meant to replace the parent's/guardian's role and responsibility in escorting and monitoring elementary and intermediate children's behavior during school co-curricular events. When attending an event please obey directives regarding sitting and remaining in the designated areas, polite conduct, sportsmanship, 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.

Participation

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

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

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

CONFERENCES

Family Teacher Conferences are held in October and February. Virtual conferences are offered in addition to in person conferences. The times and structure of the conferences will be communicated to parents/guardians via email and the school newsletter. In addition, parents/guardians are encouraged to set up individual conferences at a time that works for them and for the school staff by calling or emailing their students' teachers. Teachers' and administrators' emails and telephone extensions are available on the website.

COURSE CHANGES

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

DANCES

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

FOOD SERVICE/SCHOOL NUTRITION PROGRAM

Indian Mound is pleased to offer our students breakfast and lunch at school. Breakfast is served each morning from 7:25 until 8:00 am, in the cafeteria. For lunch, students who do not choose to purchase a lunch at school may bring a lunch from home and purchase milk at school. We do not allow students to drink beverages containing caffeine at school. Students may consume clear water in classrooms throughout the day.

Students have the following lunch options:

- **Hot lunch:** One entree (option A or B or peanut butter and jelly uncrushable, or yogurt and string cheese.), milk, fruit, vegetable, and grains.
- **A la Carte:** Limited options available for additional purchase (e.g. string cheese, cookie, chips, yogurt, milk).

Deposits can be made to school nutrition accounts through Infinite Campus. More information can be found at the district website at <http://www.mcfarland.k12.wi.us/district/Dept-SchoolNutrition.cfm>

There is a debit system for purchasing school meals. Deposits may be made at any time by accessing the online payment system, or parents/guardians may send in cash/checks with their students to school. Note that parents/guardians must have their Infinite Campus log-in information to make a deposit online.

Unpaid Meals Policy

Parents/guardians will receive emails on Mondays and Fridays when the account balance drops below \$10.00. We ask that you send in funds for the account when you receive the email so that we may continue to feed your child without interruption.

Free and reduced-price meals are available to students who qualify. Applications are available online and in the office. Please call the Student Nutrition Office with any questions at 838-4549.

Lunch and Lunch Recess

Students' lunch and recess are 30 minutes long. Students eat for approximately 15 minutes and then are dismissed to go outside. Students are required to use their Student Identification Cards (ID) to purchase lunch. The expectations for the use of the ID card to purchase lunch are:

1. Students are required to take the meal they selected in A.R.R.E.
2. Once they have their meal they will scan their ID at the register. They can ask the cashier for ala carte at this time, as long as they have a positive balance in their meal account.
3. Students who lose their ID or would like a “back-up” ID can purchase an ID in the main office with the cost of \$5.00 being deducted from their lunch account. Students who would like a new ID may let a Main Office Administrative assistant know.

Extra Entrée/À La Carte Items

Students are offered choices for hot lunch including PBJ, Salad, Yogurt and string cheese, or One Choice Entrée [Basic Entrée]. Students will make their lunch preference each morning during lunch count in ARRE Time. Students are expected to stick to the choice that they made in ARRE Time that day. This will allow each student to receive the lunch they originally ordered. Students can select ala carte at the cash register. Ala carte will not be sold to students with a negative account balance.

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

Sharing Table

A sharing table is a place in the cafeteria where students can place unopened food items. Students place the items in the labeled clear bin on the condiment table. The only food that can be donated is food that comes from the foodservice program. Items to donate are milk, string cheese, yogurt, fruit, and unopened packages of applesauce cups, Craisins, cookies, crackers, chips, Rice Krispie treats, and PBJ sandwiches. Those items are then available to all other students who may still be hungry after breakfast and/or lunch. We strongly suggest students with food allergies do not take or eat items from the Sharing Table. Cross-contamination is something to be concerned about if one has allergies (someone eating a PBJ donates cookies and gets some peanut butter on the cookie package). All food is discarded at the end of the breakfast period and the end of the last lunch period.

Snacks

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

Achievement

- Students are encouraged to bring a snack to class at the designated grade level snack time as we know that eating a nutritious snack helps student learning, behavior, and cognitive development.
- Students continue working and learning while eating a snack so that the eating of the snack does take time from learning. Students eat snack in 10 minutes or less at the direction of the teacher during the following designated snack times:
 - 6th grade: beginning of 3rd period
 - 7th grade: beginning of 3rd period
 - 8th grade: during 7th period as directed by teacher
- Students may drink clear water (only) throughout the school day.

Respect

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

Responsibility

- Students bring their snack to the designated class before class begins.

- Students eat their own snack only.
- Students clean up after themselves.

Empathy:

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

GRADING AND ASSESSMENT

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

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

Teachers analyze 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, with more weight being given to a student's most recent performance. Students will receive a grade in relation to each of the standards assessed in a course for the grading period. A composite or overall grade will not be given for a course. Students are assessed in relation to their conduct and their effort for each course, while the other standards vary by course. For more information on the conduct and effort standards please refer to the Conduct and Effort Grade Rubric in the appendices.

Grades are reported using the following scale: "EX" for Extending the Standard, an "ME" for Meeting the Standard, an "AP" for Approaching the Standard, or a "SB" for Significantly Below the Standard.

Grade Reporting

Grades are calculated and shared with parents/guardians at the end of each quarter for quarterly classes and the end of the semester for year long or semester courses. Please note that this is a change from past practice where quarterly grades were provided in each course. Grades are posted on the Parent Portal on Infinite Campus within one week of the term's end.

A teacher may give an "Incomplete (I)" grade for the quarter when extenuating circumstances affect a student's ability to complete the required work by the end of the grading period. Ordinarily, students who receive an incomplete have two (2) weeks to finish any missing work. If, at the end of the two week period (10 school days), the student has not made significant progress and the teacher determines granting additional time will be unproductive, the appropriate grade will be assigned and recorded. Exceptions to this timeline must be approved by the Principal or Associate Principal prior to the end of the two-week time limit.

Late Work Policy

In addition to ensuring students develop the necessary academic content knowledge and skills, we are committed to ensuring students develop essential life skills including responsibility. At IMMS we provide feedback to students regarding their performance related to these skills through the conduct and effort grade. In order to ensure that academic grades accurately communicate a student's knowledge and skills in relation to essential learning outcomes and not behaviors such as responsibility, the issue of late work is reflected in a student's conduct and effort grade and not their academic grade. The guidelines for this late work policy include:

- Assignments will have due dates. Coursework that is not turned in on time will be recorded in Infinite Campus as "missing." Coursework turned in late will be recorded in Infinite Campus as "late."
- Coursework that is turned in after a due date will be accepted for full academic credit until a final deadline as determined by the teacher (e.g. end of the unit, one week before the end of the grading period) with limited exceptions based on the nature of the assignment (e.g. a presentation that can only be done at a certain time).
- Students must turn in all late work prior to being eligible for a reassessment (a.k.a. retake).
- The degree to which coursework is turned in on time will be reflected in a student's conduct and effort grade. Teachers have the discretion to determine the specific criteria for the grade (i.e. five late assignments results in a conduct and effort grade of SB for Significantly Below the Standard)
- Students who demonstrate a pattern of late work will be provided additional support and intervention.

Progress Reports/Grade Checkpoints

As part of our ongoing efforts to communicate regularly with parents/guardians regarding student performance, both academically and behaviorally, "grade checkpoints" will tentatively occur during the sixth, ninth, and fourteenth week of the semester, referred to as the student's "Current Level of Mastery." If there are questions about your child's progress at this or any other time, parents/guardians should feel welcome to call or email the teacher(s) or counselor for an update.

Reassessment (a.k.a. Retake) Policy

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

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

HOMEWORK

Assigning homework is the responsibility of each classroom teacher and will vary with the teacher. If parents/guardians feel their child is getting too much homework (or not enough) in a specific class, we recommend that you contact the teacher as soon as possible. It is always a good idea to discuss schoolwork and homework at home. For students who were absent, they are encouraged to connect with their teachers the first day back from the absence to collect any work that was missed.

Homework Club

All students are welcome to attend the Homework Club in room 126 from 7:40-8:00 on Monday, Tuesday, Thursday, and Friday (not Wednesday) or from 3:25-3:55 on Monday, Tuesday, Wednesday, and Thursday (not Friday). There are several staff members who are available to assist students with homework during this time. Students do not need to sign up in advance as it is a "drop-in" program.

Homework: The Importance of Reading (Anything!)

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

INFINITE CAMPUS PARENT PORTAL

All IMMS teachers are using the [Infinite Campus Parent Portal](#), an on-line communication system designed to provide parents/guardians with information about attendance, coursework, student grades, and school updates. Parents/Guardians are

encouraged to reference the Parent Portal with respect to their child's progress. Please note that in reference to some of the items listed, the Parent Portal will be real time for some things such as attendance, but student grades may be delayed for tests and assignments up to two weeks.

L.O.L. LEARNING OVER LUNCH

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

For all three grades, this guided study period occurs during the student's lunch period and students are required to attend if they are earning an SB or Significantly Below Standard due to work completion.

Students involved in any co-curricular activity are expected to maintain their conduct (e.g. behavior) and effort (e.g. work completion) grades at an acceptable level determined by: approaching (AP) the expected standard, meeting (ME) the expected standard, or exceeding (EX) the school and classroom expected standards for behavior and work completion. Specifically, students' Conduct grades and students' Effort grades are to be at AP, ME, or EX at all times in order to maintain eligibility to participate in clubs and activities. Students who may receive a bi-weekly Conduct Grade or Effort Grade of an SB (Significantly Below Standard) in any class may be referred to the "Learning over Lunch" (L.O.L.) program. Students who are referred for "L.O.L.", whether they participate in the lunch/recess session of L.O.L. study sessions (e.g. to work on completing missing and/or incomplete work, etc.) or not, become ineligible to participate in any competitions, contests during that two week period; however, students may work towards re-establishing academic eligibility during that two week window by raising their SB grade earned for their Conduct or Effort to an AP, ME, or EX. If there are no competitions during that two week window and the student raises their Conduct Grade or Effort Grade in which they had earned an SB to either an AP, ME, or EX, they regain their eligibility for the next two week window.

The student's eligibility is re-established following this two week window as long as the students' Conduct or Effort Grade raises to an AP, ME, or EX. The student may not participate in games/competitions/events unless eligibility is re-established. Students, who remain ineligible due to their conduct or effort being significantly below standard, are strongly encouraged to participate in practices during this two week period.

LIBRARY MEDIA CENTER

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

Library Media Center: Policies

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

LOCKER POLICY

Lockers are assigned at the beginning of the year. Lockers should be kept locked at all times and students are cautioned against giving their locker combinations to other students; the school is not responsible for items missing from lockers. Lockers may be decorated on the inside as long as the decorations are in good taste and are not derogatory to any individual(s). Students must use blue tape provided by the office to decorate lockers. Decorations to the outside of the locker must be removed within two weeks. Only magnets

or tape may be used to attach pictures to the inside of lockers and it must be removed at the end of the year. Writing on the inside or outside of the lockers is not allowed.

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

Locks:

- Students may buy a lock during the registration process or through the main office.
- Only school locks may be used on school lockers; broken locks and lost locks may be replaced at the office.
- Sixth graders and new students are provided with a school issued lock. The student is responsible for returning this lock before transitioning to another school (e.g. end of 8th grade year). Students who do not return a lock will be charged for the cost of the lock.

LOST AND FOUND

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

PARENT ORGANIZATIONS

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

Established Goals:

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

Meetings

Meetings are held in the schools several times throughout the school year. All meeting dates will be posted on our website and included in our monthly newsletter. Although we encourage attendance at the PTO meetings, we also realize that people are busy and family time is at a premium. It is, therefore, our goal to keep all parents as informed as possible via the website and school newsletter. The PTO provides childcare at Waubesa Intermediate School during the meetings.

PHONES

Students are allowed to use the classroom telephones in the classrooms with the teacher's permission; they may use the office telephone in the case of illness or emergency. Students are permitted to call home at a time that least disrupts their learning. If a parent or guardian needs to contact their child during the day, the parent or guardian should call the IMMS main office at 838-8980 and we will contact your child directly.

PHYSICAL EDUCATION

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

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. Students who are interested in joining the Student Council should listen for announcements at the beginning of the year and/or go to the School Counselor (Student Services') Office.

STUDENT EXTENSIONS TIME (S.E.T.)

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

STUDENT IDENTIFICATION CARDS

Students use their school issued Student Identification Card 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 for the cost of \$5.00, which is deducted from the student's lunch account. Students who would like a new ID may let a Main Office Administrative assistant know.

SUPERVISION

Beginning of the school day

Just a reminder: students are not supervised until they enter the building at 7:25 a.m. At 7:25 a.m., students must enter through the "B doors" and go directly to the cafetorium or the gymnasium where they will be supervised until the first bell rings at 8:00 a.m.

End of the School Day

Students are expected to leave the building immediately after they are finished with their school responsibilities and activities. Students that are not participating in after school activities are expected to leave the school building by 3:30 p.m. Students are not allowed to wander the halls or loiter unsupervised anywhere in the school.

TECHNOLOGY: PERSONAL ELECTRONIC DEVICES

Personal Electronic Devices (also known as Personal Communication Devices)

Personal electronic devices must be silenced and out of sight between 8:05 a.m. and 3:23 p.m. Additionally, students' headphones should not be used during the day without a staff member's permission. Wireless headphones (e.g. AirPods, Beats, etc.) are not allowed to be worn during the school day, unless the student is given permission to do so for a specific learning activity. The use of a camera phone, iPad, Chromebook, or any recording device or camera in a locker room or restroom is prohibited. More specifically, the use of a camera phone, iPad, Chromebook, or any recording device or camera in a locker room to take and/or record nude or partially nude pictures in a locker room or restroom is prohibited. Students are not permitted to possess laser pointers at school. If a staff member has a reasonable suspicion that an electronic device was used in violation of Board policies, school rules or the law, the device will be confiscated, may be searched by the district, and it will be taken to the office where it may be retrieved by the student's parent/guardian. Confiscation of a cell phone includes the collection of the cell phone, the battery, accessories, and the memory card. If the student violates any of the user terms and conditions, privileges may be terminated, access to the school district technology resources may be denied, and appropriate disciplinary action shall be applied. Violations may result in disciplinary action up to and including suspension and/or expulsion for students. When applicable, law enforcement agencies may be involved. The school is not responsible for lost, stolen, or damaged items. Please see Board Policies [5136](#) and [9151](#) for more information.

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.

- Please pull up along the IMMS curb as far as you can before stopping to drop off your student.
- Please make sure the students you drop off do not exit the car until you are pulled up to the curb. Students should exit the car on the right side.
- Please drop off students immediately after the car pulls up to the curb.
- Follow general driving safety guidelines such as maintaining a low speed, looking before you pull out, and remaining off of your cell phone.
- We encourage you to explore other options for dropping your child off at school such as dropping them off at the sidewalk at the bottom of the hill and having them walk up or dropping them off at the bottom of the hill at the high school.

- During the morning drop-off, parents/guardians are encouraged to bring their child to school between 7:30 and 7:55 to avoid the last-minute rush.

Dismissal

- Please be sure to pull all the way down the driveway (past the fire hydrant). Please do not stop or park in the turnaround as other cars are waiting behind you.
- Students should only get into cars that are pulled up to the curb. Students should enter the car on the right-hand side. Students should walk/run across the parking lot to enter a vehicle.
- Follow general driving safety guidelines such as maintaining a low speed, looking before you pull out, and remaining off of your cell phone.
- As a way to ease the traffic congestion in the afternoon you are encouraged to pick up your child at the bottom of the hill at IMMS or the high school, or to come to pick them up after 3:25.

VISITORS

Parents/Guardians and McFarland community members are always welcome to stop by Indian Mound Middle School and observe us in action. In order to ensure the safety of our students and staff, all visitors must enter the building through the main entrance ("A doors"). Visitors press a buzzer to alert the office staff of their presence. After stating their name and purpose for visiting, the visitor is either buzzed into the office or directed to leave the school grounds. All visitors who are buzzed into the office, 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.** 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.

(Appendices continued on the next pages)

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

A. Definitions

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

B. Enforcement Procedures and Consequences Not Bound by Confidentiality

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

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

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

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

1. Pre-K Through 5th Grade:

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

2. 6th Grade Through 12th Grade Violations:

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

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

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

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

and/or

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

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

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

Any student found selling, distributing or possessing with intent to sell or distribute alcohol, controlled substances, or drug paraphernalia while on school premises, at school-sponsored activities or in

school-operated vehicles shall, where applicable, be subject to further penalties as specified in this rule, the Athletic Code or Code of Conduct.

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

and/or

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

- d. Early Re-entry After Expulsion - To the satisfaction of the district administrator and/or their 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:

August 5, 1996

August 12, 2002

February 2, 2004

June 4, 2007

February 15, 2010

MCFARLAND SCHOOL DISTRICT RESPONSE TO HATE SPEECH

Responding to Hate Speech or Incidences of Hate/Bias

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

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

Commitment to Equity

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

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

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

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

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

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

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

Hate Speech: Hate speech is a communication that carries no meaning other than to vilify, humiliate, or incite hatred for a group or class of people, especially in circumstances in which the communication is likely to provoke violence. It is an incitement to hatred primarily against a group of persons defined in terms of race, ethnicity, national origin, gender, religion, sexual orientation, disability,

and the like. **Hate speech can be any form of expression regarded as offensive to racial, ethnic and religious groups and other discrete minorities or to women. It can be communicated using words, symbols, images, memes, emojis, hand gestures, and video.**

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

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

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

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

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

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

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

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IMMS Conduct Grade and Effort Grade Rubric

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

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