



2021-2022 Annual Notices

Published in the Marshfield News Herald 8/30/2021

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2021 - 2022 School Calendar

September 1	First Day of School
September 6	NO SCHOOL , Labor Day
October 4	NO SCHOOL , Staff Development
November 3	End of Quarter
November 8	NO SCHOOL , Staff Development
November 24 - 26	NO SCHOOL , Thanksgiving Break
December 24 - 31	NO SCHOOL , Winter Break
January 3	Classes Resume
January 18	End of Quarter
January 21	NO SCHOOL , Staff Development
February 21	NO SCHOOL , Staff Development
March 11	NO SCHOOL , Staff Development
March 25	End of Quarter
March 28 - April 1	NO SCHOOL , Spring Break
April 15	NO SCHOOL , Staff Development
May 30	NO SCHOOL , Memorial Day
June 3	End of Quarter; Last day of school
June 13 - July 22	Summer School

Notice of Child Find Activity

The school district must locate, identify, and evaluate all children with disabilities, including children with disabilities attending private schools in the school district, regardless of the severity of their disabilities.

Annually the district conducts developmental screening of preschool children. *Ages and Stages Questionnaire, Third Edition or ASQ-3.* A major obstacle to the timely delivery of early intervention services is the early and accurate identification of young children who have developmental delays or disorders. The first step in obtaining needed services for infants and young children and their families is the establishment of comprehensive, first-level screening programs. The goal of comprehensive Child- Find programs is to separate accurately the few infants and young children who require more extensive evaluation from the children who do not. In most cases, these questionnaires can accurately identify young children who are in need of further evaluation to determine whether they are eligible for early intervention services. Each questionnaire contains 30 developmental items that are written in simple, straightforward language. The items are divided into five areas: communication, gross motor, fine motor, problem solving, and personal-social.

We will be screening all of our students in the 4K programs, parents will receive the information in the fall. If you would like your child screened and he/she is at least 3 years of age or not in a 4K program, contact Scott Saager, Administrative Assistant to the Director of Student Services @ 715-387-1101 ext1107 to request an ASQ-3 be sent to you. After completing the ASQ-3, return it back to the school district in envelope provided. Once the ASQ-3 is scored, someone will contact you to discuss the results of the testing.

All Other Child Find Activities

A physician, nurse, psychologist, social worker or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to report the child to the school district in which the child resides. If the child attends a private school in another school district, the child should be reported to the school district where the child attends school. Before referring the child, the person making the referral must inform the child's parent that the referral will be made. The referral must be in writing and include the reason why the person believes the child is a child with a disability. Others who reasonably believe a child is a child with a disability may also refer the child. A referral request may be sent to Unified School District of Marshfield; attention: Scott Saager, Administrative Assistant to the Director of Student Services, 1010 E. Fourth Street, Marshfield, WI 54449.

The school district maintains pupil records, including information from screening and special education referral. All records directly related to a student and maintained by the school district are pupil records. They include records maintained in any way including, but not limited to, computer storage media, video and audiotape, film, microfilm, and microfiche. Records maintained for personal use by a teacher and not available to others and records available only to persons involved in the psychological treatment of a child are **not** pupil records.

Special Needs Scholarship Program for 2021-2022

The Special Needs Scholarship Program (SNSP) allows a student with a disability, who meets certain eligibility requirements, to receive a state-funded scholarship to attend a participating private school. SNSP schools may accept SNSP applications from July 1st to June 30th of each school year for that school year. For more information, including a parent brochure and frequently asked questions, please visit the Department of Public Instruction website at <https://dpi.wi.gov/sms/special-needs-scholarship>.

Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Unified School District of Marshfield ("School") receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the [School] to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate

educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Directory Information

Each year the Superintendent shall provide a public notice to students and their parents of the District's intent to make available, upon request, certain information known as "directory information." The Board designates as student "directory information": a student's name; photograph; 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.

Directory information shall not be provided to any organization for profit-making purposes.

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 Superintendent's annual public notice. Any parent or eligible student who refuses to allow disclosure of directory data and who participates in the extra-curricular activity must complete Form 2431 F1 - Parent Acknowledgement of Risk and Release, which includes a limitation on the refusal to disclose directory information obtained during the course of the student's participation in extra-curricular activities.

In accordance with Federal and State law, the Board shall release the names, addresses, District assigned e-mail addresses (if available), and telephone listings of secondary students to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. A secondary school student or parent of the student may request in writing that the student's name, address, District assigned e-mail address (if available), and telephone listing not be released without the prior consent of the parent(s)/eligible student. The recruiting officer is to sign a form indicating that "any information received by the recruiting officer shall be used solely for the purpose of informing students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces." The Superintendent is authorized to charge mailing fees for providing this information to a recruiting officer.

Whenever consent of the parent(s)/eligible student is required for the inspection and/or release of a student's health or education records or for the release of "directory information," either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the

Superintendent shall appoint a person who has no conflicting interest to provide such written consent.

The Board may disclose "directory information," on former students without student or parental consent, unless the parent or eligible student previously submitted a request that such information not be disclosed without their prior written consent.

The Board shall not permit the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

This represents a portion of Policy 8330. A complete copy of this policy is available on the district website at www.marshfieldschools.org, or calling the district office at 715-387-1101.

Student Privacy

The Board of Education respects the privacy rights of parents and their children. No student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The Superintendent shall ensure that procedures are established whereby parents may inspect any materials created by a third party used in conjunction with any such survey, analysis, or evaluation before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

Consistent with parental rights, the Board directs building and program administrators to:

- A. notify parents in writing of any surveys, analyses, or evaluations, which may reveal any of the information, as identified in A-H above, in a timely manner, and which allows interested parties to request an opportunity to inspect the survey, analysis, or evaluation; and the administrator to arrange for inspection prior to initiating the activity with students;
- B. allow the parents the option of excluding their student from the activity;
- C. report collected data in a summarized fashion which does not permit one to make a connection between the data and individual students or small groups of students;
- D. treat information as identified in A-H above as any other confidential information in accordance with Policy 8350.

Additionally, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student. The parent will have access to the instructional material within a reasonable period of time after the request is received by the building principal. The term instructional material means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

For the privacy of students whose parents request that they not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the

student(s) to go to a supervised location where under the supervision of a staff member the student will be provided with an alternate activity.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).

The Superintendent is directed to provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the Superintendent is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one or more of the items described in A through H above are scheduled or expected to be scheduled.

For purposes of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

Policy 2416, Student Privacy and Parental Access to Information

Title IX

The Board of the Marshfield School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinator(s) is/are:

Nicole Laber,
Director of Human Resources
715-387-1101
1010 East Fourth Street, Marshfield, WI
labern@marshfieldschools.org

Tracey Kelz
Director of Student Services
715-387-1101
1010 East Fourth Street, Marshfield, WI
kelz@marshfieldschools.org

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The Board has adopted a grievance process and procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process and procedures are included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities. The grievance process and procedures specifically address how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.

Nondiscrimination and Access to Equal Educational Opportunity

The Board of Education is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student programs including curricular, co-curricular and extra-curricular activities and in its employment policies and practices as they relate to students.

Student Nondiscrimination in Relation to Career and Technical Education

Health Career Connections

Summary – Health Career Connections offers internships designed to familiarize students with the various careers in the medical profession. Students will learn skills necessary for their health care career pathway, in addition to working with others, legal and ethical responsibilities, and cultural considerations in the health care industry.

Admission Criteria – Students intending to enroll in Health Career Connections should register for Dual Credit (DC) Medical Terminology (793), Medical Professionalism (797), and Anatomy and Physiology (113 or 114) in their junior year. Nursing Assistant certification will be required between junior and senior year. To apply for Health Career Connections you must complete and return a program application to the CTE Coordinator and interview with employers during your junior year. Applicants must have senior standing, successful completion of Medical Terminology (793), Medical Professionalism (797), and Anatomy & Physiology (113 or 114), and program acceptance after interview.

Future Teacher Internship

Summary – Students will have the opportunity to volunteer with a teacher(s) in various classroom settings to investigate career options in the Education and Training Career Cluster – Teaching/Training Pathway. Students will have a two-period assignment four days a week for a semester to work in an assigned classroom. The fifth day will be for students to attend seminars on tutoring, applying to the university, collaborating with other future teacher interns, learning about professional organizations and professional learning communities, interacting with students, collaborating with mentor teacher(s), and meeting program learning targets.

Admission Criteria – Students intending to enroll in Future Teacher Internship must have senior standing, successfully completed Careers with Kids (790) or instructor consent, and is current with all credits & graduation requirements (minimum UW admission requirements) including having a minimum of 3.0 GPA. Students must return a completed Internship/Co-op Application to the CTE Coordinator and complete the ACT prior to September of senior year.

Internship/Agriculture Co-op

Summary – This course is designed to prepare learners for the process of gaining and maintaining employment. Learners assess their personal background; practice finding career opportunities through the job search process; develop a cover letter, resume, thank you letter, and complete a job application; participate in a mock interview; and demonstrate how to deal with interpersonal situations found in a work environment.

Admission Criteria – Students intending to enroll in Internship/Co-op must have senior standing. Students will collaborate with the CTE Coordinator/Ag Instructors for paid work experience at a local business.

Youth Apprenticeship

Summary – Wisconsin's Youth Apprenticeship (YA) program is a part of a statewide School-to-Work initiative. It is designed for high school students (juniors and seniors) who want hands on learning in an occupational area at a worksite along with classroom instruction. This one or two year elective program combines academic and technical instruction with mentored on-the-job learning to earn a Certificate of Occupational Proficiency from the Department of Workforce Development upon successful completion. A minimum of 2 semesters of related classroom instruction, Skills Checklist completion, and 450 paid work hours is required for each one year YA program. Students should enroll in a Youth Apprenticeship based on the Career Cluster related to their approved YA job.

Admission Criteria – Students intending to enroll in Youth Apprenticeship must have junior or senior. Students will collaborate with CTE Coordinator for paid work experience at a local business that is YA eligible and enroll in related classroom instruction.

Pathway Partners Mentoring Program

Summary – The mission of the Pathway Partners Mentoring Program is "to expose high school students to nurturing relationships with caring adults and to the diversity of opportunities and experiences in our community. These experiences, having guided academic and personal development, will enhance students' life skills and enable them to make successful transitions to post high school education and employment." The purpose of Pathway Partners is to help the students expand their horizons, explore their interests and expose them to a larger world.

Admission Criteria – Pathway Partners Mentoring Program is open to all students in grades 9-12. Students must complete an application to the Pathway Partners Mentoring Program Director for parent/guardian permission to be involved in the program and to help staff learn about the student's interests. No academic credit is given for participation.

Youth Service Learning

Summary – Students who complete 100 hours or more of community service receive special recognition each year. It will be noted on their transcripts, and the President's Student Service Award will be presented to students who serve 100 hours or more their senior year.

Admission Criteria – Youth Service Learning (YSL) is available to all Marshfield High School students on a voluntary basis. Hours logs are due to the Youth Service Learning Coordinator. No academic credit is given for participation.

Reporting Procedures

Students, parents and all other members of the School District community are encouraged to promptly report suspected violations of this policy to a teacher or administrator. Any teacher or administrator who receives such a complaint shall file it with the District's Compliance Officer (CO) at his/her first opportunity.

Students who believe they have been denied equal access to District educational opportunities, in a manner inconsistent with this policy may initiate a complaint and the investigation process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

District Compliance Officers

A Compliance Officer will be available during regular school/work hours to discuss concerns related to student discrimination in educational opportunities under this policy.

Nicole Laber
Director of Human Resources
715-387-1101
labern@marshfieldschools.org

Tracey Kelz
Director of Student Services
715-387-1101
kelz@marshfieldschools.org

Complaint Procedure

All complaints must include the following information to the extent it is available: a description of the alleged violation, the identity of the individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the complainant is unwilling or unable to provide a written statement including the information set forth above, the CO 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 report by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of class schedule for the complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the Superintendent prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

This represents a portion of Policy 2260. A complete copy of this policy is available on the district website at www.marshfieldschools.org, or calling the district office at 715-387-1101.

Notice of Educational Options for Children who Reside in the Unified School District of Marshfield

The Unified School District of Marshfield offers students a variety of educational options to children who reside in the District. The District's primary educational pathway and instructional program for students involves a progression from 4-year-old Kindergarten through grade 12, leading to a high school diploma.

Accountability Report

The Department of Public Instruction (DPI) generates a School Report Card and District Report Card for every publicly funded school and district in the state. These public report cards can be found online at: <http://dpi.wi.gov/accountability/report-cards>. The Report Cards are intended to help schools and districts use performance data to target improvement efforts that ensure students are ready for their next educational step – including the next grade level, graduation, college, and careers.

Full school and school district accountability reports for the Unified School District of Marshfield for 2018-2019 are available on the district's Internet site at [2018-2019 Accountability Report Card Results \(marshfieldschools.org\)](http://marshfieldschools.org).

Some of the specific education programs offered to eligible students who are enrolled in and attending the District's schools include the following:

Early childhood special education (for students at least three years of age, but not yet school-age)

Special education for students with disabilities

English Learner Services

Gifted and Talented education

Career and Technical Education (CTE) programs

Individualized program and curriculum modifications

Alternative education program

At-risk education (for students identified as being at-risk of not graduating from high school)

Summer school programming

Four-year old Kindergarten

Rural Virtual Academy

Educational Options for students who are enrolled in the Unified School District of Marshfield that involve part-time attendance at an educational institution other than a school of the Unified School District of Marshfield:

Early College Credit Program (ECCP)

High school students are allowed to take one or more courses at an institution of higher education for high school and/or college credit.

Part-time Open Enrollment

Beginning in the 2018-19 school year, a pupil enrolled in a public school in the high school grades may attend public school in a nonresident school district for the purpose of taking a

course offered by the nonresident school district. A pupil may attend no more than two courses at any time in nonresident school districts. Wis. Stat. 118.52

Additional educational options for Unified School District of Marshfield students residing in the District that involve full-time enrollment/attendance at a school, program or other educational institution that is not a school or instrumentality of the District include:

Full-time open enrollment involving physical attendance in a public school of a nonresident school district.

Participation in the State's Special Needs Scholarship Program by students with a disability who meet the program's specific eligibility requirements.

Enrollment in a private school of the family's choosing (at the family's own cost or through the Parental Choice Program as applicable).

Enrollment in a home-based private educational program as provided under state law.

Educational options for students who reside in the Unified School District of Marshfield but who are enrolled in and attending a private school or home-based private educational program include:

The opportunity to attend summer school classes/programs offered in the District.

The opportunity for private school students in the high school grades to apply for approval to take up to two courses per semester in a District school, pursuant to section 118.145(4) of the state statutes.

The opportunity for home-based private educational program students to apply for approval to take up to two courses per semester in a District school, pursuant to section 118.53 and participate in District interscholastic athletics and other District extra-curricular activities as provided under section 118.133.

For more information about any of the educational options listed in this notice, please contact the District's administrative office at (715) 387-1101 or the Wisconsin Department of Public Instruction.

Bullying

The Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

Bullying is deliberate or intentional behavior using word or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however this type of 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.

Some examples of Bullying are:

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

Complaint Procedures

Any student that believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or assistant principal. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the Superintendent. Complaints against the Superintendent should be filed with the Board President.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above or through the on-line "report a bullying/incident" located on each building's webpage under "quick links".

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or assistant principal, or the Superintendent.

Reports of bullying may be made verbally, in writing, and online and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this policy shall be investigated promptly by the building principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report. If, during an investigation of a reported act of bullying in accordance with this Policy, the principal determines that the reported misconduct may have created a hostile learning environment and may have constituted harassment based on sex (transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with Policy 5517 – Student Anti- Harassment.

Parents of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to reprimand, suspension, or possible expulsion. Further, the result of an investigation that finds that bullying has occurred may result in discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, that remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

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

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

This represents a portion of Policy 5517.01. A complete copy of this policy is available on the district website at www.marshfieldschools.org, or calling the district office at 715-387-1101.

Civil Rights Policy Statement of Compliance with Federal Law

Pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504"), the Americans with Disabilities Act of 1990, as amended ("ADA"), and the implementing regulations (collectively "Section 504/ADA"), no otherwise qualified individual with a disability shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Board of Education does not discriminate in admission or access to, or participation in, or treatment in its programs or activities. As such, the Board's policies and practices will not discriminate against students with disabilities and will make accessible to qualified individuals with disabilities its facilities, programs, and activities. No discrimination will be knowingly permitted against any individual with a disability on the sole basis of that disability in any of the programs, activities, policies, and/or practices in the District.

This represents a portion of Policy 2260.01. A complete copy of this policy and policy 1623 is available on the district website at www.marshfieldschools.org, or calling the district office at 715-387-1101.

Programs for English Learners

The Board of Education recognizes that there may be students whose primary language is not English residing within the District. With that in mind, the Board shall provide appropriate identification and transition services for District students who possess limited proficiency of the English language. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English Learners (EL), the implementation of curricular and instructional modifications if required, the assessment of the EL student's academic progress, identification of EL students who achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements; the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The parent(s) of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such a manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of EL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to EL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an EL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for postsecondary education opportunities.

EL students will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers.

Homeless Children and Youth

Children who are identified as meeting the Federal definition of "homeless" will be provided a free appropriate public education (FAPE) in the same manner as all other students of the District. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless. The District shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness. The District shall regularly review and revise its policies, including school discipline policies that impact homeless students, including those who may be a member of any of the Protected Classes (Policy 2260).

Homeless children and youth are defined as individuals who lack a fixed, regular, and adequate nighttime residence, and include children and youth who meet any of the following criteria:

- A. share the housing of other persons due to loss of housing, economic hardship, or similar reason
- B. live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations
- C. live in emergency or transitional shelters
- D. are abandoned in hospitals
- E. have a primary night time residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, or
- F. live in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting

Pursuant to the McKinney-Vento Act, an unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian.

Any questions regarding homeless children attending the Marshfield School District should be directed to: Tracey Kelz, Director of Student Services, 1010 E 4th Street, Marshfield, WI 54449 or 715-387-1101 or kelz@marshfieldschools.org.

This represents a portion of Policy 5111.01. A complete copy of this policy is available on the district website at www.marshfieldschools.org, or calling the district office at 715-387-1101.

Program and Curricular Modifications

The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from specific sessions for specified reasons. The student, however, will not be excused from participating in and completing the courses or activities mandated by the State and will be provided alternative learning activities during these times of parent requested absences.

This represents a portion of Policy 2240. A complete copy of this policy is available on the district website at www.marshfieldschools.org, or calling the district office at 715-387-1101.

Food Service

Deposits to student meal accounts may be made electronically through the RevTrak system or by dropping payment off at the individual school offices. Please write the check payable to *School District of Marshfield*. Free and Reduced information and applications are available online at <https://www.marshfieldschools.org/Page/370>. Applications may also be picked up and returned to the school or district office.

BREAKFAST

DAILY MEAL PRICE

Student	*Free
Adult/Seconds.....	\$2.00
Milk.....	\$0.40

LUNCH

DAILY MEAL PRICE

Student.....	*Free
Second Entrées.....	\$2.25
Adult/Seconds	\$3.75
Milk	\$0.40

* Unified School District of Marshfield is participating in the Seamless Summer Option (SSO) during COVID-19, a free breakfast and lunch program for the 2021-22 school year. All students enrolled at the following school(s) are eligible to **receive school meals at no charge**:

Marshfield High School, Marshfield Middle School, Grant Elementary, Washington Elementary, Lincoln Elementary, Madison Elementary and Nasonville Elementary School.

Student Academic Standards

The school district must notify parents/guardians of students enrolled in the school district of the student academic standards that will be in effect for the school year. The Marshfield School District follows the state standards as adopted by the State of Wisconsin Department of Public Instruction as an outline of base expectations for its students. The related accountability and testing is conformed to as appropriate to be in compliance with all state and federal laws. Where appropriate, classroom materials have been aligned to the Common Core Standards. The Common Core Standards, being only an outline of base expectations, are exceeded in almost all areas of school course offerings. The academic standards in effect for the 2021-2022 school year are posted on the district website at [Website Documents - Curriculum - All Documents \(sharepoint.com\)](#).

Religion in the Curriculum

As a public entity, the District must comply with the U.S. Constitution's First Amendment requirement that the District neither establish religion in the schools nor prohibit students' free exercise of religion according to pertinent interpretation and application of those Constitutional provisions by the Courts. Accordingly, no Board of Education employee will promote religion in the classroom or in the District's curriculum, or compel or pressure any student to participate in devotional exercises. Instructional activities shall not be permitted to advance or inhibit any particular religion or religion generally. Teachers shall forward requests for religious accommodation in instruction to the Principal.

The Board acknowledges the degree to which a religious consciousness has permeated the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the District schools frequently contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may be religious in nature shall not, by itself, bar their use by the District. Materials, activities, decorations, or assembly programs may not, however, promote religion.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the District's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools, so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets if any.

Accordingly, no student shall be exempted from completion of a required course of study on the grounds that components of the instruction interfere with the free exercise of his/her religion. However, if after careful personal review of the program's lessons and/or materials, a parent indicates to the school that either the content or activities conflict with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular class periods for specified reasons.

The student will be provided with alternate learning activities during the times of such parent requested absence.

Complaint Procedure

Complaints by students or the public regarding any such course of study will be handled in accordance with Board Policy 9130.

This represents a portion of Policy 2270. A complete copy of this policy and policy 9130 is available on the district website at www.marshfieldschools.org, or calling the district office at 715-387-1101.