



**SCHOOL DISTRICT OF MARSHFIELD
4K - 6
STUDENT & PARENT HANDBOOK
2020 - 2021**

Superintendent's Welcome Message

Dear Parent/Guardian,

Welcome to the School District of Marshfield. We are very much looking forward to working with your child during the 2020-21 school year. Please consider the following Student and Parent Handbook, which is intended to serve as a guide to help assist you and your child with having a successful school year. We hope you will take the time to read and review the contents of this important resource.

Our elementary schools have a strong tradition of educational excellence and continuously strive to provide an even better instructional program for our students. We understand that parents/guardians are essential partners in this process, and we encourage you to contact your school whenever you have a question. Thank you for choosing the School District of Marshfield. We look forward to another great school year!

Dr. Ryan Christianson
Superintendent of Schools

Working together to nurture excellence in a collaborative, inclusive, and supportive community.

Board Approved: July 8, 2020

Table of Contents

<i>School Calendar</i>	<i>5</i>
<i>4K Directory</i>	<i>6</i>
<i>Elementary Directory</i>	<i>7</i>
<i>FOREWORD.....</i>	<i>8</i>
<i>POLICY & PROCEDURES</i>	<i>8</i>
Nondiscrimination Policy*.....	8
Marshfield Public Schools Discrimination Complaint Procedure.....	8
Nondiscrimination on the Basis of Sex in Education Programs or Activities	8
Student Rights and Responsibilities	9
Court Orders	9
Complaints	9
Student Records.....	9
Right to Privacy.....	9
<i>ATTENDANCE</i>	<i>10</i>
Enrollment.....	10
Attendance.....	10
Statutory School Attendance Laws	10
Excused Absences	10
Unexcused Absences/Tardiness.....	11
Truancy	11
Dismissal	11
Early Dismissal	11
School Closing Announcements.....	12
Leaving the School or School Grounds	12
<i>STUDENT & FAMILY RESPONSIBILITIES.....</i>	<i>12</i>
Student Conduct	12
Student Conduct on the Playground	13
Student Conduct on the Bus	13
Dress and Grooming.....	15
Care of Property	15
Communicating with Teachers	15
Student Valuables.....	15
Use of School Telephones/Calls at School	15
Backpacks, Personal Bags and Purses.....	15

Beverages and Snacks	16
Lockers and Hooks	16
Restrooms	16
Meal Service	16
ACADEMIC EXPECTATIONS	17
Elementary Curriculum	17
Academic Integrity	17
Elementary Assessments	17
Grade Advancement & Retention	19
Homework	19
Report Cards	20
Instructional Materials	20
Instructors	20
Technology	20
Field Trips	21
4K Curriculum & Assessment	21
GUIDANCE	22
Guidance	22
Student Service Assessments	22
Individuals with Disabilities and Limited English Proficiency*	22
Use or Possession of Drugs, Alcohol, Mood-Altering/Controlled Substances, Tobacco Products and Vaporizers*	22
Drug Abuse Prevention	23
HEALTH	24
Accident, Injury and Illness	24
District Nurse Services	24
First Aid	24
Immunizations	25
Special Health Concerns	25
Screening for Hearing and Vision	25
Medication*	26
Direct Contact Communicable Diseases	26
SAFETY	26
Safety and Security	26
Emergency Cards	26

Crossing Guards & Safety Patrol	26
Weapons*	27
Video Surveillance	27
Harassment Policy*	27
Bullying Policy*	29
Mandatory Reporting.....	30
Doors	30
Fire and Tornado Drills	30
Soft/Hard Lockdown Drills.....	31
TECHNOLOGY.....	31
Personal Communication Devices (PCD) and other Electronic Devices*	31
USDOM Personalized Learning Device 1:1 Program	31
District Acceptable Use Policy	33
MISCELLANEOUS	33
Visitors	33
Volunteers.....	33
Solicitation Sale	33
Advertising Non-School-Related Activities	33

Public Information

Information about the School District can be found at the District website www.marshfieldschools.org

School Calendar

SCHOOL DISTRICT OF MARSHFIELD | 2020-2021 ACADEMIC CALENDAR

AUGUST '20						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1 First Day of School
7 Labor Day

OCTOBER '20						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

30 End of 1st Qtr

NOVEMBER '20						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

25-27 Thanksgiving Break

DECEMBER '20						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

24-1 Winter Break

JANUARY '21						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

19 End of 2nd Qtr

FEBRUARY '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

15 No Students or Staff

MARCH '21						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

23 End of 3rd Qtr
29-2 Spring Break

APRIL '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY '21						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

31 Memorial Day

JUNE '21						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

3 End of 4th Qtr; Last Day
14 Summer School Begins

JULY '21						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

4 Independence Day
5 Holiday Observed
23 Summer School Ends

= Reinforcement Day (No Students; Prof Staff Full Day)
 = Professional Staff Full Day; No Students

= Vacation (Labor Day, Thanksgiving Break, Winter Break, Spring Break)
 = End of Quarter/Semester

Board Approved – August 12, 2020

4K Directory

The School District of Marshfield provides 4K Programs in cooperation with local preschool providers. In addition to district policies, each center has policies and procedures in accordance with Wisconsin State Licensing codes for childcare.

If you have questions about the 4K Program which are not answered in this handbook, please contact the 4K Site Director for the program where your child attends. Questions related to the school district may be directed to:

4K Program Coordinator/1010 E. 4th Street / 715-387-1101 Kim Ziembo

4K Principal/510 Palmetto Avenue / 715-384-8181 Tiffany Scheer

Bright Horizons /601 N. Pine/ 715-387-7555

Site Director Tammy Gianneschi

Child Care Centers of Marshfield /803 N. Peach / 715-384-4854

Site Director Sue Babcock

Tiny Tiger Intergenerational Center /905 Tiny Tiger's Court / 715-389-1721

Site Director Sue Babcock

Grace Lutheran /11284 Highway 10 West / 715-676-2213

Site Director Heather Stichert

YMCA-Pied Piper Child Development Center /410 W McMillan / 715-387-4900

Site Director Amanda Blaskowski

Wood County Head Start /410 W McMillan Street / 715-421-2066 or 715-384-3552

Site Director Larissa Dillenbeck

Additional Notes:

- A number of sites offer childcare before and after class, referred to as *wrap around care*, for children enrolled in a 4K program. Please check with the Site Director for information and availability.
- For safety reasons, parents must go to the classroom to check out and pick up their child or must give prior permission for other adults to pick up a child.

Elementary Directory

Grant Elementary School / 425 W. Upham Street / 715-384-4747

Principal Jeff Damrau
Assistant Principal Jillian Banser
Secretaries Tiffany Lenz & Beth Kayhart

School Office Hours: 7:15 a.m. – 3:45 p.m.

Lincoln Elementary School / 1621 S. Felker Avenue / 715-387-1296

Principal Brooke Bargender
Secretary Sandra Staab

School Office Hours: 7:15 a.m. – 3:45 p.m.

Madison Elementary School / 510 N. Palmetto / 715-384-8181

Principal Tiffany Scheer
Secretary Kathy Scheppler

School Office Hours: 7:15 a.m. – 3:45 p.m.

Nasonville Elementary School / 11044 State Highway 10 / 715-383-1312

Principal Char Ulrich
Secretary Michelle Junco

School Office Hours: 7:00 a.m. – 3:30 p.m.

Washington Elementary School / 1112 W. 11th Street / 715-387-1238

Principal Jenna Southworth
Secretary Lori Immerfall

School Office Hours: 7:15 a.m. – 3:45 p.m.

FOREWORD

This student handbook was developed to answer many of the commonly asked questions that students and their parents may have during the course of the school year. This handbook summarizes many of the official policies and administrative guidelines of the Board of Education and the District. To the extent that the handbook is ambiguous or conflicts with these policies and guidelines, the policies and guidelines shall control. This handbook is effective immediately and supersedes any prior student handbook.

POLICY & PROCEDURES

Nondiscrimination Policy*

**Parents and students are encouraged to read the full text of the Board of Education policy governing Nondiscrimination 2260 available on the District web site or by contacting the school main office.*

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 program and activities.

It is the policy of the Schools that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability in any of its student program and activities.

The district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the policy in the Marshfield Public Schools.

Marshfield Public Schools Discrimination Complaint Procedure

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 is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extracurricular programs unless the complaining individual makes the complaint maliciously or with knowledge that it is false.

The Board designates the following individuals to serve as the District's Compliance Officers.

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

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

Nondiscrimination on the Basis of Sex in Education Programs or Activities

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.

Student Rights and Responsibilities

The rules and procedures of Marshfield Elementary School are designed to allow each student to obtain a safe, orderly, and appropriate education. Students can expect their rights to freedom of expression and association and to fair treatment as long as they respect those rights for their fellow students and the staff. Students will be expected to follow teachers' directions and obey all school rules. Disciplinary procedures will comply with the requirements of State and Federal Law.

Parents have the right to know how their child is succeeding in school and will be provided information on a regular basis and as needed when concerns arise. Many times it will be the responsibility of the student to deliver that information. If necessary, the mail or hand delivery may be used to ensure contact. Parents are encouraged to build two-way communication with their child's teachers and support staff by informing the staff of suggestions or concerns that may help their child better accomplish his/her educational goals.

Students must arrive at school on time, prepared to participate in the educational program. If for some reason, this is not possible, the student should seek help from any staff member.

Court Orders

For the protection of the child, the principal must be aware of any court orders in effect regarding custody and physical placement of children along with any restraining orders against parents or guardians. Please be sure to submit a copy of any current court order to the office so the school can be in compliance with it. Verbal messages or written notes are not sufficient. Please also note that unless we have a copy of a court order that specifies the parental rights of the non-custodial parent, the school will assume that both parents may continue to exercise parental rights.

Complaints

If parents have a concern or complaint, these are best resolved at the most immediate level: teacher or staff member, then principal, and lastly the Superintendent.

Student Records

Student records are generally considered confidential under State and Federal law and may not be released to third parties unless the student's parents give consent in writing; however, there are exceptions to confidentiality, and requests for records within these exceptions may be granted without a parent's written consent. If you have questions about the confidentiality of student records and/or the release of student records to third-parties, please contact the Director of Student Services or consult Board Policy 8330.

Parents have the right to inspect, upon request, a survey or evaluation created by a third party 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.

Right to Privacy

Digital Recording – The use of a digital recording device such as an audio-visual aid has proven to be effective as a teaching tool. As such, there may be times during the school year where a recording device is used in the classroom or

at music or athletic events. The School District of Marshfield has adopted a policy whereby it guarantees that the rights of individual students are not abridged during the course of the recording process. All parents and guardians have the right to exclude their child from participation or having pictures released to the media. Parents or guardians must request in writing that their child be excluded from digital recording activities in school. The request should be submitted to the district.

Directory Data – Directory information can be given to any person or organization for non-commercial or non-business purposes when requested, unless the parents of the student object in writing to the disclosure as required under school policy and State and Federal law. 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.

ATTENDANCE

Enrollment

Families new to the district will need to register for a Skyward Family Access Account. Once the required information is completed an email will be generated with account login, password and a link to complete the registration process.

Computers are available at each Elementary School Office or the Board of Education Office on any regular school day from 9 a.m. - 2 p.m. or by appointment to register in person.

Current families should update information on Skyward Family Access "Request Changes" as needed. This data collection replaces online registration. The Student Emergency online form must be completed each August.

Attendance

Successful work in school depends on several factors, one of which is regular attendance. The state compulsory school attendance law stipulates that all students between the ages of 6 and 18 are expected to attend school during the full period and hours when school is in session to the end of the school term, quarter, or semester of the school year in which he/she becomes 18 years of age.

Statutory School Attendance Laws

In compliance with state school attendance laws, students in grades K-6 are expected to attend school all day every day as defined by school board policy 5200, State Statute 118.15-118.16 and/or defined by the principal. Students who are absent 10 or more days of the school year will meet with the building principal and/or designee, and a follow-up letter will be sent home to the parents. The principal/student meeting will focus on attendance and other concerns that might affect the student's success.

Excused Absences

In order for an absence to be excused by the administration, it must comply with the definition and procedures of one of the following:

1. Illness

Notification Procedure: The parent or guardian of the student must call the school office by 8:00 a.m. the day of the illness. A request for homework may also be made at this time. Our voicemail is active 24 hours per day to receive messages. If a phone call has not been received by the office excusing the child for illness for that given day, the office staff will attempt to reach a parent/guardian by phone. (A less desirable option is for the student to bring a note from the parent or guardian excusing the absence upon returning to school.)

Verification: The administration may choose to verify any questionable absences with additional phone contacts to parent/guardian and/or medical personnel.

Medical Excuse Letter: A written statement from a physician or licensed medical practitioner may be required to be turned in to the office as a record of the physical or mental condition of the student. Such statement shall be made in writing, shall state the period of time for which it is valid, and shall not exceed 30 days.

Extracurricular Events: Students who have been gone from school due to illness for any part of the day may not attend that night's extracurricular activities without administrative permission prior to the absence.

2. Parent/Guardian Excused Absence

Definition: Based on Wisconsin State Statute 118.15 (3) [c], parent(s)/guardian(s) are authorized to excuse their student from school attendance for any or no reason, up to a maximum of ten (10) school days in a school year, provided they notify the school **in writing prior to the absence**. (A school day is defined as all or any part of a school day.) Examples of absences that would fall under this category include: medical appointments, family vacation, court appearances, funeral services, state tournament games, hunting, and family emergencies.

Notification Procedure: The parent or guardian of the student must notify the office in writing one day prior to the time of absence.

Pre-Excused Make-Up Form on Future Absence(s): Students are to pick-up, complete, and return to the office a pre-excused absence form prior to the day of absence which indicates to the student what lessons and assignments will be missed. The form also allows the teachers to be aware of the student's upcoming absence. (The pre-excused absence form is required for students missing three (3) or more consecutive days.)

3. School Event Excuse

Definition: Students will be excused for school sponsored field trips and occasional athletic and other extracurricular competitions.

Notification Procedure: Advisors, teachers, or coaches will inform students of the planned event and respective information passed on to parents/guardians.

School-sponsored Field Trip Form: Teachers will send home a notice and permission form for the parent/guardian to complete and sign. Students then return their completed forms to their classroom teacher.

4. Other Absences

Definition: There may be absences that arise on an unusual basis other than those specified above. For these absences, the individual circumstance will be considered by administration to determine expectations and requirements associated with the absence.

Unexcused Absences/Tardiness

An unexcused absence or tardy is one that school authorities do not approve. All school work and/or time missed will be made up at the discretion of the teacher for the days absent. Students with **unexcused absences or tardiness** may be considered truant as defined under SS118.15-16. In accordance with the law, students may be referred to the police liaison officer who may refer them to Social Services or Marshfield Municipal Court.

Truancy

Truancy is defined by Marshfield Municipal Code as any student who is absent from or late to school without an acceptable excuse for part or all of the day on which school is held.

Habitual truancy is defined by state statute 118.15 as a student absent from school without an acceptable excuse for part or all of five days in which school is held during the school semester. Habitual truancy will be referred to the Department of Human Services, or a municipal citation will be issued.

Dismissal

Students should go home as soon as they are dismissed. Children not riding the bus or walking home should be picked up no later than 3:00 p.m. in the designated areas.

Only a parent/guardian or individual designated, in writing by a parent/guardian, may withdraw a child from the classroom to leave the building while school is in session. For safety reasons, the individual withdrawing the child from the classroom must come to the office to checkout and pick up their child. Checkout procedures may require the individual to show identification and/or sign a logbook.

Early Dismissal

No student will be allowed to leave school prior to dismissal time without a request from a parent in writing, in person, or via phone call, or a person whose signature is on file in the school office. No student will be released to a person other than a custodial parent(s) or guardian without a permission note signed by the custodial parent(s) or guardian.

Forms are sent home at the beginning of the year so parents can communicate where a child should go on planned and unplanned early dismissal days.

School Closing Announcements

If inclement weather causes school to be closed for a day, the announcement will be made over:

Channel 7 WSAW	Channel 9 WEAU	WDLB	Automated phone message – parents are responsible for updating their contact information in Skyward Family Access
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*In the case of early dismissal it is important that families to prepare. Be sure that your family has a plan in place of how your child(ren) will be getting home. Please prepare your child with special directions in case school would be canceled during the school day.

Leaving the School or School Grounds

The Marshfield Elementary School operates on a "closed campus" policy. This means that students may not leave the school grounds in the morning after arriving at school. This rule applies to all students.

A student who needs to leave the building or grounds at any time during the school day must report to the office. A parent/guardian must sign the student out of the building.

STUDENT & FAMILY RESPONSIBILITIES

Student Conduct

Marshfield Schools are committed to maintaining an orderly and safe academic atmosphere. Teachers are expected to create a positive learning environment and to maintain proper order in the classroom. Students are expected to behave in the classroom in a manner that allows teachers to effectively carry out their lessons and allows students to participate in classroom learning activities. Students are also expected to abide by all rules of behavior established by the school and their classroom teachers.

Grounds for Removal of a Student from Class

Disturbances that interrupt the learning process cannot be permitted by any teacher. A teacher may temporarily remove a student from the teacher's class if the student violates the Code of Classroom Conduct, Board Policy 5500. Additionally, the student may be removed from the class for a longer period of time within the discretion of the principal. A student removed from class may also be placed in an alternative education setting.

Removal of a student from class for violating the Code of Classroom Conduct or placement of the student in an alternative educational setting does not prohibit the school from further disciplining the student for the conduct that caused removal or placement including, but not limited to, suspending or expelling the student.

It is neither possible nor necessary to specify every type of improper or inappropriate behavior for which a teacher may remove a student from class. Provided below, however, are examples of reasons a student may be removed from class.

- Repeated reporting to class without bringing necessary materials to participate in class activities.
- Possession of personal property not allowed by school rules or otherwise disruptive to the teaching and learning of others.
- Showing disrespect or defiance of the teacher exhibited in words, gestures, or other behavior.
- Behavior inconsistent with class decorum and interferes with the ability of others to learn. Such behavior includes, but is not limited to, sleeping in class, blatant inattention, or other overt or passive refusal or inability to engage in class activities.
- Possession or use of a weapon or look-alike or other item that might cause bodily harm to persons.
- Behavior that interferes with a person's work or school performance or creates an intimidating, hostile, harassing, or offensive classroom environment.

- Arguing, taunting, baiting, bullying, cyberbullying, inciting or encouraging an argument or disruption or group posturing to provoke altercations or confrontations.
- Pushing, striking, or other inappropriate physical contact with a student or staff member.
- Interfering with the orderly operation of the classroom by using, threatening to use, or counseling others to use violence, force, coercion, threats, intimidation, fear, or disruptive means.
- Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work, or creates classroom disorder.
- Restricting another person's freedom to properly utilize classroom facilities or equipment.
- Repeated classroom interruptions, confronting staff argumentatively, making loud noises, or refusing to follow directions.
- Throwing objects in the classroom.
- Repeated disruptions, or violations of classroom rules, or excessive or disruptive talking.
- Behavior that causes the teacher or other students fear of physical or psychological harm.
- Willful damage to or theft of school property or the property of others.
- Repeated use of profanity.
- Failure to report knowledge of a weapon, bullying, or threat of violence.
- Purposely setting a fire.
- Plagiarism or the falsification of identification or school documents.
- Issuing a false alarm or false report.
- Persistent absence or tardiness.
- Unauthorized use of school or personal property.
- Assisting another person to violate a school rule.
- Violation of specific classroom or activity rules.
- Possession of a radio, "boom-box", portable television, electronic toy, pager, cellular telephone, recording device, or any other electronic equipment without the permission of the principal.
- Violation of bus rules.
- Refusal to accept discipline.
- Criminal conduct.

Student Conduct on the Playground

The safety and well-being of all children is a priority; therefore, rough and dangerous play will not be tolerated on the playground at any time. The following are prohibited:

- Throwing snowballs.
- Playing dodge ball.
- Use of baseballs, hard softballs, golf balls, toy knives, and toy guns.
- Food consumption.

The school provides equipment for playground use. Bicycles are to be placed in the bicycle racks. Bicycle locks and helmets are recommended. Bicycles are not to be ridden on school grounds nor are students to ride another's bike. Skateboards and rollerblades may not be used on school property.

Weather conditions dictate whether students have outdoor recess. The following considerations are used:

- Days when temperature/chill factor is 0 degrees Fahrenheit or below.
- Days of sleet or rain.
- Times when a threat of a severe storm exists.

Personal athletic equipment, electronic devices, games, toys, radios, etc. brought from home are not the responsibility of the school and should not be brought to school.

Student Conduct on the Bus

The school administration, supervisor of transportation, private contractors, and drivers of the buses or vehicles are responsible for maintaining discipline and order in the vehicle while students are being transported in district-owned vehicles or contracted vehicles and buses.

A. A student being transported by the district or contracted buses or vehicles shall conduct himself/herself in a lawful and orderly manner at all times. Safe and efficient transportation of all students is deemed by this school board to be of utmost importance. In order to carry out this purpose and to further facilitate the orderly and efficient transportation of students, the school board specifically prohibits the following conduct by students while being transported in the contracted buses or vehicles.

- Disobedient or impudent conduct toward the school bus driver.
- Moving around while the vehicle is in motion.
- Sticking head or hands, or any portion of body, out of windows.
- Throwing objects out of windows.
- Unusually loud talking or undue noise.
- Damaging the vehicle or its equipment. The parent or student is responsible for the replacement and/or repair of vandalized equipment.
- Smoking on the bus or vehicle.
- Scuffling or engaging in fighting on the bus or vehicle.
- Using obscene language.
- Littering the bus.
- Disturbing fellow passengers.
- Eating or drinking on regular route buses.
- Use of or transporting of knives, weapons of any kind or look-a-likes, alcoholic beverages, prescription drugs, illegal drugs, or any paraphernalia which could be employed in their use.
- Any other conduct which would prohibit or adversely affect the orderly and efficient transportation of students.

B. When the bus driver is unable to correct misconduct, s/he shall report the violation to the school principal who will attempt to settle the matter informally.

1. If the problem is not resolved, the school principal will follow the procedure as outlined below:
 - STEP I: The principal or his/her representative will call the parent(s) or guardian of the student and follow with a letter encouraging the parent(s) or guardian to correct the behavior of his/her child on the school bus.
 - STEP II: The principal or his/her representative will confer with the parent(s) or guardian, the driver, and/or the supervisor of transportation to determine the degree of discipline necessary to correct the violation. If parents do not report for a conference within three days, the principal or his/her representative will invoke an appropriate penalty against the offender.
 - In Step I or Step II, the principal or his/her representative, upon reviewing the severity of the offense, may restrict the offending student from riding the bus for a period of time deemed necessary to correct the situation.
 - STEP III: If the preceding steps have not corrected the situation, the offender (student) shall not be allowed to ride the public school bus for the remainder of the current school year. The student shall, however, be required to be in school.
2. If students from more than one school in the district are involved in a particular incident, the administrator of each student involved will be informed. They will confer regarding the disciplinary action taken with the students.
3. The parent(s) and/or guardian and the students are to be aware that in any of the above actions, they have the right to due process.

Entering and Leaving Buses

- A student shall ride on the bus to which s/he is assigned. Any request for an exception to this rule must be made by the parent(s) or guardian to the bus driver or the bus terminal.
- If the student does not plan to ride the bus, the parent or guardian must notify the driver or the bus terminal in the morning. The teacher must be informed if a child is not to take the bus home in the evening.
- The student shall board and leave the bus at the designated bus stop.
- The student shall wait for the bus at the location designated by school authorities.
- When crossing the road to board or leave the bus, the student should pass 10 feet in front of the bus but only

after the driver signals that it is safe to cross.

- The student shall board and leave the bus at the designated bus stop.

Dress and Grooming

**Parents and students are encouraged to read the full text of the Board of Education policy governing Dress and Grooming 5511 available on the District web site or by contacting the school main office.*

We welcome students to school with appropriate clothing and footwear. To maintain student safety, prevent learning distractions, and encourage a high-quality learning environment, any fashion (dress, accessory, or hairstyle) that disrupts the educational process or presents a safety risk will not be permitted. Students wearing inappropriate clothing will be asked to replace the clothing or a parent/guardian will be called to bring in the appropriate clothing. The following styles or manners of dress are prohibited:

- Hats, hoods, other head coverings and sunglasses are not to be worn at school during the instructional day. (Some head covers may be approved by administration for religious or documented medical purposes.)
- Clothing that does not completely cover the torso (front, back and sides).
- Clothing that promotes or supports intolerance, alcohol, drugs, gangs or identification, profanity, sexual reference or violence will not be permitted.
- Clothing otherwise deemed offensive, obscene, sexually degrading, perceived to be racially motivated or pertaining to drugs or alcohol. Examples include references to 4/20, the confederate flag, etc.

Care of Property

Students are responsible for the care of their own personal property. The school will not be responsible for the loss of personal property. Valuables or irreplaceable items should not be brought to school. The school may confiscate such items and return them to the student's parents.

Damage to or loss of school equipment and facilities wastes taxpayers' money and undermines the school program. Therefore, if a student damages or loses school property, the student or his/her parents will be required to pay for the replacement or damage. If the damage or loss was intentional, the student will also be subject to discipline according to the Code of Conduct. Criminal damage to property is considered grounds for either suspension or expulsion from school.

Lost and Found

Items found at school are placed in a box located near the office. Please be sure to label your child's belongings so they can be returned if found. Periodically, unclaimed items are donated to a local charity.

Communicating with Teachers

Parents are encouraged to communicate with their child's teacher on a continual basis and attend parent/teacher conferences. Parents may initiate a meeting with an individual teacher or the entire team at any time during the school year. Please do not wait until fall conferences to raise questions or concerns; these should be addressed prior to the conference.

Parents can contact teachers by phone or via e-mail. If phoning a teacher during the school day, parents will need to leave a message, and the teacher will return the call as soon as possible.

Student Valuables

Students are encouraged not to bring items of value to school. Items such as jewelry, expensive clothing, and electronic equipment are tempting targets for theft and extortion. The school cannot be responsible for their safe-keeping and will not be liable for theft, loss or damage to personal valuables.

Use of School Telephones/Calls at School

Students may only use the office telephone for emergencies (for example: not feeling well, canceled or delayed game times, etc). Phones are for office use only. Parents and guardians are asked to limit requests to relay messages to students unless in emergency circumstances. This avoids the unnecessary interruption of classes.

Backpacks, Personal Bags and Purses

Students may use backpacks, personal bags and purses to bring books and supplies to and from school; however, for safety reasons, these items must stay in their classroom, by their hook, or in their locker during the school day unless students are on the way to and from physical education class or on field trips.

Beverages and Snacks

The academic team of teachers at each grade level may establish a snack time. Elementary school students can bring a *healthy snack* to have during this time. In accordance with our school district's wellness policy, no soda, candy, or other snacks deemed unhealthy will be allowed at any time during the school day, unless for a special occasion as approved by the classroom teacher. Please check with your child's teacher regarding specific food allergies/restrictions within the classroom.

Visit the student wellness page on the district website at <http://www.marshfieldschools.org/Page/413> for examples of healthy snacks.

Water Bottle Use

Students may have water bottles in class, but must adhere to the following guidelines:

- Water bottles must have secure caps.
- Students may not share water bottles.
- Empty bottles should be taken home and be recycled, cleaned, or sanitized for reuse on a regular basis.
- Students misusing water bottles will be subject to disciplinary actions and may have the privilege of having a water bottle during the school day revoked.

Lockers and Hooks

The Board of Education retains ownership and possessory control over all student lockers. Their use is provided for the convenience of students. A locker is provided for some students for the purpose of safekeeping books, clothing, and belongings. Money should not be left in the lockers under any circumstances. Lockers will be periodically inspected for cleanliness. Student lockers may be searched by the administration or his/her designee.

Restrooms

Restrooms should be used during non-class times as much as possible; however, if use is necessary during the school day, the following limitations are in place:

- Students must obtain permission from their classroom teacher or supervising staff member.
- Students shall use the closest restroom to their classroom or area.
- The restrooms are not to be used for loitering.

Meal Service

- The cafeteria is provided for students as a place to eat breakfast and a hot or cold lunch.
- The Board of Education operates a school lunch program on a non-profit basis. The program is subsidized by the Federal Government and must meet their requirements. The program is meant to be a well-balanced lunch and not a complete dinner.
- It is expected that students will clean up their own belongings in the cafeteria.

Some students are eligible for meals at a reduced price or free of charge based on household size and family income. Parents or guardians can apply by submitting a confidential form online or a paper copy to the school office. The Director of Food Services processes the application and notifies the family of their eligibility. Families are encouraged to apply since the district receives federal funding. All information and eligibility status is kept strictly confidential.

ACADEMIC EXPECTATIONS

Elementary Curriculum

The curriculum is developed using state and national standards as the guidelines. The curriculum is posted on the district website. We encourage parents to help their child in the following curricular areas:

English Language Arts (Reading, writing, spelling, and communication) – Expect your child to read daily at home. Encourage them to read from a variety of materials to gain information and enjoyment.

Math – Help your child practice the basic addition, subtraction, multiplication, and division facts. Encourage them to solve everyday problems using math facts, time, measurement, and money skills.

Social Sciences – Students learn about their world, past, present, and future, through a variety of projects and activities. Discuss current events, projects, and themes with your child to increase their understanding.

Science – Students explore scientific thinking, skills, and concepts in thematic units throughout the year. Discuss and explain how basic scientific ideas impact our lives.

Health and Guidance – Student learn about healthy choices for growth and development. Encourage healthy eating, getting plenty of rest, and solving everyday problems with respect and civility.

Physical Education – Classes focus on exercises and activities that make the body healthy and sustain our well-being. Encourage students to get at least 30 minutes of exercise daily and limit screen time to an hour a day.

Art – Students learn art concepts and develop skills both in the classroom and through classes with an art teacher. Be sure to visit the Superintendent's Art Gallery where students' art from elementary schools is featured the entire month of October, January, and April.

Music – General music is taught K-6. Concerts are held at various times of the year. Children participate in a performance concert at least once a year. Orchestra begins at grade 5 and band at grade 6 for interested students.

Academic Integrity

**Parents and students are encouraged to read the full text of the Board of Education policy governing Academic Integrity 5501 available on the District web site or by contacting the school main office.*

The School District of Marshfield values academic integrity very highly and does not permit any forms of dishonesty or deception that unfairly, improperly or illegally enhances a grade on an individual assignment or in a course.

Elementary Assessments

Professional educators gather evidence of student learning in many ways. These may include observations, tests, projects, and checklists. The results of these assessments are communicated to parents through quarterly report cards, progress reports, and through direct contact such as parent-teacher conferences, phone calls, and emails. In addition to classroom assessments, students also take district level assessments in English language arts and math. These assure that students are meeting the skill levels required for their grade.

Students in grades K-6 are given a variety of assessments in English language arts and math. A personal learning plan may be developed for students who struggle in developing specific skills.

All students take AimsWeb+ assessments in the fall, winter and spring. These brief screeners measure student achievement levels in literacy and math skills and allow teachers to make informed decisions when designing instruction for their students. This information is shared with parents.

Students in grades 4K-2 are given the Primary Assessment of Literacy Skills (PALS) in the fall and spring. This assessment measures overall progress in essential skills in reading.

Students in grades 3-6 are given the Scholastic Reading Inventory several times a year. This computerized assessment gives a “Lexile” number indicating the reading level of the child. The classroom teacher will explain this number to parents and provide a scoring report for each student. Students receive a list of books suggested by their reading level.

The district further evaluates individual students when appropriate. Since these are tests for an individual child and are only administered by school specialists, no child is evaluated before the parent or guardian has granted permission.

Grading Schedules

All grades (K – 6) operate on a 4 quarter schedule; each quarter is 9 weeks in length. Elementary progress reports will be shared with parents within the first 6 weeks of the 1st quarter to notify them of their student's current level of performance. Parents are encouraged to meet with teachers and support staff to develop a learning plan that will result in improvement. Parents of any student may request a progress report for their child. Parents of students in grades 3 – 6 have electronic access to grades through the Skyward Family Access.

Grading Scale for Grades K – 2

The following marks will be used in each academic category using curriculum-based assessments, developmental/skill checklists and teacher observations:

A – Advanced: Exceeds Standards

Your child has advanced to higher-level understanding and demonstration of the concept or skill independently and consistently. He or she can clearly explain their thinking and the process in completing tasks.

P – Proficient: Meets Standards

Your child understands and demonstrates the grade level concept or skill independently and consistently.

B – Basic: Progressing on Standards

Your child is approaching an understanding of the concept or skill and needs some teacher guidance in completing tasks.

M – Minimal: Minimal Progress

Your child is beginning to understand and demonstrate the concept or skill but needs a great amount of teacher support to work through tasks.

Grading Scale for Grades 3 – 6

Letter grades reflect achievement of specific curriculum goals and objectives. Personal Responsibility (work and social skills) will not be factored into the achievement grade. These will be reported separately. Achievement grades are based on a variety of measures such as tests, projects, quizzes, and district level assessments. Each teacher has developed a grading plan to identify these in more detail. An expanded grading scale will be used on middle and high school report cards. Percentages will be rounded to the nearest whole number before determining the letter grade.

A - Advanced Performance: demonstrates excellent or advanced achievement

90-100% and 3.5 - 4.0 Rubric average score

B - Highly Proficient: demonstrates strong achievement

80-89% and 2.8 - 3.4 Rubric average score

C - Proficient: demonstrates acceptable achievement

70-79% and 2.0 – 2.7 Rubric average score

N - Not Passing: does not demonstrate acceptable achievement

69% and below and 1.9 – 0 Rubric average score, intervention needed

I - Incomplete: Student must complete required assessments and assignments

within time frame indicated by teacher/principal.

Personal Responsibility

Personal Responsibility marks reflect the characteristics of learners who are motivated, respectful, hard-working, and responsible. Students develop these habits over time, given that they have good role models and opportunities to become more skillful. Each student will naturally have strengths in many of these areas, but we take responsibility for nurturing these qualities in all of our students from kindergarten through high school. They are so important that we did not want to mix them in with achievement grades, leaving one to wonder to what extent these qualities were

considered in the student's overall grade. Personal Responsibility consists of two areas: Work Skills and Social Skills. In grades K-5, students will receive a rating in each of the sub-categories for each quarter. In grade 6, students will receive one general rating for social skills and one general rating for work skills for each subject area on the report card.

Ratings for Personal Responsibility

- 1 = Exemplary** in this area; is a model for others.
- 2 = Doing Well** in this area; meets grade level expectations.
- 3 = Needs Improvement** in this area; needs frequent reminders and redirection.

Social Skills

- *Respects others and property.
- *Takes responsibility for own actions.
- *Seeks positive solutions to problems.
- *Practices self-control.

Work Skills

- *Organized and prepared for class.
- *Follows directions and participates.
- *Pays attention.
- *Completes tasks and uses time wisely.
- *Displays effort to produce quality work.

Instructional Support Programs

Students are recommended for these programs by parents, teachers, or principals. Students may receive additional skill development in reading and math through small group instruction and classroom modifications. They may also receive general academic support if they are at risk for failure.

Academic Enrichment

In some cases, a student may need instruction at levels that are significantly higher than the child's grade placement. Parents or teachers may request a meeting to review the child's learning profile and discuss enrichment options available in the school and district. Requests should go through the building principal. A copy of the Gifted and Talented Program guide is posted on the district website under Curriculum.

Grade Advancement & Retention

The mission of the School District of Marshfield is to provide the environment that cultivates maximum student potential. In order to determine whether a student has successfully met the academic expectations to advance to the next grade level, the School District of Marshfield will consider a wide range of factors. This approach provides a student with multiple means of demonstrating academic proficiency. These include test scores, academic performance criteria, and teacher recommendation. For students struggling to meet grade level expectations, a referral for support services will be made to the principal. A team, including the parents, will meet to develop a Personal Learning Plan for the student. This plan is designed to accelerate student achievement by providing intense personalized services directly to the student. Parents will have ongoing opportunities to be informed of their student's progress and any decisions regarding possible retention. The principal makes the final decision about grade advancement or retention.

Homework

Homework is a means of building a student's knowledge base; therefore, it is both appropriate and necessary for students to complete homework aligned with essential learning targets. This may include work directed by the teacher to make up missed assignments, to promote additional research on a given topic, and to strengthen independent practice and study habits. Teachers design homework assignments with the following considerations:

- total amount of time required for completion of all assignments made by teachers at a grade level as determined through teacher collaboration,
- student's adequate understanding of expectations regarding the assignment,
- student's intellectual, physical, and emotional limitations.

Parents are partners in establishing good homework habits. The following techniques are suggested:

- provide time for leisure reading, math facts, and spelling drill on nights when no assigned work is given,
- have a quiet, well-lit area without distractions,
- set a time for homework,
- have reference and writing materials available for the student (dictionary, paper, pencils, etc.),
- realize the amount of time required per week for homework will probably increase as the student progresses through the grades.

Contact the teacher when there are questions or concerns about the amount or type of homework.

Report Cards

Report cards will be distributed during the week following the end of each 9-week grading period. Parents of students in grades 3-6 will have electronic access to grades through the Skyward Family Access program.

Instructional Materials

Books are furnished by the Board of Education. To help defray the cost of the instructional materials, the student fee is fifteen dollars. A fine will be assessed in cases where intentional or extensive damage is done to books or when books are lost. Students who move before the year ends or who enter late in the year, will have their fees adjusted by the principal. The adjustment for refunds or charges will apply as follows:

Enrollment or Withdrawal	Refund	Charge
One month or less	70%	30%
Four months or more than one month	50%	50%
More than four months	0%	100%

Parent/Guardian will be responsible to pay for damaged or lost books.

Instructors

Classes are taught in the following subjects for students in grades K-6:

- Art – Licensed Art Teacher
- English Language Arts – Elementary Classroom Teacher
- Guidance – Licensed Guidance Counselor or Social Worker
- Health – Elementary Classroom Teacher
- Mathematics – Elementary Classroom Teacher
- Music – Licensed Music Teacher
- Physical Education – Licensed Physical Education Teacher and Elementary Classroom Teachers
- Science – Elementary Classroom Teacher
- Social Science – Elementary Classroom Teacher

Technology

The School District of Marshfield integrates the use of technology and digital literacy and citizenship education into the curriculum across all grades and subject areas.

Technology can transform teaching and learning. Technology is linked to many of the district educational resources used in the classroom. This includes primary and supplemental resources, digital assessments, and technological equipment.

Throughout the curriculum and within instruction, students will be able to find, evaluate, utilize, share, and create content using information technologies and the internet. Students learn the norms of appropriate, responsible behavior with regard to technology use.

The School District of Marshfield provides access to electronic devices, network, internet, and online resources. The district has established policies in order to ensure appropriate use of these resources.

The School District of Marshfield maintains a comprehensive Acceptable Use Policy, 7540 & 7540.03 that applies to all students.

Field Trips

Field trips are academic activities that are held off school grounds. No student may participate in any school-sponsored trip without parental consent. Field trips are meant to be an extension of the curriculum, and student participation is expected. When attending field trips, students are expected to behave as if they are in class, and behavior consequences will apply. It is imperative that students act responsibly and that they follow all instructions given by ANY adults who are part of the field trip. Also, if your child takes medication, please update the teacher so appropriate plans can be made for administering your child's medication.

4K Curriculum & Assessment

Curriculum

The curriculum is based on the Wisconsin Model Early Learning Standards. Each program has developed specific activities and experiences that are aligned with these standards and with the district kindergarten expectations. These are closely monitored by the school district.

Guiding Principles:

1. All children are capable and competent.
2. Early relationships matter.
3. A child's early learning and development is multidimensional.
4. Expectations for children must be guided by knowledge of child growth and development.
5. Children are individuals who develop at various rates.
6. Children are members of cultural groups that offer various developmental influences.
7. Children exhibit a range of skills and competencies within any area of development.
8. Children learn through play and the active exploration of their environment.
9. Parents are children's primary and most important caregivers and educators.

Wisconsin Early Learning Standards

- 1. Health and Physical Development** – This includes knowledge and activities that promote healthy living, safety, fitness and nutrition. Coordination, balance, large and small muscle control, and the use of all senses are emphasized to improve learning.
- 2. Social and Emotional Development** – This includes children's feelings about themselves and others, their ability to form relationships, interest in and skills needed to maintain positive relationships with adults and children, ability to understand the perspective and feelings of others and skills needed to succeed in a group setting. Children's early relationships are the foundation for social and emotional competence and cognitive development.
- 3. Language Development and Communication** – This refers to children's developing ability to convey and interpret meaning. This is reflected in their progress in listening and understanding, speaking and communication, and early literacy.
- 4. Approaches to Learning** – This recognizes that children approach learning in different ways and emphasizes the development of positive attitudes and dispositions to acquire information. It is inclusive of a child's curiosity about the world and openness to new tasks and challenges; initiative, staying on task and paying attention; imagination and invention; and cognitive skills.
- 5. Cognition and General Knowledge** – This recognizes children's search for meaning as the basis for intellectual development. It reflects on children's curiosity about the world and their developing ability to acquire, organize, and use information in increasingly complex ways to satisfy that curiosity. Children are engaged in and appreciate the arts to express ideas and feelings. Primary components include mathematics and logical thinking, scientific thinking and problem-solving, and understanding social studies.

Assessment

Just as children develop in different stages, so learning takes place at various rates. Informal assessments indicate to teachers a child's progress or learning needs. These assessments take many forms. All 4K students will take the Primary Assessment of Literacy Skills (PALS) in the fall, winter and spring to monitor progress in early reading and literacy skills. The results will be shared with parents.

Progress Reports and Parent Conferences

Parents of 4K students will receive progress reports each quarter. Parent conferences will be held for all children and may be scheduled in advance for parent convenience or as needed.

GUIDANCE

Guidance

Guidance lessons will focus on skills for learning and skills to promote appropriate emotion management and communication in personal, social, and academic settings for safety and academic success.

Listed below are a few of the services available to students from the guidance office:

Classroom Lessons - Each class will have guidance lessons throughout the school year. Lessons will focus on many social aspects and skills. Please contact our counselors for more details.

Counseling - Group and individual advice and information for personal use.

Programming - Information relative to course selection, social skills, bullying, AODA and so forth.

Records - School progress records, including test scores and grades.

We welcome students to make use of these and other guidance office services.

Student Service Assessments

The following assessment may be given to students on an as needed basis:

Columbia Suicide Severity Rating Scale (CSSRS)

Used to screen children and adolescents for suicide risk.

Individuals with Disabilities and Limited English Proficiency*

**Parents and students are encouraged to read the full text of the Board of Education policy governing Individuals with Disabilities 2260.01 and English Language Proficiency 2260.02 available on the District web site or by contacting the school main office.*

The Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act provide that no individual will be discriminated against on the basis of a disability. This protection applies not just to the student but to all individuals who have access to the District's programs and facilities.

A student can access Special Education services through the proper evaluation and placement procedure. Parent involvement in this procedure is generally required. More importantly, the school encourages parents to be active participants. To inquire about Special Education programs and services, a parent should contact the Director of Student Services.

If a student is identified and assessed as a English Language Learner (ELL) and determined to be eligible for services, the District will send written notice to the student's parent within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year). Every effort will be made to obtain permission from the student's parent to place the student in language instructional programming prior to the start of the school year or as soon as practicable after identification. The notice will include the information required by law.

Use or Possession of Drugs, Alcohol, Mood-Altering/Controlled Substances, Tobacco Products and Vaporizers*

**Parents and students are encouraged to read the full text of the Board of Education policy governing Use of Tobacco by Students 5512 and Drug Prevention 5530 available on the District web site or by contacting the school main office.*

The use of tobacco products, alcohol, and other drugs including steroids, inhalants, and synthetic drugs shall be prohibited on school district property. This shall include school buildings, school grounds, school-owned vehicles or school leased vehicles, within any indoor facility owned or while leased or contracted for by the District and used to provide education or library services to children, and at all District-sponsored events.

For purposes of this policy, "use of tobacco" means to chew or possess any substance containing tobacco, including smokeless tobacco, in the mouth to derive the effects of tobacco, as well as all uses of tobacco, including cigars, cigarettes, pipe tobacco, chewing tobacco, snuff, any other matter or substances that contain tobacco, in addition to papers used to roll cigarettes, as well as other lighted smoking devices for burning tobacco, electronic "vapor," vapor juice with or without nicotine, lighters, or other substitute forms of cigarettes, clove cigarettes or any other substance. Students who are observed violating this policy shall be disciplined according to provisions in the student handbook. Spectators or visitors who fail to abide by the policy shall be reminded by the principal, supervisor or his/her designee, of the Board's smoking and tobacco use policy. If a spectator or visitor refuses to stop smoking or using tobacco products, he/she shall be asked by the principal, supervisor or his/her designee to leave school premises.

The Board of Education is committed to providing students, staff, and visitors with an alcohol, tobacco, and drug free environment. Parental awareness and responsibility to ensure our schools remain alcohol, tobacco, and drug free is imperative to the district mission regarding Drug Free Schools. If parents do not accept this responsibility and are suspected of contributing to the delinquency of a minor, they may be referred to a school police liaison officer for a possible municipal citation for contributing to the delinquency of a minor.

Students found to be in violation of the student code of conduct due to possession, sales, or delivery of the substances listed above will be referred to student services staff for consultation that may include education, skill-building and referral to additional supports. If the student or parent refuses to work with student services staff, then the student will be considered for suspension.

Drug Abuse Prevention

The Board of Education recognizes that substance misuse is a serious problem with legal, physical, and social implications for the entire school community.

As the educational institution of this community, the schools should strive to prevent substance use disorders and help those with substance abuse disorders by educational, rather than punitive, means. Students expelled for drug related incidents may be required by the Board's expulsion order to submit to drug testing as a condition of early reinstatement throughout the term of the expulsion. Non-expelled students may be subject to drug testing if the parents, student and District agree to such testing in writing. Drug testing, as ordered by the Board or agreed to by the parents/student, will be conducted by a third party and the parents/student will be responsible for the costs associated with such testing.

For purposes of this policy, "drugs" shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Wisconsin statute;
- B. all chemicals which release toxic vapors;
- C. all alcoholic beverages;
- D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- E. "look-alikes";
- F. anabolic steroids;
- G. any other illegal substance so designated and prohibited by law.

The Board prohibits the use, possession, concealment, or distribution of any drug and any drug-paraphernalia at any time on District property or at any District-related event.

The Superintendent shall prepare guidelines for the identification, amelioration, and regulation of drug use in the schools. Such guidelines shall:

- A. emphasize the prevention of drug use;
- B. provide for a comprehensive, age-appropriate, developmentally based drug and alcohol education and prevention program which:
 - 1. addresses the legal, social, psychological, and health consequences of drug and alcohol use;
 - 2. emphasizes skill practice of effective techniques for resisting peer pressure to use illicit drugs and alcohol;
 - 3. assists students to develop skills to make responsible decisions about substance abuse and other important health issues;
 - 4. teaches positive coping strategies for stressors, and respect for one's body;
 - 5. teaches the emotional problem solving skills of mindfulness, distress tolerance, emotional regulation & interpersonal effectiveness;
 - 6. meets the minimal objectives as stated in the essential performance objectives for health education as

- established by the Wisconsin Department of Public Instruction;
- C. include a statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
 - D. provide standards of conduct that are applicable to all students which clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as a part of any school activity;
 - E. include a clear statement that disciplinary sanctions, up to and including expulsion and referral for prosecution, will be imposed on students who violate the school standards of conduct and a description of those sanctions;
 - F. provide information about any drug and alcohol counseling and rehabilitation and reentry programs available to students and provide procedures to direct students and their parents to the appropriate programs;
 - G. require that all parents and students be given a copy of the standards of conduct regarding the unlawful possession, use, or distribution of illicit drugs and alcohol by students;
 - H. require the notification to parents and students that compliance with the standards of conduct is mandatory;
 - I. provide a biennial review of the school district's program to determine its effectiveness and implement changes as needed and to ensure that disciplinary sanctions are consistently enforced;

The Superintendent shall ensure that the warning notice concerning anabolic steroids is installed and properly maintained in each of the District's locker rooms or athletic dressing areas.

Professional staff members are not liable for referring a student to law enforcement or for removing a student from school premises or from participation in a school-related activity for suspicion of possession, distribution, or consumption of any alcoholic beverage or a controlled substance.

HEALTH

Accident, Injury and Illness

It is extremely important that parents/guardians provide the school office with the current home, work, and emergency telephone numbers to be used should a student become ill or injured during the school day. Ill or injured students who cannot participate in routine classroom activities will be sent home. Children with a known fever of 100 degrees Fahrenheit or higher and complaining of not feeling well will be sent home. Student must remain home for 24 hours after the fever has resolved (without the use of fever reducing medication) and other symptoms have stopped.

All injuries must be reported to a teacher or to the office staff. If minor, the student will be treated and may return to class. If medical attention is required, the office will follow the School's emergency procedures.

A student who becomes injured or ill during the school day should request permission from the teacher to go to the office. No student will be released from school without proper parental permission.

A student who has been diagnosed with a concussion should consult with administration (or designee) to coordinate the return to the classroom. The administration (or designee) will consult with the district athletic trainer or school nurse regarding proper academic strategies regarding concussive injuries.

District Nurse Services

A district nurse may visit the school to discuss any student health problems which may arise. On request, a nurse may make home visits to assist the family and school in meeting the needs of a child.

First Aid

First aid given at school is for temporary care only. No matter how minor the injury may be, the parent should check the injury at home and provide further care, or consult a physician if necessary.

Immunizations

State law requires all public and private school students to present written evidence of immunizations against certain diseases within 30 school days of admission. These requirements can be waived only if a properly signed health, religious, or personal conviction waiver is filed with the school.

Immunizations needed for school entrance

4 DTaP/DTP/DT/TD

4 Polio

2 MMR – Measles, Mumps, and Rubella (German measles)

3 Hepatitis-B

2 Varicella (or history of illness)

Your family physician can provide immunizations by appointment. Immunizations are also given by the Wood County Health department at the following locations if your child does not have insurance coverage for immunizations:

MARSHFIELD CITY HALL PLAZA
630 SOUTH CENTRAL AVENUE
715-387-8646 By appointment only.

WISCONSIN RAPIDS WOOD COUNTY COURTHOUSE ANNEX
184 SECOND STREET NORTH
715-421-8911 Please call for clinic hours.

Special Health Concerns

If your child has a special health concern or problem, it is important that this information be relayed to the teacher or district nurse. This will aid staff in helping your child in normal school activities and in meeting any health needs. Parents of 4K students should discuss health needs and medications with the director or staff of the facility where your child attends.

Screening for Hearing and Vision

The hearing screening program occurs in the fall. Students in grades K, 1, 2, and 3 are screened by trained volunteers. Those students showing possible hearing losses are then retested by the District Nurse. Parents of children with hearing concerns will be notified by mail and advised to receive further evaluation.

Students in grades K, 1, 2, 3, 4, 5, 6, and 8 will be screened for distance vision loss. This program is offered in the fall in order to provide adequate time for necessary corrective measures to be taken during the early part of the school year. Parents are notified by mail if their child shows a possible vision loss. Prompt attention to a vision problem is vitally important to your child's school success. Screening does not include close vision testing and is not a substitute for regular eye care. Both hearing and vision screening can be requested by parents at any time.

Other Services

Scoliosis screening is done in grade 8 for boys and grades 6 and 7 for girls. Children with special needs may benefit from the services of a speech, physical, or occupational therapist, school psychologist, guidance counselor, or in the case of a prolonged illness, a homebound instructor.

The school office will provide further information concerning the special needs of your child. If your child has a specific health concern, it is helpful to notify the District Nurse (715-387-1101) before school begins. This ensures your child's needs are met at school.

If your child is not in the grades included for a screening test and you have a concern, please send a note to the teacher to request a test.

Medication*

**Parents and students are encouraged to read the full text of the Board of Education policy governing Administration of Medication/Emergency Care 5330 available on the District web site or by contacting the school main office.*

Written authorization from a physician and parent will be required for prescription medications to be dispensed by school personnel. Nonprescription medications will be dispensed only upon written authorization from a parent or guardian. This authorization form is available from each school office or on the district website. The authorization shall identify the medication, the dosage, and the frequency of administration.

Prescription medication to be given at school must be in a pharmacy labeled bottle. Duplicate medication bottles for school use are available from local pharmacies upon request. Non-prescription medication must be in the original labeled container and labeled with the student's name. Parent transportation of all medication is strongly encouraged. Controlled substance medications must be brought in to the school by the parent.

School personnel do not provide any medication to students without meeting the criteria above. Elementary students are not permitted to administer their own medications with the exception of inhalers.

Direct Contact Communicable Diseases

In the case of non-casual contact communicable diseases, the school still has the obligation to protect the safety of the staff and students. In these cases, the person in question will have his/her status reviewed by a panel of resource people to ensure that the rights of the person affected and those in contact with that person are respected. The school will seek to keep students and staff in school unless there is definitive evidence to warrant exclusion.

Non casual-contact communicable diseases include sexually-transmitted diseases, AIDS (Acquired Immune Deficiency Syndrome), ARC-AIDS Related Complex, HIV (Human Immunodeficiency Virus), Hepatitis B, and other diseases that may be specified by the Wisconsin Department of Health and Human Services.

As required by Federal and State law, parents may be required to have their child's blood checked for HIV and HBV and other blood-borne pathogens when the child has bled at school, and students or staff members have been exposed to the blood. Any testing is subject to laws protecting confidentiality.

SAFETY

Safety and Security

- All visitors must report to the office when they arrive at school.
- All visitors are given and required to wear a visitor badge while they are in the building.
- The school principal has discretion as to whether or not a visitor may be permitted in the school.
- The staff is expected to question people in the building whom they do not recognize and who are not wearing a visitor badge, and to question people who are "hanging around" the building after hours.
- Students and staff are expected to immediately report to a teacher or administrator any suspicious behavior or situation that makes them uncomfortable.

Emergency Cards

- Each child must have emergency information updated in Skyward Family Access in the event an illness or serious accident occurs.

Crossing Guards & Safety Patrol

Adult crossing guards will be on duty from **7:15-8:00 a.m.** and **2:40-3:15 p.m.** at the following corners:

- | | |
|----------------------------|---|
| • Grant School | Upham and Walnut, Upham and St. Joseph |
| • Lincoln School | 17 th and Felker, 17 th and Palmetto, 8 th and Peach |
| • Madison School | Peach and Becker, Peach and Doege |
| • Washington School | 14 th and Schmidt, 11 th and Adams |

Student safety patrols assist in enforcing safety regulations near and on school grounds before and after school. Safety patrol members receive valuable experience and perform a service for all students, teachers, and parents. Children and parents should cooperate with the safety patrol and offer any suggestions for improvement to the safety patrol director. Student safety patrols are not available when the temperature or wind chills are zero or below. Student safety patrols are on duty from 7:30 – 7:45 a.m. and 2:40 – 2:55 p.m.

Weapons*

**Parents and students are encouraged to read the full text of the Board of Education policy governing Weapons 5772 available on the District web site or by contacting the school main office.*

The Board of Education prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle to the extent permitted by law.

The term “weapon” means any object which, in the manner in which it is used, is intended to be used, or is represented as capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type whatsoever including air and gas-powered guns (whether loaded or unloaded), knives, razors with unguarded blades, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, explosives, and any chemical (pepper spray).

The Superintendent is authorized to establish instructional programs on weapons and reporting and dealing with violations of this policy.

Video Surveillance

The Board of Education has authorized the use of video surveillance and electronic monitoring equipment at various school sites throughout the school district. Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action. Parents/students shall have no expectations to access or review video surveillance.

Harassment Policy*

**Parents and students are encouraged to read the full text of the Board of Education policy governing Anti-Harassment 5517 and Bullying 5517.01 available on the District web site or by contacting the school main office.*

Summary of Board of Education Policy

It is the policy of the Board of Education to maintain an educational environment that is free from all forms of harassment, including sexual harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to conduct occurring 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 action 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.

Definitions

- Harassment
Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student that:
 1. places a student in reasonable fear of harm to his/her person or damage to his/ her property;
 2. has the effect of substantially interfering with a student’s educational performance, opportunities, or benefits; or
 3. has the effect of substantially disrupting the orderly operation of a school.

- **Sexual Harassment**
Unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal, physical conduct, or communication of a sexual nature.
- Other forms of harassment such as race/color, religion, national origin, and disability are defined in the full text of the Board of Education policy.
- **Bullying**
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. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student's sex (including transgender status, change of sex, or gender identity), race color, national origin, religion, creed, ancestry, marital or parental status, physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights.

Reporting Procedures

Students and all other members of the School District community, as well as third parties, are encouraged to promptly report incidents of harassing conduct to a school staff member (teacher, counselor, or principal, for example) so the conduct can be addressed before it becomes severe, pervasive, or persistent. The District will investigate such complaints. 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 is false.

The reporting procedures are as follows:

1. Any student, parent of a student, teacher, school staff member, or school community member is encouraged to report the alleged act(s) to the school principal or district compliance officer.
2. The reporting party shall be encouraged to use a report form available on the district website, but oral reports shall be considered complaints as well.
3. 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 will designate one male and one female staff person (designated as Complaint Coordinators) to receive reports of harassment prohibited by this policy.

"Staff" includes all school employees and Board members.

"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.

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 obligation under state and federal law.

Sanctions and Monitoring

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further such harassment. 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. In addition, legal consequences may be imposed. All disciplinary action will be taken in accordance with applicable law and the ages and maturity levels of the students.

Retaliation

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 Board of Education 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.

Bullying Policy*

**Parents and students are encouraged to read the full text of the Board of Education policy governing Bullying 5517.01 available on the District web site or by contacting the school main office.*

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 or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business.

Bullying is deliberate or intentional behavior using words or actions intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; 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 legally protected characteristics. It includes, but is not necessarily limited to, such behaviors as stalking, cyber bullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Any student that believes s/he has been or is the victim of bullying or believes that they have seen bullying behavior directed toward another student should immediately report the situation to the building principal or assistant principal, or the Superintendent. 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.

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. 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.

"Bullying" is defined in Board Policy. Some examples of bullying are:

- Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- "Cyberbullying" – the use of information and communication technologies such as email, 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."
- The Board recognizes that cyberbullying can be particularly devastating to young people because:
 - cyberbullies more easily hide behind the anonymity that the Internet provides;

- cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
- 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
- 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:
 - posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
 - sending email or instant messages that are mean or threatening, or so numerous as to drive up the victim's cell phone bill;
 - using a camera phone to take and send embarrassing photographs of students;
 - posting misleading or fake photographs of students on web sites.

The Bullying/Incident Report Form is available on the district website,
<https://www.marshfieldschools.org/cms/module/selectsurvey/TakeSurvey.aspx?SurveyID=133>

Mandatory Reporting

**Parents and students are encouraged to read the full text of the Board of Education policy governing Nondiscrimination and Access to Equal Educational Opportunity 2260 and Student Anti-Harassment 5517 available on the District web site or by contacting the school main office.*

Wisconsin state law requires that school personnel who, in the performance of their duties, encounter a child they suspect has been physically or sexually abused, is experiencing neglect or emotional damage, or is threatened with injury to make a report to child protective services through the Human Services or Social Services department in the county in which the child resides. A report of suspected abuse or neglect requires child protective services to respond, investigate, and, in some instances, notify law enforcement.

A report to authorities may not be delayed beyond the time the student leaves the supervision of school staff on the day that the suspected/threatened abuse or neglect occurs. Also, relaying suspicions to an administrator or other staff member does not absolve the individual from the responsibility of reporting to the appropriate child protection service agency. Anyone who in good faith is participating in the making of a report or is participating in any pursuant investigation is immune from liability.

Wood County Contact Information:

Wood County Human Services Department/ACCESS – (715) 421-8600
 Wood County Sheriff's Department – (715) 421-8702
 Marshfield Police Department – (715) 384-3113
 Wood County Dispatch – (715) 387-4394
 Wood County Human Services of Marshfield – (715) 387-6374

Marathon County Contact Information:

Department of Social Services – (715) 261-7556
 Marathon County Sheriff's Department – (715) 261-1200

Clark County Contact Information:

Department of Social Services – (715) 743-5233
 Clark County Sheriff's Department – (715) 743-3157

Doors

In order to maintain order, safety and security, all building doors will be locked during the instructional period with the exception of the main entrance which is staffed by district personnel. Students are not to open locked doors for any other students or non-staff members. At no time should a door be propped open. School consequences may be assigned for students who fail to follow this rule.

Fire and Tornado Drills

1. In case of a fire, the fire alarm will be sounded. At that time, students are to vacate the building as quickly as possible according to the evacuation instructions posted in each room. ALL students must be at least 25 feet away

from the building. An announcement will be made over the intercom system indicating an “all clear” before students should return to the building.

2. In case of tornado or other emergency, students are to immediately proceed to the shelter area of the building as designated by the evacuation plan posted in each room and/or follow the directions of their supervisor or announcement over the intercom.
3. Periodic fire and tornado practice drills will be held during the school year.
4. If a student has a physical handicap, he/she should report to the office at the beginning of the year for special emergency information.
5. Students are expected to stay with their teacher during the entire time period of the evacuation for fire or severe weather situations.
6. Students are expected to stay quiet and follow all directives of staff during periods of evacuation.

Soft/Hard Lockdown Drills

The elementary buildings have a procedure to protect students from internal/external dangers. Specific drills are done periodically throughout the year to practice building level procedures.

TECHNOLOGY

Personal Communication Devices (PCD) and other Electronic Devices*

**Parents and students are encouraged to read the full text of the Board of Education policy governing Personal Communication Devices 5136 available on the District web site or by contacting the school main office.*

Personal communication devices (PCDs) may be used before and after school only, not during the school day. PCDs with cameras or any other recording capabilities may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, gymnasiums, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The Director of Technology and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property. Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying and Other Forms of Aggressive Behavior. Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse of, or unauthorized use of PCDs brought onto its property.

USDOM Personalized Learning Device 1:1 Program

The School District of Marshfield maintains a 1:1 learning environment by providing each student with an iPad to support learning. The iPad supports access to digital resources as well as the ability to participate in the learning process in new and exciting ways. Students will also develop the digital literacy and citizenship skills that are essential to graduate college and career ready.

Students may take devices home when the parent and teacher agree it is beneficial to support and improve the learning and educational outcomes for the student. Educators in grades 5 and 6 may suggest students take iPads home to support digital resources if technology can enhance the learning experience outside the classroom. iPad use at home is used as a supplemental resource and home use is not a requirement to complete schoolwork.

If it is agreed that taking the device home is a good option a parent/guardian will need to complete the Student iPad Loan Agreement via Skyward Family Access prior to taking the device home. Computer and internet access is available in each school office upon request.

iPads are the property of the School District of Marshfield and are issued in a case for use during the school year. Students who withdraw, un-enroll or for any other reason leave the School District of Marshfield must return the district iPad and case.

Device Passcode

Digital identifications, which include email addresses, and the usernames and passwords for online systems and accounts, are for the student's use only and should not be shared. Using the passcode to secure the iPad will prevent unauthorized access to the device and data. Students are required to utilize the district provided "lunch pin" as a passcode. This unique four digit number is available on both Skyward Student and Family Access via the "Food Service" tab.

Data

Google Drive along with Office 365 (5-6th grade) are the primary tools providing online storage and access across many devices. Teachers may also provide other options for specific learning activities. Storage space is available on the iPad, however, online storage will ensure your data is backed up. The School District of Marshfield is not responsible for the loss of content including but not limited to music, photos, and videos.

Printing

The district will not support in school printing from an iPad. Digital resources will be used removing much of the need for students to print. Students are encouraged to use Google Drive/Office 365/Canvas Learning Management System to share documents and files with their teachers whenever possible. This supports college/career readiness for students and will help schools save paper. Computer labs with printing capability will be available when needed to support learning.

Charging and Storage

Students in grades Kindergarten through 6th grade, primary use of technology will be at school. Devices will be stored and charged in the classroom.

Damaged, Lost or Stolen iPads and Accessories

If the iPad is lost or stolen, report it to the classroom teacher within 24 hours or the following school day. Failure to timely report damage may result in fees for repairs. If it is believed the iPad has been stolen and school staff is not available, report to the district Information Technology Department at 715-384-2327 X4500 or email support@marshfieldschools.org. The school district will work with local law enforcement and utilize location services to aid in the recovery of the device when necessary. The device is encrypted and the serial number is registered to the School District of Marshfield.

USDOM Damage/Loss Deductible

The district deductible will cover all families/students in the event of accidental damage, loss/non-repairable damage, or theft occurring outside of school at the following rates.

- One incident of accidental damage at no charge
- A second incident of accidental damage with a \$40.00 deductible
- One incident of loss with \$100.00 deductible

Any additional incidents that require repair or replacement will be the responsibility of the student/family. If the iPad is intentionally damaged, the student/family is responsible for the full cost of replacement/repair. All efforts to recover a lost or stolen device will be made prior to a replacement claim.

The USDOM Damage/Loss Deductible does not cover:

- Damage to cables or chargers
- Loss of cables or chargers
- Intentional or neglectful damage
- Damage that occurs when the iPad is out of the district issued case
- Loss as a result of willful negligence
- Any damage beyond the second incident of damage or one incident of loss

The replacement costs are based on current pricing and will be updated to reflect current value. Prices below are a guideline.

- Case (\$35), Lightning Cable (\$20), Power Adapter (\$20), iPad [Gen 6] 32GB (\$244)

District Acceptable Use Policy

Supervised access to the Internet will be available at each school. Students will be instructed in, and expected to comply with, the Board adopted Policy 7540 – Use of District Computers, Network, and Internet Resources.

The School District of Marshfield provides access to computer, network, and Internet resources as a means to further the educational goals and objectives of the District. The District has established this policy in order to ensure appropriate use of these resources.

Intent: It is the intent of the District to make computer, network, and Internet resources available to enhance the curriculum and assist students and staff in meeting their specific educational research and communication needs. The use of computer, network, and Internet resources can provide or enhance many educational opportunities, including the following:

1. Access to global resources to provide broader research capabilities for students and staff.
2. Use of electronic mail (email) to improve communication skills and opportunities.
3. Potential to enter into learning partnerships that expand educational opportunities.
4. Opportunity to develop skills employed in the creation of web pages.
5. Opportunity for students to contribute to a published body of knowledge via the Intranet (District-wide network) and the Internet.
6. Improvement of problem-solving and decision-making abilities.
7. Development of higher-level thinking skills.
8. Opportunity for students to develop or improve employability skills.

MISCELLANEOUS

Visitors

In all circumstances, visitors must register in the office at the time of arrival. No loitering by unauthorized individuals is allowed in the building or on the school grounds. Parents who are considering enrollment in a district school may request a tour or information by contacting the Building Principal. Students may accompany their parent(s) during the tour of the school.

To limit distractions to all students, children visiting a family that have a child/children enrolled are discouraged from visiting/attending during the school day.

Volunteers

The School District welcomes volunteers. All school volunteers must complete an application to volunteer in any of the schools of the District. Forms may be obtained from any building or the district website.

Solicitation Sale

Solicitation of students - Any solicitation of students or use of student names for economic gain by organizations unrelated to the school system shall be prohibited.

Solicitation by students - Any solicitation of sale of products by students shall be permitted only with the approval of the Director of Business Services and only for instructional, curricular, or co-curricular activities with a direct connection to the district. All sales are subject to Board policy.

Advertising Non-School-Related Activities

No announcements or posting of non-school-related activities will be permitted without the approval of the Principal. A minimum of twenty-four (24) hours' notice is required to ensure that the Principal has the opportunity to review the announcement or posting.

Flyer distribution for students or teachers must be submitted to the District Office for approval at least two weeks prior to the preferred distribution date.