

Bayfield/La Pointe Elementary School



Student & Family Handbook 2026-27

**300 North Fourth Street
Bayfield, WI 54814**

**Edgar Wyman | 4K-5 Principal | 715-779-3201 ext. 317
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School District of Bayfield SCHOOL BOARD MEMBERS

Sarah Tourdot - President
Kylie Vadnais - Vice President
Elena Erickson- Treasurer
Richard Erickson - Clerk
Nicole Boyd - Member
Anne Sullivan - Member
Rachel DePerry - Member

You may contact Board Members at:

School District of Bayfield Office
300 North 4th Street Bayfield, WI 54814
715-779-3201 ext. 100

visit www.bayfield.k12.wi.us to contact board members via email.

School District of Bayfield ADMINISTRATIVE STAFF

Beth Paap - District Administrator
Lynn Lindahl - Special Education/Student Services Director
Shellie Swanson - 6-12 Principal
Edgar Wyman - 4K-5 Principal
Daryl DePerry- Athletic Director
Terry Newago - Buildings & Grounds Supervisor
Erin Westcott- Finance Manager
Steve Keen- Food Service Manager
Chris Plansky - IT System Administrator
Jackie Noha - District Nurse

Boozhoo Troller Community,

Welcome to Bayfield and LaPointe Elementary! I am incredibly honored and excited to be your new principal and to build on the momentum that has been building within this district. We are continuing to look for ways to create partnerships with the multiple communities we serve and to embrace our unique diversity and resources afforded to us. My personal goal is to collaborate with all of you, in addition to other community partners, to make the education here in the School District of Bayfield of the highest quality. We are going to do this by holding high expectations for every student, and tailoring their experiences to enhance their sense of belonging, mastery, independence, and generosity. As a staff we continue to integrate practices into our teaching that help to promote all of these for each and every student.

I believe that we have an incredibly strong staff in the elementary school, who care about each of our students and work tirelessly to create deep and meaningful connections, maintain a safe environment, and give our students the skills they need to realize what they are capable of. Together we are going to build stronger connections and a sense of community amongst our students, to enrich the learning environment, educational experiences, and social capacity for all of our students. It is clear that this is a priority in our district and I want to continue to champion these real-world skills. My goals are to get our students more unique learning experiences, embrace the local culture, and maintain a strong school-community partnership.

I am committed to working collaboratively with our staff, families, and community members to deliver the best educational opportunities we can while also being a good steward of our available resources. I welcome any conversation regarding the direction and potential we have here at Bayfield Elementary school to make a positive impact on our students and community.

Please use this Student & Family Handbook as a guide to help answer any questions that may arise. We have crafted our policies and procedures to hold us accountable in delivering a positive experience for our students.

Miigwech,

Edgar Wyman
4K-5 Principal

PHILOSOPHY

The staff of the School District of Bayfield's elementary schools believes that its major purpose is to provide experiences that will enable each student to develop intellectually, emotionally, and physically. In providing these experiences, the educational program should adapt to each student's abilities, needs, and interests. The Board of Education, local communities, administrators, teachers, families, and students work cooperatively to provide the best educational programs for our students.

Parents can see to it that their children are prepared for learning by:

1. Being sure that your child(ren) gets a good night's rest and nutritious meals including breakfast.
2. Regularly scheduled homework times and a quiet place to do it.
3. Being sure to keep communication open with your children's teachers.
4. Motivating your child with praise.
5. Limiting the amount of screen time.
6. Talking with your child(ren) to know what is going on in school and how they feel about things.
7. Encouraging your children to read; read to your children; visiting the school, Red Cliff, Madeline Island, and Bayfield libraries.

Help your children to be ready for the school day by: checking if backpacks are ready to go; home work is done; children are dressed appropriately for the weather; forms are signed and returned; clothes are labeled; money needed for school is in a sealed envelope, with amount, purpose, and student's name and teacher's name on the front.

Students can be ready to learn by...

1. Attending school and classes regularly and participating in class activities.
2. Completing assignments on time.
3. Completing homework as assigned.
4. Asking questions; asking for help when you need it; talking to your teacher and parents/guardians.
5. Having your backpack ready to go the night before school.

Staff responsibilities to learners...

1. Work with children as individual learners to provide a positive experience.
2. Communicate regularly with parents/guardians on the progress of the child.
3. Maintain a positive, safe and respectful learning environment.

MISSION STATEMENT

The mission of the School District of Bayfield is to provide a respectful and nurturing environment for each student to grow.

VISION STATEMENT

Valuing the individual learner, the focus of the School District of Bayfield is centered on evidence-based student outcomes, cultural engagement and community connection.

CORE VALUES

Belonging:

This refers to the need for children to feel connected to caring adults and their community, fostering a sense of security and social responsibility.

Mastery:

This emphasizes the development of competence and confidence in various areas, including social, intellectual, and academic skills.

Independence:

This focuses on fostering self-reliance, decision-making abilities, and a sense of agency in children.

Generosity:

This highlights the importance of developing empathy, compassion, and a desire to contribute to the well-being of others.

EQUAL EDUCATIONAL OPPORTUNITIES

The School District of Bayfield is committed and dedicated to providing the best education possible for every child in the District for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the student body.

DISTRICT NON-DISCRIMINATION POLICY

It is the policy of the School District of Bayfield, pursuant to Section 118.13, Wisconsin Statutes and PI 9, that no person, on the basis of gender, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination or exclusion from any program or activity and in employment.

Vocational and academic programs follow the District's policies of nondiscrimination on the basis of age, gender, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap and equal access to designated youth groups as required by s. 118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (gender), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973.

The District shall establish and maintain an atmosphere in which individuals can develop attitudes and skills for effective, cooperative living, including:

- a. Respect for the individual regardless of economic status, intellectual ability, race, creed, color, religion, gender, or age;
- b. Respect for cultural differences;
- c. Respect for economic, political, and social rights of others; and
- d. Respect for the right of others to seek and maintain identities.

The District shall continue to re-examine the curriculum to make sure that it emphasizes positive human relationships. The instructional materials must portray the history, contributions, and culture of ethnic groups of the area, state and nation.

In keeping with the requirements of the federal and state law, the School District of Bayfield strives to remove any vestige of discrimination in employment, assignment, and promotion of personnel; in educational opportunities and services offered students, in assignment to classes, in discipline, in use of facilities; in educational offerings and materials.

A question or concern concerning Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender, should be directed to: Superintendent, School District of Bayfield, 300 North 4th Street, Bayfield, Wisconsin 54814, phone 715-779-3201.

Inquiries related to Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap, should be directed to: Director of Special Education, School District of Bayfield, 300 North 4th Street, Bayfield, Wisconsin 54814, phone 715-779-3201.

Legal Ref:

Sec. 504 of the Rehabilitation Act of 1973
Title VI, Civil Rights Act of 1964
Title IX, Education Amendments of 1972
14th Amendment, U.S. Constitution
Age Discrimination Act of 1967
Wisconsin Statutes, Sections 111.31, 118.20, 111.70, 118.13
Wisconsin Administrative Code PI 9.03

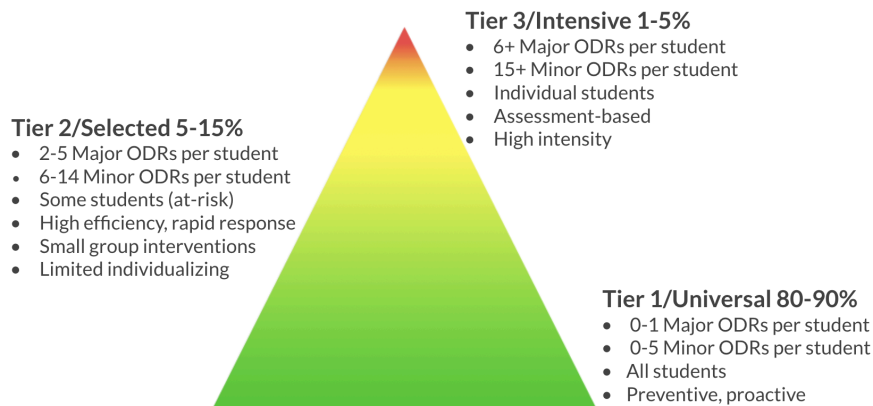
Adopted: 11-10-03
Revised: 03-13-2017

Bayfield School District Multi-Level System of Support - Behavior (MLSS-B) Mission Statement

The main focus of the Multi-Level System of Supports-Behavior (MLSS-B) is to provide a clear system for all expected behaviors. Through MLSS-B, we will work to create and maintain a positive, predictable, safe environment in which each and every school community member (administration, staff, parents/guardians and students) have clear expectations and an understanding of their role in the educational process.

If a child doesn't know how to read, we teach.
If a child doesn't know how to swim, we teach.
If a child doesn't know how to multiply, we teach.
If a child doesn't know how to drive, we teach.
If a child doesn't know how to behave, we... ?
-Unknown

MLSS-B AT BAYFIELD ELEMENTARY SCHOOLS



Multilevel System of Supports - Behavior (MLSS-B) is a proactive, strengths-based approach to creating a positive, inclusive school environment where every student can thrive. MLSS-B recognizes that all students bring unique talents, cultural assets, and the capacity to learn and grow. (ODR- Office Discipline Referral)

Rather than focusing on what students lack, MLSS-B builds on their existing skills and supports them in developing social, emotional, and behavioral

competencies. It provides clear expectations, celebrates positive behaviors, and ensures every student has access to the support they need to succeed—academically, socially, and emotionally.

MLSS-B is not a packaged curriculum, scripted intervention, or a manual. It is an evidence-based, proactive framework for all school staff to, (a) implement tier 1- universal practices, (b) improve their use of those practices and (c) maximize academic and social behavior outcomes for students. MLSS-B is a system of supports and interventions that help students improve their behavior while reducing behavior errors.

MLSS-B implementation in schools focuses on three levels or tiers of instruction. This approach concentrates on data based decision-making in schools. Schools implement MLSS-B by establishing clear expectations and then teaching, modeling, and reinforcing behaviors that match the expectations across all school settings.

Tier 1: Universal Systems

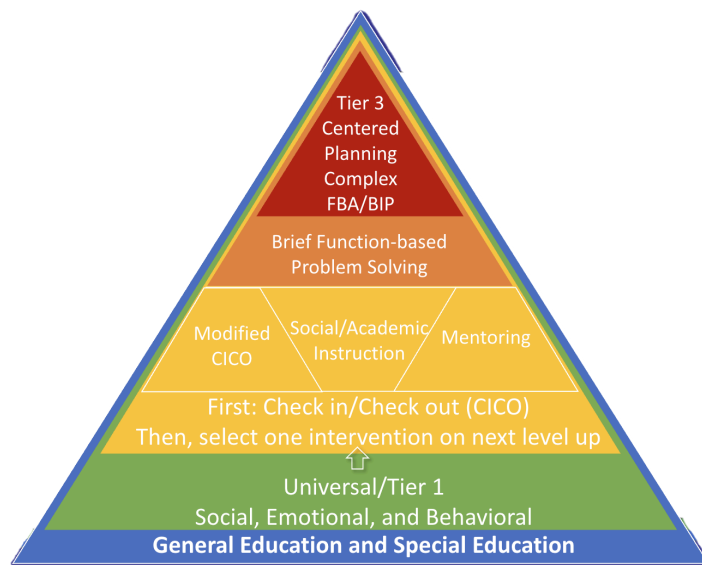
Tier 1 of the MLSS-B model establishes universal supports for all. Supports include the development of school-wide expectations, a behavioral matrix, and acknowledgement systems to reinforce desired social behavior. School wide data is continually reviewed by a team to determine the effectiveness of the systems and to identify the need for additional resources and supports.

Who:

- All students
- All staff (ie teaching staff, custodians, bus drivers, office staff, cafeteria staff etc)
- Classroom teachers (for individualized classroom systems)

What:

- Students are held accountable and acknowledged for following school wide expectations
- Staff consistently teach and acknowledge expected behaviors



- All staff report and document major and minor behavioral errors

How:

- Routines and expected behaviors are explicitly taught and are practiced regularly
- School wide acknowledgement system (tickets)
- Evidence of reteachings (documented through minor forms)
- Classroom systems (District approved SEL curriculum, distributing tickets, Kick off Celebration, etc)

Tier 2: Selected Group Interventions

Tier 2 supports the behavioral needs of students who are demonstrating at-risk behaviors. Targeted, group-based interventions are implemented to serve students who have not responded to Tier 1 interventions alone. Approximately 10-15% of students within a given building will require support from Tier 2.

Who:

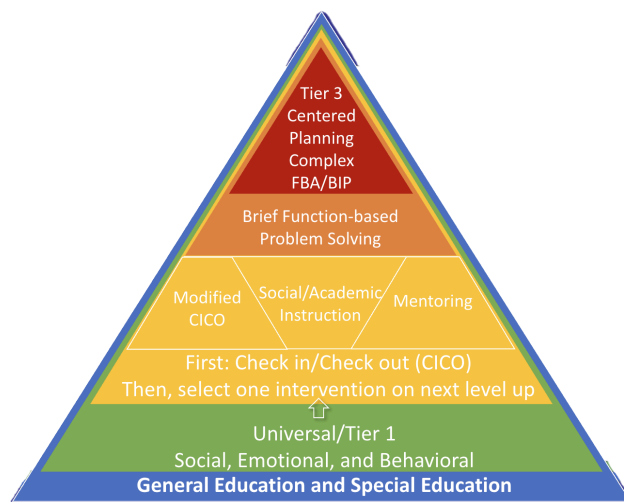
- Tier 2 Team: Administration, Support & Instructional staff (school psychologist, counselor, social emotional coach, classroom teacher, case manager)

What:

- Group-based interventions. Existing interventions for students that may include:
 - Check In/Check out
 - Modified Check In/Check Out
 - Mentoring
 - Social/Academic Instructional Groups (i.e. Implement Curriculum that aligns with Wisconsin Social and Emotional Learning Competencies)
 - Brief Behavior Intervention Planning/Mini-FBA

How:

- The Tier 2 team identifies students possibly needing Tier 2 intervention based on:
 - Data Tool (example: 6-14 minor referrals, 2- 5 major referrals)
 - Student Service Team Referral



- Brief BIP/FBA data
- Data is collected and reviewed at least once a month at Tier 2 meetings
- Students continue to receive Tier 1- Universal strategies from staff

Tier 3: Intensive Individualized Interventions

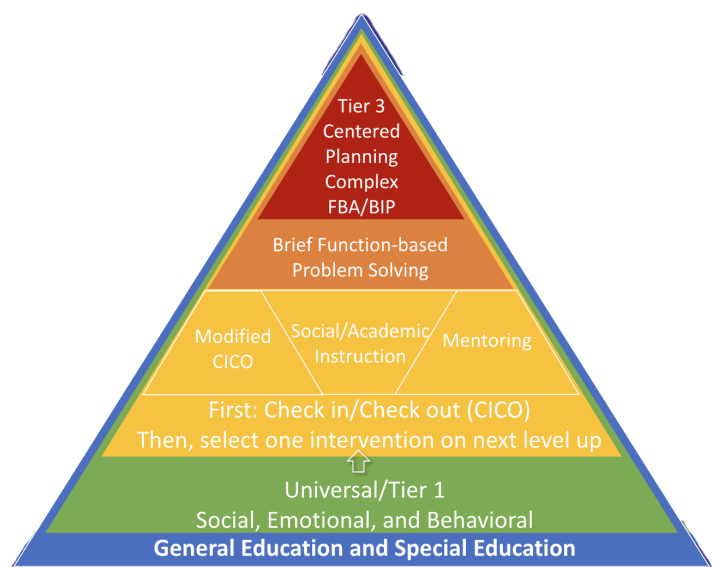
In Tier 3, intensive interventions are put into place for students who have not responded with fluency to Tier 1 and Tier 2 interventions. Generally, about 1-5% of the school population needs these individualized intensive services, which include a Functional Behavioral Assessment and Behavior Intervention Plan. In Tier 3, a team of people are supporting the student. The more intensive the student's needs, the more people may be needed on the team to support the student's behavior throughout the day.

Who:

- A student with ongoing behavioral needs who may require individualized Tier 3 supports to build on their strengths and demonstrate fluency.
- Tier 3 team: Administrator, the student's teacher(s), parent/guardian, and relevant support staff (counselor, school psychologist, SEL Coach)
- Additional district resources (such as the Student Service Team may be consulted to support the school based team in refining the behavior intervention plan)

What:

- Team meeting
- Formal Functional Behavioral Assessment (FBA): Analyzing the student's behavior, including determining when and where the behavior is more likely to occur (antecedent) and why the behavior continues to occur (maintaining consequence) determining the function of the behavior and the target behavior.
- Behavior Intervention Plan (BIP): a written plan developed by a team with an emphasis on



preventing behavior errors, teaching replacement behaviors, and increasing the likelihood that the student will choose the desired behavior. The Formal BIP is based on the results of the FBA.

- If a student has an Individualized Education Program (IEP), the IEP team will reconvene to review the Functional Behavioral Assessment (FBA) results and determine the need for a Behavior Intervention Plan (BIP) aligned with the student's goals, supports, and best practices within MLSS-B.

How:

- Referral to Tier 3 made by the Tier 2 team
- The FBA includes:
 - interviews (i.e. teacher, parent, student),
 - records/data review
 - student observations
 - analysis of antecedents and maintaining consequences(ABC form)
 - a precise definition of the target behavior(s)
 - teams use the district FBA Forms
- The BIP includes:
 - student strengths
 - goals and teaching strategies for replacement behaviors, desired behavior, and proactive approaches to behavior errors
 - an acknowledgement system linked to the the use of replacement and desired behaviors
 - continued access to Tier 1 and 2 supports
 - teams use the district BIP Forms
- Data Collection and Review
 - Data is collected daily
 - After 2-3 weeks, plans are reviewed
 - If the student is making progress, continue
 - If the student is not making progress, the team considers:
 - Was intervention implemented with fidelity?
 - Modifying the intervention
 - Review the FBA to determine if it is accurately defining the function of the behavior
 - Requesting support from the Student Services Team
 - After continued progress, the team fades Tier 3 interventions and continues the Tier 2 level of support

Circle of Courage Model

The Circle of Courage is a model of youth empowerment based on four core values: belonging, mastery, independence, and generosity. It integrates research on positive youth development with traditional Native American philosophies of child rearing and the wisdom of early youth work pioneers.

Children thrive in environments that nurture belonging, mastery, independence, and generosity; without these opportunities, their growth and well-being are deeply impacted. Bayfield School District recognizes this and is adopting Circle Of Courage as a framework for our MLSS-B implementation. Circle of Courage principles have been validated by research on resilience and positive youth development.



1. The Spirit of Belonging: The universal longing for human bonds is nurtured by relationships of trust so that the child can say, "I am loved."
2. The Spirit of Mastery: The child's inborn thirst for learning is nurtured; learning to cope with the world, the child can say, "I can succeed."
3. The Spirit of Independence: The child's free will is nurtured by increased responsibility so that the child can say, "I have power to make decisions."
4. The Spirit of Generosity: The child's character is nurtured by concern for others so that the child can say, "I have a purpose for my life."

"Recognizing that the Circle of Courage transcends cultural boundaries and that all children have the same growth needs, the Circle of Courage is an offering for all youth across cultures and contexts. When children have supportive environments where they can build strengths, their life pathways can change." (Brendtro, Brokenleg, Van Bockern 2013)

Establishing Clear Behavioral Expectations

Proactive Approach to School-Wide Discipline

The foundation of an MLSS-B system is built on clearly defined expectations, consistent routines, and intentional physical arrangements that are proactively developed and explicitly taught by school staff to promote positive behavior and create a supportive learning environment for all students. We believe that behavior is something students learn, just like math or reading. That's why we use the Multileveled System of Supports - Behavior (MLSS-B) framework to teach, model, and reinforce expected behaviors across all school settings. (PBIS.org)

Behavioral Expectations are Defined.

Behavioral expectations are clearly defined through a set of positively stated community agreements that reflect our school's core values.

- **Belonging** -- We build strong, trusting relationships so every student feels seen, heard, safe, connected, and valued as a member of the school community.
- **Mastery**-- We provide opportunities for students to experience success, recognize growth, and develop confidence in their abilities.
- **Independence** -- We encourage student voice, ownership, and responsibility, allowing students to make choices and learn from their experiences.
- **Generosity** -- We promote acts of kindness, service, and contribution, fostering a culture where students recognize their positive impact on others.

Matrix of School Expectations

This is the tool that school staff uses as an easy reference guide for teaching, modeling, and practicing the expected behaviors, in addition to using this language to reteach behavior errors.

Elementary Classroom Example Matrix

Primary Classroom Example Work		Mastery		Independence		Generosity	
• We are a part of our classroom community • We respect others sense of belonging in our classroom community		• We understand the expectations in our classroom • We can express the expectations when prompted • We can remind others of the expectations		• We all bring our own strengths to our classroom • We can make safe and healthy choices in our classroom • We can demonstrate our understanding of classroom expectations		• We show generosity by respecting the needs of others in our classroom • We show respect to things that belong to others in the classroom • We are safe to share our ideas, thoughts, and feelings. • We help our fellow classmates feel safe.	
	Entering the Classroom	Exiting the Classroom	Whole Group	Independent Work	Transitions in the Classroom		
Belonging	• Greet/acknowledge adults and peers • Go to your assigned area	• Give others space and move safely.	• Listen with eyes and ears	• Stay in your assigned spot	• Give others space and move safely.		
Mastery	• Walk • Level 1 Voice	• Walk • Level 1 Voice	• Level 0 Voice when listening • Level 2 voice when called upon	• Level 0 Voice • Get started right away	• Walk • Level 1 Voice		
Independence	• Get materials ready to start learning	• Follow Line Up Procedures	• Stay focused on my learning	• Focus on your own work • Work the whole time	• Move with purpose		
Generosity	• Help a friend when needed	• Leave your space better than you found it	• Celebrate others' ideas and efforts	• Share classroom tools with others	• Help a friend when needed		

Teaching Behavioral Expectations

The behavioral expectations are taught to all students at the beginning of the school year, and throughout the year. All staff will receive weekly Circle of Courage lessons designed to help students fluently demonstrate the expected behaviors. In elementary classrooms teachers will deliver the lessons during weekly circle time. Behavioral expectations will be taught to fluency.

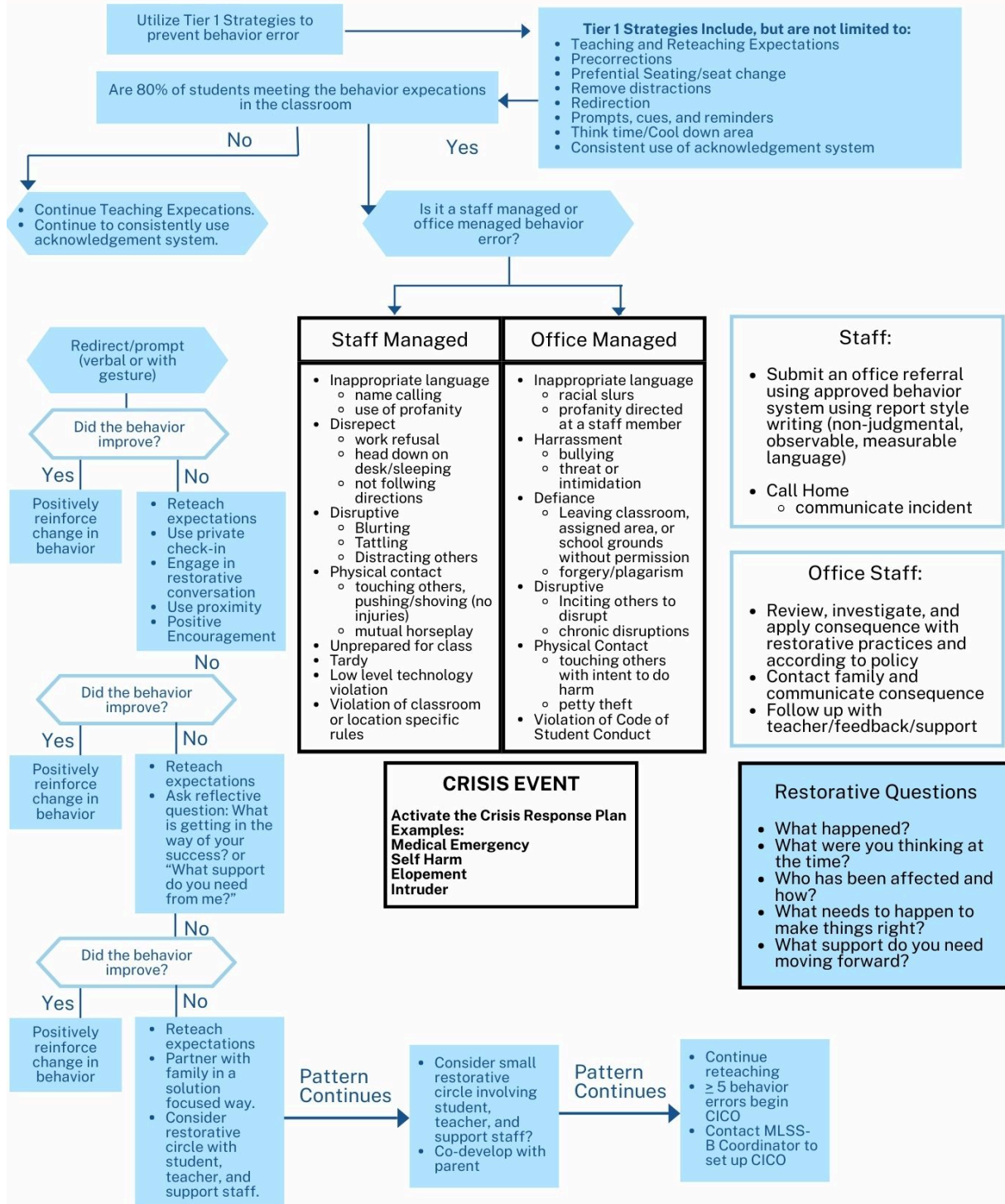
Expected Behaviors are Acknowledged.

Once expected behaviors have been taught, they need to be acknowledged on a regular basis. Through MLSS-B we have designed a formal system called Ishpinaan (High Five) for staff to consistently recognize and reward students who demonstrate expected behaviors.

Behavioral Errors are Corrected Proactively and Recorded.

Students, staff, and administrators will be able to predict the process that will occur when behavioral errors are identified. Evidence of MLSS-B reteachings will be documented in the district approved behavior system. The **Student Behavior Management Flowchart** is used to help staff distinguish major from minor behavioral incidents and when to document these behaviors (staff or office-managed behavior).

BAYFIELD DISCIPLINE FLOW CHART



Decisions About Behavior Management are Data Based.

One of the most important features of MLSS-B is the use of a data management system to track discipline incidents. The data will be used by the MLSS-B team to help determine the type of incidents that are occurring, where, when and who is involved. The data will eliminate the guesswork from the decision making process about what is and what is not working in the school's behavior management system. Data reports can enable administration to devote resources and time to the precise people, places and school day period that need them.

STUDENT BEHAVIOR EXPECTATIONS

Behavioral expectations for students are essential to accomplish the goal of quality education for students. Two areas of concern are behaviors that: (1) disrupt the learning environment so others cannot learn, or (2) acts that endanger the safety or well being of students in the classroom and to or from school.

It is the responsibility of school personnel to develop and maintain a learning environment which reflects good decision making, respectful attitudes, and high levels of achievement. It requires the parents/guardians, teachers, and students to work together to achieve these goals. **Please review these behavioral expectations with your children**; support and praise your child when they demonstrate these attributes.

If a student or group of students' behavior or misconduct disrupts the teaching process, students are denied their right to learn. Therefore, no student has the right to interfere with another student's learning, interfere with a teacher's teaching, or interfere with a safe and healthy environment.

The majority of children follow reasonable rules and direction from school staff. However, the disruptive conduct of some pupils makes it necessary to establish standards of behavior and disciplinary procedures, which are used consistently. School personnel have the responsibility to use preventive, and when necessary, corrective disciplinary action in order to ensure proper pupil conduct. Parents are asked to be aware of children's activities, performance, and behavior in school. Parents are asked to cooperate and work with the school to prevent, or correct problems.

School rules are based on these principles.

General Rules of Conduct

- A. Follow directions of staff the first time given;
- B. Keep hands, feet, hurtful words, and hurtful objects to yourself;
- C. Walk;
- D. Be in the assigned area and be prepared with assigned/required materials;
- E. If you are unsure of what to do, ask questions.

Unacceptable Behaviors

- A. The violation of any local, state, or federal laws;
- B. Willful conduct that endangers school district employees, students, or property of the school;

- C. Willful conduct which materially and substantially disrupts the right of others to an education;
- D. The possession or use of articles that are a nuisance, illegal, or that cause harm to persons or property in school or at school-sponsored activities;
- E. Willful violation of any rule of conduct specified in this discipline policy.

MLSS-B Office Managed Behaviors

MLSS-B office managed behaviors are disciplinary matters that cannot and will not be tolerated. These violations may result in the immediate removal of the student.

- Abusive/inappropriate behavior/profanity
- Physical aggression
- Fighting
- Disruption
- Defiance/Disrespectful/Insubordination/Non-compliant
- Property damage/Vandalism
- Technology Violation
- Use/Possession of Tobacco
- Use/Possession of Drugs and Alcohol
- Bomb Threat/False Alarms
- Forgery/Theft
- Use/Possession of Weapons
- Inappropriate Location/Out of Bounds
- Harassment/Bullying
- Repeated minor behaviors

Format For Behavior Intervention

The Bayfield School District has the responsibility to educate every student and to provide a safe and orderly learning environment for all students and staff. The Bayfield School District has high standards for all students and staff, and recognizes that a diverse district needs to use differentiated strategies. Effective school discipline maximizes the amount of time students spend learning and minimizes the amount of time students cause disruption or are removed from their classrooms due to misbehavior. This policy and the accompanying procedures are intended to improve behavior, school climate and academic achievement for all students. Effective discipline can only occur in the context of a learning community that values caring relationships. Relationships of care and mutual respect are necessary for students to accept instruction, modeling and feedback from their teachers. These relationships provide the motivation for students to care about the impact of their behavior on others.

The goal of school discipline is to teach students to behave in ways that contribute to academic achievement and school success and supports a school environment that builds positive relationships where students and staff are responsible and respectful. The Bayfield School District expects all students to be active learners and responsible members of their learning community. A restorative approach shall be followed to promote positive relationships, responsibility and respect:

1. Recognition that misbehavior damages relationships between the person or persons who misbehaved, the person harmed by the behavior, and the community as a whole;
2. Having an opportunity to repair harm done and restore relationships;

3. Building personal responsibility by helping individuals develop internal control and motivation;
4. Maintaining boundaries/limits that preserve mutual respect and the safety and integrity of individuals and the community.

The following is a list of offenses, consequences and the procedures by which discipline will be enforced by school administration. Appropriate preliminary disciplinary procedures such as warnings to students and calls to parents/guardians will be used by staff members for minor infractions prior to notification to the Principal. Minor infractions include but are not limited to such things as tardiness, minor disruptive behaviors, or being out of assigned area. Staff members will notify the individual students of the infraction and if necessary, will notify the parent/guardian.

****The administrator has the discretion to alter handbook guidelines based on the findings of the investigation.***

Staff Managed Behaviors-Minor	Office Managed Behaviors-Major	Consequences for Major
Abusive Language/Inappropriate Language/Profanity Refer to major	Abusive Language/Inappropriate Language/Profanity Deliberate swearing. Directed profanity (student to student or student to staff).	Abusive Language/Inappropriate Language/Profanity - First offense <i>Removal from classroom by school personnel for intervention. Parent/guardian notified</i> <i>Removal from classroom - School Counselor and parent/guardian notified. Additional consequences may be implemented</i> <i>Suspension (in & out of school) may be implemented for multiple days. School Counselor and parent/guardian notified, meeting with parents to determine/discuss behavior plan</i>
Physical contact/Physical Aggression Student engages in non-serious but inappropriate physical contact poking, horseplay, hands on non-violent, can include use of objects (includes but is not limited to)	Physical Aggression (staff/student) - Student engages in serious inappropriate physical contact where injury may occur - Repeated non-serious - Hitting, punching, kicking, scratching,	Physical Aggression (staff/student) First offense – <i>Removal from class, counselor and parent/guardian contacted, suspension (in-school, out of school) may be implemented based on investigation results. Law enforcement may be contacted.</i>

	pulling (includes but is not limited to)	- Second and continuing offenses – <i>Removal from class. Counselor and parent/guardians contacted. Suspension (Out of School) implemented based on investigation results. Law enforcement may be contacted. Parent/guardian meeting with administration to establish/discuss a behavior plan</i> - Physical attacks and intimidation may result in suspension including contacting law enforcement. A parent/guardian meeting with administration will be required to develop / discuss a behavior plan.
Fighting Refer to major	Fighting Student is involved with initiating and/or participating in an act of physical violence with intent to harm	Fighting - First offense – <i>Removal from class, counselor and parent/guardian contacted, suspension (out of school) may be implemented based on investigation results. Law enforcement may be contacted</i> - Second and continuing offenses – <i>Removal from class. Counselor and parent/guardians contacted. Suspension (in & out of School) implemented based on investigation results. Law enforcement may be contacted. Parent/guardian meeting with administration to establish/discuss a behavior plan.</i>
Disruption Student engages in low-intensity inappropriate disruption that interferes with their learning or the learning of others	Disruption Student engages in high-intensity inappropriate disruption that interferes with their learning or the learning of others	Disruption The level of consequence will vary with the severity of the disruption. Minor offenses will be addressed by the classroom teacher. Major offenses may require removal from the class.

Defiance/Disrespect/Non-compliance A student engages in brief low-intensity failure to respond to adult requests. Student uses inappropriate language or tone of voice towards staff or peers	Defiance/Disrespect/Insubordination Willful failure to respond to or carry out a reasonable directive by school personnel	Defiance/Disrespect/Insubordination An investigation by the school administrator will be made and disciplinary consequences will be determined based on the severity and repetition of the insubordination.
Property Misuse Using property without permission or inappropriately	Property Damage/Vandalism - Student participates in an activity that results in the destruction or disfigurement of property - Damage is determined to have value and needs replacing - Repeated minors	Property Damage/Vandalism A charge of any damages will be made and the student will be responsible for restitution. A report may be made to law enforcement. Disciplinary consequences will be assigned and may include the loss of computer and Internet privileges.
Technology Violation - Use of electronic device during school hours - Improper use of school technology	Technology Violation - Repeated use of electronic device - Failure to follow staff directive after second offense	Technology Violation Student's use of electronic devices is not allowed unless it is during a teacher approved lesson.
Use/Possession of Tobacco Refer to major	Use/Possession of Tobacco Student is in possession of or is using tobacco	Use/Possession of Tobacco Any offense – Interventions may include up to five day (5) OSS, law enforcement may be notified, counselors and parents/guardians will be notified and there may be a required meeting with the school administrator.
Use/Possession of Drugs and Alcohol Refer to major	Use/Possession of Drugs and Alcohol A student exhibits unusual suspicious behavior (Report suspicious behavior to an administrator immediately. This is determined and	Use/Possession of Drugs and Alcohol Any offense – Interventions may include up to five day (5) OSS, law enforcement may be notified, counselors and

	handled by the school Principal.)	parents/guardians will be notified and there may be a required meeting with the school administrator.
Bomb Threat/False Alarms Refer to major	Bomb Threat/False Alarms A student delivers a message of possible explosive materials being on-campus, near campus and/or pending explosion.	Bomb Threat/False Alarms Based on the investigation, the student may be given up to five (5) days OSS, reported to law enforcement, and referred to the school board for expulsion.
Forgery/Theft Refer to major	Forgery/Theft A student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.	Forgery/Theft <i>Removal from the class and sent to the office. Parent/guardian contacted.</i> <i>Removal from class, counselor and parent/guardian contacted.</i> <i>Removal from class, suspension (out of-school) may be implemented, parent/guardian notified, Parent meeting to establish/discuss a behavior plan</i>
Use/Possession of Weapons Refer to major	Use/Possession of Weapons (A weapon is anything that is used to threaten or inflict injury on another person.) A student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.	Use/Possession of Weapons Based on the results of the investigation, the school administrator will refer a student who violates this policy to the parents or guardians and possible contact with law enforcement. The student may also be subject to disciplinary action, up to and including expulsion.
Inappropriate Location/Out of Bounds Refer to major	Inappropriate Location/Out of Bounds - Constitutes an area of the school building that is not connected with that particular student's schedule. - A student leaves or	Inappropriate Location/Out of Bounds First and continuing offenses. Conference with principal, parent/guardian and school counselor notified. <i>Documented on the</i>

	misses class without permission.	<i>attendance report. Law enforcement may be notified for students leaving school grounds.</i>
Harassment/Bullying See Board Policy for definition	Harassment/Bullying See Board Policy for definition	Harassment/Bullying - The student will be warned by the Administrator that the reported behavior is unacceptable and considered to be harassment, hazing, and/or intimidation. Appropriate discipline will be administered and parents/guardians will be notified. - If the behavior continues, parents/guardians will be notified, the student and their family will meet with school administration. Appropriate discipline will be administered, mandatory counseling will be assigned.
Tuancy Refer to major	Tuancy An unexcused absence for part or all of the school day.	Tuancy When a student is truant, procedures will be followed according to (s.118.16 WIS.. Stats) and the Red Cliff Tuancy Code 33.3.3.

ATTENDANCE

Compulsory School Attendance, s. 118.15(3)(c), Wis. Stats, and School Attendance Enforcement, s. 118.16, Wis. Stats.

Regular attendance is essential to a child's success in school. Time missed cannot be made up. The interactive learning of that day is lost. Parents/guardians are responsible for requiring their children to attend school in compliance with the Red Cliff Tribal Law and Wisconsin State Law. Doctor, dental, and other appointments should be scheduled after school or during vacations. Attendance is taken by 9:00 a.m. Dismissal is at 3:25 p.m. Students who arrive at school after 8:25 a.m. will be considered tardy. Students from ages 6 to 18 are required to attend school on a daily basis by Wisconsin and Red Cliff Tribal Law, and the District policy. The following attendance policy is in effect:

Parents/guardians are asked to notify the school by 9:00 a.m. on the morning of a child's absence from school by phone at 779-3201 ext. 142 (La Pointe families please call 747-3605) or email Imeierotto@bayfield.k12.wi.us. For all unexcused absences not accounted for by 10:30 the school secretary will send an email and/or phone notification to families. An absence will be considered unexcused if parents/guardians do not contact (phone, email, note) the office within two days.

Excused absences

WIS. State Statutes and the Board of Education have determined that the following reasons for an absence from school are considered to be excused:

1. Illness (5) days per semester. A doctor's note verifying illness is needed beyond 5 consecutive days. Failure to provide a medical note may result in truancy);
2. Medical appointment (Verification from clinic office is mandatory);
3. Social services appointment or counseling session;
4. Funerals;
5. Religious holidays or other legitimate observances;
6. Court appearances or other legal procedures which require the attendance of the student;
7. Attendance at special events of educational value, physical exams, extended trips as sanctioned by parents/guardians, and certain cultural activities with advanced approval from Principal or designee;

Students that are absent more than five (5) times in one semester will be asked to get doctor, social service, or court verification that documents the days of absence.

Parents may excuse their child's absence in writing before the absence. A child may not be excused for more than 10 days in a school year under these provisions. 118.15 (3)(a), Wis. Stats.

The board may excuse children who are temporarily not in proper physical or mental condition to attend school but can be expected to return to school upon termination or abatement of the illness or conditions. 118.15 (3) (a), Wis. Stats. An excuse under this paragraph shall be in writing and shall state the time period for which it is valid not to exceed 30 days.

Truancy

A student will be considered truant if the student is not in the school building or assigned area or without the knowledge of a parent or guardian for part or all of a school day. When a student is truant, procedures will be followed according to (s.118.16 WIS.. Stats) and the Red Cliff Truancy Code 33.3.3.

A student is considered truant if they are absent without an acceptable excuse for all or part of one or more days during which school is held. A student qualifies to be habitually truant when they are absent without an acceptable excuse all or part of five or more days in a school semester. S, 118.16 (1)(a) and (c), Wis. Stats.

GENERAL TOPICS

Address changes

Please notify the school immediately if there is a change in your address, phone number, or person to contact in case of emergency. This information is **very important** in case your child becomes ill or is injured.

Arriving / Releasing students from school

Students who walk or provide their own transportation are asked not to arrive before 7:45 a.m. To avoid accidents, please do not use the parking area behind the school for dropping off and picking up.

Leaving during the Day

Although we encourage families to make appointments after school hours, we know that occasionally this is not possible. When students need to leave the building, they should bring a written note from a parent/guardian to their teacher at the *start of the school day*. When it is time for the child to leave the building, **parents are expected to meet the student in the main office and sign the child out**. If a student returns to school later in the day, parents are asked to walk the student to the office and sign their child back in.

Assignments Missed Due to Absences

Work missed by the student due to absences may be turned in for full credit before the end of a grading period. Tests will be made up at a time and place determined by the teacher.

Bringing Personal Items to School

The only time students should bring personal items to school is when a teacher instructs them to do so. Any items that are brought to school (such as kick balls) need to fit into a bag with handles so they can be easily carried. Electronic devices are only allowed for educational purposes with permission of the classroom teacher. **Toys, games or items that are distracting are not allowed in school**. These toys, games, or items will be held by staff until the end of the school day or until arrangements are made to get these items home.

Use of a cellular phone is subject to the provisions of the Bayfield School District Acceptable Use Policy:

1. Students who bring cellular telephones to school are responsible for keeping their telephones turned off and in their locker/cubby/backpack during the school day.
2. Students shall not turn on or use cellular telephones while being transported in authorized district vehicles to and from school-sponsored activities or field trips, unless they receive permission from the supervising teacher, bus driver or there is an emergency situation that jeopardizes the safety of students, staff chaperones or the bus driver.
3. Any parent/guardian who wants his/her child to use a cellular telephone at an unauthorized time may submit a request to the student's principal or his/her designee, explaining the reasons for the unauthorized use. The Principal's or designee's decision shall be final.

Birthdays/Special Days

With the teacher's permission, students are allowed to celebrate birthdays and bring treats. Please aim for nutritional treats and try to avoid sugary snacks. PLEASE DO NOT HAND OUT BIRTHDAY INVITATIONS AT SCHOOL FOR PARTIES UNLESS THE WHOLE CLASS IS INVITED. If all students aren't invited, a student's feelings may get hurt. Other special days are scheduled during the year; teachers will notify you in advance when one is scheduled.

Bullying & Prevention Campaign

When bullying is reported, the teacher, school counselor or principal will follow-up on the report. This is a pro-active program to prevent bullying from happening again. Oftentimes a student doesn't realize that his/her behavior was bullying. Repeated bullying is harassment and will result in disciplinary action.

Bullying, Harassment and Hazing

The School District of Bayfield shall maintain and ensure a learning and working environment free of harassment and/or intimidation between students. Harassment and hazing are not acceptable behaviors and will not be tolerated. These behaviors are punishable by law under Wisconsin's pupil harassment statutes. (s.118.13, 118.20, 118.36, Wis. Stats.)

Harassment is repeated and unwelcome physical, verbal, or psychological behavior directed toward another. Hazing is the practice of a student or a group of students subjecting other students to abusive language, tasks, tricks, punching, etc. Both substantially interfere with another student's school performance or creates an intimidating, hostile, or offensive school environment. It will not be tolerated as per Board Policy 5517, Student Anti-Harassment(adopted July 22, 2020, and Board Policy 5516, Student Hazing, (adopted February 10, 2020).

If you believe that you are being or you have witnessed another person being subjected to harassment, hazing or intimidation, please report this behavior to a staff member.

There will be an investigation if harassment, intimidation, and/or hazing have occurred, the following measures will be taken:

1. The student will be warned by the Teacher that the reported behavior is unacceptable and considered to be harassment, hazing, and/or intimidation. Appropriate discipline will be administered and parents/guardians will be notified.
2. If the behavior continues, the student will be reported to the Principal. Appropriate discipline will be administered, mandatory counseling will be assigned, and parents/guardians will be notified.

The School District of Bayfield defines harassment, intimidation and bullying as any gesture or written or verbal or physical act that is reasonably perceived as being motivated either by actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, and expression, or mental, physical or sensory handicap that takes place on school property, at school-sponsored functions or in a school vehicle.

Cafeteria Guidelines

1. In order not to disturb other classes, noise should be kept to a minimum.
2. Students are not to take food out of the lunchroom.
3. Outdoor apparel, i.e. coats and hats, are not to be worn in the lunchroom.
4. Pop/soda/energy drinks are not allowed in the lunchroom. If a student brings lunch to school parents are encouraged to send juice or purchase milk.

Closed Campus

Students in K-5 have **closed campus**. Students are to remain in the school building unless permission has been granted by the Principal and supervised by staff. Students leaving during the school day are

required to have a **written permission slip** from parents/guardians and obtain a permit to leave the building from the Principal's office

Communications

It is the intention of the District to keep the students and parents/guardians informed of things happening at school. Information coming home may be from individual classroom teachers or from the office. The school will also announce calendar events in the school newsletter. Parents/guardians are welcome to call or visit school when they have questions or concerns. The school secretary's phone number is 715-779-3201 ext. 142. La Pointe's phone number is 715-747-3605.

Contacting Your Student's Teacher

Teachers welcome communication with parents/guardians regarding their children. Each teacher has a telephone in the classroom for convenience and welcome phone calls before or after school. You can also leave a message on the teacher's voice mail or with the K-5 secretary and/or you may email the teacher. Teacher's emails can be found on our website at <http://www.bayfield.k12.wi.us> under Menu ⇒ District ⇒ Staff Directory. Please keep in touch with your student's teacher!

Parent Teacher Conference

Formal conference times are scheduled in the fall. Parents/guardians will be notified prior to conferences and are encouraged to attend; student(s) report cards are available at that time. Parents/guardians are also invited to contact teachers on an individual basis by making an appointment at a mutually convenient time.

Parent Teacher Conference Dates

November 18, 2026 from 4:30-7:30 p.m. at Legendary Waters.

Report Cards

At the end of each quarter, teachers will prepare report cards to be shared with students and parents/guardians. Please review the report card thoroughly and contact your student's teacher if you have any questions.

Dress and Personal Appearance

It is expected that parents/guardians and students use discretion regarding student attire. Clothing must not be disruptive to the educational process.

1. Attire with printing or pictures promoting nudity, sex, profanity, drugs/alcohol, violence, antisocial organizations and tobacco products are not allowed.
2. Caps, hats, visors, and miscellaneous headwear may be worn during school hours. Hats should still be removed for the National Anthem, dedications, honor songs, and other ceremonial practices.
3. Underwear is unacceptable when worn as outer apparel.
4. Footwear, such as shoes, sandals, or boots is required.*
5. Sunglasses are not allowed.*
6. Heavy winter jackets are not allowed to be worn in the classroom during the school day.*

*Exceptions for unusual circumstances (i.e. medical). The principal may consult with the pupil service team to grant exception to this rule.

Seasonal Dress

Clothing can often affect the way a child feels and can affect school performance. In the interest of the health and safety of children, the District relies on the good judgment of parents/guardians to outfit children in a manner appropriate for school. Please adhere to the following guidelines:

1. Students should wear attire appropriate for school activities;

2. Students must have hats, mittens, boots, snow pants and a warm coat to go outside for recess and physical education during winter;
3. Shoes and boots should be standard footwear during winter months.
4. Insulated boots for indoor wear are strongly discouraged;
5. Please send dry shoes to school so your student can change into these upon arrival and after outdoor recess.

Early Dismissal

Be sure to include emergency information on the enrollment cards in the event of an early dismissal due to snow storms or other emergency conditions which may result in an early school closing. This information will be used if parents are not able to be contacted.

School Closing

Emergency school delays, dismissals, or cancellations are usually the result of inclement weather. A school day could also be altered because of utility failures, mechanical failures or threats. School day alterations, due to weather conditions or emergencies, will be announced on the following radio and television stations:

WBSZ	93.3 FM	Ashland	WDIO	CH. 10 TV	Duluth
WJJH	96.7 FM	Ashland	KBJR	CH. 6 TV	Duluth
			KDLH	CH. 3 TV	Duluth

If school is delayed, has early dismissal or is canceled, that change pertains to the School District of Bayfield, La Pointe Elementary School, Bayfield Head Start and Red Cliff Head Start.

If school closes early due to inclement weather, school-wide extracurricular and intra curricular events and practices will be canceled.

Due to the potential danger of young children not being able to enter a home or safe shelter earlier than the student's scheduled arrival time, the District does not initiate an early dismissal unless there is a serious danger or situation at school. Another reason school could be dismissed early is if the District Administrator, in consultation with Viking Motors, anticipates that the buses will be unable to get children home safely at the usual dismissal time.

Emergency Defibrillator

An important part of the emergency response plan includes the use of defibrillation via semi automatic external defibrillators, commonly known as automated external defibrillators (AEDs). AEDs are located across from the office and outside the gym.

Fire and Tornado Drills

Fire drills will be conducted on a regular basis to prepare students and staff for quick evacuation of the building. Instructions are posted in classrooms. Teachers go over these rules with students. Anyone turning in a false alarm will be referred to the civil authorities and prosecuted under Wisconsin law in addition to being suspended or expelled from school. Tornado drills will be conducted according to state and county guidelines.

Field Trips

Field trips are planned to enrich the school curriculum. At the end of this handbook is a Universal Permission Slip. Throughout the school year students will be going on various field trips, some within walking distance and some with school provided transportation. You will still be informed of each field trip and always have the ability to opt your child out of any trip. The purpose of this universal form is so you do not have to sign a new slip for each trip. A copy of this slip will go in your student's file and your

student's teachers will have a copy when taking a field trip. Please sign and return the 2026-27 Field Trip Permission Slip to the elementary office by Friday, September 18, 2026 if you are willing to allow your child to take school sponsored field trips during the 2026-27 school year. Again, you will always be informed about any field trip and have the option to opt your child out of any trip. If you choose not to have your child attend a field trip, you must notify the school office in advance and make arrangements for your child to be supervised that day. If you have any questions please contact Edgar Wyman at ewyman@bayfield.k12.wi.us or 715-779-3201, ext. 317. Examples of "Day Trips" are Big Top Chautauqua, school ravine, walking trails, Coast Guard Park, local orchards, etc.

Field Trip Procedures

- Students are to ride to and from a field trip location in school district provided vehicles. The only exception to this policy could be a parent/guardian transporting their own child with a written request provided to the principal.
- Only parents serving as chaperones may ride on school provided vehicles in addition to staff members and the students involved with the trip.
- Parent chaperones may not bring other children on school sponsored trips. Chaperones are expected to assist with supervision of the students on the trip and caring for other children can interfere with that responsibility.
- Parent chaperones may drive their own vehicles on school trips if sufficient supervision is provided on school vehicles, however, they may only transport other parent chaperones or their own child involved in the group activity.
- Only students, staff and designated chaperones are part of the official field trip/co-curricular group. Others attending the same event on their own initiative are not part of the official group.

Health & Wellness

A. Medication

Medication will be given at school only when the student's health requires it during school hours. Medication will be kept in the nurse's office, and administered by the nurse or designee. The nurse or designee shall keep an accurate record of the prescription, the storage, and administration instructions, and will periodically review the written instruction with the parents/guardians and/or physician.

Wisconsin State Law and school board policy dictate the procedures for dispensing medication.

For prescription medication –

- a) A Physician & Parent/Guardian Authorization Form must be on file with the District (see appendix).
- b) Send the medication in its original container from the pharmacy.

For non-prescription medication -

- a) An Over the Counter Medication Administration in School Form must be on file with the District (see appendix).
- b) Send medication in the original container labeled with the child's name, dosage, time to be given, and the name of the doctor to be consulted if problems arise.

Copies of these forms are at the end of this handbook. Please sign and return these documents as soon as possible. If more forms are needed, contact the school office. For the safety of your child, **NO** medication will be given without following these procedures. Medications will be dispensed as per these procedures.

B. Illness / Injury

Students who become ill at school are assessed by the school nurse or designee. If a student has a fever, is vomiting, has diarrhea, has an undiagnosed rash, or is too sick to be in school, a parent/guardian will be contacted to take the student home. Please provide the school with adequate information by way of emergency card to help in these situations. Be sure to fill out the **NEW** form titled *Annual Health and Emergency Information*.

When a student is injured while participating in a school activity they should notify the instructor/supervisor immediately. First aid and emergency care will be given. The school nurse and principal will consult and decide if the accident is serious enough to call parents. Should the accident be serious enough, parents/guardians will be notified as to the nature of the injury. Parents/guardians, school nurse and the principal will determine if an ambulance should be called. If a parent/guardian cannot be contacted, attempts will be made to contact the student's emergency contacts. If the school cannot reach the emergency contacts, the student will be taken for medical treatment or an ambulance will be called, if deemed necessary.

C. Immunizations

Students admitted to the School District of Bayfield are required to have the immunizations required by state law. Except as otherwise provided, immunizations shall be required for measles, rubella, mumps, diphtheria, pertussis (whooping cough), tetanus, and polio. A varicella vaccine is required for preK-12 students if they have not already had chicken pox. These requirements can be waived only if a properly signed medical or conscientious exemption is filed with the school. A tdap booster is required after age 11.

D. Insurance

The District does not provide district-wide insurance coverage for students.

E. Emergency Contact

It may be necessary for the school to contact you, the parent or legal guardian, throughout the year. It is very important to have an updated **Emergency Contact** with a working phone number and an additional emergency contact person in case you are unavailable. Promptly submit changes to the school secretary.

Internet Access Policy and Procedures

Students are granted access to the Internet automatically. If a parent does not want their child to access the Internet they can opt out from Internet access on the form located at the end of this handbook entitled: Student Opt-out Form for Network resources. This form is also for requesting that a picture of your child not be displayed on the District Web Site. The Acceptable Use Agreement use of the Internet and District Technology Resources is located at the end of this handbook in the page titled: School District of Bayfield Student Acceptable Use Agreement For Network resources. Internet access is a privilege and abuse will result in disciplinary action.

Lockers/Cubbies

Lockers/cubbies are provided by the school for students' convenience. The lockers/cubbies are used solely for storage of outerwear and school related materials. The locker/cubby is NOT student property and is assigned with the understanding that school officials have the right to open and inspect the locker or cubby at any time. Students are responsible for paying to repair any damage done to their locker. Locker/cubby inspection will be held on a regular basis. Students are expected to keep lockers/cubbies clean.

Lunch Schedules

All students have a 30 minute break to eat lunch.

Meals – Breakfast & Lunch

The School District of Bayfield is again participating in a new National School Lunch and School Breakfast Program called the Community Eligibility Provision (CEP) for the 2026-27 School Year. Bayfield School District enrolled students are now eligible to receive one daily breakfast and lunch at no charge. Prices are subject to change for adult meals and milk.

School Meals and Milk Prices	per day	per week
Breakfast K-5	Free	Free
Lunch regular price	Free	Free
Adult Guest Breakfast	\$4.50	
Extra milk/milk break	\$0.45	\$2.25
Adult Lunch price	\$8.88	\$44.40

If you need assistance, please call Erin Westcott at 779-3201 ext. 111. There is a cost associated with students choosing to have an extra milk at \$.45 (prices are subject to change). The School District of Bayfield Food Service Collection Policy states that parents/guardians must keep a positive or \$0.00 balance on all accounts.

Parent Visits for Lunch

Parents are invited to join their child for lunch at school. Please check in at the office on the day you plan to join your child for lunch. The cost of an adult lunch is subject to change. Parents may purchase lunch in advance or pay in the lunch line.

Parents/Guardians Visiting School

Parents/legal guardians are encouraged to visit their children in the classrooms. Advanced arrangements should be made with the teacher. When you come to school, please sign in and secure a visitor's pass from the office.

Parental Permission

Students are recognized publicly for the wonderful things they do. In reporting these events, your permission is needed to be able to release the following information: Student's name, parent's/guardian's name, date of attendance at Bayfield or La Pointe Elementary School, previous school, activities or organizations and photo of students. *No other information will be released without your written permission.* Release would only be to non-commercial organizations and only information pertinent to the recognition. Any parent not wanting such information released must make such a request in writing to the principal by the first Friday in September. This permission is valid for the current school year only.

In accordance to s. 118.125(2) (j)1 Wis. Stats. Directory data may be disclosed to any person if the school has notified the parent/guardian that directory information has been requested. Parents/guardians have 14 days to inform the school that all or any part of the directory data may not be released without prior consent of the parent/guardian. If the school does not receive comments from parents/guardians concerning directory data, the school will assume passive consent has been granted.

Physical Education

Each child who is physically able is required to take physical education training. In case a student is ill or is physically disabled, a doctor's statement to that effect is required to excuse the child from physical activities. This student is still required to participate in the non-physical segment of the course. Physical education rules will be presented at the first class. Individually designed physical education classes may

be provided for students that have handicapping conditions. Please ensure that your child has tennis shoes for physical education classes.

Problems, Concerns, Questions

If you have a question you need clarification on, or problems that concern you, the best way to start finding out what to do is to talk to the staff person closest to the situation or directly involved.

If there is still an unresolved issue or question, the next step would be to talk with the supervisor that is responsible for that type of situation. The Principal deals with student attendance, transportation, discipline, and activities; the Director of Special Education administers special education programming. If at any time you are not satisfied with the resolution of a problem, or need information, you may contact the 4K-5 Principal at 779-3201 ext. 317.

If there still isn't an appropriate resolution to the situation dealing with policy issues, the District Administrator can be consulted. The School Board is the final authority in dealing with appeals for policy issues. A formal appeal process is available from the District Office. It's a good idea to use and keep copies of your concerns to document and clarify issues.

Prohibited Items or Articles

A weapon may be any object which when used or intended to be used to inflict serious bodily harm or property damage as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (included, but not limited to firearms defined in 18 U.S.C. 921 a 3), guns of any type, including air and gas-powered guns (whether loaded or unloaded) or any facsimile of a gun, knives, razors, metallic knuckles, martial arts weapons, and ammunition. The school administrator will refer a student who violates this policy to the parents or guardians and to law enforcement. The student may also be subject to disciplinary action, up to and including expulsion.

Recess & Physical Education (Outside)

Students are expected to participate in recess. Fresh air and exercise are key elements in facilitating the educational process. During inclement weather or if the temperature / wind-chill falls below 0° Fahrenheit, the students will have recess and physical education indoors. If your child is too sick to go outdoors during recess they are probably too sick to be at school. Please provide a doctor's note in the event that your child cannot participate in outdoor recess. Please provide appropriate clothing and outerwear for the season (See Seasonal Dress for more details.)

Request for Religious Accommodation

No student shall be denied admission to any school in the District, be denied participation in, be denied benefits of, or be discriminated against on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability or handicap. The District shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations must be submitted in writing by a student's parent or guardian and approved by the building principal. The School District of Bayfield supports the practice of smudging in the school district. Smudging, which involves burning materials, is not authorized inside school buildings due to health and safety matters. Smudging involving burning is authorized in a designated building adjacent to the Technology Education facility. Once the request is approved, the parent/guardian or their authorized representative will be granted access to the designated building. Religious accommodation forms are available in the office and in the forms section of this handbook.

School Schedule

Bayfield

LaPointe

8:00 a.m-8:25 a.m. Breakfast
8:25 a.m. School Begins
3:25 p.m. School ends

7:30 a.m-7:50 a.m Breakfast
8:00 a.m. School Begins
3:00 p.m. School Ends

Sporting Event Conduct

1. Students should not arrive more than a 1/2 hour prior to the event—doors will open at that time.
2. Students should be in the gym and in their seats while the game is in progress. Spectators should not be in the hallways.
3. Students are not to sit on the stage unless there is an extremely large crowd or unless you are in the pep band. Stage curtains will be closed during games.
4. **Do not** cross the floor in front of the stage while the teams are warming up or while the game is being played.
5. Spectators are asked to stay off the gym floor.
6. Sportsmanship is essential at games. Bayfield students have displayed a quality of fine sportsmanship over the years. Let's continue to be a leader in the Indianhead Conference.
 - a) please refrain from booing the officials.
 - b) do not whistle or make other noises while the opposing player is in control of the ball (even as a response).
7. Stay in your seat until the game ends -- for home and away games.
8. Please do not kick the bleachers.

Student Placement

The primary responsibility for the placement of students in classrooms is that of the teaching staff and principal. Information regarding the child's social, emotional, and academic development can be extremely useful in placing the child and should be directed to the principal. Information from professional school staff and parents/guardians will assist in the most appropriate placement. Factors considered by the principal in educational placement include multiple-ability groupings, gender equity, learning styles, programming for children with special needs, allowing for social-emotional needs, and balanced class size.

Student Records

Student records are available through the Principal's office. These records include scholastic achievement, test records, attendance, and other necessary information. Students, parents/guardians, and school personnel may request to see records for appropriate reasons. In addition, a judge has the power to see records of students who may fall under the court's jurisdiction of the law. According to the Privacy Act of 1974 no other person may see these records without the **express written permission** of the parent/guardian, or until the student becomes 18. Requests for transfer of records must be in writing from a form obtained from the Principal.

Textbooks & Library Books

Please remind students that library books and textbooks are valuable and are school property. Books are to be checked out of the library and returned each week to allow for circulation. Payments will be required for damaged or lost library books. Classroom textbooks are issued to students for different subject areas. Students are responsible for properly caring for them and returning them.

Because classroom textbooks are expensive, students are expected to cover textbooks. Charges for damaged or lost books must be paid before a new book is issued and before the end of the year.

Visitors

All visitors are asked to use Door #2 in front of the school building to check in. All visitors will receive a *VISITOR'S PASS*. When exiting the building, please submit the pass to the office upon check out. For

security reasons, and in case of an emergency, it is important for the District to know who is in school and the purpose of the visit.

The District does not encourage student visitors. No pass will be issued to a student whose school is in session. Permission from the Principal must be acquired at least one day in advance of a proposed visit. Teachers have the right to refuse to allow visiting students in their classrooms.

Visitor / Volunteer Parking

If there is not a spot in the front school lot, parking is available on 3rd Street or at the parking lot by the ballfield. Do not park behind the school. Do NOT park in Bus Zones during school hours.

BUS TRANSPORTATION

It is important to read and discuss the Bus Transportation guidelines that follow. Please review the time and place for pick up and drop off. Students should be at the bus stop five (5) minutes before the scheduled pickup times. Until the schedules are finalized there may be slight variations. Your patience is requested. Students are expected to behave in a reasonable manner while on the bus or at bus stops. Students who choose not to behave may lose the privilege of riding the bus. Parents/guardians will be notified in advance of such exclusion. Regulations will be strictly enforced.

Students that ride the bus are expected to ride the bus in the morning and afternoon. If other arrangements are to be made, the child's teacher must have a written request signed by the parent.

Without a note, the staff will assume your child goes directly home after school. Only regular bus children may ride the bus. Permission cannot be granted to friends who are not regular riders to take the bus. Changing bus assignments is not encouraged and allowed only in the case of an emergency. Requests for changing bus assignments should be in writing a day in advance.

Emergency communications with the District's buses en-route are possible by two-way radio from the school offices. **Bus Garage: 715-779-3222, Mike Gustafson Cell: 715-209-1840, Dan Maki Cell: 715-209-0512**

While riding the bus:

- Remain in your seat.
- Keep hands, head, feet and personal belongings to yourself and in the bus at all times.
- Bus riders are not permitted to stand or walk about a moving bus.
- Treat bus equipment with respect. Damaged property must be paid for by the student and/or parents of the student who caused the damage.
- Keep the bus safe and clean.
- Please do not talk or laugh loud enough to distract the driver.
- Keep book bags and belongings in the seat- not the aisle.
- Bus drivers assign seats to some or all riders.
- Any actions that jeopardize the health, safety or comfort of other riders or the driver will not be tolerated.
- Video cameras may be used in buses to help monitor student activity.
- Large, oversized items which do not fit on a lap or under the seat are not allowed.
- No sprays or scented items (i.e. hairspray, perfume, fingernail polish, etc) are allowed.

While leaving the bus:

- Do not push or shove.
- If you must cross the road, wait for the driver to signal that it is safe to cross; walk quickly, do not run across the road in front of the bus.

- Move away from the bus quickly

Guidelines

Bus drivers are responsible for providing verbal warning to students that are not complying with the guidelines. Students that do not comply with the rules and/or receive repeated warnings will be issued a Bus Conduct Report by the bus driver. Depending on the severity of the incident and/or students behavior, the starting step of disciplinary action may be accelerated.

- 1st Bus Conduct Report –
The student is assigned a seat by the bus driver for two weeks.
Student meets with the Principal and behavior is discussed.
Notice sent home.
- 2nd Bus Conduct Report –
Parents/guardians contacted and bus privileges suspended for one to five (1-5) days
- 3rd Bus Conduct Report –
Parents/guardians contacted and bus privileges suspended for five to ten (5-10) days.
Parent meeting to determine corrective actions.
- 4th Bus Conduct Report –
Parents/guardians contacted and bus privileges suspended indefinitely.
Parent/guardian meeting scheduled to determine corrective actions.

**School District of Bayfield
OJIBWE IMMERSION
PROGRAM FAMILY
INFORMATION
2026-27**

Welcome Letter

August 2026

Dear Immersion Families,

Boozhoo!

Welcome to the Ojibwe immersion program at the School District of Bayfield. We are proud to offer an Ojibwe Immersion program alongside our English program. We are in the third year of offering and expanding our Ojibwe Immersion Program in the School District of Bayfield that now encompasses Kindergarten through 2nd Grade. We are incredibly excited to be offering a unique opportunity for students to immerse themselves in the Ojibwe culture and honor these important traditions. We are thankful for the opportunity to provide this educational programming and excited by the interest in participating in this unique educational pathway.

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Sincerely,

Dr. Beth Paap District Administrator	Edgar Wyman Elementary Principal	Haley Jo Hyde Kelly Holmes Peyton Martinson Ojibwe Immersion Teachers
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Program Overview

Beginning in kindergarten, the goal of language immersion is to provide high quality educational experiences that support academic and linguistic development. Multilingualism and multiculturalism strengthen students' own cultural identity, helps students understand others of different backgrounds, while also showing the district's strong commitment to value Ojibwe language and culture. Our program provides a unique opportunity for advancing the recognition of Ojibwemowin as the local Indigenous language and participation in the revitalization of the Ojibwe language and culture.

Program Scope

The vision of the School District of Bayfield is to offer K-5 immersion programming at the classroom level with direct English Language Arts instruction being included beginning in grade 3. Given current capacity, our plan is to develop and maintain a strong K-5 program with a future secondary component for language maintenance and/or continued growth.

Program Guidelines

Immersion Program Expectations

We actively encourage all interested students to participate in immersion programming. Students are eligible for direct admission before kindergarten and first grade. Acceptance after first grade is determined by immersion program leadership and may include a language proficiency assessment.

The following are expectations for successful immersion programming participation:

- ❖ **Completion of all necessary enrollment documents as outlined in the initial application and enrollment process**
- ❖ **Participation in the full immersion program experience**
- ❖ **On-going display of a positive attitude towards and active engagement with the target language**
- ❖ **Demonstration of growth towards grade level expectations in the target language**
- ❖ **Consistent positive attendance of at least 90% with minimal tardiness**
- ❖ **Consistent engagement and participation in class activities and lessons**
- ❖ **Daily reading with family for at least 20 minutes in English (see below)**

No student shall be denied access to an immersion program because of their race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.

Parent Involvement Opportunities and Expectations

In order to provide our students the best language immersion experience possible, we ask families to fully commit to the entire K-5 program. Learning a language is an ongoing process and the more years spent learning Ojibwe the higher the level of bilingualism and biliteracy our students can achieve.

- Families are highly encouraged to read with their child 20 minutes daily in English. Appropriate reading materials/activities will be shared with every family to support their child's growth in reading.
- Attendance at bi-weekly family education programming.
- Invitation for participation on the Advisory Board
- Minimum 10 volunteer hours annually:
 - Classroom helpers
 - Field Trip & Special Event chaperones or planning group

Immersion Program Removal Process

We actively encourage all interested students to participate in our immersion program, while also recognizing that occasionally students have the potential to be more successful in an English speaking classroom. When there is a concern regarding a student's ongoing success and continuance in an immersion program, the program's leadership team will intervene as necessary in order to support the student. If a student continues to struggle despite rounds of interventions, a student may be removed from the program. *(See Immersion Program Expectations for removal concerns)*

A student with documented ongoing struggles may be removed from continued participation in optional immersion programming with the following steps:

- 1) Teacher communication (email with a phone call follow up) with family noting concerns/reasons for possible program discontinuance.
- 2) Family meeting with all involved parties to discuss the concerns and create a written plan for success.
- 3) If the reason(s) for concern does not improve, a second family meeting will occur with written notice of the final team decision.
- 4) If the student has a disability, a determination of the student's misconduct/concern is not a manifestation of the disability.

No student shall be removed from an immersion program because of their race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, or disability.

***Students removed from an immersion program will be re-enrolled in the English speaking classroom.

If a family determines the Ojibwe Immersion Program is not a fit for their child, a meeting with the Immersion teacher and/or Elementary Principal will occur. After which point they must submit a written request for a transfer to the English classroom at the end of semester one or end of the school year. The transfer will be contingent on class sizes due to Achievement Gap Reduction (AGR) restrictions (18 students max per classroom). Switching between programs poses specific challenges for students, teachers, and classmates. For this reason the district does not allow students to switch back and forth between programs, if a student is removed from the Immersion program, regardless of reasoning, then they are to remain in English elementary programming.

Curriculum and Instruction

The Ojibwe Immersion Program will use the current School District of Bayfield established standards, outcomes, and assessments. Curriculum is aligned with Wisconsin Academic Standards. However, the materials and approaches used are specific to the Ojibwe language and program.

Staff collaboratively create local units of instruction and specific learning materials that incorporate the WI standards into culturally-based learning. All content is taught through the target language of Ojibwe in which teachers use differentiated instruction to meet the language and curriculum goals through gestures, songs, dance, routines, rhymes, and repetition. The district adopted materials are often directly translated into Ojibwemowin, with culturally-specific adjustments made when necessary. Local assessments are collaboratively created for assessing content specific skills and knowledge.

English Language Instruction

Formal English instruction begins in 3rd grade for students. Research has shown that immersion students perform at the same level or better than their non-immersion peers on state standardized tests by 5th grade. The English teacher is responsible for teaching WI state standards to students in grades 3-5 for 45 minutes daily. This instruction ideally takes place outside of the immersion classroom to better separate target language instruction from English instruction.

Instruction time in Immersion Language

Grade	Ojibwe	English
K-2	90%	10% (Specialists only-Music, PE, Art, & Media)

3-5	80%	20% (Specialists & English Language Arts Specialist)
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Assessment

Immersion students participate in the district's NWEA Measures of Academic Progress (MAP)/Pearson aimswebPLUS assessments three times each school year in English. Students are screened in the target language to measure progress in their language of instruction and once in English, in the spring. Curriculum based assessments are more frequently utilized in the target language to measure student growth in all content areas. Once students reach grade 3, they also take the Wisconsin Forward Exam in English.

Multi-tiered System of Support (MTSS) in an Immersion Setting

Instruction is delivered within a multi-tiered system of support (MTSS). Content is delivered daily through the target language, as well as during literacy interventions. Enrichment, extension activities, and special education services are provided in English. Beginning in grade three, instruction in literacy is provided in both the target language and in English. To preserve the target language in the classroom, English is taught by a separate teacher.

Families receive ongoing communication about how to support their student(s) in an immersion learning environment and are provided with resources and strategies. The Ojibwe Immersion program offers parent/family engagement nights to foster communication and a partnership of student support between the school and families.

Application Process

Applying to the School District of Bayfield Ojibwe Immersion Program is quick and easy. Families can print, complete and return the Ojibwe Immersion Program Enrollment Form to our Elementary office. Families can also fill the form out in person at our Elementary office. If you have any questions, please reach out to Lucy Meierotto at 715-779-3201 ext 142 or lmeierotto@bayfield.k12.wi.us.

Transferring Students/Re-entry

A transferring student is defined as a student requesting to enter the immersion program mid-year, or into 2nd grade or higher.

- In addition to the above application process, the Lowell Administrative Assistant will request the student cumulative file from the student's previous school.
****Receiving information on IEPs and a student's cumulative file prior to student attendance is helpful for planning accurate placement.*
- Students requesting entry into an immersion program at grade 2 or higher will be assessed for language proficiency and academic level prior to acceptance into the program. Students not scoring at a sufficient level of speaking, listening, reading and writing proficiency will be denied acceptance.

Special Considerations for Student Receiving Special Services

- 1) Special services and immersion staff will review students with established IEPs or other documents indicating additional support may be needed to be successful in the selected immersion program. Staff

will determine what appropriate accommodations or modifications can be made within the context of the immersion program to which they are applying.

*****Use of the target language remains a priority for all immersion students. Due to scarcity of language speaking support staff, this is known limitation for providing extra support in immersions programs*

- 2) After review of accommodations/modifications, staff will meet with parents to explain what can be accomplished in a full language immersion setting and discuss advantages/disadvantages to enrolling the student in a language immersion program.
- 3) Special Services Staff and Immersion Program Staff will prepare necessary materials, training, etc., to ensure the student's IEP can be met in the context of a language immersion program.

Frequently Asked Questions

Who Do I Contact When I Have A Question About Things?

Classroom Assistant: -Family engagement nights -Field trips -Culturally specific learning opportunities	Classroom Teacher: -Academic progress -Behavior updates -Newsletter -Daily classroom activities
Elementary Secretary: -Attendance -Meal account(s) -Enrollment /registration -School wide activities/events	Elementary Principal: -Attendance letter questions -Behavior response questions -Building level communication -Transportation questions

Student Handbook RECOGNITION AND PLEDGE SHEET

We (student and parent/guardian) have read and understand the policies, rules and regulations in this handbook. We also understand that the policies, rules and regulations are not all inclusive. We agree to adhere to these policies, rules and regulations as set forth by the School District of Bayfield Board of Education.

Parent/Guardian Signature

Date

Student Signature

Date

Please sign and date this form and return this page to one of your child's teachers by the end of the first week of school.