



Abbotsford School District

Welcome Back Newsletter

AUGUST 2018

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District Administrator's Updates

by Sherry Baker

It is beyond my imagination where the summer has gone! So much has happened since Summer School wrapped up on June 22nd. At a glance, I am referring to the building construction of six classrooms, the cleaning being done throughout the district, the security upgrades, program enhancements, and the wrapping up of one fiscal year while plunging into the next. The hum of activity in the District Office alone has been dizzying. In the next several sections of my update, I will provide you a glimpse into the 'work' of summer. Please make sure to read the many other extremely important articles and inserts of this August's Newsletter; I promise, there is something for everyone!

Classroom Additions/Construction

Let's kick off this overview with the progress of our six classrooms. As of the writing of this article, the elementary addition of four classrooms is nearing completion, but I am confident that it will be completed by the time you read this article. The brick and window awnings have provided a nice final touch to what passers-by see. On the inside of these additions, the drywall, painting, ceilings and fixtures are all but a done deal. It is simply amazing to think that only five months ago there was snow on the ground and a clear sight line through the playground fence to the greenhouse behind. The best part of this four classroom addition is that our students will be moved from converted maintenance rooms and closets to bonafide classroom spaces in 2018-2019.

(This picture of the Elementary was taken in mid-July.)



The Middle School addition is made up of two classrooms and is on schedule to be completed as well by mid-August. Needless to say the entrance into the building from the south parking lot has changed dramatically. The Middle School now stretches farther to the west and comes right up to the Abbotsford Wellness Center sidewalk. Although this will seem odd to the eye for the next several months, you will no doubt view it soon as the 'new' normal. The best part of these two additional classrooms is that we will be able to bring in to the Middle School our additional sixth grade section for 18-19 without having to seek out yet more alternative learning spaces.

(The Middle School picture was taken in mid-July.)



We are one of only a handful of districts in the state of Wisconsin that continues to experience student enrollment growth!

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School Starts Tuesday, September 4

District Summer Cleaning

Summer cleaning has been especially challenging for our hard-working custodians this year as they have had to work around interior and exterior construction and the constant movement of differing construction specialists needing access to this part or that part of the building. Through it all, the team has been conquering one section of the building at a time and things are really shaping up. Additionally, some much needed parking lot and curb work has been done. All in all, our prospects for being ready to go by the official return of staff on August 22nd is excellent.

Security Upgrades

The District of Abbotsford applied for and received a school safety grant in the amount of \$43,155.00 that will provide us an opportunity to make further updates to our overall building security. Additionally, by using general fund monies, the district can make other security enhancements. With the recent tragedies having occurred in our nation's schools over the last several years, student safety has rightfully risen to the top of our legislators' priorities. As such, the Department of Justice made available \$100,000,000 for schools, both public and private.

Beyond putting film on entrance doors and windows, adding alarms and sensors to doors and placing bollards at key exterior entrances to prevent potential vehicle crashes into windows, the district has added standardized entrance protocols at the three main entrances into the building. Starting this fall, visitors who intend to move beyond offices and throughout the building will be required to secure a visitor's badge at the District Office, the Elementary Office or at the Middle/High School Office. If a visitor simply intends to drop off something, pick up a student, or speak with office personnel, there will be no need to secure a visitor's badge. The intent here is to identify non-school personnel who may be moving about within the building and to ensure that such visitors who should not legally be in a public building with children, are not. Another upgrade made over the summer is that of giving staff direct access via their classroom phones to call 911 in the event of an emergency. Finally, coming to fruition this next year will be the sharing of a School Resource Officer (SRO) between the Abbotsford and Colby School Districts.

Abbotsford Board of Education

Don Medenwaldt - President
Eric Reis - Vice President
Shanna Hackel - Clerk
Gary Schraufnagel - Treasurer
Juanita Hammel - Member
Jennifer Krebs - Member
Eric Brodhagen - Member

Administration

Cheryl Baker - District Administrator
Gary Gunderson - Elementary Principal
Ryan Bargender - Middle/High School Principal
Dr. Georgia Kraus - District Accountability Coordinator

In short, each and every improvement made in the name of school safety is worth the investment. While all of these somewhat physical and visible improvements have been going on, District personnel continue to work on student mental health initiatives to provide staff more training on recognizing when a student is in distress, and how he/she should react to this knowledge. Ultimately, school safety is more than facilities updates, personnel trainings, and established protocols, but rather a community effort to remain vigilant and prepared hoping the worst case scenario never materializes.

Program Enhancements

• Every day 4-year old Kindergarten:

Because 'good' is never 'good enough', the School District of Abbotsford has continued to reach for greater levels of excellence through meeting the specific needs of Abbotsford's children. For this reason, the community will notice that the School District of Abbotsford now provides all-day 4-year old Kindergarten four days a week. This is not to say that a parent who feels his/her child should not be in all-day 4-year old Kindergarten can't continue in an every other day format. Although we feel past experience and data shows that children often want to remain with their peers for all four days, the flexibility that parents desire is still remains. Be assured that if a parent strongly feels that every other day 4K is sufficient for his/her child that crucial developmental instruction/activities will be made available to their child as well.

• Dual Language Classrooms:

This past spring, after a year of studying our elementary students' achievement data, the Board of Education approved a Dual Language Classroom concept which research has proven enhances the achievement growth and language acquisition of English Language Learners (ELL) while providing native English speakers the opportunity of a lifetime; that of acquiring another language, Spanish.

Consequently, over the next several years, the School District of Abbotsford will seek to develop at least one section per elementary grade level that affords students the opportunity to participate in a bilingual (Spanish/English) learning environment. Starting this fall, students will be invited to participate in this programming at a couple of grade levels. It needs to be understood that the intent of this programming is that students who enroll will remain with the Dual Language Classroom format through grade 5. Although it would seem reasonable that a student be allowed to dabble in learning a new language by taking it one year, or even two years, and then return to an English immersion environment (as it has been up until now), this is strongly discouraged. **Language acquisition is not a one and done skill.** It takes time to develop proficiency in another language; simply ask our immigrant forefathers or our resident Hispanics. It goes without saying that there may be extenuating circumstances that lead to the removal or dismissal of a student from this programming, but only if it's in the best interest of the child after the school and parent collaborate in arriving at this conclusion. We respectfully ask that parents seriously consider

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Greetings from the MS/HS Principal - Ryan Bargender

I hope everyone has had a safe and fun summer. It's hard to believe another school year is just around the corner. I would like to formally welcome you to the 2018-2019 school year and hope this year is filled with many successes. As we transition back into the busyness of the school year I wanted to take a moment to introduce our new staff, highlight some upcoming events, and update some initiatives that will be continued throughout the school year. I am excited to begin my 5th year in Abbotsford!

I am pleased to introduce new Middle/Senior High staff members; Mr. Charles Warthen - 6th Grade, Mrs. Nicole Homeyer - HS Business Education, and Mr. Logan Rosemeyer - Math. The new staff members will be a great addition to our team!

On August 22nd from 4:00 p.m.-7:00 p.m. is our open house. Our open house is a time for all students and families to review schedules, practice lockers, ask questions and see many familiar faces. I encourage everyone to attend.

New this year! There will be a special orientation session for incoming 6th grade students. This will be in the North Gym from 5:00-6:00pm. 6th grade students and parents are encouraged to attend and learn about the middle school as they transition from the elementary school.

Our school year will begin on September 4th and our daily bell schedule is 8:10 a.m. – 3:20 p.m. Please familiarize yourself with the student/parent handbook as this is a great resource for updates, information, and expectations. The handbook provides policy information, attendance, co-curricular activities, contact information, discipline, and much more. Student and parents are highly encouraged to read and discuss the handbook information as this is a guide for expectations. I also encourage you to check out our webpage; www.abbotsford.k12.wi.us for information. If you are on social media, you can follow me on Twitter @AbbyMSHS for school updates. Also, "Like" us on Facebook www.facebook.com/abbyfalcons.

School attendance is important. The students' best opportunity for achieving success in school is by being there. When students are absent from class, they miss integral parts of the learning process. Please be proactive with excusing your student from school and bringing back medical notes for medical appointments. As a reminder, a parent may excuse a child for not more than ten (10) days during a school year, not including medical. Anything beyond 10 days will be considered days of truancy.

Positive Behavioral Interventions and Supports or PBIS continues to be a data driven system to provide common expectations building wide with re-teaching opportunities for all students. Our staff and students have created common behavioral expectations which are posted around the building, clearly defined, and all students/staff continually teach those expectations. PBIS is a research based program and has enhanced our community within the building. I encourage all of you to discuss the program with your student and please don't hesitate to contact our staff or myself if you have any questions.

You will notice an increase in school safety measures this year. Visitors will go through new protocols as they enter the building. There will be new signs that point visitors to correct locations for entry. Entrance and interior doors will be coated with shatter proof film. Safety bollards will be placed at entrances and exterior doors will be alarmed if propped open. These initiatives are due to being awarded with a Department of Justice School Safety Grant. School safety is a top priority.

We will once again offer professional counseling services on-site with Child and Adolescent Psychiatry Consulting holding office hours. We have formed a partnership to benefit students. For more information, please see a school counselor.

This year will bring a variety of new experiences, choices, and opportunities for all students and I encourage everyone to be connected. Abbotsford Middle/High School has a variety of clubs, athletics, and other co-curricular activities; I encourage every student to be involved. Please refer to the student handbook as co-curricular opportunities are listed.

I look forward to working with each and every student who walks through our doors. Our staff is committed to excellence and our mission is to prepare lifelong learners to lead productive and rewarding lives in a changing world. Through hard work, dedication, collaboration, and a shared vision, our students will find success because we will find it together. Students- this year get connected to the building, make new friends, find success, challenge yourself, and most importantly each day make memories as you walk down the halls as a Falcon. Take pride in our school! Good luck, and let's make this year truly special.

Go Falcons!

Mr. Ryan Bargender

Title 1 Program

The School District of Abbotsford qualifies as a schoolwide Title I school. The Schoolwide Title I Program allows teachers to meet the needs of all students. Teachers may request additional help so all students can succeed in their educational goals. Each year, the Abbotsford Elementary conducts a needs assessment to determine which grade level will have priority of service for the upcoming school year. If you have any questions about the Schoolwide Title I Program, please contact Tina Boneske at (715) 223-4281 extension 3325.

Standards Based Report Cards

Abbotsford Elementary School is moving to Standards Based Report Cards for the 2018-19 school year. This is an effort to increase communication among the students, teachers, and parents. Standards Based Report Cards inform parents what students know based on the Wisconsin State Standards. More information will be shared with parents early in the school year about these Report Cards.

Greetings from the Abbotsford Elementary School

Another school year is upon us. I hope everyone had an enjoyable summer. We are excited at the elementary for another excellent year and are looking forward to the opportunity to educate your children.

The elementary staff has some new additions for the 2018-19 school year. Ms. Marya Navarro will be teaching 2nd grade this year. Ms. Amber Vela will be the new 4 Year Old Kindergarten Teacher. The district feels fortunate to be able to find new highly qualified staff members.

If your child(ren) will need to ride the bus to or from school, you should have received a bus information sheet in a mailing sent in mid-August. This sheet needs to be mailed to Burnett Transit so that they can set up the bus routes. Please do not send it to the school. If you fail to send this to Burnett's, your child might not be picked up the first day or so of school because the bus company won't have your child listed on the route. If you did not receive a bus form or lost yours, please contact Burnett Transit at 715-659-4391.

A separate mailing will be sent in early to mid-August with enrollment forms that need to be brought to school on August 22nd for our Open House. That mailing will have information regarding our Open House and the events of that evening.

Before you know it, school will begin again. Teachers and staff are already preparing for another wonderful year at Abbotsford Elementary.

Summer School 2018

We had a very successful Summer School Session this summer. Over half of our school students participated in various summer activities. Frankie Soto, our lunch provider, was able to secure a grant to allow for free breakfast and lunch for this year's summer school and we are very appreciative for all of Frankie's work. Students are placed in their grade level, which allows the staff to create appropriate lessons for the students. The staff was also able to offer a wide variety of activities at our summer school, which the students love. Some of those activities include iPads, board games, K'NEX, rollerblading, etc. The reason we were able to offer so many activities is because we have such a great staff offering their time and expertise to work with students throughout the summer. This is very beneficial to the students as they continue their education.

Bus Transportation

If your child(ren) will need bus transportation to or from school, you should have received a bus form in the mail. Please fill out and send this bus form to Burnett's, at the address listed on the form. Burnett Transit creates the bus routes, not the school. If you fail to send this form to Burnett Transit, your child might not be picked up the first day or so of school because they will not be listed on the bus route. If you did not receive a bus form or lost it, please contact Burnett's at 659-4391.

Please Note:

Bus times for pick up and drop off will be the same as last year unless you get a call from Burnett Transit. Burnett Transit stated that unless there is a large change in times from last year, you will not receive notice about bus times. If you would like to know the exact time, you can call Burnett's at 659-4391 the week before school begins.

New Students

If you are new to the area and have school aged children, please come to register your child(ren) as soon as possible. You may register at the elementary or high school offices from August 20th to the 31st, from 8:00 am to 2:30 pm. If you would like to register before that, you may stop at the district office on any weekday. If you are aware of any families moving to the district, please pass this information along to them.

Elementary Student Pick Up

Parents/guardians wishing to pick up their child from school before the day is complete will need to stop in the elementary office to sign their child out. The office will then contact their child's room and the child will come to the office to leave with their parent/guardian.

Please let your child know each day where they are supposed to go after school. It is very difficult for the office staff to relay so many messages at the end of the day in the short amount of time that there is before buses leave.

Please remember that students should be dropped off and picked up in the new parking lot to the west of the elementary office. This will help alleviate the congestion in front of the elementary office during bus times. Students are asked to take the sidewalk from the Music Room Door to the parking lot.

Expansion of the 4 Year Old Kindergarten Program

The School District of Abbotsford is pleased to announce the expansion of the 4 year old Kindergarten Program to a 4 days a week program. We are excited to be able to offer this opportunity to get our students off to a strong start. If you have any questions or would like more information, please call 715-223-4281.

Senior Citizen Passes

Senior citizens who are residents of the district: Come out and support the Falcons!

Passes to all athletic events are available to those 60 years of age or older. Please contact the high school office.

School District of Abbotsford Notice of Budget Hearing and Annual Meeting

Monday, September 17, 2018
High School Community Room
Budget Hearing 5:00 p.m.
Annual Meeting to Follow

Please Welcome Our New Staff Members!

Charles Warthen - 6th Grade

Mr. Charles Warthen will be joining the School District of Abbotsford this coming fall as a 6th grade teacher. He graduated from Montana State University, Billings with a Bachelor of Science degree in Elementary Education and a reading minor. Mr. Warthen taught for a year on the Blackfeet Native American Reservation in Montana before teaching the past four years in Greenwood, South Carolina. He and his wife are looking forward to moving to Abbotsford.

Nicole Homeyer - Business Education

Mrs. Nicole Homeyer will be joining the School District of Abbotsford this coming fall as a business education teacher. Mrs. Homeyer was a long term substitute during fourth quarter last year in the business education department. She earned a Bachelor of Science degree in Cross Media Graphics Management from UW-Stout and has worked in the marketing industry before making the switch to education. She will be coaching middle school volleyball and co-advising the FBLA and Student Senate programs this year at Abbotsford Middle/Senior High.

Logan Rosemeyer - Math

Mr. Logan Rosemeyer will be joining the School District of Abbotsford this coming fall as a math teacher. Mr. Rosemeyer graduated from UW-Eau Claire with a Bachelor of Science degree in Education, majoring in math and minoring in coaching. He taught at Prescott High School last spring. Mr. Rosemeyer looks forward to connecting with students in Abbotsford.

Angela Egger Enzmann

Mrs. Egger Enzmann will be joining the School District of Abbotsford this coming fall as an English teacher. Mrs. Egger Enzmann graduated from Indiana University with a Bachelor of Science degree in Education, majoring in English Education and minoring in Historical Perspectives. Mrs. Egger Enzmann taught middle school English and social studies in Indiana for five years and special education for two years in Minnesota before coming to Abbotsford.

Amber Vela-4 Year Old Kindergarten

Ms. Vela will be joining the School District of Abbotsford this coming fall as a 4 Year Old Kindergarten Teacher. Mrs. Vela spent some time as a substitute for Abbotsford this past year. She is an Abbotsford Graduate and received her degree from the University of Superior.

Marya Navarro-Grade 2

Ms. Navarro will be joining the School District of Abbotsford as a 2nd Grade Teacher. Ms. Navarro is a Loyal graduate who received her degree from the University of Wisconsin-St. Point. She began with our district 2nd semester of the 2017-18 school year teaching language skills in grades K-3. Ms. Navarro will be working with Mrs. Elmhorst in the District's Dual Language Program.

Alison Hudak-Dual Language

Ms. Hudak will be joining the School District of Abbotsford as a Dual Language Teacher. Ms. Hudak is a Medford graduate with Degrees in Psychology and Spanish through the University of Wisconsin-La Crosse. Her teaching degree is through St. Mary's University. Ms. Hudak spent five years teaching Kindergarten in Mexico.

Theresa Reynoso-Doran - Guidance Counselor

Mrs. Reynoso joined the School District of Abbotsford last spring as a school counselor. She earned her Bachelor of Arts degree from UW-River Falls, majoring in Modern Language (Spanish). She earned her Master of Arts in Education degree from American Public University Systems, majoring in School Counseling. Mrs. Reynoso conducted her counseling internship in the state of Washington. In a short time in Abbotsford, Mrs. Reynoso has made great connections with students and families.

Information Regarding Negative Lunch Balances

By Frankie Soto, Food Service Director

The School District of Abbotsford has a food service policy (po 8500) in place for negative lunch balances. Per district policy, "Students will be allowed to carry a negative balance up to \$15 after which time a 'courtesy bag lunch' will be provided. Negative balance notices are sent out in several ways to ensure that parents/guardians are aware." In order to maintain student confidentiality under such circumstances, the student may pick up his/her bag lunch from the office.

Unfortunately, students will not be able to carry a negative balance beyond \$15.00. Once a balance reaches -\$15.00 you as the parent or guardian will receive a call indicating that your student's lunch account has met this threshold and that a courtesy bag lunch will be prepared for your student. Be assured that this bag lunch will meet USDA food guidelines.

If you have any questions please call me at 715-223-8521 or email me at fsoto@abbotsford.k12.wi.us

Visit our website at:
www.abbotsford.k12.wi.us

Meal Prices 2018-2019

Breakfast		Lunch	
Elementary	FREE	Elementary	\$2.50
Middle/High	FREE	Middle/High	\$2.65
Adult	\$1.85	Adult	\$3.60

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the long-term commitment involved in enrolling their child in a Dual Language Classroom environment before doing so. Such programming is a privilege and not a right.

As is typical in almost all Dual Language or Immersion learning environments, the popularity of such programming often forces schools to eventually develop lottery systems for who can participate. Should this day arise when we can't accommodate every parent's desire to enroll his/her child in our Dual Language Classroom programming, we will develop an enrollment policy at that time.

This type of programming is not typically seen in settings like Abbotsford, or in any other small rural school setting for that matter. Typically, this type of educational programming is reserved for the elite and wealthier school districts and appears in the form of Dual Language or Immersion Charter Schools. Living in an area (like ours) where there are predominantly only two languages spoken is almost non-existent, thereby affording us this amazing opportunity.

Fiscal Year Transition

One of the most popular questions asked of me from June through August is, "How's your summer going?" I'm never quite sure how to answer this, because in truth, the District Office never closes. Although the majority of students and staff officially finish sometime during the first or second week of June and Summer School staff and students 2-3 weeks afterwards, the District Office just keeps on rolling. The scope of work in the District Office traditionally amps up during the summer months. So, instead of responding to the question about my summer with the facts, I simply respond with, "It's going great!"

The most significant task, beyond construction projects, facilities improvements, and programming adjustments, is transitioning from one fiscal year to the next. The school fiscal year runs from July 1st through June 30th of the following year. Starting as early as March, the District Office is working hard at balancing the books, paying off invoices, hunting down open requisitions/accounts, and creating a balanced budget for the following year. By the end of July, the auditors come in and scour our accounts looking for irregularities or mistakes. By August we are full swing into formulating a budget proposal for the Board of Education that they might support during the Annual Meeting toward the end of September. Based on assumptions and predictions by the State of Wisconsin and the Federal Government in regards to potential revenue increases or decreases, the District Office does its best to populate a Department of Instruction Revenue Worksheet that gives us our bottom line as to what we can expect for operating revenue for the next year. Guiding all of this of course are local property values and student enrollments. This perpetual cycle never ends and represents the heavy lifting that few ever see or know about, but which goes on quietly behind the scenes from June through the end of August each and every summer.

Ultimately, District Office personnel, the custodial staff, Food Service, Administration, and our Technology Director work tirelessly to ensure that minimal distractions are present when our staff and students return to school in the fall. After all, the 'real' work of educating your children starts in September when the kids return!

Have a great rest of the summer everyone!!!

*More convenient
and easier than
ever for parents to
pay for lunch and
school activities!*

Quick & Easy Online Payments!

Abbotsford School District is pleased to announce that we have partnered with **e~Funds for Schools** to offer parents online payments for lunch and student fees! By accessing the **e~Funds for Schools** website, parents can now pay for lunch and multiple student fees all in one transaction and during one single visit! Plus our Fitness Center can now accept online payments as well.

Parents and community members can access the e~Funds for Schools system and make one payment for multiple school activities, and for one or all of their children, all during a single visit!

Ready to get started?



Simply visit our website at: www.abbotsford.k12.wi.us/. For student payments click on the Family Access under the Community tab. For Fitness Center payments click on Fitness Center under the Community tab.



Staff Recognition Years of Service

The following staff have reached five year milestones with the length of service to the district. Congratulations!

30 Years

Barb Salisbury-Elementary Teacher

25 Years

Krista Keech-English Teacher

20 Years

Teresa Archambo-Bowers-Elementary Teacher

15 Years

Lori Eisch-Reading Interventionist

10 Years

Jacob Knapmiller-History Teacher

Cassandra Meyer-Elementary Teacher

5 Years

Jennifer Booth-Elementary Teacher

Kim Schindler-Choir Teacher

Jody Will-Elementary Teacher

Abbotsford Wall of Fame Applications

The School District of Abbotsford is announcing the acceptance of applications for the Abbotsford Wall of Fame. The Wall of Fame honors recipients during halftime of the Homecoming Football game. The Wall of Fame nominations fall into two categories. The first is the Friends of Abbotsford Education. Any person that someone feels has made a significant contribution to or for the school district may be nominated in this category.

The second category is that of Outstanding Alumni. This person is someone who has graduated from the School District of Abbotsford, including the years in which the district incorporated the Dor-Abby High School, as well as prior to that time period. Individuals who may have made contributions to the school district or who have been successful in some form or another in the community may also be nominated. It should be pointed out that success comes in many forms and each deserves to be noticed.

The by-laws of the Wall of Fame state the inductees from each category will be limited to two per year. To be nominated in the Alumni category, alumni must be a minimum of ten years past graduation. There is no time limit if nominated in the Friends of Abbotsford Education category.

Nomination forms are available in the High School office and the School District of Abbotsford website. If you have any questions or are unable to pick one up a nomination form please call the High School at 715-223-2386. All nominations should be addressed to Principal Ryan Bargender, 307 N 4th Avenue, Abbotsford, WI 54405. Deadline for nominations is September 4, 2018.

Abbotsford School District Annual Notices

Asbestos Management Plan Notification

2018-2019 School Year Notification on Asbestos

As a result of recent federal legislation (Asbestos Hazard Emergency Response Act - AHERA), each primary and secondary school in the nation is required to complete a stringent new inspection for asbestos and to develop a plan of management for all asbestos-containing building materials. The School District of Abbotsford has a goal to be in full compliance with this law and is following the spirit, as well as, the letter of the law. As a matter of policy, the School District of Abbotsford shall continue to maintain a safe and healthful environment for our community's youth and employees.

In keeping with this legislation, all buildings (including portables and support buildings) owned or leased by the school district were inspected by EPA accredited inspectors and samples were analyzed by an independent laboratory. Based on the inspection, the district prepared and the state approved a comprehensive management plan for handling the asbestos located within its buildings safely and responsibly.

Furthermore, the School District of Abbotsford has completed its AHERA 3-Year re-inspection requirement. The School District of Abbotsford's buildings, where asbestos-containing materials were found, is under continued operations and maintenance.

This past year, the School District of Abbotsford conducted the following with respect to its asbestos containing building materials:

- ❖ Implemented our Operations and Maintenance Procedures through MacNeil Environmental.

Federal law requires a periodic walk-through (called "surveillance") every six months of each area containing asbestos. Also, the law requires for all buildings to be re-inspected three years after a management plan is in effect. This has been and continues to be accomplished under contract by MacNeil Environmental, Inc.

Short-term workers (outside contractor - i.e. telephone repair workers, electricians and exterminators) must be provided information regarding the location of asbestos in which they may come into contact. All short-term workers shall contact the lead maintenance person before commencing work to be given this information.

The School District of Abbotsford has a list of the location(s), type(s) of asbestos-containing materials found in that school building and a description and time table for

their proper management. A copy of the Asbestos Management Plan is available for review in the school office. Copies are available at 25 cents per page. Questions related to the plan should be directed to the district office, who will establish contact with our Account Manager under contract with MacNeil Environmental, Inc. to discuss the management of our asbestos materials or with any questions, MEI is available at 612/890-3452.

Child Nutrition Programs

The "National School Lunch Program" notice is sent to each parent at the beginning of the school year. The district is in compliance with the USDA Child Nutrition Reauthorization of 2010 and its inclusion in Local Wellness Policies (see policy 8510). For details about food services see policy 8500.

Educational Options and Accountability

The School District of Abbotsford has posted on our Internet site a description of the educational options available to children in the school district, including public schools, private schools participating in a parental choice program, charter schools, virtual schools, full-time or part-time open enrollment in a nonresident school district, and the early college credit program.

Public Schools: <http://www.abbotsford.k12.wi.us/>
Abbotsford Elementary School (Grads PK-5)
Abbotsford Middle School (Grades 6-8)
Abbotsford High School (Grades 9-12)

Private Schools
Abbotsford Christian Academy: [www.abbyfreechurch](http://www.abbyfreechurch.org)

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2018-2019 School Calendar

SCHOOL DISTRICT OF ABBOTSFORD

510 W Hemlock Street
715-223-6715 (Fax) 715-223-4239
Abbotsford, WI 54405

Aug 1-17	1.5 Workdays in .5 increments
Aug 21	New Teacher Orientation-Chamber Lunch
Aug 22-24	3 Fall Inservice Days
Aug 22	Back to School Night
Sep 3	No School-Labor Day
Sep 4	First Day of School for Students
Oct 18	After School P/T Conferences
Oct 19	No School
Nov 6	End of 1st Quarter
Nov 21-23	Thanksgiving Vacation
Dec 24-Jan 1	Winter Break
Jan 22	End of 1st Sem.
Jan 25	No School-.5 Workday
Feb 15	No School/Inser.-MCSE: AM Abby/PM Abby
Mar 7	After School P/T Conferences
Mar 8	No School
Mar 11	No School/Teacher Inservice
Mar 22	No School/.5 inser./1.5 work solo-ensem.
Mar 29	End of 3rd Term
Apr 18-22	Spring Break
May 27	No School/Memorial Day
Jun 6	End of 4th Term/Early Release/Work Time

Student Early Release Days at 12:30 PM

1st Quarter = 45 Days
2nd Quarter = 45 Days
3rd Quarter = 43 Days
4th Quarter = 44.5 Days

Category of Events

Oct 18	P/T Conferences
Mar 7	P/T Conferences
Mar 22	Solo Ensemble On-Site
May 18	Graduation

S	M	T	W	T	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				

S	M	T	W	T	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	

S	M	T	W	T	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						19

S	M	T	W	T	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			22



S	M	T	W	T	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	19



S	M	T	W	T	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					15

Important Dates/Information

MCSE Shared Inservice - Feb. 15th
Teacher Day-7:45am to 3:45pm
Teacher Day ends at 3:30pm on Fridays
First Inclement weather/emergency day is forgiven
Subsequent make-up days at the discretion of the School Board

 No School
 Early Release/
Half Day Inservice

 Full Day Teacher Inservice
 End of Term

 Parent Teacher Conferences
 First & Last Day of School

 Half Day Workday

S	M	T	W	T	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		21

S	M	T	W	T	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		19

S	M	T	W	T	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						18

S	M	T	W	T	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				19

S	M	T	W	T	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	22

S	M	T	W	T	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						3.5

In-Service Days	5.5
Work Days	3
Student Contact Days	177.5
Parent Conference Days	1
TOTAL	187
NEW TEACHERS	188

PUBLIC RELEASE
NATIONAL SCHOOL LUNCH AND BREAKFAST PROGRAMS, SPECIAL MILK PROGRAM

This is the public release that we will send to: *(Names of news media, community and grassroots organizations, and major employers contemplating layoff)*
Tribune Phonegraph, Colby Food Pantry, Abbotsford Public Library, sent on *(Mo./Day/Yr.)* August 14, 2018

RELEASE STATEMENT

The Food Service Director of the Abbotsford School District today announced its policy for children unable to pay the full price of meals served under the National School Lunch Program and School Breakfast Program or milk for split-session students served under the Special Milk Program. Each school office and the central office has a copy of the policy, which may be reviewed by any interested party.

The following household size and income criteria will be used for determining eligibility. Children from families whose annual income is at or below the levels shown are eligible for free and reduced price meals or free milk if a split-session student does not have access to the school lunch or breakfast service.

FAMILY SIZE INCOME SCALE
For Determining Eligibility for Free and Reduced Price Meals or Milk

Family (Household) Size	ANNUAL INCOME LEVEL		MONTHLY INCOME LEVEL	
	Free <i>Must be at or below figure listed</i>	Reduced Price <i>Must be at or between figures listed</i>	Free <i>Must be at or below figure listed</i>	Reduced Price <i>Must be at or between figures listed</i>
1	\$15,782	\$ 15,782.01 and \$22,459	\$ 1,316	\$1,316.01 and \$1,872
2	21,398	21,398.01 and 30,451	1,784	1,784.01 and 2,538
3	27,014	27,014.01 and 38,443	2,252	2,252.01 and 3,204
4	32,630	32,630.01 and 46,435	2,720	2,720.01 and 3,870
5	38,246	38,246.01 and 54,427	3,188	3,188.01 and 4,536
6	43,862	43,862.01 and 62,419	3,656	3,656.01 and 5,202
7	49,478	49,478.01 and 70,411	4,124	4,124.01 and 5,868
8	55,094	55,094.01 and 78,403	4,592	4,592.01 and 6,534
For each additional household member, add	+ 5,616	+ 5,616 and +7,992	+ 468	+ 468 and + 666

Application forms are being sent to all homes with a notice to parents or guardians. To apply for free or reduced price meals or free milk, households must fill out the application and return it to the school (unless notified at the start of the school year that children are eligible through direct certification). Additional copies are available at the office in each school. The information provided on the application will be used for the purpose of determining eligibility and may be verified at any time during the school year by agency or other program officials. Applications may be submitted at any time during the year.

To obtain free or reduced price meals or free milk for children in a household where one or more household members receive FoodShare, FDIPIR, or Wisconsin Works (W-2) cash benefits, list the FoodShare, FDIPIR or W-2 case number, list the names of all school children, sign the application, and return it to the school office.

For the school officials to determine eligibility for free or reduced price meals or free milk of households not receiving FoodShare, FDIPIR or W-2 cash benefits, the household must provide the following information requested on the application: names of all household members, total number of household members, and the adult signing the application form must also list the last four digits of his or her Social Security Number or mark the box to the right of "Check if no SSN". Also, the income received by each household member must be provided by amount and source (wages, welfare, child support, etc.).

Under the provisions of the free and reduced price meal and free milk policy Frankie Soto Food Service Director, Abbotsford Public School will review applications and determine eligibility. If a parent or guardian is dissatisfied with the ruling of the official, he/she may wish to discuss the decision with the determining official on an informal basis. If the parent/guardian wishes to make a formal appeal, he/she may make a request either orally or in writing to: Cheryl Baker, District Administrator, 510 W. Hemlock Street Abbotsford, Wis 54405 or call collect if needed 715-223-6715

If a hearing is needed to appeal the decision, the policy contains an outline of the hearing procedure.

If a household member becomes unemployed or if the household size changes, the family should contact the school. Such changes may make the household eligible for reduced price meals or free meals or free milk if the household income falls at or below the levels shown above, and they may reapply at that time.

Children formally placed in foster care are also eligible for free meal benefits. Foster children may be certified as eligible without a household application. Households with foster children and non-foster children may choose to include the foster child as a household member, as well as any personal income available to the foster child, on the same application that includes their non-foster children.

The information provided by the household on the application is confidential. Public Law 103-448 limits the release of student free and reduced price school meal eligibility status to persons directly connected with the administration and enforcement of federal or state educational programs. Consent of the parent/guardian is needed for other purposes such as waiver of text book fees.

Non-discrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410;
(2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov. This institution is an equal opportunity provider.
Any questions regarding the application should be directed to the determining official.

Updated 2018

**PUBLIC RELEASE
NATIONAL SCHOOL LUNCH AND BREAKFAST PROGRAMS, SPECIAL MILK PROGRAM**

This is the public release that we will send to: (Names of news media, community and grass roots organizations, and/or major employers contemplating layoff) Sent Phonograph Tribune, Colby Food Pantry, Abbotsford Public Library, on (Mo./Day/Yr.) 14 de agosto de 2018

COMUNICADO El Director del Servicio de Alimentos del Distrito Escolar de Abbotsford anunció hoy su política para los niños que no pueden pagar el precio completo de las comidas suministradas bajo el Programa Nacional de Almuerzos Escolares y el Programa Nacional de Desayunos Escolares o leche para los estudiantes de sesión dividida brindada bajo el Programa Especial de Leche. Cada oficina escolar y la oficina central cuentan con una copia de la política a seguir, que podrá ser revisada por cualquiera de las partes interesadas.

Los siguientes criterios para tamaño de la familia e ingreso serán utilizados para determinar la elegibilidad. Los niños de familias cuyo ingreso anual se encuentra en o por debajo de los niveles que se indican serán elegibles para comidas gratis o a precio reducido o la leche gratis si un estudiante asiste a sesión dividida y no tiene acceso al almuerzo o desayuno escolar.

**ESCALA FAMILIAR POR TAMAÑO E INGRESO
Para Determinar la Elegibilidad para Comidas o Leche Gratis o a Precios Reducidos**

Tamaño de la Familia (en la vivienda)	NIVEL DE INGRESO ANUAL				NIVEL DE INGRESO MENSUAL			
	Gratis <i>Debe estar en o por debajo de la cifra que figura</i>	Precio Reducido <i>Debe estar en o entre las cifras que figuran</i>			Gratis <i>Debe estar en o por debajo de la cifra que figura</i>	Precio Reducido <i>Debe estar en o entre las cifras que figuran</i>		
1	\$15,782	\$ 15,782.01	y	\$22,459	\$ 1,316	\$1,316.01	y	\$1,872
2	21,398	21,398.01	y	30,451	1,784	1,784.01	y	2,538
3	27,014	27,014.01	y	38,443	2,252	2,252.01	y	3,204
4	32,630	32,630.01	y	46,435	2,720	2,720.01	y	3,870
5	38,246	38,246.01	y	54,427	3,188	3,188.01	y	4,536
6	43,862	43,862.01	y	62,419	3,656	3,656.01	y	5,202
7	49,478	49,478.01	y	70,411	4,124	4,124.01	y	5,868
8	55,094	55,094.01	y	78,403	4,592	4,592.01	y	6,534
Por cada miembro adicional de la familia, agregar	+ 5,616	+ 5,616	y	+7,992	+ 468	+ 468	y	+ 666

Los formularios de solicitud al programa están siendo enviados a todos las viviendas junto con una notificación a los padres o tutores. Para solicitar comidas gratis o a precios reducidos o leche gratis, las familias deberán completar los formularios de solicitud y devolverlos a la escuela (salvo que hayan sido notificadas al comienzo del año escolar que los niños son elegibles a través de una certificación directa). En la oficina de cada escuela se encuentran disponibles copias adicionales. La información suministrada en el formulario de solicitud será utilizada para determinar la elegibilidad y podrá ser verificada en cualquier momento durante el año escolar por la agencia o funcionarios del programa. Las solicitudes podrán ser presentadas en cualquier momento durante el año.

Para obtener comidas gratis o a precio reducido o leche gratis en una vivienda en la que uno o más de sus miembros recibe FoodShare, FDIPIR o beneficios en efectivo de Wisconsin Works (W-2), indique el miembro de la vivienda y el número de caso de FoodShare, FDIPIR o W-2, los nombres de todos los niños en la escuela, firme la solicitud y envíela a la oficina de la escuela.

Para que los funcionarios de la escuela determinen la elegibilidad de comidas gratis o a precio reducido o de leche gratis de las viviendas que no reciben FoodShare, FDIPIR ni beneficios en efectivo de W-2, la vivienda debe proporcionar la siguiente información solicitada en la solicitud: nombres de todos los miembros de la vivienda, y el adulto que firma la solicitud también debe indicar los últimos cuatro dígitos de su número de seguro social o marcar el casillero que figura a la derecha de "Check if no SSN" (marcar si no tiene número de seguro social). Además, el ingreso recibido por cada miembro de la vivienda se debe proporcionar por importe y fuente (jornal, beneficios sociales, mantenimiento de menores, etc.).

Cumpliendo con las disposiciones de la política de comidas gratuitas y a precios reducidos y de leche gratuita, el Frankie Soto Food Service Director, Abbotsford Public School examinará las solicitudes y determinará la elegibilidad. Si el padre o tutor no queda satisfecho con la determinación del funcionario, él/ella podría desear discutir la decisión con el funcionario responsable en forma informal. Si el padre o tutor desea efectuar una apelación formal, él/ella podrá solicitarla en formas oral o escrita a: Cheryl Baker, Administradora de Distrito, 510 W. Hemlock Street Abbotsford, Wis 54405 o llame por cobrar si es necesario 715-223-6715

Si es necesaria una audiencia para apelar la decisión, la política contiene los lineamientos del proceso de audiencia.

Si un miembro de la familia se queda sin trabajo o si la familia cambia de tamaño, la familia debe contactarse con la escuela. Tales modificaciones pueden hacer a dicho hogar elegible para comidas a precio reducido o comidas gratis o leche gratis si el ingreso de la familia se reduce o cae por debajo de los niveles mostrados arriba, de manera que podrán presentar una nueva solicitud en ese momento.

Los niños que se encuentran en hogares de crianza temporal también son elegibles para los beneficios de comidas gratis. Los niños de crianza temporal podrán ser certificados como elegibles sin una solicitud de vivienda. Las viviendas que tienen niños de crianza temporal y también niños que no son de crianza temporal podrán elegir incluir a los niños de crianza temporal como miembros de la vivienda en la misma solicitud en la que se encuentran los niños que no son de crianza temporal, así como también deben incluir todo ingreso personal asociado al niño de crianza temporal.

La información suministrada por la familia en la solicitud es de carácter confidencial. La Ley Pública 103-448 limita la liberación de información relativa al estado de elegibilidad para comidas gratis o a precios reducidos a las personas directamente conectadas con la administración y cumplimiento de programas educativos federales o estatales. Es necesario el consentimiento de los padres o tutores para otras finalidades tal como la reducción de los cargos por libros de texto.

De conformidad con la Ley Federal de Derechos Civiles y los reglamentos y políticas de derechos civiles del Departamento de Agricultura de los EE. UU. (USDA, por sus siglas en inglés), se prohíbe que el USDA, sus agencias, oficinas, empleados e instituciones que participan o administran programas del USDA discriminen sobre la base de raza, color, nacionalidad, sexo, discapacidad, edad, o en represalia o venganza por actividades previas de derechos civiles en algún programa o actividad realizados o financiados por el USDA.

Las personas con discapacidades que necesiten medios alternativos para la comunicación de la información del programa (por ejemplo, sistema Braille, letras grandes, cintas de audio, lenguaje de señas americano, etc.), deben ponerse en contacto con la agencia (estatal o local) en la que solicitaron los beneficios. Las personas sordas, con dificultades de audición o discapacidades del habla pueden comunicarse con el USDA por medio del Federal Relay Service [Servicio Federal de Retransmisión] al (800) 877-8339. Además, la información del programa se puede proporcionar en otros idiomas.

Para presentar una denuncia de discriminación, complete el Formulario de Denuncia de Discriminación del Programa del USDA, (AD-3027) que está disponible en línea en: http://www.ocio.usda.gov/sites/default/files/docs/2012/Spanish_Form_508_Compliant_6_8_12_0.pdf y en cualquier oficina del USDA, o bien escriba una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Haga llegar su formulario lleno o carta al USDA por:

(1) correo: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; o (3) correo electrónico: program.intake@usda.gov. Esta institución es un proveedor que ofrece igualdad de oportunidades. Cualquier pregunta relativa a la solicitud deberá ser dirigida al funcionario responsable.

*Borre las referencias al Programa de Desayuno o el Programa Especial de Leche para Alumnos a Tiempo Parcial si no ofrece estos programas.

HOW TO APPLY FOR FREE AND REDUCED PRICE SCHOOL MEALS for 2018-19 School Year

Please use these instructions to help you fill out the application for free or reduced price school meals. You only need to submit one application per household, even if your children attend more than one school in School District of Abbottsford. The application must be filled out completely to certify your children for free or reduced price school meals. Please follow these instructions in order. If at any time you are not sure what to do next, please contact Frankie Soto Abbottsford School District 510 W. Hemlock Street Abbottsford Wis 54405 call collect if needed 715-223-6715.
If your child attends a Community Eligibility Provision School (CEP), receipt of free breakfast and lunch meals does not depend on returning this application; however, this information is necessary for other programs.

PLEASE USE A PEN (NOT A PENCIL) WHEN FILLING OUT THE APPLICATION AND DO YOUR BEST TO PRINT CLEARLY.

STEP 1: LIST ALL HOUSEHOLD MEMBERS WHO ARE INFANTS, CHILDREN, AND STUDENTS UP TO AND INCLUDING GRADE 12

Tell us how many infants, children, and school students live in your household. They do NOT have to be related to you to be a part of your household.

Who should I list here? When filling out this section, please include ALL members in your household who are:

- ☐ Children age 18 or under AND are supported with the household's income; and
- ☐ In your care under a foster arrangement, or qualify as homeless, migrant, or runaway youth, or enrolled in a Head Start program.

A) List each child's name. Print each child's name. Use one line of the application for each child. When printing names, write one letter in each box. Stop if you run out of space. If there are more children present than lines on the application, attach a second piece of paper with all required information for the additional children.	B) Enter the grade and the name of the school the child attends or mark n/a if not in school. Enter the grade level of the student in the 'Grade' column.	C) Do you have any foster children? If any children listed are foster children, mark the "Foster Child" box next to the children's names. If you are ONLY applying for foster children, after finishing STEP 1, go to STEP 4. Foster children who live with you may count as members of your household and should be listed on your application. If you are applying for both foster and non-foster children, go to step 3.	D) Are any children homeless, migrant, runaway or enrolled in a Head Start program? If you believe any child listed in this section meets this description, mark the "Homeless, Migrant, Runaway or Head Start" box next to the child's name and complete all steps of the application.
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STEP 2: DO ANY HOUSEHOLD MEMBERS CURRENTLY PARTICIPATE IN FoodShare, W-2 Cash Benefits OR FDPIR?

If anyone in your household (including you) currently participates in one or more of the assistance programs listed below, your children are eligible for free school meals:

- ☐ The Supplemental Nutrition Assistance Program (SNAP) or FoodShare.
- ☐ Temporary Assistance for Needy Families (TANF) or W-2 Cash Benefits.
- ☐ The Food Distribution Program on Indian Reservations (FDPIR).

A) If no one in your household participates in any of the above listed programs: <input type="checkbox"/> Leave STEP 2 blank and go to STEP 3.	B) If anyone in your household participates in any of the above assistance programs: <input type="checkbox"/> Write a case number and name of the assistance program you or any member of the household participates in for FoodShare, W-2 Cash Benefits, or FDPIR. You only need to provide one case number. If you participate in one of these programs and do not know your case number, contact your case worker. Medicaid and BadgerCare case numbers do NOT qualify for free meals. <input type="checkbox"/> Go to STEP 4.
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STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS

How do I report my income?

- ☐ Use the charts titled "Sources of Income for Children" and "Sources of Income for Adults," printed on the back side of the application form, to determine if your household has income to report.
- ☐ Report all amounts in GROSS INCOME ONLY. Report all income in whole dollars. Do not include cents. Gross income is the total income received before taxes. Many people think of income as the amount they "take home" and not the total, "gross" amount. Make sure that the income you report on this application has NOT been reduced to pay for taxes, insurance premiums, or any other amounts taken from your pay.

<input type="checkbox"/> Write a "0" in any fields where there is no income to report. Any income fields left empty or blank will also be counted as a zero. If you write '0' or leave any fields blank, you are certifying (promising) that there is no income to report. If local officials suspect that your household income was reported incorrectly, your application will be investigated. <input type="checkbox"/> Mark how often each type of income is received using the boxes to the right of each field.			
3.A. REPORT INCOME EARNED BY CHILDREN A) Report all income earned or received by children. Report the combined gross income for ALL children listed in STEP 1 in your household in the box marked "Child Income." Only count foster children's personal income if you are applying for them together with the rest of your household. <i>What is Child Income?</i> Child income is money received from outside your household that is paid DIRECTLY to your children. Many households do not have any child income.			
3.B. REPORT INCOME EARNED BY ADULTS List adult household members' names. <input type="checkbox"/> Print the name of each household member in the boxes marked "Name of Adult Household Members (First and Last)." When filling out this section, please include ALL adult members in your household who are living with you and share income and expenses, <u>even if they are not related and even if they do not receive income of their own.</u> <input type="checkbox"/> Do NOT include: <ul style="list-style-type: none"> People who live with you but are not supported by your household's income AND do not contribute income to your household. Infants, children and students already listed in STEP 1. 			
C) Report earnings from work. Report all total gross income (before taxes) from work in the "Earnings from Work" field on the application. This is usually the money received from working at jobs. If you are a self-employed business or farm owner, you will report your net income. <i>What if I am self-employed?</i> Report income from that work as a net amount. This is calculated by subtracting the total operating expenses of your business from its gross receipts or revenue.	D) Report income from public assistance/child support/alimony. Report all income that applies in the "Public Assistance/Child Support/Alimony" field on the application. Do not report the cash value of any public assistance benefits NOT listed on the chart. If income is received from child support or alimony, only report court-ordered payments. Informal but regular payments should be reported as "other" income in the next part.	E) Report income from pensions/retirement/all other income. Report all income that applies in the "Pensions/Retirement/ All Other Income" field on the application.	H) Provide the last four digits of your Social Security Number (SSN). An adult household member must enter the last four digits of their SSN in the space provided. You are eligible to apply for benefits even if you do not have a SSN. If no adult household members have a SSN, leave this space blank and mark the box to the right labeled "Check box if no SSN."
F) Fluctuating Income. For seasonal workers and others whose income fluctuates and usually earn more money in some months than others. In these situations, project the annual rate of income and report that. This includes workers with annual employment contracts but may choose to have salaries paid over a shorter period of time; for example, school employees.	G) Report total household size. Enter the total number of household members in the field "Total Household Members (Children and Adults)." This number MUST be equal to the number of household members listed in STEP 1 and STEP 3 . If there are any members of your household that you have not listed on the application, go back and add them. It is very important to list all household members, as the size of your household affects your eligibility for free and reduced price meals.		
STEP 4: CONTACT INFORMATION AND ADULT SIGNATURE <i>An adult member of the household must sign the application. By signing the application, that household member is promising that all information has been truthfully and completely reported. Before completing this section, please also make sure you have read the privacy and civil rights statements on the back of the application.</i>			
A) Provide your contact information. Write your current address in the fields provided if this information is available. If you have no permanent address, this does not make your children ineligible for free or reduced price school meals. Sharing a phone number, email address, or both is optional, but helps us reach you quickly if we need to contact you.	B) Print or sign your name. The adult filling out the application must print or sign their name in the signature box.	C) Return completed form to: Abbottsford School District 510 W. Hemlock Street Abbottsford Wis 54405 call collect if needed 715-223-6715.	D) Share children's racial and ethnic identities (optional). On the back of the application, we ask you to share information about your children's race and ethnicity. This field is optional and does not affect your children's eligibility for free or reduced price school meals.

In Community Eligibility Schools (CEP), receipt of free breakfast and lunch meals does not depend on returning this application; however, this information is necessary for other programs.

If more spaces are required for additional names, attach another sheet of paper.

STEP 2 Do any Household Members (including you) currently participate in any of the following assistance programs: FoodShare, W-2 Cash Benefits, or FDIPIR? ☐ Yes / ☐ No

Program Name (Required)	Program Description	Program Dates	Program Location	Program Contact
...

Write only one case number in this space.

Flip the page and review the charts titled "Sources of Income" for more information.

Child Income
Sometimes children in the household earn income. Please include the TOTAL income earned by all infants, children, and students up to and including grade 12 listed in STEP 1 here.

Child income	Weekly	Bi-Weekly	2x Month	Monthly
\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

All Adult Household Members (including yourself)
List all Household Members not listed in STEP 1 (including yourself) even if they do not receive income. For each Household Member listed, if they do receive income, report total gross income (before taxes) for each source in whole dollars only (no cents). If they do not receive income from any source, write "0". If you enter "0" or leave any fields blank, you are certifying (promising) that there is no income to report.

G. Total Household Members (Children and Adults)—REQUIRED

Insert your school district mailing address here

Problem	Answer	Score
1. A rectangular box has a length of 10 cm, a width of 5 cm, and a height of 3 cm. What is the volume of the box?	150 cm ³	100%
2. A car starts at 60 km/h and accelerates to 100 km/h in 10 seconds. What is the acceleration in m/s ² ?	2 m/s ²	100%
3. A circle has a radius of 4 cm. What is the area of the circle?	50.24 cm ²	100%
4. A triangle has a base of 8 cm and a height of 6 cm. What is the area of the triangle?	24 cm ²	100%
5. A rectangle has a perimeter of 20 cm and a length of 6 cm. What is the width of the rectangle?	4 cm	100%
6. A square has a side length of 5 cm. What is the perimeter of the square?	20 cm	100%
7. A cylinder has a radius of 3 cm and a height of 10 cm. What is the volume of the cylinder?	282.6 cm ³	100%
8. A cone has a radius of 4 cm and a height of 9 cm. What is the volume of the cone?	150.72 cm ³	100%
9. A sphere has a radius of 5 cm. What is the surface area of the sphere?	157.08 cm ²	100%
10. A cube has a side length of 3 cm. What is the surface area of the cube?	54 cm ²	100%

Daytime Phone and Email (optional)

Today's Date Mo./Day/Yr.

INSTRUCTIONS

Source of Income

Sources of Income for Children

Sources of Child Income	Example(s)
- Gross earnings from work	- A child has a regular full or part-time job where they earn a salary or wages
- Social Security - Disability payments - Survivor's benefits	- A child is blind or disabled and receives Social Security benefits - A parent is disabled, retired, or deceased, and their child receives Social Security benefits
- Income from person outside the household	- A friend or extended family member regularly gives a child spending money
- Income from any other source	- A child receives regular income from a private pension fund, annuity, or trust

Sources of Income for Adults

Earnings from Work	Public Assistance / Alimony / Child Support	Pensions / Retirement / All Other Income
<ul style="list-style-type: none"> - Gross salary, wages, cash bonuses - Net income from self-employment (farm or business); FARM—refer to line 18 of the 1040 or line 34 from Schedule F; - BUSINESS—refer to line 12 of 1040 or line 31 from Schedule C. - If you are in the U.S. Military: - Basic pay and cash bonuses (do NOT include combat pay, FSSA, or privatized housing allowances) - Allowances for off-base housing, food and clothing 	<ul style="list-style-type: none"> - Unemployment benefits - Worker's compensation - Supplemental Security Income (SSI) - Cash assistance from State or local government - Alimony payments - Child support payments - Veteran's benefits - Strike benefits 	<ul style="list-style-type: none"> - Social Security (including railroad retirement and black lung benefits) - Private pensions or disability benefits - Regular income from trusts or estates - Annuities - Investment income - Earned interest - Rental income - Regular cash payments from outside household

OPTIONAL

Children's Racial and Ethnic Identities

We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced price meals.

Ethnicity Check one

☐ Hispanic or Latino ☐ Not Hispanic or Latino

Race Check one or more

☐ American Indian or Alaskan Native ☐ Asian

☐ Black or African American

☐ Native Hawaiian or Other Pacific Islander

☐ White

The **Richard B. Russell National School Lunch Act** requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity conducted or funded by USDA.

Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW Washington, D.C. 20250-9410
Fax: (202) 690-7442; or
Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

The above address is for discrimination complaint purposes only. Please return this complete application to your school, not USDA.

Do not fill out

For School Use Only

Annual Income Conversion: Weekly x 52, Bi-Weekly (Every 2 Weeks) x 26, Twice a Month x 24, Monthly x 12

Total Income	How often?				Household Size	Categorical Eligibility	Eligibility			Date Denied	Reason for Denial or Withdrawal			
	Weekly	Bi-Weekly	2x Month	Monthly			Yearly	Free	Reduced			Denied		
Determining Official's Signature					Date Mo./Day/Yr.	Confirming Official's Signature					Date Mo./Day/Yr.	Verifying Official's Signature		
Required for Verification process only														

For schools participating in CEP only:

Are all students on this application from a CEP school?

Yes ☐No ☐

If YES, the processing of this application cannot be paid for by the nonprofit school food service account. Only non-CEP applications are used for selecting the verification sample, conducting an independent review of applications, and the Certification and Benefit Issuance portion of the Administrative Review.

Solicitud de la vivienda para comidas gratis y a precio reducido en la escuela 2018-2019

Complete una sola solicitud por vivienda. Favor de usar un bolígrafo (no lápiz). En las Escuelas de Elegibilidad Comunitaria (CEP), para recibir desayunos o almuerzos gratuitos no es obligatorio entregar este formulario de solicitud; sin embargo, esta información es necesaria para otros programas.

PASO 1 Haga una lista de todos los bebés, niños y estudiantes hasta el grado 12 miembros de su vivienda

Definición de Miembro de la Vivienda: "Cualquier persona que vive con usted y comparte ingresos y gastos, aunque no sea familia."

Primer Nombre del Niño

IM

Apellido del Niño

Grado

Escuela a la que asiste el niño o NC si no va a la escuela

Indique todo lo que sea pertinente:

Niño Sin hogar, Head Start

Foster

Figlio Start

Indique todo lo que sea pertinente:

PASO 2 ¿Participa cualquier miembro de su vivienda, incluyéndose a usted, en uno o más de los siguientes programas: FoodShare, W-2 Cash Benefits, or FDPIR? Si / No

Si usted indicó NO > Complete PASO 3. Si usted indicó SI > Escriba aquí el número de su caso y luego continúe con PASO 4. (No complete el PASO 3)

No. de Caso:

Nombre del programa (OBLIGATORIO)

Escriba sólo un número de caso en este espacio.

Medicaid/Badger Care no califica para comidas gratis.

STEP 3 Declare el ingreso de todos los miembros de la vivienda (No responda a este paso si usted indicó 'SI' en el PASO 2)

A. Ingreso del Niño

A veces los niños de la vivienda ganan dinero. Incluya los ingresos TOTALES que reciben todos los bebés, niños e incluso el grado 12 indicado en el PASO 1 aquí.

Ingreso del niño

¿Con qué frecuencia?

semana quincenal 2x mes 1x mes

B. Todos los Miembros Adultos de la Vivienda (incluyéndose a usted)

Haga una lista de todos los miembros de la vivienda no listados en el PASO 1 (incluyéndose a ud.) sin importar si reciben o no ingresos. Por cada miembro de la vivienda mencionado, indicar si reciben ingresos, reportar el ingreso bruto total (antes de impuestos) para cada fuente de ingresos solo en dólares enteros (no centavos). Si no reciben ingresos de ninguna fuente, escriba "0". Si usted pone "0" o deja en blanco cualquier espacio, usted certifica (jura) que no hay ingresos.

C.

Nombres y apellidos de los adultos de la vivienda

Ingresos

¿Con qué frecuencia?

semana quincenal 2x mes 1x mes

Asistencia pública/ manutención de menores o pensión matrimonial

¿Con qué frecuencia?

semana quincenal 2x mes 1x mes

E. Pensión/ Jubilación/ Seguro Social/ otros ingresos

¿Con qué frecuencia?

semana quincenal 2x mes 1x mes

F.

Los trabajadores temporarios y otros con ingresos fluctuantes proyectan el ingreso anual y el informe aquí

G. Número Total de los Miembros de la Vivienda (Niños y Adultos) (OBLIGATORIO)

H. Los últimos cuatro números del Seguro Social (SSN) del/la(s) adulto(a) principal u otro adulto de la vivienda (OBLIGATORIO O MARQUE EL CASILLERO SI NO TIENE SSN)

Indique si no hay SSN

PASO 4 Información de contacto y firma de adulto. Devuelva el formulario completado a su escuela. INSERT YOUR SCHOOL/DISTRICT MAILING ADDRESS HERE

Certifico (juro) que toda la información en esta solicitud es cierta y que todo ingreso se ha reportado. Entiendo que esta información se da con el propósito de recibir fondos federales y que los funcionarios de la escuela pueden verificar tal información. Soy consciente de que si falsifico información a propósito, mis hijos pueden perder los beneficios de comida y me pueden procesar de acuerdo con las leyes estatales y federales que aplican.

Calle y número de casa (si está disponible)

Apartamento #

Ciudad

Estado

Código Postal

Teléfono y correo electrónico (opcional)

Nombre en letra de molde o firma del adulto que completa esta solicitud. (OBLIGATORIO)

La fecha de hoy Mes/Día/Año

INSTRUCCIONES Fuentes de Ingreso

Fuentes de ingreso para niños	
Fuentes de ingreso del niño	Ejemplo(s)
- Ingresos brutos provenientes del trabajo	- Un menor que tenga un trabajo regular a tiempo completo o a tiempo parcial donde gane un salario o sueldo
- Seguro social	- Un niño ciego o discapacitado que reciba beneficios del Seguro Social
- Pagos por discapacidad	- Un padre/madre que está discapacitado, retirado o fallecido, y su hijo recibe beneficios del Seguro Social
- Beneficios para sobrevivientes	- Un amigo o miembro de la familia extendida que da regularmente dinero para gastar al menor
- Ingreso de una persona fuera del grupo familiar	- Un niño que recibe ingresos regulares de un fondo de pensión privado, anualidad o fideicomiso
- Ingreso de cualquier otra fuente	

Fuentes de ingreso para adultos	
Ganancias por trabajo	Asistencia pública/Pensión alimenticia/Mantenición de menores
- Salarios brutos, jornales y bonificaciones en efectivo	- Beneficios por desempleo
- Ingresos netos del empleo independiente (agrícolas o de negocios); AGRICOLA – remítase a la línea 18 del 1040 o a la línea 34 del Anexo F; DE NEGOCIOS – remítase a la línea 12 del 1040 o línea 31 del Anexo C	- Indemnización laboral
	- Ingreso de seguro suplementario (SSI)
	- Asistencia en dinero del Estado o gobierno local
	- Pagos por pensión alimenticia
	- Pagos por manutención de menores
	- Beneficios para veteranos
	- Beneficios por huelga
	- Asignaciones para vivienda fuera de la base, comida y ropa
	- Seguro Social (incluida la jubilación de ferrocarriles y los beneficios por la enfermedad del pulmón negro)
	- Pensiones privadas o beneficios por discapacidad
	- Ingresos regulares de fideicomisos o patrimonio sucesorio
	- Anualidades
	- Ingreso por inversiones
	- Intereses obtenidos
	- Ingresos por alquiler
	- Pagos regulares en dinero desde fuera del grupo familiar

OPCIONAL

Identidades Raciales y Étnicas de los Niños

Le pedimos información acerca de la raza y etnicidad de sus niños. Esta información es importante pues nos ayuda a asegurar un servicio pleno a la comunidad. Responder a esta sección es opcional y no afecta la elegibilidad de sus niños para comidas gratis o a precio reducido.

Etnicidad (Marque uno):

- ☐ Hispano o Latino
☐ No Hispano o Latino

Raza (Marque uno o más):

- ☐ Blanco
☐ Indio Americano or Nativo de Alaska
☐ Asiático
☐ Nativo de Hawái u Isleno del Pacífico Sur
☐ Negro o Americano Africano

Ley Nacional de Comedores Escolares Richard B. Russell pide la información arriba en esta solicitud. No tiene que dar la información, pero si usted no la provee, no podemos aprobar comidas gratis o a precio reducido para sus niños. Usted debe incluir los últimos cuatro números del Seguro Social (SSN) del miembro adulto que firma la solicitud. Los últimos cuatro números del SSN no se requieren cuando usted solicita de parte de un niño adoptivo temporal o usted incluye un número de caso del Programa de Asistencia Nutricional Suplementaria (SNAP, por sus siglas en inglés), el Programa de Asistencia Temporal Para Familias Necesitadas (TANF, por sus siglas en inglés) o el Programa de Distribución de Comida en Reservas Indígenas (FDPRI, por sus siglas en inglés) u otra identificación FDPRI de su niño. Tampoco necesita indicar el número del SSN si el miembro adulto de la vivienda que firma la solicitud no lo tiene. Utilizamos su información para determinar si su niño es elegible para las comidas gratis o a precio reducido, y para administrar y hacer respetar los programas de almuerzo y desayuno. Podemos compartir la información sobre su elegibilidad con los programas de educación, salud, y nutrición para ayudarles a evaluar, financiar, o determinar los beneficios de sus programas, así como con los auditores de revisión de programas, y los oficiales encargados de investigar violaciones del reglamento programático.

Las personas con discapacidades que necesitan medios alternativos para la comunicación de la información del programa (por ejemplo, sistema Braille, letras grandes, cintas de audio, lenguaje de señas americano, etc.), deben ponerse en contacto con la Agencia (estatal o local) en la que solicitaron los beneficios. Las personas sordas, con dificultades de audición o discapacidades del habla pueden comunicarse con el USDA por medio del Federal Relay Service [Servicio Federal de Retransmisión] al (800) 877-8339. Además, la información del programa se puede proporcionar en otros idiomas.

Para presentar una denuncia de discriminación, complete el **Formulario de Denuncia de Discriminación del Programa del USDA**, (AD-3027) que está disponible en línea en: http://www.ocio.usda.gov/sites/default/files/docs/2012/Complain_combined_6_8_12.pdf y en cualquier oficina del USDA, o bien escriba una carta dirigida al USDA e incluya en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Haga llegar su formulario lleno o carta al USDA por:

- (1) correo: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
fax: (202) 690-7442; o
(2) correo electrónico: program.intake@usda.gov.

Esta institución es un proveedor que ofrece igualdad de oportunidades. La dirección indicada arriba es para quejas por discriminación únicamente. Sirvase devolver esta solicitud completa a su escuela, no a USDA.

No rellenar Solo para uso de la escuela Annual Income Conversion: Weekly x 52, Every 2 Weeks x 26, Twice a Month x 24, Monthly x 12

Total Income		How often?		Household Size		Categorical Eligibility		Eligibility		Date Denied		Reason for Denial or Withdrawal	
		Weekly	Bi-Weekly	2x Month	Monthly	Yearly		Free	Reduced	Denied			
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
Determining Officials Signature		Date Mo./Day/Yr.		Confirming Official's Signature		Date Mo./Day/Yr.		Verifying Official's Signature		Date Mo./Day/Yr.			

Required for Verification process only

Required for Verification process only

For schools participating in CEP only:

Are all students on this application from a CEP school? YES ☐ NO ☐
If YES, the processing of this application cannot be paid for by the nonprofit school food service account. Only non-CEP applications are used for selecting the verification sample, conducting an independent review of applications, and the Certification and Benefit Issuance portion of the Administrative Review.

CÓMO SOLICITAR COMIDAS ESCOLARES GRATIS Y A PRECIO REDUCIDO

Por favor use estas instrucciones para ayudarle a rellenar la solicitud para comidas escolares gratis o a precio reducido. Solo necesita presentar una solicitud por grupo familiar, incluso si sus hijos asisten a más de una escuela en el Distrito escolar de Abbottsford. La solicitud debe completarse totalmente para certificar a sus hijos para que reciban comidas escolares gratis o a precio reducido. Por favor siga las instrucciones en orden. Si en algún momento no sabe qué hacer después, por favor póngase en contacto con Distrito Escolar Frankie Soto Abbottsford 510 W. Hemlock Street Abbottsford WI 54405 llamada por cobrar si es necesario 715-223-6715. Si su hijo asiste a una Escuela de Provisión de Elegibilidad Comunitaria (CEP), no es obligatorio que entregue esta solicitud para recibir desayunos o almuerzos gratuitos; sin embargo, esta información es necesaria para otros programas.

POR FAVOR USE UN BOLÍGRAFO (NO UN LAPIZ) PARA RELLENAR LA SOLICITUD E INTENTE ESCRIBIR DE FORMA CLARA.

PASO 1: COLOQUE LOS NOMBRES DE TODOS LOS MIEMBROS DEL GRUPO FAMILIAR QUE SEAN INFANTES, NIÑOS Y ESTUDIANTES HASTA EL GRADO 12 INCLUIDO			
Díganos cuántos infantes, niños y estudiantes escolares viven en su hogar. NO tienen que estar emparentados con usted para ser parte de su grupo familiar.			
¿A quién debería incluir aquí? Al rellenar esta sección, por favor incluya TODOS los miembros de su grupo familiar que sean:			
<ul style="list-style-type: none">• Niños de 18 años o menos Y que sean mantenidos con los ingresos del grupo familiar;• Bajo su cuidado según un arreglo de cuidado temporal, o califica como persona sin hogar, migrante o menor huído del hogar o está inscrito en el programa Head Start			
A) Coloque el nombre de cada niño. Escriba con mayúscula el nombre de cada niño. Use una línea de la solicitud para cada niño. Al escribir los nombres, escriba una letra en cada casilla. Pare si le falta espacio. Si hay más niños que líneas en la aplicación, adjunte una hoja de papel con toda la información necesaria para los niños adicionales.	B) Ingrese el grado y el nombre de la escuela a la que asiste el niño o marque n/a si no asiste a la escuela. Ingrese el nivel de grado del estudiante en la columna 'Grado'.	C) ¿Tiene niños en crianza temporal? Si algún niño de los mencionados es niño de crianza temporal, marque la casilla "Niño de crianza" junto al nombre del niño. Si la solicitud es SOLO para niños de crianza temporal, después del PASO 1, vaya al PASO 4. Los niños de crianza temporal que viven con usted pueden contarse como miembros de su grupo familiar y deberían ser incluidos en su solicitud. Si la solicitud es para hijos propios y niños de crianza temporal, vaya al paso 3.	D) ¿Hay algún niño sin hogar, migrante, que ha huído de su casa o está inscrito en el programa Head Start? Si cree que alguno de los niños incluidos en esta sección cumple la descripción, marque la casilla "Sin hogar, migrante, niño huído del hogar o Head Start" junto al nombre del niño y complete todos los pasos de la solicitud.
PASO 2: ¿ALGUNO DE LOS MIEMBROS DEL GRUPO FAMILIAR PARTICIPA ACTUALMENTE EN FoodShare, W-2 Cash Benefits O FDPIR?			
Si alguien en su grupo familiar (incluido usted) participa actualmente en uno o más de los programas de asistencia indicados abajo, sus hijos son elegibles para recibir comidas escolares gratis:			
<ul style="list-style-type: none">• El Programa de asistencia nutricional suplementaria (Supplemental Nutrition Assistance Program, SNAP) o FoodShare.• Asistencia temporal para familias necesitadas (Temporary Assistance for Needy Families, TANF) o beneficios en dinero W-2 Cash Benefits.<input type="checkbox"/> El programa de distribución de alimentos en reservas indígenas (Food Distribution Program on Indian Reservations, FDPIR).			
A) Si nadie en su vivienda participa en los programas mencionados arriba: <ul style="list-style-type: none">• Deje en blanco el PASO 2 y vaya al PASO 3.	B) Si alguien de su familia participa en alguno de los programas de asistencia indicados arriba: <ul style="list-style-type: none">• Escriba un número de caso y nombre del programa de asistencia en el que usted o cualquier miembro de su familia participan para FoodShare, W-2 Cash Benefits o FDPIR. Solo necesita ingresar un solo número de caso. Si participa en alguno de esos programas y no sabe su número de caso, póngase en contacto con su trabajador de caso. Por favor tenga en cuenta que el número de caso de BadgerCare no califica para las comidas gratis.• Avance al PASO 4.		
PASO 3: REPORTAR INGRESOS PARA TODOS LOS MIEMBROS DEL GRUPO FAMILIAR			
¿Cómo reporto mis ingresos?			
<ul style="list-style-type: none">• Use las tablas tituladas "Fuentes de ingreso para niños" y "Fuentes de ingreso para adultos" impresas en el reverso del formulario de solicitud, para determinar si su grupo familiar tiene ingresos que informar.<input type="checkbox"/> Reporte todos los montos en INGRESO BRUTO SOLAMENTE. Reporte todos los ingresos en dólares enteros. No incluya centavos. El ingreso bruto es el ingreso total recibido antes de impuestos. Mucha gente piensa que "se llevan a la casa" y no el total, el monto "bruto". Asegúrese de que el ingreso que reporta en esta solicitud NO ha sido reducido para pagar impuestos, primas de seguro o cualquier monto descontado de su pago.			

<ul style="list-style-type: none"> • Escriba un "0" en los campos donde no haya ingresos que reportar. Todos los campos de ingreso que deje vacíos o en blanco también se contarán como cero. Si usted escribe "0" o deja campos en blanco, está certificando (prometiendo) que no hay ningún ingreso que reportar. Si los funcionarios locales sospechan que el ingreso del grupo familiar se informó incorrectamente, su solicitud será investigada. <input type="checkbox"/> Marque con qué frecuencia recibe cada tipo de ingreso usando las casillas de verificación a la derecha de cada campo. 			
3.A. REPORTAR INGRESOS OBTENIDOS POR NIÑOS			
A) Reporte todos los ingresos obtenidos o recibidos por niños. Reporte el ingreso bruto combinado por TODOS los niños incluidos en el PASO 1 en su grupo familiar en la casilla marcada como "Ingreso del niño". Solo cuente el ingreso personal de los niños en crianza temporal si usted está solicitando comidas gratis para ellos junto con el resto de su grupo familiar. ¿Qué es el Ingreso del niño? El ingreso del niño es dinero recibido desde fuera de su grupo familiar que se paga DIRECTAMENTE a sus hijos. Muchos grupos familiares no tienen ingreso de niños.			
3.B. REPORTAR INGRESOS OBTENIDOS POR ADULTOS			
Coloque los nombres de los miembros adultos del grupo familiar. <ul style="list-style-type: none"> • Escriba en mayúsculas el nombre de cada miembro del grupo familiar en las casillas marcadas como "Nombres de miembros adultos del grupo familiar (Nombre y Apellido)". Al rellenar esta sección, por favor incluya TODOS los miembros adultos en su grupo familiar que viven con usted y que comparten los ingresos y gastos, <u>incluso si no están emparentados con usted e incluso si no reciben ingresos propios.</u> • NO incluya: <ul style="list-style-type: none"> o Personas que viven con usted pero no se mantienen con su ingreso familiar Y no contribuyen ingresos al grupo familiar. o Infantes, niños y estudiantes ya incluidos en el PASO 1. 			
C) Reporte las ganancias de su trabajo. Reporte todo el ingreso bruto (antes de impuestos) por trabajo en el campo "Ganancias por trabajo" de la solicitud. Esto normalmente es el dinero recibido por trabajar en un empleo. Si usted es un trabajador por cuenta propia o es dueño de una granja, tiene que reportar su ingreso neto.	D) Reporte ingresos de la asistencia pública/pensión alimenticia/manutención de menores. Reporte todos los ingresos que correspondan en el campo "Asistencia pública/Pensión alimenticia/Manutención de menores" de la solicitud. No reporte el valor en dinero de beneficios de asistencia pública que NO figuran en la tabla. Si recibe ingresos por manutención de menores o pensión alimenticia, solo reporte los pagos exigidos por un tribunal. Los pagos informales pero regulares deberían reportarse como "otros" ingresos en la parte siguiente.	E) Reporte los ingresos de pensiones/jubilaciones/todos los otros ingresos. Informe todos los ingresos que correspondan en el campo "Pensiones/Jubilación/Todos los otros ingresos".	H) Ingrese los últimos cuatro dígitos de su Número del Seguro Social (NSS). Un miembro adulto del grupo familiar debe ingresar los últimos cuatro dígitos de su NSS en el espacio provisto para ello. Usted es elegible para solicitar beneficios incluso si no tiene un NSS. Si ningún miembro adulto del grupo familiar tiene un NSS, deje ese espacio en blanco y marque la casilla a la derecha "Verificar que no tiene NSS".
F) Ingreso fluctuante. Para los trabajadores estacionales o aquellos cuyo ingreso fluctúa y normalmente ganan más dinero en unos meses que en otros. En esas situaciones, proyecte la tasa anual de ingreso y reporte ese monto. Esto incluye trabajadores con contratos de trabajo anuales pero que puede elegir que les paguen el salario en periodos más cortos de tiempo; por ejemplo, empleados de escuelas.	G) Reporte el total de integrantes del grupo familiar. Ingrese el número total de miembros del grupo familiar en el campo "Total miembros del grupo familiar (niños y adultos)". Este número DEBE ser igual al número de miembros del grupo familiar incluidos en el PASO 1 y el PASO 3. Si hay algún miembro de su grupo familiar que no ha incluido en la solicitud, retroceda y añádalo. Es muy importante colocar a todos los miembros del grupo familiar, ya que el tamaño de su grupo familiar afecta su elegibilidad para comidas gratis y a precio reducido.		
PASO 4: INFORMACIÓN DE CONTACTO Y FIRMA DE UN ADULTO			
Todas las solicitudes deben ir firmadas por un miembro adulto del grupo familiar. Mediante su firma, ese miembro del grupo familiar promete que toda la información ha sido reportada es completa y verdadera. Antes de completar esta sección, por favor asegúrese de que ha leído la información de privacidad y derechos civiles al reverso de esta solicitud.			
A) Proporcione su información de contacto. Escriba su dirección actual en los campos provistos si esta información está disponible. Si no tiene una dirección permanente, esto no es obstáculo que sus hijos sean elegibles para recibir comidas escolares gratis o a precio reducido. Escribir un número de teléfono, dirección de correo electrónico o ambos es opcional, pero nos ayudará a contactarlo más rápidamente si necesitamos comunicarnos con usted.	B) Escriba su nombre y firme. Escriba en mayúsculas el nombre del adulto que firma la solicitud y esa persona debe firmar en el recuadro "Firma del adulto".	C) Devuelva el formulario completado a: 510 W. Hemlock Street Abbotstford WI 54405 llamada por cobrar si es necesario 715-223-6715.	D) Indique las identidades raciales y étnicas de los niños (opcional). En el reverso de la solicitud, le pedimos que nos dé información sobre la raza y etnia de sus hijos. Este campo es opcional y no afecta la elegibilidad de sus hijos para recibir comidas escolares gratis o a precio reducido.

STUDENT IMMUNIZATION LAW AGE/GRADE REQUIREMENTS

The following are the minimum required immunizations for each age/grade level according to the Wisconsin Student Immunization Law. Additional immunizations may be recommended for your child depending on his/her age. Please contact your doctor or local health department to determine if your child needs additional immunizations.

Grade/Age	Number of Doses					
Pre-K (ages 2 through 4 yrs) ¹	4 DTaP/DTP/DT ²	3 Polio	3 Hepatitis B ⁶	1 MMR ⁷	1 Varicella ⁸	
Kindergarten through Grade 5	4 DTaP ¹ /DTP/DT/Td ^{2,3}	4 Polio ⁵	3 Hepatitis B ⁶	2 MMR ⁷	2 Varicella ⁸	
Grades 6 through 12	4 DTaP/DTP/DT/Td ²	1 Tdap ⁴	4 Polio ⁵	3 Hepatitis B ⁶	2 MMR ⁷	2 Varicella ⁸

- Children > 4 years of age who are enrolled in a Pre-K class should be assessed using the immunization requirements for Kindergarten through Grade 5 which would normally correspond to the individual's age.
- D= diphtheria, T= tetanus, P= pertussis vaccine. DTaP/DTP/DT/Td vaccine for all students Pre-K through 12. Four doses are required. However, if a student received the 3rd dose after the 4th birthday, further doses are not required. Note: a dose four days or less before the 4th birthday is also acceptable.
- DTaP/DTP/DT vaccine for children entering Kindergarten. Each student must have received one dose after the 4th birthday (either the 3rd, 4th, or 5th dose) to be compliant. Note: a dose four days or less before the 4th birthday is also acceptable.
- Tdap is adolescent tetanus, diphtheria and acellular pertussis vaccine. If a student received a dose of a tetanus-containing vaccine, such as Td, within five years before entering the grade in which Tdap is required, the student is compliant and a dose of Tdap vaccine is not required.
- Polio vaccine for students entering grades Kindergarten through 12. Four doses are required. However, if a student received the 3rd dose after the 4th birthday, further doses are not required. Note: a dose four days or less before the 4th birthday is also acceptable.
- Laboratory evidence of immunity to hepatitis B is also acceptable.
- MMR is measles, mumps, and rubella vaccine. The first dose of MMR vaccine must have been received on or after the first birthday. Note: a dose four days or less before the 1st birthday is also acceptable. Laboratory evidence of immunity to all three diseases (measles and mumps and rubella) is also acceptable.
- Varicella vaccine is chickenpox vaccine. A history of chickenpox disease or laboratory evidence of immunity to varicella is also acceptable.

LEY DE INMUNIZACIÓN DE ALUMNOS REQUISITOS SEGÚN EDAD/GRADO STUDENT IMMUNIZATION LAW AGE/GRADE REQUIREMENTS

Las siguientes son las vacunas mínimas obligatorias para cada nivel de edad/grado de acuerdo con la Ley de Inmunización de Alumnos de Wisconsin (Wisconsin Student Immunization Law). Se pueden recomendar inmunizaciones adicionales para su hijo según la edad. Sírvase comunicarse con su médico o departamento médico local para determinar si su hijo necesita inmunizaciones adicionales.

Grado/Edad	Número de Dosis					
Pre Kinder (2 a 4 años)	4 DTaP/DTP/DT ²	3 Polio	3 Hepatitis B ⁶	1 MMR ⁷	1 Varicela ⁸	
Kindergarten a grado 5	4 DTaP ¹ /DTP/DT/Td ^{2,3}	4 Polio ⁵	3 Hepatitis B ⁶	2 MMR ⁷	2 Varicela ⁸	
Grado 6 a 12	4 DTaP/DTP/DT/Td ²	1 Tdap ⁴	4 Polio ⁵	3 Hepatitis B ⁶	2 MMR ⁷	2 Varicela ⁸

- Los niños de menos de 4 años de edad que están inscriptos en la clase de pre Kindergarten (pre-K) deberían ser evaluados usando los requisitos de inmunizaciones de kindergarten a 5° grado, que normalmente correspondería a la edad de la persona.
- D= difteria, T= tétano, P= vacuna contra la tosferina (pertussis). Vacuna DTaP/DTP/DT/Td para todos los alumnos de Pre-K a grado 12. Se requieren 4 dosis. Pero, si un alumno recibió la 3ª dosis después de cumplir 4 años, no hacen falta más dosis. Nota: También es aceptable una dosis 4 días o menos antes de cumplir 4 años.
- Vacuna DTaP/DTP/DT para los niños que ingresan a Kindergarten. Su hijo(a) debe haber recibido una dosis después de cumplir 4 años (ya sea la 3a., 4ta. o 5ta. dosis) para ser aceptado. Nota: También es aceptable una dosis 4 días o menos antes de cumplir 4 años.
- Tdap es la vacuna antitetánica, antidiftérica y antitosferínica acelular para los adolescentes. Si su hijo(a) ha recibido una dosis de una vacuna antitetánica como la vacuna Td en los últimos 5 años antes de ingresar al grado en que la vacuna Tdap es obligatoria, no es necesaria la vacuna Tdap.
- La vacuna antipoliomelítica para estudiantes que ingresan a los grados Kindergarten a 12: Se requieren 4 dosis. Pero, si un alumno recibió la 3ª dosis después de cumplir 4 años, no hacen falta más dosis. Nota: También es aceptable una dosis 4 días o menos antes de cumplir 4 años.
- Las pruebas de laboratorio de la inmunidad a la hepatitis B también son aceptables.
- MMR es la vacuna contra el sarampión, las paperas y la rubeola. La primera dosis de la vacuna MMR debe recibirse al cumplir un año o después de un año de edad. Nota: También es aceptable una dosis 4 días o menos antes de cumplir 1 año. Las pruebas de laboratorio de la inmunidad contra todas estas enfermedades (sarampión, paperas y rubeola) también son aceptables.
- La vacuna contra la varicela es la vacuna contra el chickenpox. Los antecedentes de enfermedades de varicela o las pruebas de laboratorio de inmunidad a la varicela también son aceptables.

Abbotsford School District Annual Notices, Continued

Virtual Charter Schools

Rural Virtual Academy (PK-10th Grade) <https://ruralvirtual.org/>

*The Rural Virtual Academy is comprised of a consortium of 18 schools including Abbotsford.

Resident students who attend the Rural Virtual Academy are enrolled in the School District of

Abbotsford.

DPI Website: <https://dpi.wi.gov/sms/charter-schools/virtual-charter-schools>

Public School Full-Time Open Enrollment and Part-Time Open Enrollment

DPI Website: <https://dpi.wi.gov/open-enrollment>

Early College Credit Program

DPI Website: <https://dpi.wi.gov/dual-enrollment/eccc>

Course Options

<https://dpi.wi.gov/dual-enrollment/course-options/FAQ>

Home-Based Private Educational Program

DPI Website: <https://dpi.wi.gov/sms/home-based>

State Statute Section 3312, s.118.57 states that the School Board's Notice of Education Options must include the most recent school accountability performance category assigned to each school within the district's boundaries, including public, independent charter and private choice schools; and inform parents that the full school district accountability report is available on the district website.

School Report Card: 2016-2017

Abbotsford Elementary School Report Card- 76.1 Exceeds Expectations

Abbotsford Middle/Senior

High School Report Card 82.2 Exceeds Expectations

District Report 80.5 Exceeds Expectations

The school wide accountability performance report can be found at School District of Abbotsford Link: <http://www.abbotsford.k12.wi.us/Content2/86>

Indoor Environmental Quality Management Plan

The Abbotsford School District would like to inform staff, students, parents, and the public of the district's indoor environmental quality (IEQ) management plan (Policy # 737). The plan was initially developed in 2013 and is reviewed as necessary. The plan was developed as deemed appropriate for the district. This has been and continues to be accomplished under contract by MacNeil Environmental, Inc.

Questions and concerns should be directed to the School District of Abbotsford. Copies of the plan are available at the district office for a fee. The district office is located at Abbotsford School District, 510 W Hemlock Street, Abbotsford WI 54405.

Meningococcal Disease Information

Public health authorities recommend that teenagers and college-bound students be immunized against a potentially fatal bacterial infection called meningococcal disease, a type of meningitis.

Meningococcal disease is a rare but potentially fatal bacterial infection that can cause severe swelling of the brain and spinal cord (meningitis) or a serious blood infection (meningococemia). Meningococcal disease strikes up to 3,000 Americans each year; nearly 30 percent of these cases are among teenagers and college students.

Up to 83 percent of all cases among teens and college students may potentially be prevented through immunization, the most effective way to prevent this disease. A meningococcal vaccine is available that protects against four out of five strains of bacterium that cause meningococcal disease in the U.S.

The Centers for Disease Control and Prevention (CDC) and other leading medical organizations recommends that all 11-12 years olds should be vaccinated with meningococcal conjugate vaccine (MCV4). A booster shot is recommended for teens at age 16 to continue providing protection when their risk for meningococcal disease is highest. Teens who received MCV4 for the first time at age 13 through 15 years will need a one-time booster dose at 16 through 18 years of age. If a teenager missed getting the vaccine altogether, they should ask the doctor about getting it now, especially if they are about to move into a college dorm or military barracks.

About Meningococcal Disease

Meningococcal disease is often misdiagnosed as something less serious because

early symptoms are similar to common viral illnesses. Symptoms of meningococcal disease may include high fever, severe headache, stiff neck, nausea, vomiting, sensitivity to light, confusion, exhaustion and/or a rash.

Teenagers and college students are at increased risk for meningococcal disease compared to the general population, accounting for nearly 30 percent of all U.S. cases every year. Meningococcal disease can be misdiagnosed as something less serious, because early symptoms like high fever, severe headache, nausea, vomiting and stiff neck, are similar to those of common viral illnesses. The disease can progress rapidly and can cause death or permanent disability within 48 hours of initial symptoms.

Meningococcal disease is spread through direct contact with respiratory and/or oral secretions from infected persons (for example, kissing or sharing drinking containers). It can develop and spread quickly throughout the body, so early diagnosis and treatment are very important. Even with immediate treatment, the disease can kill an otherwise healthy young person within hours of first symptoms. Of those who survive, up to 20 percent may endure permanent disabilities, including brain damage, deafness and limb amputations.

Lifestyle factors common among teenagers, college students and military personnel are believed to put them at increased risk of contracting meningococcal disease. These lifestyle factors include crowded living situations (for example, dormitories, sleep-away camps), active or passive smoking and irregular sleeping habits. Teens should avoid sharing eating utensils and drinking out of the same container, since infections may spread through this type of close contact.

To learn more about meningococcal disease, vaccine information, and public health resources visit the following web sites.

Center for Disease Control and Prevention meningococcal meningitis information

- General information regarding meningitis disease
- Meningitis Fact Sheet
- American Committee of Immunization Practice Recommendations for Prevention and Control of Meningitis

National Association of School Nurses – Voices of Meningitis

- A list of local Wisconsin public health departments and contact information
- Meningitis Foundation of America
- National Meningitis Association
- American Academy of Family Physicians
- American Academy of Pediatrics

Non Discrimination Notice

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. This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

- A. use of objective bases for admission to any school, class, program, or activity;
- B. prohibition of harassment towards students and procedures for the investigation of claims (see Policy 5517);
- C. use of disciplinary authority, including suspension and expulsion authority;
- D. administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations, or persons;
- E. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society;
- F. design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet students' individual needs;
- G. design and configuration of facilities;
- H. opportunity for participation in extra-curricular and co-curricular activities, provided that separate programs for male and female students may be available provided comparable activities are made available to all in terms of type, scope, and District support; and
- I. the school lunch program and other school-sponsored food service programs.

The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board's policies pertaining to employment practices can be found in Policy 1422, Policy 3122, and Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

In furtherance of the aforesaid goal, the District Administrator shall:

- A. Curriculum Content
 1. review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental

materials, singly or taken as a whole, fairly depict the contribution of both sexes various races, ethnic groups, etc. toward the development of human society;

2. provide that necessary programs are available for students with limited use of the English language;

B. Staff Training

develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of bias based upon the Protected Classes in all aspects of the program;

C. Student Access

1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
2. verify that facilities are made available in a non-discriminatory fashion, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

D. District Support

require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

E. Student Evaluation

verify that tests, procedures, or guidance and counseling materials, which is/are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

The District Administrator shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.

The District Administrator shall attempt annually to identify children with disabilities, ages 3 - 21, who reside in the District but do not receive public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis.

Reporting Procedures

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

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

District Compliance Officers

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

Ryan Bargender - MS/HS Principal
(715) 223-2386
307 N 4th Ave.,
Abbotsford, WI 54405
rbargender@abbotsford.k12.wi.us

Tina Boneske - Reading Specialist
(715) 223-4281
510 W. Hemlock St.,
Abbotsford, WI 54405
tboneske@abbotsford.k12.wi.us

The names, titles, and contact information of these individuals will be published annually:

- A. in the staff handbooks.
- B. on the School District's web site.

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

Investigation and Complaint Procedure

The CO shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision making process.

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

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

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

As soon as appropriate in the investigation process, the CO will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

All investigations shall be commenced as soon as practicable upon receipt of a complaint and concluded as expeditiously as feasible, in consideration of the circumstances, while taking measures to complete a thorough investigation. The complaining party shall be notified in writing of receipt of the complaint within forty-five (45) days of the complaint and shall reach a determination concerning the complaint within ninety (90) days of receipt, unless additional time is agreed to by the complaining party.

The investigation will include:

- A. interviews with the Complainant;
- B. interviews with any persons named in the complaint;
- C. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations;
- D. consideration of any documentation or other evidence presented by the Complainant, Respondent, or any other witness which is reasonably believed to be relevant to the allegations.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the Complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding or request the complaint further investigation. A copy of the District Administrator's final decision will be delivered to the complainant.

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

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

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

Additional School District Action

If the evidence suggests that any conduct at issue violates any other policies of the

Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall take such additional actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

Confidentiality

The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed however. All Complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the Complainant's identity.

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

All public records created as a part of an investigation will be maintained by the CO in accordance with the Board's records retention policy (see Policy 8310). Any records which are considered student records in accordance with the state or Federal law will be maintained in a manner consistent with the provisions of the law.

Recruiter Access to Student Records

Under the general provisions in Title IX of the recently reauthorized federal Elementary and Secondary Education Act (ESEA) also known as the No Child Left Behind (NCLB) Act of 2001, local education agencies receiving funds under this act shall provide armed forces recruiters access to students and student recruiting information. The School District of Abbotsford receives these funds.

The following guidelines shall be followed for active recruitment of high school students by any branch of the Armed Forces in the School District of Abbotsford:

1. With approval of the principal, representatives of the Armed Forces may present information about the various branches to students in the district high schools. Military recruiters will have the same access to students on school grounds as post-secondary educational institutions.
2. Counselors may provide information related to the military as career information for students. Counselors may provide information related to alternatives to military service.
3. All military recruitment materials shall be appropriately labeled or identified.

The School District of Abbotsford shall provide, upon a request by military recruiters or an institution of higher education, access to high school student names, addresses, and telephone listings, referred to as directory data under s.118.125, Wis. Stat. A high school student or the parent of the student may request that this information not be released without written parental consent. The School District of Abbotsford is required to notify parents of this option and shall comply with any request.

Any student or parent of the student wishing to remove their names, addresses, and/or telephone numbers from access must submit in writing to the high school principal, such a request. This request will remain on file during the duration of the student's high school career.

This is in compliance with Section 9528 of the ESEA (20 U.S.C. Section 7908) as amended by the *No Child Left Behind Act of 2001* (P.L. No. 107-110), education bill.

This policy will be published in the Student/Parent Handbook.

References:

No Child Left Behind Act of 2001 (P.L. No. 107-110) Section 9528

Special Education

The Abbotsford School District must locate, identify, and evaluate all children with disabilities, including children with disabilities attending private schools in the school district and homeless children, regardless of the severity of their disabilities. The school districts have a special education screening program to locate and screen all children with suspected disabilities who have not graduated from high school. Upon request, the school districts will screen a child who has not graduated high school to determine whether a special education referral is appropriate. A request may be made by contacting your school psychologist:

Stacey Fronk
Abbotsford Middle/High School
1-715-223-2386

Annually, the districts conduct developmental screening of preschool children. The information from screening is used to determine whether a child should be evaluated for a suspected disability. When school staff reasonably believe a child is a child with a disability, they refer the child for evaluation by a school district Individualized Education Program (IEP) team.

A physician, nurse, psychologist, social worker or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to report the child to the school district in which the child resides. If the child attends a private school in another school district, the child should be reported to the school district where the child attends school. Before referring the child, the person making the referral must inform the child's parent that the referral will be made. The referral must be in writing and include the reason why the person believes the child is a child with a disability. Others who reasonably believe a child is a child with a disability may also refer the child.

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

The school district maintains several classes of pupil records:

- * "Progress records" include grades, courses the child has taken, the child's attendance record, immunization records, required lead screening records, and records of school extra-curricular activities. Progress records must be maintained for at least five years after the child ceases to be enrolled.
- * "Behavioral records" include such records as psychological tests, personality evaluations, records of conversations, written statements relating specifically to the pupil's behavior, tests relating specifically to achievement or measurement of ability, physical health records other than immunization and lead screening records, law enforcement officers' records, and other pupil records that are not "progress records." Law enforcement officers' records are maintained separately from other pupil records. Behavioral records may be maintained for no longer than one year after the child graduates or otherwise ceases to be enrolled, unless the parent specifies in writing that the records may be maintained for a longer period of time. The school district informs parents when pupil records are no longer needed to provide special education. At the request of the child's parents, the school district destroys the information that is no longer needed.
- * "Directory data" includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the name of the school most recently attended by the student.
- * "Pupil physical health records" include basic health information about a pupil, including the pupil's immunization records, an emergency medical card, a log of first aid and medicine administered to the pupil, an athletic permit card, a record concerning the pupil's ability to participate in an education program, any required lead screening records, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to the test, and any other basic health information, as determined by the state superintendent. Any pupil record relating to a pupil's physical health that is not a pupil physical health record is treated as a patient health care record under sections 146.81 to 146.84, Wisconsin Statutes. Any pupil record concerning HIV testing is treated as provided under section 252.15, Wisconsin Statutes.

The Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and section 118.125, Wisconsin Statutes, afford parents and students over 18 years of age ("eligible students") the following rights with respect to education records:

- * **The right to inspect and review the student's education records within 45 days of receipt of the request.** Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the records(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The school district will comply with the request without unnecessary delay and before any meeting about an individualized education program, or any due process hearing, and in no case more than 45 days after the request has been made. If any record includes information on more than one child, the parents of those children have the right to inspect and review only the information about their child or to be informed of that specific information. Upon request, the school district will give a parent or eligible student a copy of the progress records and a copy of the behavioral records. Upon request, the school district will give the parent or eligible student a list of the types and locations of education records collected, maintained, or used by the district for special education. The school district will respond to reasonable requests for explanations and interpretations of the records. A representative of the parent may inspect and review the records.
- * **The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading.** Parents or

eligible students may ask the School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record, the district will notify the parent or eligible student of the decision and the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

* **The right to consent to disclosures of personally identifiable information in the student's education records, except to the extent that federal and state law authorize disclosure without consent.** The exceptions are stated in 34 CFR 99.31, Family Educational Rights and Privacy Act regulations; Sec. 9528, PL107-110, No Child Left Behind Act of 2001; and section 118.125(2)(a) to (m) and sub. (2m), Wisconsin Statutes. One exception that permits disclosure without consent is disclosures to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Also the district discloses "directory data" without consent, unless the parent notifies the district that it may not be released without prior parental consent.

* **The right to file a complaint with the U. S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.** The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC.

Special Needs Scholarship Program

This notice serves to inform parents and guardians of students with disabilities that the State of Wisconsin has established the "Special Needs Scholarship Program." The Special Needs Scholarship Program (SNSP) allows a student with a disability, who meets certain eligibility requirements, to receive a state-funded scholarship to attend a private school that is located in Wisconsin and participating in the SNSP. The school receives a state aid payment for each eligible student. The SNSP website has a document comparing the rights of students with disabilities and their families under state and federal special education laws to their rights under the SNSP. The website also includes frequently asked questions and additional information about the SNSP. Student Eligibility: A student with a disability may be eligible to participate in the SNSP for the 2018-19 school year if all of the following apply:

1. IEP or Services Plan: The student has an Individualized Education Program (IEP) or services plan that meets program requirements.
2. Wisconsin Resident: The student resides in Wisconsin.

Additional information about the Special Needs Scholarship Program should be available on the website of the Wisconsin Department of Public Instruction.

Student Achievement Level and Academic Growth on State Academic Assessment

Because of the significance a student's academic achievement has on a student receiving credit in courses required for graduation and meeting the academic performance criteria included in the graduation policy, the Abbotsford Board of Education establishes the following grading requirements:

Annually, each building principal will make certain that:

1. There is a student performance evaluation or grading approach within each school and among all teachers that is consistent.
2. A variety of evaluation methods is being used to determine grades.
3. Each teacher provides written guidelines explaining student performance expectations and the evaluation and assessment methods used to determine a grade. This will be kept on file in the principal's office.
4. There is meaning behind the grade given or evaluation determinations made based on actual student knowledge and achievement.
5. All teachers use objective, reasonable, non-arbitrary and non-discriminatory evaluation or grading criteria.

6. Students and parents/guardians are informed in writing regarding student performance expectations and evaluation or grading criteria.

Student Assessment Information

The testing program of the School District of Abbotsford shall be designed to yield information on student achievement and study ability. Professional staff are expected to use the test results as an aid in the evaluation of individual students and instructional programs designed to ensure student success.

General testing reports shall be made to the Department of Public Instruction and to the public in accordance with state law.

The district-testing program shall embody those tests required by state laws and regulations.

The School District of Abbotsford shall not discriminate in the methods, practices and materials used for testing and evaluating students on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

Student Attendance

The Abbotsford Board of Education believes that regular attendance at school is an essential ingredient for students to attain success during their school career. It is important for all students to establish a positive attendance record. Beginning at the elementary school level, school attendance, when supported and encouraged by parent/guardians, constitutes a vital part of developing a positive attitude toward school. When parent/guardians are not supportive of regular school attendance, the child begins to view school as not important.

The students' best opportunity for achieving success in school is by being there. When students are absent from class, they miss integral parts of the learning process. Certain classroom activities such as discussions, presentations, films, or guest speakers cannot be made up. Hands-on activities are difficult to re-create for students because of time and space issues. Cooperative learning activities suffer when students are absent which can be detrimental to other students. In addition, absences and truancies place greater demands on the time of teachers for make-up assignments and assistance. This creates an infringement upon the rights of other students for equal attention of the teacher. It is the student's responsibility to participate and contribute in the classroom learning process.

DEFINITIONS

Student Attendance: All children between the ages of 6 and 18 years of age must attend school full-time until the end of the term, quarter or semester in which they become 18 years of age unless they have a legal excuse. Wisconsin Statute 118.15 defines compulsory attendance, legal options, and governance of attendance regulations.

Excused Absence: Students may be excused from school for the following reasons:

1. Personal illness.
2. Funerals and religious services as requested by the parents/guardians.
3. Professional appointments limited to medical and legal issues that could not be scheduled outside of the regular day. All attempts should be made to schedule these types of appointments outside of school hours.
4. Serious personal or family crisis. Consultation may be required with appropriate school personnel for consideration of excused absence upon notification regarding the reason for absence.
5. Not in proper physical and/or mental condition to attend school in accordance with Statute 118.15(3)(a). The parent/guardian of the student may be required to provide a written statement from the licensed medical official. 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.
6. Suspension from School.
 - Students will be excused for reasons # 1 and #4 only when a parent/guardian explanation of the cause for the absence is given on the day of the absence via a personal phone call to the attendance officer (principal) or designee, or by written note or phone call on the day the pupil returns to school. Should the student be absent on consecutive days, it is the responsibility of the parent/guardian to notify the attendance officer or designee via phone call. Failure to give the school proper notice in the appropriate time frame will result in an unexcused absence. The attendance officer or designee reserves the right to request a doctor's note under this provision.
 - Students will be excused for reasons #2 and #3 with advanced approval prior to the absence. The parent/guardian will give the attendance officer or designee 24 hours notice in advance of the absence by presenting a written note or phone call to the attendance officer or designee.
 - Students excused for reasons #5 and #6 will be for the appointed time.

Parent Permit: Certain absences are considered parent permit absences. Examples of parent permit absences include family vacations, job interview, court appearance and campus visit beyond the one excused, or circumstances where students are needed for family business. The Abbotsford School District **does not encourage** absences of this nature because of the lost instructional time. In such cases, a parent/guardian must request in writing a **minimum of 24 hours in advance of the absence**, that the student be excused from school for an activity, which is important to the family. In such cases, it is the student's responsibility to overcome the lost learning and shall not expect the school to alter its program for such an absence. Under this provision (Wis. Stat. 118.15(3) (c)) the parent may excuse a child for not more than ten (10) days during a school year. Anything beyond 10 days will be considered days of truancy.

Truant: Any absence of part or all of one day from school during which the school attendance officer or principal has not been notified in writing or by personal phone call from the parent/guardian of the absent pupil of the legal excuse of such absence. Any absence that does not fall under the category of excused absence or parent permit will be considered truant.

Habitual Truant: A pupil who is absent from school without an acceptable excuse for part of all of five (5) days on which school is held during a school semester.

LEGAL RESPONSIBILITIES OF THE SCHOOL

It is the responsibility of the Abbotsford School District to develop attendance policies that are in compliance with state statutes. District truancy plans are part of the Student/Parent Handbook for parent/guardian information.

Truancy Process:

1. Should the school district identify a habitual truant, a habitual truancy notice will be sent to the student's parent/guardian to discuss the student's truancy within five school days. Copies of correspondence will be sent to appropriate county agencies.
2. With the consent of the student's parents/guardian, the date for the meeting may be extended for an additional five days.
3. If a meeting between school personnel and parent/guardian is not held within ten (10) school days after the date the notice is sent, the parent or guardian may be prosecuted for failure to cause the child to attend school regularly and municipal or juvenile court proceedings relating to the child may be initiated without a meeting between school personnel and the parent/guardian.

What could happen to a student who does not attend school and is referred to juvenile or municipal court?

Municipal courts (in cities, villages, towns or counties) may order the following if the child is determined by the court to be habitually truant:

1. Suspension of the student's drivers license for not less than 30 days nor more than one year.
2. Participation in counseling or supervised work (community service) program.
3. Home detention during specific hours.
4. Order the Department of Workforce Development to revoke the student's work permit.
5. A forfeiture (fine) of not more than \$500 plus court costs.
6. Any other reasonable conditions, including a curfew, restrictions as to places the student may be, or restrictions on associating with other children or adults.
7. Placement of the student on formal or informal supervision.
8. The student's parent, guardian or legal custodian to participate in counseling at their own expense, or to attend school with the student, or both.

What could happen to parents if their children do not attend school?

1. For the first offense, parents and guardians of students who are truant could be fined up to \$500, or imprisoned 30 days.
2. For the second and subsequent offense, the fine cannot exceed \$1,000 and/or imprisonment for 90 days.
3. Parents could also be required to perform community service, participate in counseling at their own expense, and/or attend school with the truant child.
4. In addition, parents and guardians can be held totally or partially responsible for any fines that their child receives. They can also be responsible for the cost of any counseling or for supervised work.

Legal Reference: Wisconsin Statute 118.15

Policy Adopted: August 17, 1998

Revised: April 21, 2003

ATTENDANCE REGULATIONS

It is important for all Abbotsford students to establish a positive attendance record. Absence from school, whether excused or unexcused, often has an adverse effect upon a student's academic progress. Learning takes place in many ways and places, and the best policy is to be in the right place at the right time. The learning atmosphere in a classroom is such that optimum conditions for education should result for the student. The exact situations, demonstrations, and activities can never be repeated for those pupils

who miss a class or day of school. Substitute assignments for time missed will help, but keep in mind they are just that, substitute assignments. Each student at Abbotsford High School should be in every class or study hall for which he/she is scheduled each day school is in session. When a student must be absent for illness or other emergency reason, parents are to contact the high school office between 7:45 and 8:20 on the day of the absence.

In addition to the telephone call, parents are required to send a signed note stating the reason for absence with the student when he/she returns.

The student must present the note to the attendance secretary between 7:45 and 8:20 the day he/she returns to school. Students returning during the day must check in at the office before returning to class.

Excused absences will be for serious illness, injury, medical appointments, death in the family, family emergencies (explained), and school sponsored trips or when prior arrangements have been made with the principal. An excused absence allows the student to make up missed assignments and/or class time. The student assumes responsibility for requesting and completing make-up assignments. Students knowing that they will miss school in the future should request a "prearranged absence form" in the high school office. A parental note will be required which states the reason for the anticipated absence. If the reason for the absence is approved by the principal, the student has the responsibility of clearing all assignments and obligations for each class before leaving for the requested days.

Going to haircut appointments, job interviews, writing during school hours, taking pleasure trips, taking care of personal business, using the excuse "needed at home," etc. are not acceptable excuses for missing school.

State Law under Articles 118.15, subsections 1-5 state: "Any person having under control a child who is between the ages of 6-18 years of age shall cause such a child to attend school regularly during the full period and hours.

Legal Reference: Wisconsin Statute 118.15

Cross Reference: Policy 44.5

Student Bullying

Introduction

The School District of Abbotsford strives to provide a safe, secure and respectful learning environment for all students in school buildings and on school grounds, on school buses and at school-sponsored activities. Bullying has harmful social, physical, psychological and academic impact on the bullies, the victims and the bystanders. The district consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Definition

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. 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.

Bullying behavior can be:

1. Physical (e.g. assault, hitting or punching, kicking, theft)
2. Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
3. Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion and sending insulting messages or pictures by mobile phone or using the internet-also known as cyber bullying)
4. Between students and students, students and adults, or adults and adults.

Prohibition

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district. Educational environments include, but are not limited to, every activity under school supervision.

Procedure for Reporting/Retaliation

It is the responsibility of all school staff members, students, and concerned individuals who observe or become aware of acts of bullying to report these acts confidentially to a school staff member or administrator designated by the Board of Education to be a recipient of such reports. All such reports, either verbal or in writing are to be taken seriously and a clear account of the incident is to be documented. There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Procedure for investigating reports of bullying

An investigation to determine the facts will take place in a timely manner to verify the validity and the seriousness of the report. Affected parents and/or guardians will be notified that a report has been made. The district shall keep the complaint confidential to the extent required by law for both the accused and the accuser.

Sanctions and supports

If it is determined that students participated in bullying behavior in violation of the policy, the principal may take disciplinary action, including: suspension, expulsion and/or referral to law enforcement officials for possible legal action as appropriate.

Students found in violation of the bullying policy may be referred to pupil services staff for counseling or other educational programming designed to prevent repetitive bullying behavior.

Employees found to have participated in bullying behavior, or having become aware that bullying was taking place and failed to report the behavior, are considered to be in violation of the prohibition expressed by this policy. They may be subject to disciplinary action consistent with the collective bargaining agreement or disciplinary action established by policy or practice.

Disclosure and Public Reporting

The policy will be distributed annually to all students enrolled in the school district, their parents and/or guardians and employees. It will also be distributed to organizations in the community having cooperative agreements with the schools. The school district will also provide a copy of the policy to any person who requests it.

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

An annual summary report shall be prepared and made available to the public. The annual report is the responsibility of the building principal. The report will include trends in bullying behavior and recommendations to reduce bullying behavior.

Student Locker Searches

Student lockers are assigned for the purpose of storing books, school supplies, clothing, and physical education or athletic clothing and/or equipment. The Board of Education retains ownership and possessory control of all student lockers.

The Board of Education designates administrators as agents who may search student lockers as determined necessary or appropriate without the consent of the pupil, without notifying the student, and without obtaining a search warrant.

Copies of this policy will be distributed annually to all students enrolled in the School District of Abbotsford.

Student Privacy

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. 1232h requires the School District of Abbotsford to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent/guardian;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure of use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

The School District of Abbotsford will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or emancipated under state law.)

Student Records

The purpose of the School District of Abbotsford Pupil Records policy is to provide compliance with State Statute 118. 125 and the Federal Family Educational Rights and Privacy Act of 1974.

The following categories are established for the maintenance of pupil needs:

1. Progress records; i.e.; pupil grades, a statement of courses taken, attendance and tardiness record, rank in class, yearly average, graduation date and extra-curricular activities
2. Behavioral records; i.e.; psychological tests, personality evaluation, any statement relating specifically to an individual pupil's behavior, tests relating specifically to achievement or measurement of ability, the pupil's physical health records and any other pupil records which are not progress records
3. Psychological treatment records; i.e.; used in ongoing treatment programs

4. Personal notes; i.e.; notes kept by certificated people for their personal use and including test protocol, observation notes, records or private conferences, etc.

MAINTENANCE OF PUPIL RECORDS

The administrator or his designee will have the responsibility for maintaining pupil records in compliance with the laws. All pupil records must be kept confidential unless one of the following exceptions applies:

1. The school must provide copies of both behavioral and progress records to adult pupils, and parents or guardians of minor pupils upon request, and to courts in response to subpoenas for the purpose of using the records in impeaching a witness. (When behavioral records are released, the presence of a person qualified to interpret the records is required.)
2. Schools must also make behavioral and progress records available, but not furnish copies, to persons who receive the written permission of an adult pupil or parent or guardian of a minor pupil.
3. Schools must provide, upon request, copies of progress but not behavioral records to minor pupils and to judges presiding over proceedings that involve a pupil.
4. Schools may also make behavioral and progress records available to school employees with a DPI certificate, license or permit; transfer records; and provide records for purposes of suspension, expulsion and multi-disciplinary team hearings.
5. A parent appealing a decision relating to special education for his child shall have access to any reports, records, clinical evaluations or other material upon which the decision is based, or which reasonably could have a bearing on the correctness of the decision.

STORAGE OF RECORDS

1. Progress records will generally be kept in cumulative folders and available to those with a legitimate interest. They will be maintained indefinitely in a central administration file.
2. Behavioral records will be kept in a central file under the direct exclusive control of the assigned custodian. Authorized people desiring access to a specific behavioral record will request it of the custodian, and log their name, the date of use, and the reason for use. Behavioral records shall not be maintained for more than one year after the date upon which the pupil graduated from or attended without written consent of the pupil. Behavioral records will be disposed by burning at the appropriate time.
3. Psychological treatment records can be shared only at the discretion of the custodian of the records who should consult the school psychologist and only with those directly involved in the psychological treatment of the pupil.
4. Personal notes will be construed as those protocols and notes maintained by certificated people available only to the author.

REQUEST FOR RECORDS

Pupil records may be transferred to another district only upon the written consent of an adult pupil or the parent/guardian of a minor pupil. (Use Written Consent Form for this purpose.)

Title I Program

As required by the ESEA, No Child Left Behind Act of 2001 (PL-107-110), the School District of Abbotsford has established and implemented a district-wide salary schedule and will use state and local funds to provide services in Title I project areas, which if taken as a whole are at least comparable to services being provided in areas not receiving funds under this chapter.

Should all school attendance areas be designated as project areas, state and local funds will be used to provide services, which are substantially comparable in each project area.

The School District of Abbotsford will ensure equivalency among schools or grade levels in provisions of:

1. Teachers, administrators, and auxiliary personnel
2. Curriculum materials and instructional supplies

Documentation verifying compliance with this policy will be maintained annually and records will be updated on a biennial basis documenting compliance. These records will be available for ESEA or auditor's review upon request.

It is understood that unpredictable changes in enrollment or personnel assignments, which occur after the beginning of a school year, need not be included as a factor in determining comparability of services.

The Title I program at Abbotsford Elementary School recognizes the positive correlation between a parent's involvement in their child's education/school environment and the child's success in becoming a life-long learner.

Abbotsford Elementary School has developed this Parent Involvement Policy in accordance with the requirements of Section 1118 of Title I, to ensure that parents of participating Title I children are involved in the joint planning and development of the Title I program as well as the process of school review and school improvement.

The Abbotsford Elementary School Title I program shall provide opportunities for parent involvement that may include, but not be limited to:

1. Convene an annual meeting for parents of Abbotsford Elementary School to explain the requirements of Title I and their right to be involved.
2. Share student progress reports, to include explanation of curriculum and forms of assessment to measure student progress.
3. Provide training and resources (materials and personnel) to aid parents in working with their children.
4. Provide materials in parent's native language or provide a translator.
5. Encourage parents to visit or volunteer in their child's classroom and school.

Use of Possession of Electronic Communication Devices

Wisconsin State Statute 118.258 prohibits students from using or possessing an electronic pager, 2-way communicator (including cellular phone), and/or laser pointer on school property. Students found using these devices will need to surrender them to school administrators. School administrators shall on special occasions allow students to use these devices. Students will be allowed to use cell phones during lunch hour, before & after school as long as the freedom is not abused.

Students will also be allowed to use MP3 players and other music devices in classes and during study halls at the staff member's discretion. MP3 players may only be used with earphones. Students must remember to keep the music turned down and have school appropriate lyrics. Failure to follow these rules can result in disciplinary consequences and loss of the privilege.

1st Offense: Confiscated and returned at end of day.

2nd Offense: Parent meeting and returned to parent.

3rd Offense: Confiscated and held until 4 hours of detention are served.

4th Offense: Confiscated and stored in safe until the end of the year.

Cameras and other video capabilities may be used on school grounds, as well as school sponsored activities, to include bus ridership, to monitor student behavior.

Early College Credit Program

The Board recognizes the value to students and to the District of students participating in programs offered by University of Wisconsin system institutions, tribally controlled colleges and private, non-profit higher education institutions in Wisconsin.

The Board will allow any high school student who satisfies the eligibility requirements to participate in the Early College Credit Program (ECCP) to enroll in an approved course at an ECCP-approved institution of higher education while attending in the District. Students will be eligible to receive college and high school credit for completing course(s) at authorized institutions of higher education provided they complete the course(s) and receive a passing grade.

The School District's responsibility to pay for tuition, fees, books and other necessary materials shall be limited to eighteen (18) postsecondary credits per student.

The District Administrator shall establish administrative guidelines to ensure that the District's Early College Credit Program comports with applicable State law and the administrative rules of the Department of Public Instruction. The District Administrator shall also ensure that high school students and their parents are provided with information regarding the Program by October 1st each year.

Human Growth and Development Instruction

The Board of Education directs that students receive instruction in human growth and development, consistent with Chapter 118.019(2) Wis. Stats.

A citizens' advisory committee shall be established, in accordance with Board Policy 9140 and 118.019(5), Wis. Stats., in order to ensure the effective participation of staff, parents, health-care professionals, members of clergy, and other residents of the District in the design and implementation of this program area.

The District shall provide parents annually with an outline of the human growth and development program used in their child's grade level as well as information regarding how the parent may inspect the complete program and instructional materials. Prior to use in the classroom, the program shall be made available to parents for inspection.

The District shall notify the parents, in advance of the instruction and give them an opportunity, prior to instruction, to review the complete program and instructional materials and of their right to have their child excused from the instruction. The notice shall state that, in the event a student is excused, that student will still receive instruction under Wis. Stat. 118.01(2)(d)2c unless exempted and under Wis. Stat. 118.01(2)(d)8.

School Counseling and Academic Career Planning Services For Students

The Board requires that a planned program of school counseling be an integral part of the educational program of the District. The plan shall be developed by licensed school counselors in collaboration with student services staff, teachers, parents, and community health and human service professionals. The developed plan will be adopted by the Board and maintained by the District. Such a program shall be available to all students without regard to race, color, national origin, ancestry, creed, pregnancy, marital status, parental status,

sexual orientation, sex (including transgender status, change of sex or gender identity), physical or mental, emotional, or learning disability ("Protected Classes").

This plan should be developmentally appropriate and:

- A. enable counselors to effectively communicate with students who have limited English proficiency and/or are sensory impaired;
- B. assist students in achieving their optimum growth;
- C. enable students to draw the greatest benefit from the offerings of the instructional program of the schools;
- D. help integrate all the student's experience so that s/he can better relate school activity to life outside the school;
- E. help students learn to make their own decisions and solve problems independently.

Academic and career planning services, including individualized support and access to software tools and staff assistance, shall be provided to students in grades 6 to 12. The mission of academic and career planning is to provide a comprehensive plan, which will be developed and maintained by a student, that includes the student's academic, career, personal, and social goals and the means by which the student will achieve those goals both before and after high school graduation.

The District Administrator shall implement the school program which carries out these purposes and:

- A. involves appropriate staff members at every level;
- B. honors the individuality of each student;
- C. is integrated with the total educational program;
- D. is coordinated with available resources of the community;
- E. cooperates with parents and recognizes their concern and ideas for the development of their children;
- F. provides means for such sharing of information among such appropriate staff members as may be in the best interests of the student;
- G. provides that an appropriate amount of time and effort shall be given to providing school counseling services to those students sixteen (16) to nineteen (19) years of age who do not intend to enroll in an institution of higher education after graduating from high school or who require or desire employment in connection with their continued education.

The Board shall provide the following services, through the counselors' office, for students who have limited English proficiency:

- A. an effective instructional program and supportive services appropriate to meet the needs of the student;
- B. the opportunity to access supportive services, such as language development and speech therapy as appropriate to the individual needs of the student; and
- C. programs and services that reflect the cultural background of students who have limited English proficiency. This may include instruction intended to improve the skills of such students in the use of their native language to assist the student in becoming proficient or advanced in all subject areas.

School counseling personnel are directed to provide information and direction to students with limited English proficiency regarding access to English Learner (EL) programs and offerings within the District. Such personnel are also directed to provide information and direction to students with sensory impairments regarding available resources and access to those resources.

Student Nondiscrimination in Relation to Career and Technical Education

The mission of career and technical education is to provide an opportunity for students to develop knowledge needed for success in employment, to build foundations for further education and to acquire independent living skills.

The District's curriculum will provide every student with the opportunity to participate in learning experiences, to explore potential careers and, when appropriate, acquire the occupational skills necessary for the transition from school to the world of work.

For purposes of this policy, "career and technical education" shall be defined as a program designed to provide educational experiences and guidance for students to plan and prepare for a future:

- A. in the labor market as employable individuals immediately after graduation with productive, saleable skills;
- B. in education beyond high school with the opportunity to gain a marketable job skill(s) that will assist them in achieving career goals;
- C. in the world of work while continuing their education in order to help offset higher education expenses.

The Board shall provide, in cooperation with North Central Technical College, a career and technical education program.

The programs are available to students without regard to 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"). The District Administrator is to ensure that application forms for work-study programs contain a notice of nondiscrimination and that each employer associated with a work-study program has provided assurance of non-discrimination based on the Protected Classes prior to the time the students are selected and/or assigned.

Education of Homeless Children and Youths

Children and youth, including unaccompanied youth who meet the Federal definition of "homeless" will be provided a free appropriate public education in the same manner as all other students of the District. To that end, students who are homeless will not be stigmatized or segregated on the basis of their status as homeless and will be assigned to the school serving those non-homeless students residing in the area in which the homeless child is actually living. The District shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

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

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

Additionally, pursuant to Federal law, migratory children who are living in circumstances described in A-G above are also considered homeless.

Children, youth and their families who are homeless shall be provided equal access to the educational services for which they are eligible, including preschool programs administered by the School District.

The District shall remove barriers to the enrollment and retention of students who are homeless in schools in the District. Students who are homeless shall be enrolled immediately, even if they do not have the necessary enrollment documentation such as immunization and health records, proof of residency or guardianship, birth certificate, school records, and other documentation.

Students who are homeless will be provided services comparable to other students in the District including:

- A. transportation services;
- B. educational services for which the homeless student meets eligibility criteria including services provided under Title I of the Elementary and Secondary Education Act or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency;
- C. programs in vocational and technical education;
- D. programs for gifted and talented students;
- E. school nutrition programs;
- F. before and after school programs.

Students who are homeless have the right to remain in their school of origin or the local attendance area school, according to the child's best interest. The school of origin is the school that the student attended when permanently housed or last enrolled. The local attendance area school is any public school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

Students who are homeless have the right to dispute their school assignment, if their assignment is other than their school of origin. In determining the best interest of the student, the District shall, to the extent feasible, keep the student in the school of origin, except when doing so is contrary to the wishes of the homeless student's parent or guardian or the unaccompanied youth. If the student is sent to a school other than the school of origin or a school requested by the parent or guardian, a written explanation, including a statement regarding the right to appeal, will be provided to the homeless student's parent or guardian or the unaccompanied youth. The appeal process shall be as set forth in Policy 9130 – Public Requests, Suggestions, or Complaints.

The Board of Education requires that these rights and the dispute process be communicated to the parent or guardian of the homeless student or unaccompanied youth.

In addition to notifying the parent or guardian of the homeless student or unaccompanied youth of the rights described above, the District shall post public notice of educational rights of children and youth experiencing homelessness in each school.

At the request of the parent or guardian, or in the case of an unaccompanied youth, the local homeless liaison, transportation shall be provided for a homeless student to and from the school of origin as follows:

- A. If the homeless student continues to live in the School District in which the school of origin is located, transportation will be provided in accordance with District policy/administrative guidelines and Federal requirements.
- B. If the homeless student moves to an area served by another district, though continuing his/her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin. If the districts cannot agree upon such

a method, the responsibility and costs must be shared equally.

The District Administrator will appoint a Homeless Liaison who will perform the duties as assigned by the District Administrator. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Homeless Children and Youth as well as with community and school personnel responsible for the provision of education and basic needs services to children and youths who are homeless.

English Language Proficiency

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

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

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

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

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

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

EL students will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers. The District Administrator shall establish administrative guidelines that provide the:

- A. standards for reclassification/exit decisions;
- B. process for monitoring and maintaining documentation on the exiting student for two (2) years;
- C. access for students to re-enter a bilingual or EL program if there is evidence that the reclassification decision was premature;
- D. opportunity for the parent(s) to participate in each entry, exit and re-entry decision;
- E. opportunity for the parent(s) to appeal the exit or re-entry decision.

The District will include in its annual report to the public information required by statute regarding the performance of EL students.

Student Religious Accommodations

The School District of Abbotsford is providing a notice to all students, the parent/guardian of minor students, and instructors of the district's policies providing for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements.

School District of Abbotsford
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Abbotsford, WI 54405

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District Office

510 West Hemlock St
Abbotsford, WI 54405
Phone: (715) 223-6715
Fax: (715) 223-4239

Abbotsford Elementary School

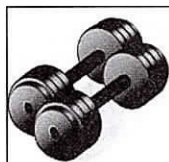
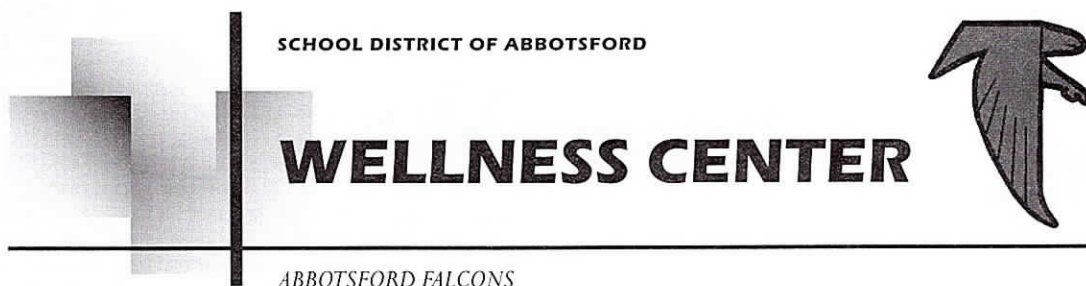
510 W Hemlock St
Abbotsford, WI 54405
Phone: (715) 223-4281
Fax: (715) 223-0691

Abbotsford Middle/ Senior High School

307 N 4th Ave
Abbotsford, WI 54405
Phone: (715) 223-2386
Fax: (715) 223-3986

Falcon Alternative High School

1011 E Spruce St
Abbotsford, WI 54405
Phone: (715) 223-0118
Fax: (715) 223-0119



Abbotsford Wellness Center Fees

Individual	Annual	\$50
Senior Citizen-Individual & Spouse	Annual	\$75

- ◆ Annual fee applies from the date of submittal for one calendar year.
- ◆ A one-month, \$10.00 trial fee is available. The fee can be applied to an annual membership.
- ◆ Non-resident memberships are available. Contact the District Office at 715-223-6715 for non-resident membership fees.
- ◆ Members are allowed to bring one guest. All guests must register and sign appropriate waivers and agreements. Guests will be charged a daily fee of \$5.00.

Abbotsford Wellness Center Hours

DAILY from 5:00 a.m. – 10:00 p.m.

The community is welcome to use the facility during school hours, with the understanding that the students during that time, have priority on the equipment.



SCHOOL DISTRICT OF ABBOTSFORD
510 W HEMLOCK STREET
ABBOTSFORD, WI 54405

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Fax: 715-223-4239
Email: sespino@abbotsford.k12.wi.us — Selenia Espino