



# Abbotsford School District

## Welcome Back Newsletter

AUGUST 2020

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## District Administrator's Updates

by Sherry Baker

### Uncertain Times Calls for Action

There is a whole lot of uncertainty these days, not only in the world, but also in the U.S. Of course, this trickles down to the states and ultimately Abbotsford. Last Spring, we were forced to close our schools by Wednesday, March 18th. There was a tremendous amount of pressure, both in the state and locally, to do so as soon as possible. On Monday, March 16th, we sent our students home after school with all of their belongings and our strongest encouragement to stay engaged with school and their teachers as we embarked on the treacherous journey of virtual learning. Throughout the Spring we moved some of our students, particularly our youngest, to 'packet' learning. We adjusted our grading at the secondary level to pass/fail and trudged our way to June 5th, the last day of school. Since that time, districts all across the state have been meeting weekly in an effort to devise frameworks for return to school this fall. Driving all of our meetings were updates by our associations' leaders, educational lawyers, the Wisconsin Department of Public Instruction, and the Wisconsin Athletic Association (WIAA). Advice provided to us by our state and local department of health services sometimes changed daily and 'true' direction was often more elusive than sasquatch himself. And here we are, staring August in the face. TYPICALLY, August invites increased activity throughout the district as we plan for the imminent return of our staff and students; however, there is absolutely NOTHING typical about this year's planning.

The administration, school staff, along with input from our county health services, have been gathering information as to how we should bring back our staff and students safely in the Fall. A parent/guardian survey has provided us with a ton of information. We have presented a 'plan' to the Board of Education and it was approved on July 20th. Although I am relatively confident that 'the plan' will undergo numerous adaptations before September 1st, I am equally confident that one way or another, our staff and students will return to the business of teaching and learning. What I know at this moment in time is:

- some students will return to a blended model that includes face-to-face learning with a virtual component
- some students will continue to learn through an entirely virtual model

To get the most updated release of information regarding our return to school in the fall, parents and students are encouraged to look at the Return to School tab on the district website. Under this tab you will find the same presentation the Board of Education saw on July 20th, but also a Question & Answer resource. As we receive more information, this page will continually be updated. Of course as always, you can call or email your student's building principal or 2020-2021 teacher for more information. The district's resources will be stretched to the max this upcoming year. We've purchased almost \$100,000 worth of chromebooks, tons of personal

*Continued on page 2*

**School Starts Tuesday, September 1**

protective equipment or PPE, hand sanitizers for every classroom, new paper towel dispensers for every bathroom, and technology equipment to broadcast each teacher's lesson into a virtual environment for those students who will be learning from home, if not every day, at least some of the time. Although the district has decided not to require the wearing of masks while in school, we strongly encourage anyone wishing to do so, to do so.

Finally, there will be an immense need for flexibility from parents, staff, and students as we return in the fall. There will no doubt be a need to adjust schedules, reassign teachers, change the way we think about walking down the hallways, going to the restroom, utilizing cubbies or lockers, arranging classroom furniture, boarding and exiting the buses, entering and leaving the school buildings, and on and on! We currently have little knowledge as to how athletics will proceed for the 2020-2021 school year. We obviously are all hoping for things to return to some type of 'normal' sooner than later.

My wish for you is that you stay healthy, safe and sound as we navigate this pandemic. I believe we will eventually come out on the other side of it, and when we do, we will have a newfound appreciation for our 'once upon a time' daily routines, the freedoms we took for granted to simply move about without having to consider social distancing or whether or not to wear a mask. As I've often said to those who are willing to listen, we've been provided an opportunity to learn and grow in a way we never thought possible, but also to better appreciate what we will once again have some day soon.

## Staff Recognition Years of Service

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

### **45 Years**

John Slipek-HS Agriculture Teacher

### **30 Years**

Debbie Englebretson-Art Teacher

### **20 Years**

Andrew Brehm- HS Science Teacher  
Lisa Thompson-Elementary Teacher  
Julie Weideman-Library Media Coordinator

### **15 Years**

Lori Huther-School Counselor  
Mary Weber-Food Service

### **5 Years**

Cathy Clement-Elem. Teacher Assistant  
Ally Meserole-HS English Teacher

## **2020-2021 Calendar Adaptations Under COVID-19**

The calendar originally adopted by the Board of Education last winter will undoubtedly need to be modified in order to accommodate the aforementioned learning platforms.

The Board of Education and Administration understand that both the Blended Learning and Virtual platforms will present challenges to local families, especially in the realm of daycare. It is our sincere hope that our counties (Clark and Marathon) high risk health status concerns will improve and that we will be able to return to a traditional (Monday through Friday) schedule starting with the 2nd quarter. Keep your fingers crossed!

Under the modified schedules as provided through the Blended and Virtual learning platforms, please adjust the school calendar for 1st quarter as follows:

- School starts on September 1 as indicated on the school calendar
- No 'Late Start Mondays' through the 1st quarter as originally proposed for September 14, 21, 28 and October 5, 12, 19, 26
- No school on Labor Day, September 7th, as originally indicated
- Parent/Teacher Conferences originally scheduled for October 8th will most likely be adjusted (stay tuned to principal communications)
- The last day of the quarter scheduled for November 3rd may also be adjusted (stay tuned to principal communications)

As of right now, the rest of the calendar will stay intact unless future modifications are required.

## **Future Falcons Hoop Club News**

Attention all boys and girls in grades 3-8. Are you interested in playing basketball this winter for the FUTURE FALCONS program????

If you're planning to play basketball in the winter of 2020-21, you must contact the Future Falcons Hoop Club at our new email address shown below or contact **Carry Bellanti at (608) 438-5642.**

**futurefalconsclub@gmail.com**

***\*When emailing PLEASE INCLUDE your player's name, gender, grade in school (fall 2020), and the player's parent/guardian's name (first and last) and contact number.***

Due to the current COVID-19 situation, will NOT be conducting an in-person signup meeting this year, so it is very important that you show your interest to play by contacting the club by either email or phone. You may also direct any questions you may have to either of those contacts.

# Greetings from the MS/HS Principal - Ryan Bargender

I hope everyone is having 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 2020-2021 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 7th year in Abbotsford!

There is one thing for sure. The 2020-21 school year will be unique. The COVID-19 pandemic has and will continue to throw wrenches into school plans. I ask that you remain patient with this fluid situation. News you receive from school may change weekly or even daily as we look to get back to some sort of normalcy.

I am pleased to introduce our Middle/Senior High staff member; Daniel Winkler - Grade 6-7 Special Education, Jonathan Piva - Grade 8-9 Special Education, Alex Larson - Physical Education, Kelsey Anderson - Business Education, Oriela German - Spanish, Joseph Reissmann - Math, Amber Schneider - English, Yessica Aguilera - Teacher Aide, and Maria Reyes - Teacher Aide. These are great additions to our staff!

On August 26th from 4:00 p.m.-8:00 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. We will be relaying more information regarding this on our Facebook page.

**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 1st 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. Students 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](http://www.abbotsford.k12.wi.us) for information. If you are on social media, you can "Like" us on Facebook [www.facebook.com/abbyfalcons](http://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. Any notes must be brought back within three days. As a reminder, a parent may excuse a child for not more than 10 (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.

School safety continues to be a top priority. We will be continuing various drills throughout the year to prepare our students and staff. Thank you for checking in when visiting.

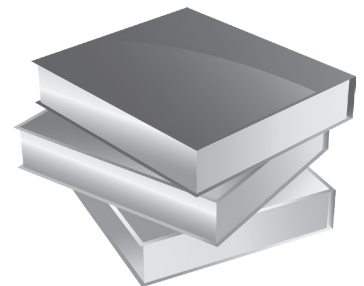
**New this year - All students in grades 6-12 will receive a Chromebook for daily use. Students will be assigned a Chromebook for the year. More information including checkout times will be provided soon!**

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*



## 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.

# Greetings from the Elementary School Principal - Gary Gunderson

Another school year is upon us. Unfortunately, so much is still unknown as I am writing this newsletter as to how education will take place for the 2020-21 school year. Information and ideas are changing daily, so please be watching the district's website for the latest updates.

All enrollment information will be taken care of online. Please look for more information on the District Website. The online portal will open in mid-July. Please watch for updates on Skylert and also on the district's Facebook page.

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. 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. 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.

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

## **Summer School 2020**

We had a successful Summer School Session this summer. Summer School was conducted in July for the first time in many years at Abbotsford. Student attendance was lower than usual due to the coronavirus circumstances, but the district was able to work through health guidelines that will be in place once the regular school year commences in September. 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 were placed in their grade level, which allowed 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 that the students loved. There was also a virtual summer school opportunity which some students took advantage of.

## **New Students**

If you are new to the area and have school aged children, please call the school offices to get online registration information. If you are aware of any families moving to the district, please pass this information along to them. Please call: Middle School/High School 715-223-2386, Elementary 715-223-4281, or District 715-223-6715. If you do not live in the district and would like open-enrollment information, please call 715-223-6715.

## **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 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.

## **New Procedures due to Coronavirus**

The district would love to open school for all children on September 1st. However, the district will follow the recommendations and guidelines from the Wisconsin Department of Public Instruction and from Health Services. Please be aware that there likely will be many new procedures that the district will need to follow for the 2020-21 school year. As these procedures become finalized, they will be communicated to you through the district's website, Facebook page, and/or mailings.

## **Abbotsford Board of Education**

Eric Reis – President  
Gary Schraufnagel – Vice President  
Shanna Hackel – Clerk  
Eric Brodhagen – Treasurer  
Jennifer Krebs- Member  
Ivone Vazquez – Member  
Jim Hirsch – Member

## **Administration**

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

## **Meal Prices 2020-2021**

<b><u>Breakfast</u></b>		<b><u>Lunch</u></b>	
Elementary	FREE	Elementary	\$2.70
Middle/High	FREE	Middle/High	\$2.85
Adult	\$2.30	Adult	\$3.80



# New Staff Bios

## **Daniel Winkler - Grade 6-7 Special Education**

Daniel earned his Bachelor of Science degree from Bridgewater College of Virginia and his Master of Arts Degree from the University of Northern Colorado. Daniel is coming to Abbotsford/MCSE after teaching at Clear Creek High School in Evergreen, Colorado for 12 years. He also spent one year working as a case manager at CenClear, Inc., St. Mary's, Pennsylvania serving adults with mental health disorders.

## **Jonathan Piva - Grade 8-9 Special Education**

Jonathan is joining the Abbotsford/MCSE team from Santa Rosa, California where he served as a Special Day Class teacher for the past four years, and a Resource Specialist and special education instructor the three years prior to that. Jonathan earned his Bachelor of Arts degree from Merrimack College in North Andover, Massachusetts and his Master of Arts degree from University of Phoenix.

## **Alex Larson - Physical Education**

Alex Larson received his Bachelor of Science Degree from UW-River Falls, majoring in Health and Physical Education. He is from Strum, WI. Alex taught last school year at St. Anne's Catholic School in Somerset.

## **Kelsey Anderson - Business Education**

Kelsey Anderson is a familiar face. She previously taught for six years in Abbotsford before teaching the past two years at Chippewa Valley Technical College. Kelsey received her Bachelor Degree from UW-Stout, majoring in Marketing and Business and minoring in Business Administration. She received her Master's Degree from Marian University in Educational Technology.

## **Oriela German - Spanish**

Oriela German comes to Abbotsford after teaching the past 21 years at Thorp High School. She received her Master's Degree from UW-Stevens Point. Oriela is licensed to teach Spanish and French.

## **Joseph Reissmann - Math**

Joseph Reissmann will begin his math career after spending the last 22 years working as a laser technician where he applied math on a daily basis. He earned his Bachelor of Science Degree from UW-Stevens Point, majoring in Mathematics. Alex student taught at Stratford Middle/High School.

## **Amber Schneider - English**

Amber Schneider received a Bachelor Degree from UW-La Crosse, majoring in Business Marketing and working in the business world for a few years. She received a Bachelor Degree from UW-Stevens Point, majoring in Secondary English Education. Amber student taught at Mosinee High School and was a long term substitute last spring at Stratford Middle/High School.

## **Maria Reyes - MS/HS Teacher Aide**

Maria Reyes is a graduate of Abbotsford High School. She has worked the last five years at Decorator Industries. She is eager to help students achieve success.

## **Yessica Aguilera - MS/HS Teacher Aide**

Yessica Aguilera previously worked as a teacher aide in the Colby School District. She has a passion for working with students. Yessica is looking forward to working with Abbotsford students.

## **Kyncaide Diedrich - 4K Teacher**

Kyncaide Diedrich received her Bachelor's of Science degree in Early Childhood Education from the University of Wisconsin Stout. She student taught at Colby and Owen-Withee. Kyncaide is an Athens graduate.

## **Abigail Schreiner - ES Teacher Aide**

Abigail Schreiner comes to us from Athens. She was a teacher assistant for Abbotsford a couple of years ago and Abbotsford is glad to have her back. She will be working with the 4th and 5th grade Dual Language classes.

**Visit our website at:  
[www.abbotsford.k12.wi.us](http://www.abbotsford.k12.wi.us)**

## **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 1, 2020.

# Family Access in Skyward

Please watch the Family Access Tutorial -- located on the District Website under the Elementary School Page

Through Family Access you will be able to check your child's grades, attendance, discipline referrals, lunch account information and general family information. Each family will have their own unique login and password to access the system. Once in the system, you will only see and have access to your child(ren)'s information.

How do I get Family Access? You can contact either the elementary school or the middle/high school for your login and password. Once you receive this information, you can login into Family Access.

If you are having trouble or if it states 'no email found' please contact the school for assistance.

## New this school year for students participating in sports!

Please fill out athletic forms for your student.

Log into your **Skyward Family Access Account**.

Click Online Forms (left side of screen).

Click on Fill Out Form.

Click on 2020-2021 Athletic Code/Emergency Form to complete.

Click on 2020-2021 Concussion Agreement to complete.

Click on 2020-2021 Waiver and Release Form.

# District Accountability Coordinator

Dr. Georgia Kraus

We have all seen changes in our daily lives and that of the 4K-12th grade students in our community and the world. We are concerned about how the change in the way they receive their education has impacted their learning. Here is one way you can help as you interact with students to help them "think". Below are questions you can ask as you preview a book with a student before reading the book. The questions inspire the student to think about the book and what is happening in the story. While these questions are designed for a book walk. They could also be used when you take a walk with a student. Especially this summer it is important to keep our students learning and growing.

Take a book walk.

- What do you see? What are you thinking?
- Where are the characters now? What makes you say that?
- How has the picture changed (on the next picture/page)
- Based on the picture what is this book going to be all about?

For a video example of a book walk you could visit the following link: <https://www.springboardcollaborative.org/resources/family-resources/>

Enjoy your time with all around you. You can learn from them, just as they can learn from you!

*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/](http://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.



## School District of Abbotsford Notice of Budget Hearing & Annual Meeting

Monday, October 19, 2020  
High School Community Room  
Budget Hearing 5:00 p.m. • Annual Meeting to Follow

## Save The Date

Parents who have children who will be 4 after September 1st, 2020.  
Child Development Screening and 2021-2022 4k Registration.  
Thursday, February 25th, 9:00-6:30 pm

# Abbotsford School District Annual Notices

### Asbestos Management Plan Notification

#### 2020-2021 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 McNeil 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.

### Required Notice of Information Under Title IX

The Board of the School District of Abbotsford does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District's Title IX Coordinator is the District Accountability Coordinator and can be contacted at (715) 223-6715, ext. 3337, at [gkraus@abbotsford.k12.wi.us](mailto:gkraus@abbotsford.k12.wi.us), or at the School District of Abbotsford, 510 W. Hemlock St., Abbotsford, WI 54405.

### 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.

## Title 1 Program

The Abbotsford Elementary School, Middle School and High School have a Schoolwide Title I Program that allows teachers to meet the needs of all the students. Parents may request additional help so that all students can succeed in their educational goals. Each year, the Elementary school, Middle school, and High School conducts a needs assessment to determine which grade level will have priority of services for the upcoming school year. If you have any questions about the Schoolwide Title I Program, please contact Tina Boneske at 715-223-4281 ext. 3325.

### 8531 - FREE AND REDUCED-PRICE MEALS

The Board of Education recognizes the importance of good nutrition to each student's educational performance.

The Board shall provide eligible children with breakfast and lunch at a reduced rate or at no charge to the student.

Children, eligible for free or reduced-price meals, shall be determined by the criteria established by the Child Nutrition Program. These criteria are issued annually by the Federal government through the Wisconsin Department of Public Instruction.

The Board designates the Food Services Director to determine in accordance with Board standards, the eligibility of students for free and/or reduced-price meals.

The schools shall annually notify all families of the availability, eligibility requirements, and/or application procedure for free and reduced-price meals by distributing an application to the family of each student enrolled in the school and shall seek out and apply for such Federal, State, and local funds as may be applied to the District's program of free and reduced-price meals.

### Nondiscrimination Statement

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

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, audiotape, 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](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:

- 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
- E-mail: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This District is an equal opportunity provider.

### 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)

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: 2018-2019	
Abbotsford Elementary School Report Card-	61.2
Abbotsford Middle/Senior High School Report Card	77.5
District Report	73.9

The school wide accountability performance report can be found on the WI DPI website:  
<https://dpi.wi.gov/accountability/report-cards>

Due to COVID-19 pandemic, the Department of Public Instruction (DPI) is prohibited by section 115.385(6) of the state statutes from publishing a school and school district accountability report in the 2020-21 school year. Therefore, the most recent school accountability report that is provided to parents/guardians and displayed on our webpage for the purposes of this notice requirement should be the one for the 2018-19 school year.

## 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 se-

cretions 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

### 2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The Board 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 non-discriminatory 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, includ-



ing 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 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 three (3) - twenty-one (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 the knowledge that it is false.

**Title IX Complaint Coordinators/Compliance Officers  
(hereinafter referred to as the "COs")**

The Board designates the following individuals to serve as the District's 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 in the staff and student handbooks and on the School District's website.

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 (1) 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.

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

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 the complaint or request further investigation. A copy of the District Administrator's final decision will be delivered to the Complainant and to the Respondent, if any. The District Administrator may redact information from the decision in the event the release of information raises concerns regarding the integrity of the complaint or investigation process. The Board authorizes the District Administrator to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the Complainant or Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) 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. Any person, including the Respondent in a complaint, who is subject to disciplinary action up to and including termination as a result of a complaint may choose to file a Grievance utilizing the District's grievance procedure as outlined in Policy 3430 or Policy 4430.

The Board reserves the right to investigate and resolve a complaint or report 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.) (Policy 8462), or threats of violence (Policy 8462.01), 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.

*Continued on Page 21*

## STUDENT IMMUNIZATION LAW AGE/GRADE REQUIREMENTS

The following are the minimum required immunizations for each age and grade level according to the Wisconsin Student Immunization Law. These requirements can be waived for health, religious, or personal conviction reasons. Additional immunizations may be recommended for your child depending on his or 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) <sup>1</sup>	4 DTaP/DTP/DT <sup>2</sup>	3 Polio	3 Hepatitis B <sup>6</sup>	1 MMR <sup>7</sup>	1 Varicella <sup>8</sup>	
Kindergarten through Grade 5	4 DTaP/DTP/DT/Td <sup>2,3</sup>	4 Polio <sup>5</sup>	3 Hepatitis B <sup>6</sup>	2 MMR <sup>7</sup>	2 Varicella <sup>8</sup>	
Grades 6 through 12	4 DTaP/DTP/DT/Td <sup>2</sup>	1 Tdap <sup>4</sup>	4 Polio <sup>5</sup>	3 Hepatitis B <sup>6</sup>	2 MMR <sup>7</sup>	2 Varicella <sup>8</sup>

- Children 5 years of age or older 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 an adolescent tetanus, diphtheria, and acellular pertussis combination 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 1st birthday. Laboratory evidence of immunity to all three diseases (measles and mumps and rubella) is also acceptable. Note: A dose four days or less before the 1st birthday 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/GRADE 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) <sup>1</sup>	4 DTaP/DTP/DT <sup>2</sup>		3 Polio	3 Hepatitis B <sup>6</sup>	1 MMR <sup>7</sup>	1 Varicela <sup>8</sup>
Kindergarten a grado 5	4 DTaP/DTP/DT/Td <sup>2,3</sup>		4 Polio <sup>5</sup>	3 Hepatitis B <sup>6</sup>	2 MMR <sup>7</sup>	2 Varicela <sup>8</sup>
Grado 6 a 12	4 DTaP/DTP/DT/Td <sup>2</sup>	1 Tdap <sup>4</sup>	4 Polio <sup>5</sup>	3 Hepatitis B <sup>6</sup>	2 MMR <sup>7</sup>	2 Varicela <sup>8</sup>

- Los niños de 5 años de edad o más que están inscritos 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 rubéola. 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 rubéola) 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.





# Required Notice of Youth Suicide Prevention Resources

More youth suicide prevention resources are available at: <http://dpi.wi.gov/sspw/mental-health/youth-suicide-prevention>

## Youth Suicide Prevention Resources Are Available

To get updated information on suicide prevention, intervention, and postvention resources, visit [DPI's website](#). There are downloadable documents on suicide prevention requirements in state law, a fact sheet on youth suicide, and updated suicide prevention curriculum. It also includes a variety of resources for gatekeeper training for all staff and DPI's updated one-day training flyer, description, and calendar. Other resources include strategies on suicide interventions, memorial suggestions, and other topics.

### Know the Signs

Suicide doesn't usually happen out of the blue—most often there are warning signs for others to see or hear. Get the *FACTs* and know the signs of suicidal thinking in your students, friends, and family members.

#### Suicide Prevention: Warning Signs

##### Feelings

- ♦ Hopelessness
- ♦ Rage, uncontrolled anger, seeking revenge
- ♦ Feeling trapped – like there's no way out
- ♦ No sense of purpose in life

##### Actions

- ♦ Acting reckless or engaging in risky activities
- ♦ Withdrawing from friends, family, and society
- ♦ Increased alcohol or drug use
- ♦ Giving away prized possessions

##### Changes

- ♦ Decline in quality of school work
- ♦ Dramatic mood changes
- ♦ Anxiety, agitation, change of eating/sleeping habits

##### Threats

- ♦ Threatening/talking about hurting self

*From American Association of Suicidology*

### Suicide Is a Complex Problem

Multiple factors are involved when someone dies by suicide. Oversimplifying the reasons someone takes their own life is not helpful. For instance, saying bullying "caused" someone to end their life is not accurate. Not all bullying victims kill themselves. Research suggests many factors contribute to suicide. These include: biological factors, precipitating factors, and triggering events. Examples of biological factors include mental illness or losing a family member to suicide. Precipitating factors include poor grades, attending an unsafe school, victimization, or family rejection. Crisis/triggering events include experiencing a major loss, humiliation or bullying, and having access to lethal means. Suicide is a complex problem that is often misunderstood when oversimplified.

*From: American Association of Suicidology (AAS) webinar January 2011.*

#### Identifying the factors for disproportionate youth suicide risk is vital to prevention.

- Mental health issues: the most common mental illness leading to suicide is depression. It is also the most treatable!
- LGBTQ youth: the 2017 YRBS data showed LGBTQ youth were at least 2.5 times more likely to have thought about suicide, planned how to end their life, or attempted suicide than the overall student population.
- AODA issues: Binge drinking is highly correlated with suicide attempts. 90 percent of people who died by suicide had some form of mental illness and/or an alcohol/other drug abuse problem.

#### Reducing access to lethal means can be very worthwhile. (see [www.meansmatter.com](http://www.meansmatter.com))

- Limiting access to the means for suicide provides the most significant reduction in suicide rates. Most often, youth who attempt suicide use a gun or drugs kept in the home.
- Do not allow youth to have unsupervised access to firearms and certain medications. Encourage safe/secure storage of all lethal means is a critical prevention strategy.

*When youth are facing what they believe is a crisis and exhibit warning signs of suicide, be sure they are not left alone or sent home without supervision.*



HOPELINE – text “HOPELINE” to 741741 or visit  
[www.centerforsuicideawareness.org](http://www.centerforsuicideawareness.org)

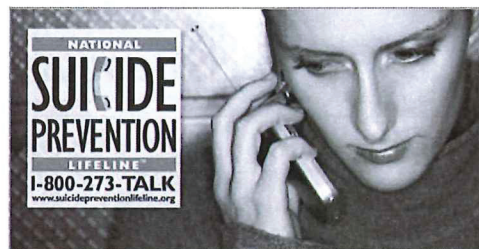
WI Safe and Healthy Schools Training Center  
[www.wishschools.org](http://www.wishschools.org)

Prevent Suicide Wisconsin  
[www.preventsuicidewi.org](http://www.preventsuicidewi.org)

Suicide Prevention Resource Center  
[www.sprc.org](http://www.sprc.org)

American Association of Suicidology  
[www.suicidology.org](http://www.suicidology.org)

## Important Resources



### What can you do if you are concerned about a student?

Teachers and other school staff are well-positioned to observe student behavior and to **ACT** if there is a suspicion that a student may consider self-harm. Suicide is a permanent solution to a temporary problem; but for kids, their problems can seem endless at this stage. If we get them through the crisis, there is a 90 percent chance that they will never attempt suicide. ACT stands for **Acknowledge, Care, and Tell**.

# A

**Acknowledge** feelings rather than minimizing them. Telling a student to “get over it” or “move on” is not a realistic outcome when dealing with a person with depression.

- ♦ “I’m sorry to hear about this. It sounds really hard.”

# C

**Show Care and Concern** for the student by taking the next step.

- ♦ “I’m worried about you. I don’t want anything bad to happen to you or for you to be hurt.”

# T

**Tell** a member of your crisis team. They know how to work with students who have concerns like these.

- ♦ “Let’s go talk with someone in the counseling office.”

These steps (Acknowledge-Care-Tell) are central components of the “Signs of Suicide” program (SOS), an evidence-based schoolwide intervention program. SOS kits for middle school and high school are available through your local CESA. The law mandates schools to educate students on suicide prevention; see the laws handout on the DPI website for further details on curriculum.

## Common Concerns

### What if I make a mistake? Can I be sued?

State law insulates all public and private school district employees and volunteers from civil liability for their acts and omissions when trying to intervene in a student’s possible suicide. Lawmakers found it so important that adults take action when a student is suicidal that they protected those adults from any civil liability for their intervention efforts.

### Does asking about suicide cause a student to attempt it?

No. This issue has been thoroughly studied. By asking a student about suicidal intent, you are offering to help them. Please do your best to reach out to students.

### Seeing Urgent Warning Signs? Here’s What to Avoid

All children and adolescents can experience moodiness and will take time to ask life’s big questions. Since they lack the perspective of time, they can become overwhelmed. The best roles for teachers are to support students, and if you see the suicide warning signs, use ACT. Some of the statements below might make perfect sense for students who aren’t suicidal; but when kids are in crisis, these things can make it worse.

Here are some actions and words to avoid when you see the urgent warning signs:

#### Don’t Shame

- “You’ve got to get over this. It’s not a big deal.”
- “Why are you so worried? Move on!”
- “You’re too sensitive. Grow up!”

#### Don’t Delay

- When you see urgent warning signs, get help right away, don’t wait.

#### Don’t Blame

- “If you wanted a better grade, you would have worked harder.”
- “You’ve got no one to blame but yourself.”
- “Maybe you should change your attitude if you want friends.”

#### Don’t Give Up

- Suicide is NOT a destiny—when people make it through the suicidal crisis, they usually go on to live healthy, productive lives!

#### Don’t Do It Alone

- Consult other pupil services staff or administration to help.



# HOW TO APPLY FOR FREE AND REDUCED PRICE SCHOOL MEALS for 2020-21 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 the 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, 715-223-8521, [fsoto@abbotsford.k12.wi.us](mailto:fsoto@abbotsford.k12.wi.us)** or **Tonya Gebert, Abbottsford School District, 715-223-6715 x4150, [tgebert@abbotsford.k12.wi.us](mailto:tgebert@abbotsford.k12.wi.us)**. 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.			
<b>Who should I list here?</b> When filling out this section, please include ALL members in your household who are: <ul style="list-style-type: none"> <li>Children grades 12 or under AND are supported with the household's income; and</li> <li>In your care under a foster arrangement, or qualify as homeless, migrant, or runaway youth, or enrolled in a Head Start program.</li> </ul>			
<b>A) List each child's name.</b> 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 in household than lines on the application, attach a second piece of paper with all required information for the additional children.	<b>B) Enter the grade and the name of the school the child attends or mark n/a if not in school.</b>	<b>C) Do you have any foster children?</b> 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.	<b>D) Are any children homeless, migrant, runaway or enrolled in a Head Start program?</b> 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.
STEP 2: DO ANY HOUSEHOLD MEMBERS CURRENTLY PARTICIPATE IN FoodShare, W-2 Cash Benefits OR FDIPIR?			
<b>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:</b> <ul style="list-style-type: none"> <li>The Supplemental Nutrition Assistance Program (SNAP) or FoodShare.</li> <li>Temporary Assistance for Needy Families (TANF) or W-2 Cash Benefits.</li> <li>The Food Distribution Program on Indian Reservations (FDPIR).</li> </ul>			
<b>A) If no one in your household participates in any of the above listed programs:</b> <ul style="list-style-type: none"> <li>Leave STEP 2 blank or check "No" and go to STEP 3.</li> </ul>	<b>B) If anyone in your household participates in any of the above assistance programs:</b> <ul style="list-style-type: none"> <li>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 FDIPIR. 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 or reduced price meals.</li> <li>Go to STEP 4.</li> </ul>		
STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS			
<b>How do I report my income?</b> <ul style="list-style-type: none"> <li>Use the charts titled "<b>Sources of Income for Children</b>" and "<b>Sources of Income for Adults</b>," printed on the back side of the application form, to determine if your household has income to report.</li> <li>Report all amounts in GROSS INCOME ONLY. Report all income in whole dollars. 4Do not include cents. Gross income is the total income received before taxes. Many people think of income as the amount they "take home" (listed as "net pay" on paycheck stub) 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.</li> </ul>			

### STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS

- 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.
- 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.

**What is Child Income?** 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.

- 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, even if they are not related and even if they do not receive income of their own.
- **Do NOT include:**
  - 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.

**What if I am self-employed?** 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.

**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.

**D) Report income from public assistance/child support/alimony/SSI/VA benefits.** 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.

**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.

**E) Report income from pensions/retirement/all other income.** Report all income that applies in the "Pensions/Retirement/Social Security/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."

### STEP 4: CONTACT INFORMATION AND ADULT SIGNATURE

**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.**

<b>A) Provide your contact information.</b> 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>B) Print or sign your name.</b> The adult filling out the application must print or sign their name in the signature box.	<b>C) Return completed form to:</b> Abbottford School District, 510 W. Hemlock Street, Abbottford, WI 54405	<b>D) Share children's racial and ethnic identities (optional).</b> 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.
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Complete one application per household. Please use a pen (not a pencil).

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 FDIIR? ☐ Yes / ☐ No

**If you answered NO > Complete STEP 3. If you answered YES > Write a case number here, then go to STEP 4 (Do not complete STEP 3)**

**Medicaid and Badger Care do not qualify**

Write only one case number in this space.

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

How often?

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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**

[illegible]

Insert your school district mailing address here

Case	Case	Case	Case
1	2	3	4

Daytime Phone and Email (optional)	

\_\_\_\_\_

Printed Name OR Signature of Adult Completing this application—REQUIRED

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
– Gross salary, wages, cash bonuses – Net income from self-employment (farm or business); <b>FARM</b> —refer to line 18 of Schedule 1 or line 34 from Schedule F; <b>BUSINESS</b> —refer to line 12 of Schedule 1 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	– 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	– 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  
☐ 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 (FDPRI), case number or other FDPRI 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.

Persons with disabilities who require alternative means of communication (e.g. Braille, large print, audiotype, 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](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:

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](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

**The above address is for discrimination complaint purposes only. 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 Mo./Day/Yr.	Reason for Denial or Withdrawal
	Weekly	Bi-Weekly	2x Month	Monthly			Yearly	File	Reduced		
<div>Determining Official's Signature</div> <div>Date Mo./Day/Yr.</div> <div>Confirming Official's Signature</div> <div>Date Mo./Day/Yr.</div> <div>Verifying Official's Signature</div> <div>Date Mo./Day/Yr.</div>											
<div>Required for Verification process only</div> <div>Required for Verification process only</div>											

## 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.





## 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	- Ingreso de una persona fuera del grupo familiar
- Ingreso de una persona fuera del grupo familiar	- Un amigo o miembro de la familia extendida que da regularmente dinero para gastar al menor
- Ingreso de cualquier otra fuente	- Un niño que recibe ingresos regulares de un fondo de pensión privado, anualidad o fideicomiso

Fuentes de ingreso para adultos		
Ganancias por trabajo	Asistencia pública/Pensión alimenticia/Manutención de menores	Pensiones/Jubilación/Todos los otros ingresos
- Salarios brutos, jornales y bonificaciones en efectivo - Ingresos netos del empleo independiente (agrijolas o de negocios). <b>AGRICOLA</b> – remítase a la línea 18 del Anexo 1 o a la línea 34 del Anexo F. <b>DE NEGOCIOS</b> – remítase a la línea 12 del Anexo 1 o línea 31 del Anexo C. Si usted está en el ejército de Estados Unidos: - Sueldo básico y bonos en efectivo (NO incluye pago de combate, FSSA o asignaciones de vivienda privatizada) - Asignaciones para vivienda fuera de la base, comida y ropa	- Beneficios por desempleo - 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	- Seguro Social (incluye 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 (FDPPIR, por sus siglas en inglés) u otra identificación FDPPIR 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.

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 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/doccs/2012/Combian\\_combined\\_6\\_8\\_12.pdf](http://www.ocio.usda.gov/sites/default/files/doccs/2012/Combian_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](mailto:program.intake@usda.gov).

Esta institución es un proveedor que ofrece igualdad de oportunidades.  
La dirección indicada arriba es para quejas por discriminación únicamente.  
Sírvase 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	Categorical	Eligibility	Date Denied	Reason for Denial or Withdrawal
	Weekly <input type="radio"/>	Size <input type="text"/>	Eligibility <input type="checkbox"/>	Free <input type="radio"/>		
	Bi-Weekly <input type="radio"/>			Reduced <input type="radio"/>		
	2x-Monthly <input type="radio"/>			Denied <input type="radio"/>		
	Monthly <input type="radio"/>					
	Yearly <input type="radio"/>					
Determining Official's 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 ayudarlo 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 [School District of Abbotsford](#). 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 [Frankie Soto](#), [Abbotsford School District, 715-223-8521](#), [fsoto@abbotsford.k12.wi.us](mailto:fsoto@abbotsford.k12.wi.us) or [Tonya Gebert, Abbotsford School District, 715-223-6715](mailto:Tonya Gebert, Abbotsford School District, 715-223-6715) [tgeb@abbotsford.k12.wi.us](mailto:tgeb@abbotsford.k12.wi.us). 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.**

<b>PASO 1: COLOQUE LOS NOMBRES DE TODOS LOS MIEMBROS DEL GRUPO FAMILIAR QUE SEAN INFANTES, NIÑOS Y ESTUDIANTES HASTA EL GRADO 12 INCLUIDO</b>			
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.			
<b>¿A quién debería incluir aquí?</b> Al rellenar esta sección, por favor incluya TODOS los miembros de su grupo familiar que sean:			
<ul style="list-style-type: none"><li>Niños en los grados 12 o menos Y que sean mantenidos con los ingresos del grupo familiar; y</li><li>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.</li></ul>			
<b>A) Coloque el nombre de cada niño.</b> 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 en el hogar que líneas en la aplicación, adjunte una hoja de papel con toda la información necesaria para los niños adicionales.	<b>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.</b>	<b>C) ¿Tiene niños en crianza temporal?</b> 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 <b>PASO 1</b> , vaya al <b>PASO 4</b> . <u>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.</u>	<b>D) ¿Hay algún niño sin hogar, migrante, que ha huído de su casa o está inscrito en el programa Head Start?</b> 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.
<b>PASO 2: ¿ALGUNO DE LOS MIEMBROS DEL GRUPO FAMILIAR PARTICIPA ACTUALMENTE EN FoodShare, W-2 Cash Benefits O FDIPIR?</b>			
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"><li>El Programa de asistencia nutricional suplementaria (Supplemental Nutrition Assistance Program, SNAP) o FoodShare.</li><li>Asistencia temporal para familias necesitadas (Temporary Assistance for Needy Families, TANF) o beneficios en dinero W-2 Cash Benefits.</li><li>El programa de distribución de alimentos en reservas indígenas (Food Distribution Program on Indian Reservations, FDIPIR).</li></ul>			
<b>A) Si nadie en su vivienda participa en los programas mencionados arriba:</b> <ul style="list-style-type: none"><li>Deje en blanco el <b>PASO 2</b> o marque "No" y vaya al <b>PASO 3</b>.</li></ul>	<b>B) Si alguien de su familia participa en alguno de los programas de asistencia indicados arriba:</b> <ul style="list-style-type: none"><li>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 FDIPIR. 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 o a precio reducido.</li><li>Avance al <b>PASO 4</b>.</li></ul>		
<b>PASO 3: REPORTAR INGRESOS PARA TODOS LOS MIEMBROS DEL GRUPO FAMILIAR</b>			
<b>¿Cómo reporto mis ingresos?</b> <ul style="list-style-type: none"><li>Use las tablas tituladas "<b>Fuentes de ingreso para niños</b>" y "<b>Fuentes de ingreso para adultos</b>" impresas en el reverso del formulario de solicitud, para determinar si su grupo familiar tiene ingresos que informar.</li><li>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" (aparece como "salario neto" en el talón de pago) 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.</li></ul>			



- 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.
- 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.**

- 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, incluso si no están emparentados con usted e incluso si no reciben ingresos propios.
- **NO incluya:**
  - 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.

**¿Qué pasa si soy un trabajador por cuenta propia?**

Reporte el ingreso de ese trabajo con un monto neto. Este monto se calcula restando los gastos operativos totales de su negocio de sus recibos o ingresos brutos.

**D) Reporte ingresos de la asistencia pública/pensión alimenticia/manutención de menores/ingreso de seguro suplementario (SSI)/beneficios para veteranos.** 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 figuren 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/Seguro Social/Todos los otros ingresos".

**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 períodos 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.

**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".

## 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.**

<b>A) Proporcione su información de contacto.</b> 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>B) Escriba su nombre y firme.</b> Escriba en mayúsculas el nombre del adulto que firma la solicitud y esa persona debe firmar en el recuadro "Firma del adulto".	<b>C) Devuelva el formulario completado a:</b>  <b>Abbotsford School District, 510 W. Hemlock Street, Abbotsford, WI 54405</b>	<b>D) Indique las identidades raciales y étnicas de los niños (opcional).</b> 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.
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## Abbotsford School District Annual Notices, Cont.

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.

### Retention of Public Records, Student Records, and Investigatory Records and Materials

All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation, including but not limited to:

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. any documentary evidence;
- G. e-mails, texts, or social media posts related to the investigation;
- H. dated written determinations to the parties;
- I. dated written descriptions of verbal notifications to the parties;
- J. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
- K. documentation of all actions, both individual and systemic, taken to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.

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

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

### Recruiter Access to Student Records

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

### 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:

Stacy Fronk  
Abbotsford Elementary School  
715-223-4281

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 2020-21 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.

For more information you may visit the following websites:

WISEdash Public Portal <https://wisedash.dpi.wi.gov/Dashboard/dashboard/16840>

Here is the link to Abbotsford's WSAS Overview, which allows for access to filters for a deeper dive into the data. <https://wisedash.dpi.wi.gov/Dashboard/dashboard/19861>

### Student Assessment Information

The Board of Education shall assess student achievement and needs in all areas of the curriculum in order to determine the progress of students and to assist them in attaining District goals.

Each student's proficiencies and needs will be assessed by staff members upon his/her entrance into the District and annually thereafter. Procedures for such assessments will include, but need not be limited to, teacher observation techniques, cumulative student records, student performance data collected through standard testing programs, student portfolios, and physical examinations.

The Administration shall develop and present to the Board annually a program of testing and assessment that includes state-required tests.

All students shall participate in State-wide or District-wide assessments, and any student with a disability shall be provided appropriate accommodation and/or alternate assessments where necessary as indicated in the student's I.E.P. or Section 504 plan.

### Parental Opt Out of Assessments (students)

The Board shall excuse any student from the State examination administered in 4th grade, 8th grade, 9th grade, 10th grade, or 11th grade whether the test administered is the one developed by the Department of Public Instruction or the District's own test developed and approved by the DPI and the U.S. Department of Education. To opt out of these examinations, the student's parent must submit a statement in writing to the building Principal stating that the parent is opting out of the examination(s).

### Student Attendance

State law requires the Board to enforce the regular attendance of students. Further, the Board recognizes that the District's educational program is predicated upon the presence of the student and requires continuity of instruction and classroom participation. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose.

All children between six (6) and eighteen (18) years of age shall attend school regularly during

the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age, unless they fall under an exception under State law, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

### Parent Notification of Absence Required

The District Administrator shall require, from the parent of each student or from an adult student, who has been absent for any reason either a written or oral notification stating the reason for the absence and the time period covered by the absence.

### School Attendance Officer

The District Administrator shall designate an administrator at each school to be the School Attendance Officer. The School Attendance Officer shall perform any duties and responsibilities s/he is required to perform by State law, this policy, and any administrative guidelines issued by the school. The duties of the School Attendance Officer shall include, but not be limited to, the following.

- A. Determining daily from attendance reports submitted by teachers which students enrolled in the school are absent from school and whether the absence is excused.
- B. Submitting to the District Administrator, on or before August 1st of each year, a report of the number of students enrolled in the school who were absent in the previous year and whether the absences were excused. The District Administrator shall then submit this information to the State Superintendent.
- C. Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's Policy 8330 - Student Records.

### Excused Absences

As required under State law, a student shall be excused from school for the following reasons:

- A. Physical or Mental Condition**  
The student is temporarily not in proper physical or mental condition to attend a school program.
- B. Obtaining Religious Instruction**  
To enable the student to obtain religious instruction outside the school during the required school period (see Policy 5223 - Absences for Religious Instruction).
- C. Permission of Parent**  
The student has been excused by his/her parent before the absence for any or no reason. A student may not be excused for more than ten (10) days per school year under this paragraph and must complete any course work missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:
  1. professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day
  2. to attend a funeral
  3. legal proceedings that require the student's presence
  4. college visits
  5. job fairs
  6. vacations
- D. Religious Holiday**  
For observance of a religious holiday consistent with the student's creed or belief.
- E. Suspension or Expulsion**  
The student has been suspended or expelled.
- F. Program or Curriculum Modification**  
The Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.
- G. High School Equivalency - Secured Facilities**  
The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and his/her parent agrees that the student will continue to participate in such a program.
- H. Child at Risk**  
The student is a "child at risk" as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under State law.

A student may be excused from school, as determined by the School Attendance Officer.

### Unexcused Absences

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter.

### Late Arrival and Early Dismissal

It is necessary that a student be in attendance throughout the school day in order to benefit fully from the educational program of the District.

The Board recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day.

No student who has a medical disability which may be incapacitating may be released without a person to accompany him/her.

No student shall be released to anyone who is not authorized such custody by the parents.

### Truancy Plan

The Board will issue a Truancy Plan based upon the recommendations of the County Truancy Committee convened under State law, the Board's policies and procedures, and applicable provisions of State law. The Board will review and, if appropriate, revise the Truancy Plan at least once every two (2) years.

#### The Truancy Plan will include, at a minimum, the following:

- A. procedures to be followed for notifying the parents of the unexcused absences of a student who is truant or a habitual truant and for meeting and conferring with such parents
- B. plans and procedures for identifying truant children of all ages and returning them to school, including the identity of school personnel to whom a truant child shall be returned
- C. methods to increase and maintain public awareness of and involvement in responding to truancy within the school district
- D. a provision addressing the immediate response to be made by school personnel when a truant child is returned to school
- E. the types of truancy cases to be referred to the District Attorney and the time periods within which the District Attorney will respond to and take action on the referrals
- F. plans and procedures to coordinate the responses to the problems of habitual truants, as defined under Sec. 118.16(1)(a), Wis. Stats., with public and private social services agencies
- G. methods to involve the truant child's parent in dealing with and solving the child's truancy problem

A student will be considered truant if s/he is absent part or all of one (1) or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute Sec. 118.15, Wis. Stats., will also be considered truant.

A student will be considered a habitual truant if s/he is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

### Notice of Truancy

The School Attendance Officer shall notify a truant student's parent of the student's truancy and direct the parent to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. The notice may be made by electronic communication, personal contact, or telephone call, or 1st class mail if possible, and a written record of this notice shall be kept. The School Attendance Officer shall attempt to give notice by personal contact, telephone call, or unless the parent has refused to receive electronic communication, notice by 1st class mail may be given. In the event that an attempt is made to contact the parent by personal contact or telephone call and the parent is not reached, notice may be provided by 1st class mail. If such notice is not effective, notice shall be made by mail. This notice must be given every time a student is truant until the student becomes a habitual truant.

### Notice of Habitual Truancy

When a student initially becomes a habitual truant, the School Attendance Officer shall provide a notice to the student's parent, by registered or certified mail. The School Attendance Officer may simultaneously notify the parent of the habitually truant student by an electronic communication. The notice must contain the following:

- A. a statement of the parent's responsibility under State law to cause the student to attend school regularly
- B. a statement that the parent or student may request program or curriculum modifications for the student under State law and that the student may be eligible for enrollment in a program for children at risk
- C. a request that the parent meet with the appropriate school personnel to discuss the student's truancy

The notice shall include the name of the school personnel with whom the parent should meet, a date, time, and place for the meeting and the name, address, and telephone number of a person to contact to arrange a different date, time, or place. The date for the meeting shall be within five (5) school days after the date that the notice is sent, except that with the consent of the student's parent the date for the meeting may be extended for an additional five (5) school days.

- D. a statement of the penalties, under State law or local ordinances that may be imposed on the parent if s/he fails to cause the child to attend school regularly as required by State law

The School Attendance Officer will also continue to notify the parent of a habitual truant's subsequent unexcused absences.

### Referral to the District Attorney

Truancy cases will be referred to the District Attorney as provided in the County Truancy Committee Plan. The School Attendance Officer will ensure that appropriate school personnel have done the following before any case is referred to the District Attorney:

- A. met with the student's parent to discuss the student's truancy or attempted to meet with the student's parent and received no response or were refused
- B. provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy and have curriculum modifications under State law
- C. evaluated the student to determine whether learning problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems, except that the student need not be evaluated if tests administered to the

student within the previous year indicate that the student is performing at his/her grade level

- D. conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, have taken appropriate action or made appropriate referrals

Note that paragraph A. is not required if the meeting between school personnel, the student, and the student's parent, which was requested in the Notice of Habitual Truancy to the parent, did not occur within ten (10) school days after the Notice was sent. Paragraphs B., C., and D. are not required if appropriate school personnel were unable to carry out the activity due to the student's absences from school.

### Make-up Course Work and Examinations

Students who are absent from school, whether the absence was excused or unexcused, shall be permitted to make-up course work and examinations missed during the absence when they return to school. It is the student's responsibility to contact his/her teachers to determine what course work and examinations must be made-up. Teachers shall have the discretion to assign substitute course work and examinations. Teachers shall also have the discretion to specify where and when examinations and course work shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence unless extended by the principal based upon extenuating circumstances.

### Student Bullying

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

### Definitions

#### "Bullying"

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

Some examples of Bullying are:

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

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

1. cyberbullies more easily hide behind the anonymity that the Internet provides;
2. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
3. cyberbullies do not have to own their own actions, as it is usually very difficult to identify cyberbullies because of screen names, so they do not fear being punished for their actions; and
4. the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased when it comes to cyberbullying activity;
5. hacking into or otherwise gaining access to another's electronic accounts (e-mails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.



Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students;
4. posting misleading or fake photographs of students on web sites.

**"Harassment"** includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of sex, (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy 5517 – Student Anti-Harassment.

**"Staff"** includes all school employees and Board members.

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

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

#### **Complaint Procedures**

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

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

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

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

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

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

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

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

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

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

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

#### **Privacy/Confidentiality**

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

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

#### **Notification**

Notice of this policy will be annually distributed to all students enrolled in the School District, their parents and/or guardians and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. All new hires will be required to review and sign off on this policy and the related complaint procedure.

The School District will also provide a copy of the policy to any person who requests it.

#### **Records and Reports**

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 presented to the School Board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

#### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate.

#### **Student Locker Searches**

##### **5771 - SEARCH AND SEIZURE**

The Board of Education has charged school authorities with the responsibility of safeguarding the safety and well-being of the students in their care. In the discharge of that responsibility, school authorities may search school property such as lockers used by students or the person or property, including vehicles, of a student, in accordance with the following policy.

#### **School Property**

The Board acknowledges the need for in-school storage of student possessions and shall provide storage places, including desks and lockers, for that purpose. Desks and lockers are public property and school authorities may make reasonable regulations regarding their use. The District retains ownership and possessory control of student desks and lockers and the same may be searched at random by school personnel at any time. A showing of reasonable cause or suspicion is not a necessary precondition to a search under this paragraph. Students shall not have an expectation of privacy in lockers, desks, or other school property as to prevent examination by a school official. The Board directs the school principals to provide students with written notice of this policy at least annually and that routine inspections be done at least annually of all such storage places.

The Board directs that the searches may be conducted by the District Administrator, building principals, and the School Resource Officer.

#### **Student Privacy and Parental Access to Information**

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

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

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



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

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

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

For the privacy of students whose parents request that they not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the student(s) to go to a supervised location where under the supervision of a staff member the student will be provided with an alternate activity.

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

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

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

## Student Records

In order to provide appropriate educational services and programming, the Board must collect, retain, and use information about individual students. Simultaneously, the Board recognizes the need to safeguard students' privacy and restrict access to students' personally identifiable information.

Except for data identified by policy as "directory data," student "personally identifiable information" includes, but is not limited to: the student's name; the name of the student's parent or other family members; the address of the student or student's family; a personal identifier, such as the student's social security number, student number, or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the District reasonably believes knows the identity of the student to whom the education record relates.

The Board is responsible for the records of all students who attend or have attended schools in this District. Only records mandated by the State or Federal government and/or necessary and relevant to the function of the School District or specifically permitted by this Board will be compiled by Board employees.

In all cases, permitted, narrative information in student records shall be objectively-based on the personal observation or knowledge of the originator.

Student records shall be available only to students and their parents, eligible students, designated school officials who have a legitimate educational interest in the information, or to other individuals or organizations as permitted by law.

## Address Confidentiality Program

Students who are verified participants in the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice shall be permitted to use their substitute assigned address for all District purposes. The Board shall refrain from including the student's actual/confidential residential address in any student records or files (including electronic records and files) or disclosing the student's actual/confidential residential address when releasing student records. The Board shall only list the address designated by the Wisconsin Department of Justice to serve as the student's address in any student records or files, including electronic records and files. Further, the Board shall use the student's substitute assigned address for any and all communications and correspondence between the Board and the parent(s) of the student (or adult student). The student's actual/confidential residential address shall be maintained in a separate confidential file that is not accessible to the public or any employees without a legitimate purpose. The intentional disclosure of a student's actual/confidential residential address is prohibited.

The Board may enter into a memorandum of understanding with a county department under State statutes (s. 46.215, 46.22 or 46.23) or a tribal organization, as defined under Federal law, that permits disclosure of information contained in student records as provided under State law

in cases in which the student's parent, if the student is a minor or the student, if the student is an adult, does not grant permission for such disclosure.

The term "parents" includes legal guardians or other persons standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). The term "eligible student" or "adult student" refers to a student who is eighteen (18) years of age or older.

Both parents shall have equal access to student records unless stipulated otherwise by court order or law. In the case of adult students, parents may be allowed access to the records without the student's consent, provided the student is considered a dependent under section 152 of the Internal Revenue Code, and provided that the student has not made a written request to the District that his/her parents not be permitted access to personally identifiable information from his/her records.

A school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board; a person or company with whom the Board has contracted to perform a special task (such as an attorney, auditor, or medical consultant); a contractor, consultant, volunteer or other party to whom the Board has outsourced a service otherwise performed by Board employees (e.g. a 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/her tasks (including volunteers).

"Legitimate educational interest" is defined as a "direct or delegated responsibility for helping the student achieve one (1) or more of the educational goals of the District" or if the record is necessary in order for the school official to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student's family. The Board directs that reasonable and appropriate methods (including but not limited to physical and/or technological access controls) are utilized to control access to student records and to make certain that school officials obtain access to only those education records in which they have a legitimate educational interest.

The Board authorizes the administration to:

- A. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a private or public school or school district in which a student of this District is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis, upon condition that:
  1. a reasonable attempt is made to notify the student's parent or eligible student of the transfer (unless the disclosure is initiated by the parent or eligible student; or the Board's annual notification - Form 8330 F9 - includes a notice that the Board will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer);
  2. the parent or eligible student, upon request, receive a copy of the record;
  3. the parent or eligible student, upon request, has an opportunity for a hearing to challenge the content of the record; and
  4. no later than the next working day, the District shall transfer to another school, including a private or tribal school, or school district, all student records relating to a specific student if the transferring school district or private school has received written notice from the student if s/he is an adult or his/her parent or guardian if the student is a minor that the student intends to enroll in the other school or school district or written notice from the other school or school district that the student has enrolled or from a court that the student has been placed in a juvenile correctional facility, as defined in s. 938.02(10p), or a secured residential care center for children and youth, as defined in s. 938.02(15g);
- In this subsection, "school" and "school district" include any juvenile correctional facility, secured residential care center for children and youth, adult correctional institution, mental health institute, or center for the developmentally disabled that provides an educational program for its residents instead of, or in addition to, that which is provided by public, private, and tribal schools.
- B. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a juvenile detention facility in which the student has been placed, or a juvenile court that has taken jurisdiction of the student;
- C. disclose student records that are pertinent to addressing a student's educational needs to a caseworker or other representative of the department of children and families, a county department under s. 46.215, 46.22, or 46.23, or a tribal organization, as defined in 25 USC 450b(L), that is legally responsible for the care and protection of the student, if the caseworker or other representative is authorized by that department, county department, or tribal organization to access the student's case plan;
- D. provide "personally-identifiable" information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;
- E. report a crime committed by a child to appropriate authorities, and, with respect to reporting a crime committed by a student with a disability, to transmit copies of the student's special education and disciplinary records to the authorities for their consideration;
- F. release de-identified records and information in accordance with Federal regulations;
- G. disclose personally identifiable information from education records, without con-

sent, to organizations conducting studies “for, or on behalf of” the District for purposes of developing, validating or administering predictive tests, administering student aid programs, or improving instruction;

Information disclosed under this exception must be protected so that students and parents cannot be personally identified by anyone other than a representative of the organization conducting the study, and must be destroyed when no longer needed for the study. In order to release information under this provision, the District will enter into a written agreement with the recipient organization that specifies the purpose of the study.

This written agreement must include: (1) specification of the purpose, scope, duration of the study, and the information to be disclosed; (2) a statement requiring the organization to use the personally identifiable information only to meet the purpose of the study; (3) a statement requiring the organization to prohibit personal identification of parents and students by anyone other than a representative of the organization with legitimate interests; and (4) a requirement that the organization destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed.

While the disclosure of personally identifiable information without consent is allowed under this exception, it is recommended that whenever possible the administration either release de-identified information or remove the students’ names and social security identification numbers to reduce the risk of unauthorized disclosure of personally identifiable information.

- H. disclose personally identifiable information from education records without consent, to authorized representatives of the Federal government, as well as State and local educational authorities;

The disclosed records must be used to audit or evaluate a Federal or State-supported education program, or to enforce or comply with Federal requirements related to those education programs. A written agreement between the parties is required under this exception.

The District will verify that the authorized representative complies with FERPA regulations.

- I. request each person or party requesting access to a student’s record to abide by Federal regulations and State laws concerning the disclosure of information.

The Board will comply with a legitimate request for access to a student’s records within a reasonable period of time but not more than forty-five (45) days after receiving the request or within such shorter period as may be applicable to students with disabilities. Upon the request of the viewer, a record shall be reproduced, unless said record is copyrighted, or otherwise restricted, and the viewer may be charged a fee equivalent to the cost of handling and reproduction. Based upon reasonable requests, viewers of education records will receive explanation and interpretation of the records.

The Board shall maintain a record of each request for access and each disclosure of personally identifiable information. Such disclosure records will indicate the student, person viewing the record, their legitimate interest in the information, information disclosed, date of disclosure, and date parental/eligible student consent was obtained (if required).

Only “directory information” regarding a student shall be released to any person or party, other than the student or his/her parent, without the written consent of the parent, or, if the student is an eligible student, without the written consent of the student, except as provided by applicable law.

#### DIRECTORY INFORMATION

Each year the District Administrator shall provide a public notice to students and their parents of the District’s intent to make available, upon request, certain information known as “directory information.” The Board designates as student “directory information”:

- A. a student’s name;
- B. date and place of birth;
- C. photograph;
- D. major field of study;
- E. participation in officially recognized activities and sports;
- F. height and/or weight, if a member of an athletic team;
- G. dates of attendance;
- H. degrees and awards received;
- I. name of the school most recently previously attended.

Parents and eligible students may refuse to allow the Board to disclose any or all of such “directory information” upon written notification to the Board within fourteen (14) days after receipt of the District Administrator’s annual public notice or enrollment of the student into the District if such enrollment occurs after the annual public notice. Any parent or eligible student who refuses to allow disclosure of directory data and who participates in the extra-curricular activity must complete Form 2431 F1 – Parent Acknowledgement of Risk and Release, which includes a limitation on the refusal to disclose directory information obtained during the course of the student’s participation in extra-curricular activities.

In accordance with Federal and State law, the Board shall release the names, addresses, and telephone listings of secondary students to a recruiting officer for any branch of the United States Armed Forces or an institution of higher education who requests such information. A secondary school student or parent of the student may request in writing that the student’s name, address, and telephone listing not be released without prior consent of the parent(s)/eligible student. The recruiting officer is to sign a form indicating that “any information received by the recruiting officer shall be used solely for the purpose of informing

students about military service and shall not be released to any person other than individuals within the recruiting services of the Armed Forces.” The District Administrator is authorized to charge mailing fees for providing this information to a recruiting officer.

Whenever consent of the parent(s)/eligible student is required for the inspection and/or release of a student’s health or education records or for the release of “directory information,” either parent may provide such consent unless agreed to otherwise in writing by both parents or specifically stated by court order. If the student is under the guardianship of an institution, the District Administrator shall appoint a person who has no conflicting interest to provide such written consent.

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

The Board shall not collect or use personal information obtained from students or their parents for the purpose of marketing or for selling that information.

#### INSPECTION OF INFORMATION COLLECTION INSTRUMENT

The parent of a student or an eligible student has the right to inspect upon request any instrument used in the collection of personal information before the instrument is administered or distributed to a student. Personal information for this section is defined as individually identifiable information including a student or parent’s first and last name, a home or other physical address (including street name and the name of the city or town), a telephone number, or a Social Security identification number. In order to review the instrument, the parent or eligible student must submit a written request to the building principal at least fourteen (14) business days before the scheduled date of the activity. The instrument will be provided to the parent or eligible student within fourteen (14) business days of the principal receiving the request.

The District Administrator shall directly notify the parent(s) of a student and eligible students, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following:

- A. college or other postsecondary education recruitment, or military recruitment;
- B. book clubs, magazine, and programs providing access to low-cost literary products;
- C. curriculum and instructional materials used by elementary and secondary schools;
- D. tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
- E. the sale by students of products or services to raise funds for school-related or education-related activities;
- F. student recognition programs.

The District Administrator shall prepare administrative guidelines so that students and parents are adequately informed each year regarding their rights to:

- A. inspect and review the student’s education records;
- B. request amendments if the parent believes the record is inaccurate, misleading, or violates the student’s privacy rights;
- C. consent to disclosures of personally-identifiable information contained in the student’s education records, except to those disclosures allowed by the law;
- D. challenge Board noncompliance with a parent’s request to amend the records through a hearing;
- E. file a complaint with the United States Department of Education;
- F. obtain a copy of the Board’s policy and administrative guidelines on student records.

The District Administrator shall also develop guidelines for:

- A. the proper storage and retention of records including a list of the type and location of records;
- B. informing Board employees of the Federal and State laws concerning student records.

The Board authorizes the use of the microfilm process or electromagnetic processes of reproduction for the recording, filing, maintaining, and preserving of records.

No liability shall attach to any member, officer, or employee of this Board as a consequence of permitting access or furnishing student records in accordance with this policy and regulations.

Any entity receiving personally identifiable information pursuant to a study, audit, evaluation, or enforcement/compliance activity must comply with all FERPA regulations. Further, such an entity must enter into a written contract with the Board delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship program, and must also provide assurances that the personally identifiable information will not be redisclosed without prior authorization from the Board. Further, the entity conducting the study, audit, evaluation, or enforcement/compliance activity is required to destroy the disclosed information once it is

no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Board.

### Parent and Family Member Participation in Title I Programs

In accordance with the requirements of Federal law, programs supported by Title I funds must be planned and implemented in meaningful consultation with parents and family members of the students being served.

Each year the District Administrator shall work with parents and family members of children served in Title I Programs in order to jointly develop and agree upon a proposed written parent and family engagement policy to establish expectations for the involvement of such parents and family members in the education of their children. The proposed policy shall be reviewed and approved annually by the Board and distributed to parents and family members of children receiving Title I services. The proposed policy must establish the District's expectations and objectives for meaningful parent and family involvement, and describe how the School District will:

- A. involve parents and family members in the development of the School District's Title I plans and any State-mandated comprehensive support and improvement plans;
- B. provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family member involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. coordinate and integrate parent and family member engagement strategies, to the extent feasible and appropriate, with other Federal, State, and local laws and programs;
- D. with meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the parent and family member engagement policy in improving the academic quality of schools, including:
  1. identifying barriers to greater parent participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  2. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  3. strategies to support successful school and family interactions;
- E. use the findings of the above-referenced evaluation to:
  1. design evidence-based strategies for more effective parental involvement; and,
  2. revise the parent and family member engagement policy, if necessary;
- F. involve parents in the activities of the District's Title I schools, which may include establishing a parent advisory board that may be charged with developing, revising and reviewing the parent and family member engagement policy;
- G. provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children) including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand;
- H. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
- I. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- J. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- K. involve parents in the planning, review, and improvement of the Title I program;
- L. communicate information concerning school performance profiles and their child's individual performance to parents;
- M. assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework, guiding nutritional and health practices, and the like;
- N. provide timely responses to parental questions, concerns, and recommendations;
- O. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
- P. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

The Board will reserve the requisite percent of its allocation of Federal Title I funds to carry out the above-described activities. Parents and family members of children receiving Title I services shall be involved in the decisions regarding how the reserved funds are allotted for parent and family member involvement activities. Reserved funds shall be used to carry out activities and strategies consistent with the Board's parent and family member engagement policy (Policy 2261.01), including at least one (1) of the following:

- A. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family member engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofession-

als, early childhood educators, and parents and family members.

- B. Supporting programs that reach parents and family members at home, in the community, and at school.
- C. Disseminating information on best practices focused on parent and family member engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- D. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family member engagement.
- E. Engaging in any other activities and strategies that the Board determines are appropriate and consistent with its parent and family member engagement policy.

The District Administrator must also assure that each Title I participating school develops a specific written plan, with parental involvement and agreement, which includes provisions regarding the following:

- A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family member engagement policy.
- B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
- C. Parents must be involved in an organized, on-going and timely way in the development, review, and improvement of parent involvement activities, including the planning, review, and improvement of the school parent and family member engagement policy, and the joint development of the schoolwide program plan, if appropriate.
- D. Parents of participating students must be provided with:
  1. timely information about the Title I program and the school's parent and family member engagement policy;
  2. description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels expected;
  3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.
- E. If the written plan is not satisfactory to the parents of participating children, the school must submit any parents' comments when it presents the plan to the District Administrator.
- F. As a component of the school-level parent and family member engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the student will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The compact must:
  1. describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive, effective learning environment;
  2. describe the ways in which each parent is responsible for supporting their child's learning environment such as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;
  3. address the importance of parent/teacher communication on an on-going basis through at least annual parent-teacher conferences to discuss the child's achievement and the compact; frequent progress reports to the parents on their child's progress; reasonable access to the staff and to observe and participate in classroom activities and regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
- G. Parents of children receiving Title I services must be notified about their school's parent and family member engagement policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
- H. School-level parent and family member engagement policies must be updated periodically to meet the changing needs of parents and the schools.

In order to involve parents in the education of their children and to support a partnership among the school, parents and the community for improving student academic achievement, the District Administrator and building principals must include provisions in the School District and school-level parent and family member engagement policies regarding:

- A. assisting parents of children served under Title I in understanding such topics as the State's academic standards, State and local academic assessments Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;
- B. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy);
- C. educating teachers, specialized instructional support personnel, school leaders



(including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;

- D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource centers);
- E. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;
- F. providing such reasonable support for parent involvement activities as parents may request.

In order to build the School District's capacity for parent involvement, the District Administrator and building principals may also:

- A. involve parents in the development of training for teachers and administrators and other educators to improve the effectiveness of such training;
- B. provide necessary literacy training from Title I funds if the District has exhausted all other reasonably available sources of funding for such training;
- C. pay reasonable and necessary expenses associated with parental involvement activities to enable parents to participate in school-related meetings and training sessions, including transportation and child care costs;
- D. train parents to enhance the involvement of other parents;
- E. arrange school meetings at a variety of times, or conduct in-house conferences between teachers or other educators who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- F. adopt and implement model approaches to improving parental involvement in Title I programs;
- G. establish a District-wide parent advisory council to provide advice on all matters related to parental involvement programs;
- H. develop appropriate roles for community-based organizations and businesses in parental involvement activities.

#### 2261.02 - TITLE I – PARENTS' RIGHT TO KNOW

In accordance with the requirement of Section 1111 of Title I, for each school receiving Title I funds, the District Administrator shall make sure that all parents of students in that school are notified that they may request, and the District will provide the following information on the student's classroom teachers:

- A. Whether the teacher(s) have met the State qualification and licensing criteria for the grade level and subject areas they are teaching.
- B. Whether the teacher(s) is teaching under any emergency or provisional status in which the State requirements have been waived.
- C. The undergraduate major of the teacher(s) and the area of study and any certificates for any graduate degrees earned.
- D. The qualifications of any paraprofessionals providing services to their child(ren).
- E. In addition, the parents shall be provided:
  - 1. information on the level of achievement of their child(ren) on the required State academic assessments;
  - 2. timely notice if the parent's child has been assigned, or has been taught for four (4) or more consecutive weeks by, a teacher who is not "highly qualified".

The notices and information shall be provided in an understandable format, and to the extent possible, in a language the parent(s) understand.

#### 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 2411 - SCHOOL COUNSELING AND ACADEMIC AND CAREER PLANNING

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.

#### 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 nondiscrimination based on the Protected Classes prior to the time the students are selected and/or assigned.

For more information, see [Nondiscrimination and Access to Equal Educational Opportunity Policy 2260](#).

## Education of Homeless Children and Youths

Children who are identified as meeting the Federal definition of "homeless" will be provided a free appropriate public education (FAPE) in the same manner as all other students of the District. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless. The District shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness. The District shall regularly review and revise its policies, including school discipline policies that impact homeless students, including those who may be a member of any of the Protected Classes (Policy 5111.01).

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

- A. share the housing of other persons due to loss of housing, economic hardship, or similar reason
- B. live in motels, hotels, trailer parks, or camping grounds due to a lack of alternative adequate accommodations
- C. live in emergency or transitional shelters
- D. are abandoned in hospitals
- E. have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, or
- F. live in a car, park, public space, abandoned building, substandard housing<sup>1</sup>, bus or train station, or similar setting

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

## Services to Homeless Children and Youth

The District will provide services to homeless students that are comparable to other students in the District, including:

- A. transportation services;
- B. public preschool programs and other educational programs and services for which the homeless student meets eligibility criteria including:
  1. programs for children with disabilities;
  2. programs for English learners (ELs) (i.e. students with limited English proficiency (LEP));
  3. programs in career and technical education;
  4. programs for gifted and talented students;
  5. school nutrition programs; and
  6. before - and after-school programs.

The District Administrator will appoint a Liaison for Homeless Children 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 related services to homeless children and youths.

## School Stability

Maintaining a stable school environment is crucial to a homeless student's success in school. To ensure stability, the District must make school placement determinations based on the "best interest" of the homeless child or youth based on student-centered factors. The District must:

- A. continue the student's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or
- B. enroll the student in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

The school of origin is the school the student attended or enrolled in when permanently housed, including a public preschool. The school of origin also includes the designated receiving school at the next level for feeder school patterns, when the student completes the final grade level at the school of origin.

When determining the student's best interest, the District must also consider student-centered factors, including the impact of mobility on achievement, education, health, and safety of homeless students and give priority to the request of the student's parent or guardian, or youth (if an unaccompanied youth). The District also considers the school placement of siblings when making this determination.

If the District finds that it is not in the student's best interest to attend the school of origin or the school requested by the parent or guardian, or unaccompanied youth, the District must provide the individual with a written explanation and reason for the determination in a manner and form understandable to the parent, guardian or unaccompanied youth. This written explanation will include appeal rights and be provided in a timely manner.

## Immediate Enrollment

The District has an obligation to remove barriers to the enrollment and retention of homeless students. A school chosen on the basis of the best interest determination must immediately enroll the homeless student, even if the student does not have the documentation typically necessary for enrollment, such as immunization and other required health records, proof of residency, proof of guardianship, birth certificate or previous academic records. The homeless student must also be enrolled immediately regardless of whether the student missed application or enrollment deadlines during the period of homelessness or has outstanding fines or fees.

The enrolling school must immediately contact the school last attended by the homeless student to obtain relevant academic or other records. If the student needs immunization or other health records, the enrolling school must immediately refer the parent, guardian or unaccompanied youth to the local liaison, who will help obtain the immunizations, screenings or other required health records. Records usually maintained by the school must be kept so that they are available in a timely fashion if the child enters a new school or district. These records include immunization or other required health records, academic records, birth certificates, guardianship records, and evaluations for special services or programs. Procedures for inter-State records transfer between schools should be taken into account in order to facilitate immediate enrollment.

In addition, the District will also make sure that once identified for services, the homeless student is attending classes and not facing barriers to accessing academic and extracurricular activities, including magnet school, summer school, career, and technical education, advanced placement, online learning, and charter school programs (if available).

## Transportation

The District provides homeless students with transportation services that are comparable to those available to non-homeless students. The District also provides or arranges for transportation to and from the school of origin at the parent or guardian's request or the liaison's request in the case of an unaccompanied youth. Transportation is arranged promptly to allow for immediate enrollment and will not create barriers to a homeless student's attendance, retention, and success.

- A. If the homeless student continues to live in the District, where the school of origin is located, transportation will be provided or arranged for the student's transportation to or from the school of origin.
- B. If the homeless student moves to an area served by another district, though continuing his/her education at the school of origin (which is in the District), the District 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 will be shared equally.
- C. When the student obtains permanent housing, transportation shall be provided to and from the school of origin until the end of the school year.

The District determines the mode of transportation in consultation with the parent or guardian and based on the best interest of the student.

In accordance with Federal law, the above transportation requirements still apply during the resolution of any dispute. The District will work with the State to resolve transportation disputes with other districts. If the disputing district is in another State, the District will turn to the State for assistance as Federal guidance says that both States should try to arrange an agreement for the districts.

## Dispute Resolution

Homeless families and youths have the right to challenge placement and enrollment decisions. If a dispute arises between a school and a parent, guardian or unaccompanied youth regarding eligibility, school selection, or enrollment of a homeless student, the District must follow its dispute resolution procedures, consistent with the State established procedures. If such a dispute occurs, the District will immediately enroll the homeless student in the school in which enrollment is sought pending final resolution of the dispute, including all appeals. The student will receive all services for which they are eligible until all disputes and appeals are resolved.

Pursuant to State, District and Board of Education policies, the District will provide the parent, guardian or unaccompanied youth with a written explanation of all decisions regarding school selection and enrollment made by the school, District, or State, along with a written explanation of appeal rights.

The District's notice and written explanation about the reason for its decision will include, at a minimum, an explanation of how the school reached its decision regarding eligibility, school selection, or enrollment, including 1) a description of the proposed or refused action by the school, 2) an explanation of why the action is proposed or refused, 3) a description of other options the school considered and why those options were rejected, 4) a description of any other relevant factors to the school's decision and information related to the eligibility or best interest determination such as the facts, witnesses, and evidence relied upon and their sources and 5) an appropriate timeline to ensure deadlines are not missed. The District must also include contact information for the Liaison and the State Coordinator, and a brief description of their roles. The District will also refer the parent, guardian or unaccompanied youth to the Liaison, who will carry out the dispute resolution process.

The District ensures that all decisions and notices are drafted in a language and format appropriate for low-literacy, limited vision readers, and individuals with disabilities. For children and youth and/or parents or guardians who are English learners or whose dominant language is not English, the District will provide translation and interpretation services in connection with all phases of the dispute resolution process pursuant to Federal laws. The District will also provide electronic notices via email if the parent, guardian or unaccompanied youth has access to email followed by a written notice provided in person or sent by mail.

### Homeless Children in Preschool

Homeless preschool-aged children and their families shall be provided equal access to the educational services for which they are eligible, including preschool programs, including Head Start programs, administered by the District. Additionally, the homeless child must remain in the public preschool of origin, unless a determination is made that it is not in the child's best interest. When making such a decision on the student's best interest, the District takes into account the same factors as it does for any student, regardless of age. It also considers pre-school age-specific factors, such as 1) the child's attachment to preschool teachers and staff; 2) the impact of school climate on the child, including school safety; the quality and availability of services to meet the child's needs, including health, developmental, and social-emotional needs; and 3) travel time to and from school.

The District must also provide transportation services to the school of origin for a homeless child attending preschool. It is the District's responsibility to provide the child with transportation to the school of origin even if the homeless preschooler who is enrolled in a public preschool in the District moves to another district that does not provide widely available or universal preschool.

### Public Notice

In addition to notifying the parent or guardian of the homeless student or the unaccompanied youth of the applicable rights described above, the District shall post public notice of educational rights of children and youth experiencing homelessness in each school. In addition, the District shall post public notice of the McKinney-Vento rights in places that homeless populations frequent, such as shelters, soup kitchens, and libraries in a manner and form understandable to the parents and guardians and unaccompanied youths.

### Records

The local liaison will assist the homeless students and their parent(s) or guardian(s) or unaccompanied homeless students in their efforts to provide documentation to meet State and local requirements for entry into school.

All records for homeless students shall be maintained, subject to the protections of the Family Educational Rights and Privacy Act (FERPA) and Policy 8330, and in such a manner so that they are available in a timely fashion and can be transferred promptly to the appropriate parties, as required. Pursuant to the McKinney-Vento Act, information regarding a homeless student's living situation is not considered directory information and must be provided the same protections as other non-directory personally identifiable information (PII) contained in student education records under FERPA. The District shall incorporate practices to protect student privacy as described in AG 5111.01, AG 8330, and in accordance with the provisions of the Violence Against Women Act (VAWA) and the Family Violence Prevention and Services Act (FVPSA).

No Board policy, administrative procedure, or practice will be interpreted or applied in such a way as to inhibit the enrollment, attendance, or school success of homeless children.

### Note:

According to nonregulatory guidance from the U.S. Department of Education (ED), standards for adequate housing may vary by locality. Please see ED guidance for factors to consider when determining whether a child or youth is living in "substandard housing."

Education for Homeless Children and Youth Programs, Non-Regulatory Guidance, U.S. Department of Education (ED), Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act, at A-3 (July 27, 2016).

### 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.

The Board shall provide the following services, through the school 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 in the student's 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 EL regarding access to 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.

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.

### Meal Charge Policy

The Board shall provide cafeteria facilities in all school buildings where space permits, and will provide food service for the purchase and consumption of lunch for all students.

The Board shall also provide a breakfast program in accordance with procedures established by the Department of Public Instruction.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current USDA's school meal pattern requirements and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. Further, the food-service program shall comply with Federal and State regulations pertaining to the fiscal management of the program as well as all the requirements pertaining to food service hiring and food service manager/operator licensure and certification. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

The Board shall approve and implement nutrition standards governing the types of food and beverages that may be sold on the premises of its schools and shall specify the time and place each type of food or beverage may be sold. In adopting such standards, the Board shall:

- A. consider the nutritional value of each food or beverage;
- B. consult and incorporate to the maximum extent possible the dietary guidelines for Americans jointly developed by the United States Department of Agriculture (USDA) and the United States Department of Health and Human Services; and
- C. consult and incorporate the USDA Smart Snacks in School nutrition guidelines.

No food or beverage may be sold on any school premises except in accordance with the standards approved by the Board.

In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

Substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a health care provider who has prescriptive authority in the State of Wisconsin has provided medical certification that the student's medical condition restricts his/her diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. To qualify for such substitutions the medical certification must identify: (a medical form may be found on the Wisconsin Department of Public Instruction website)



- A. the student's medical condition or symptoms of a condition that restricts one (1) or more major life activity or function;
- B. an explanation of how the condition or symptom affects the student's diet; and
- C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

On a case by case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who provide a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs, but which does not comply with the requirements above. To qualify for such consideration and substitutions the medical statement must identify:

- A. the medical or dietary need that restricts the student's diet; and
- B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

The District may provide a student with a substitute meal without any certification provided that the meal still meets the USDA meal pattern for reimbursement.

For students who need a nutritionally equivalent milk substitute, only a signed request by a parent is required.

Lunches sold by the school may be purchased by students and staff members and community residents in accordance with the rules of the District's school lunch program.

The operation and supervision of the food-service program shall be the responsibility of the Food Service Director. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

A periodic review of the food-service accounts shall be made by the Board. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectable are also unallowable. District efforts to collect bad debt shall be in accordance with Policy 6152 - Student Fees, Fines, and Charges.

Bad debt is uncollectable/delinquent debt that has been determined to be uncollectable no sooner than the end of the school year in which the debt was incurred and after the District Administrator determines that sufficient reasonable effort and approaches to collecting the debt have been made. If the uncollectable/delinquent debt cannot be recovered by the School Meals Program in the year when the debt was incurred, then this is classified as bad debt. Once classified as bad debt, non-Federal funding sources must reimburse the NSFSA for the total amount of the bad debt. The funds may come from the District general fund, State or local funding, school or community organizations such as the PTA, or any other non-federal source. Once the uncollectable/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements in 7 CFR 210.9(b) (17) and 7 CFR 210.15(b).

#### Negative Account Balances

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.

Students receiving paid or reduced-price lunch who do not have sufficient account balance or cash on hand to purchase a meal will be provided an alternative meal that meets the USDA guidelines applicable to alternative meal options. The District Administrator shall, in coordination with the District's food service, assure that any alternative meals that are provided meet the requisite USDA guidelines for alternative meals. The cost of the alternative meal will be added to the delinquent account.

A student who has exceeded the permissible negative balance amount in his/her account and does not have cash on hand sufficient to purchase a meal will be provided an alternative meal, subject to USDA guidelines applicable to alternative meals. The District Administrator shall, in coordination with the District's food services, assure that any alternative meals provided to any student receiving paid or reduced-price meals that is either claimed for reimbursement or charged to the student account, meets all of the requisite USDA guidelines for alternative meals.

This policy and any implementing guidelines shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year. The policy and implementing guidelines will also be provided to all District staff with responsibility for enforcing the policies.

The food-service program may participate in the "Farm to School Program" using locally grown food in school meals and snacks.

No foods or beverages, other than those associated with the District's food-service program, are to be sold during food-service hours.

The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Any competitive food items and beverages that are available for sale to students a la carte in the dining area between midnight and thirty (30) minutes following the end of the school day shall also comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines, and may only be sold in accordance with Board Policy 8550. Foods and beverages unassociated with the food-service program may be vended in accordance with the rules and regulations set forth in Board Policy 8540.

The District Administrator will require that the food service program serve foods in the schools

of the District that are wholesome and nutritious and reinforce the concepts taught in the classroom.

The District Administrator is responsible for implementing the food service program in accordance with the adopted nutrition standards and shall provide a report regarding the District's compliance with the standards at one (1) of its regular meetings annually. The District Administrator shall assure that the District's vendors and/or Food Service Management Contractor is provided a copy of this policy and any implementing guidelines and that any pertinent agreements are consistent with this policy and any implementing guidelines.

#### Nondiscrimination Statement

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

- A. 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.
- B. 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.
- C. 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](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. E-mail: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

#### Program or Curriculum Modifications

##### 2451 - PROGRAM OR CURRICULUM MODIFICATIONS

The Board recognizes that the regular school program may not be appropriate for all students. Some students may need program or curriculum modifications to successfully meet the District's academic goals and/or graduation requirements. (See Policy 5461 - Children At-Risk of Not Graduating from High School)

Any student's parent, or the student if the parent is notified, may submit a written request to the Board, to provide the student with program or curriculum modifications, including, but not limited to:

- A. modifications within the student's current academic program;
- B. a school work training or work-study program;
- C. enrollment in an alternative public school or program located in the School District in which the student resides;
- D. enrollment in any nonsectarian private school or program, or tribal school, located in the School District in which the student resides, which complies with the requirements of State and Federal law;
- E. homebound study, including nonsectarian correspondence courses or other courses of study approved by the Board or nonsectarian tutoring provided by the school in which the child is enrolled;
- F. enrollment in any public educational program located outside the School District in which the student resides, pursuant to a contractual agreement between school districts.

The Board or an administrator who is designated to do so, must render its decision, in writing, within (90) ninety days of a request, except that if the request relates to a student who has been evaluated by an Individualized Education Program team and has not been recommended for special education, the decision must be made within (30) thirty days of the request. If the request is denied, the reasons for the denial must be included. A parent may request reconsideration of any decision made by the Board or the designated administrator in response to a request for program or curriculum modifications and such request must be reviewed by the Board. The Board is required to render its determination upon review in writing.

School District of Abbotsford  
510 W. Hemlock St.  
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**


307 N 4th Ave  
Abbotsford, WI 54405  
Phone: (715) 223-0118

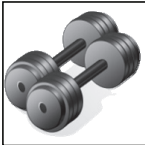


SCHOOL DISTRICT OF ABBOTSFORD

**WELLNESS CENTER**

ABBOTSFORD FALCONS





Abbotsford Wellness Center Fees

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

\*Senior citizen rates apply at age 60

- ◆ 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](mailto:sespino@abbotsford.k12.wi.us) — Selenia Espino