



Washington Wavelength

Fall 2023

FROM THE PRINCIPAL:

Dear Washington Families,

The 2023-24 school year is well under way and we're off to a great start. Students and staff have been working hard, getting to know one another, and establishing those critical routines. It's been an exciting first month and we're already impressed with the growth we have noticed from our young learners!

When it comes to student learning, we have many goals for our students. In academics this year, our highest priority areas are focused on improving the reading and math skills of all students. We work diligently to plan and deliver high quality instruction and support students on their learning journey. We also realize the key role that you, as parents, play and we appreciate all you do to support their learning. As you read through this newsletter, you will notice several simple suggestions for supporting your child's academic success from home as well.

The partnership between schools and families is an essential element in student growth and achievement. We look forward to working with you this year and seeing you at parent teacher conferences on October 25th and 26th.

With Regards,
Matt Peerenboom, Principal

Important Dates

October

5 - 4th Grade to JSOL

19 - PTA Oktoberfest

20 - No P4J

25 - Conferences - Book Fair

26 - Conferences - No School - Book Fair

27 - No School



November

3 - No School

16 - End of First Trimester

17 - No School

22-24 - No School/Thanksgiving Break

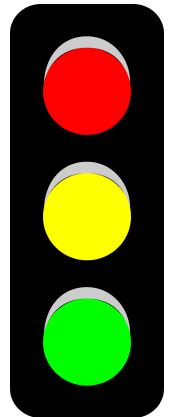
Please like and follow our Facebook page [Washington Elementary School - Home](#)

Traffic and Safety Reminders

Safety Patrol

Our school safety patrol is now on duty before and after school. The students have been trained in crossing students safely and wear bright yellow safety belts for easy visibility. Please help all of our students stay safe by following the drop off and pick up procedures below.

- Please avoid parking on the corners of intersections to ease the flow of Traffic.
- Please avoid parking too close to the crosswalks. This can cause congestion



and make it difficult for cars to pass through these areas safely, and it can also make it difficult for crossing guards to see around the vehicles to look for oncoming traffic.

- Please **ALWAYS** have your child use the available crosswalks rather than crossing in the middle of the street. Children are safest when crossing at patrolled crosswalks.

Thank you for all of your help and support in keeping our students safe!

Grade Level/Special Area News

Early Childhood

Our early childhood classroom consists of our youngest learners that are three and four years old and have been identified as being a child with a disability. Our classroom has a special education teacher as well as an assistant special education teacher. Throughout our sessions, many other specialists come to work with the children, including: speech and language therapist, occupational therapist, physical therapist, vision therapist and mobility specialist. We are off to a great school year!

We would like to remind everyone about the power of play. When kids play with **blocks**, they learn about spatial relationships, measurements, and making predictions. When kids are looking at **books**, they are telling stories by using the pictures, they learn the orientation of words and pages and realize that letters make sounds and form words. When kids play with different **sensory items** such as sand and water, they learn about size, shapes, comparison vocabulary, use tools and make observations of change. When kids play with **art**, they are strengthening their imaginations and expressing themselves in a creative manner. They are also using problem solving skills, expressing emotions and deepening those abstract thinking skills. When kids are playing **outside**, they are learning balance, coordination, awareness of self, developing large motor skills.

When you see young children playing, know that they are busy working and learning while they appear to be “just playing”.



P4J

We have been excited to begin to get to know the P4J students this year! P4J has been learning rules and routines at school and have been working on our fine motor skills to develop stronger fingers and hand muscles. As the colder weather approaches, we will be working on putting our coats on by ourselves and practice zipping our coats. These are great skills to be working on at home as well. I look forward to meeting with P4J families on October 25th and 26th at Parent-Teacher Conferences to share more about our goals for the year in P4J!

Kindergarten

Kindergarten is off to a great start! We have been learning our school routines and are continuing to work on alphabet, math, social, and digital skills. Please continue to practice letters, sounds, and numbers with your child at home.

For the children's safety, please send shoes that are easy for our kindergarteners to put on and take off themselves. Also make sure sweatshirts, jackets, backpacks, etc. are labeled with your child's name.

The Take Home Folder is a great communication tool between home and school. Please make sure to check it everyday for notes from your child's teacher and/or the office. Also, make sure to check your child's backpack. It may have some memorable things in there to show what we are learning in kindergarten!

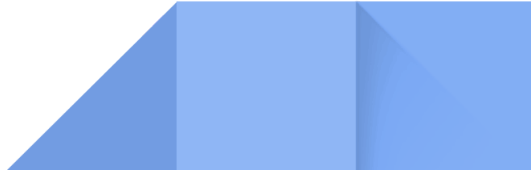
First Grade

First grade is off to a great start to the year! We have been reviewing and practicing our rules, expectations and classroom procedures. We're diving into our reading program and the kids are doing great at reading and decoding words. Look for decodable stories that come home each day. Your child should practice reading these each night to help with fluency and accuracy. In Math we have been working on skip counting by 2s, 5s, and 10s. We'll be using number racks to help us add and subtract to 20. We are excited to start our new social studies curriculum! Our first unit will cover citizenship - getting along, sharing, listening, and talking. Fall is here and we have cool mornings and warm afternoons. It's a good idea to send your child in layers, so they are comfortable throughout the day. We're looking forward to a fantastic first grade year!

Second Grade

Welcome back to our returning and new Patriot Families! We are loving having everyone back with us after a hopefully relaxing summer break.

We have been introducing and practicing second grade routines. Students have been learning what it means to be a good citizen in 2nd Grade. The children should be familiar with Seesaw





and how to access assignments. You are able to see their completed work when you access your Seesaw account.

Our math program uses lots of hands-on explorations and practices skills through our workplace games. In the weekly family newsletter we will include the link to these games if you would like to practice these skills at home as well. There will be math homework 2 - 3 times per week.

We also encourage your child to read 20 minutes each day. They may partner-read more difficult text with a grown-up or read independently. In the family newsletter we will list the weekly phonics pattern and heart words. Encourage your child to sound out these words when they come across them in their text and practice the heart words so

they know them “by heart”. Practice Makes Better!

As a reminder, the weather is changing. Please make sure your child comes with a jacket/sweatshirt. Also please continue to send your child with a water bottle to school everyday.

Third Grade

3rd grade has been hard at work! We are busy getting into our reading, writing, and math routines. We have been reading a variety of fiction and nonfiction stories and focusing on retelling, citing textual evidence, and chronological order. In writing, we are focusing on personal narratives and will be moving onto writing opinions. Continue to look at the Reading, Writing, and Spelling Weekly Focus sheets that are sent home at the beginning of the week. As a reminder students should be practicing their reading for about 20 minutes each night and spelling words as well. In Math we will be finishing up our addition and subtraction patterns and moving into multiplication. Please look for a math homework sheet sent home once a week. In Science we are learning about life cycles and in Social Studies we are learning about civics and how being an active citizen can benefit others.

Fourth Grade

Fourth grade is hitting their stride in both Bridges and Wonders! In Bridges, we use various multiplication strategies and pictures to represent our thinking as we continue investigating math problems and the difference between prime and composite numbers. In Wonders, we recently wrapped up our first text set on natural disasters and shifted focus toward how our actions affect others. Through the text, we are developing various ideas such as text evidence, plot, conflict, and the author's purpose. In social studies, the students are working in groups to research the

first settlers of Wisconsin to create a poster that showcases all of their ideas! The fourth grade is excited about its upcoming field trip on Thursday, October 5th to JSOL! Information about the trip will be sent home with the students next week.

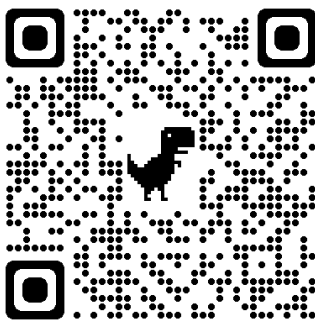
Fifth Grade

The start of the year has been great so far and we are very proud of the hard workers we have in 5th grade! In math we started the year off working with volume, in October we will transition to fractions, and then in November we will transition to decimals. In reading we will begin working with argumentative and expository text; then make a transition to folktales. This pairs with our writing where we are learning how to write argumentative essays, and then we will learn how to write an expository essay. Everyone has really done a great job adapting to all the new routines and we can't wait to see where the year takes us!

Learning Commons

Our online E-Fair starts 9/25 and runs until the physical book fair ends. I will have a more direct link on the 25th to share when it goes live but it can be reached at the address below. Please be sure to select our School. This is a great way to beat the crowd, a broader selection, ships directly to the school and will go home with students. There is also a way to gift teachers by purchasing an E-Gift card they can use online or at the fair for classroom books.

<https://efairs.literati.com/>



Counselor Connections

Hello families!

My name is Mrs. Morgan, and I am the School Counselor at Washington. I can not wait to continue working with our amazing students this year. As the counselor, I am here to help support your student's social, emotional, and academic development. I collaborate with our students, educators, families and professionals in the community to provide your students the resources they need to be successful inside and outside of the classroom.

We are finally starting our Connections classes in October! In these lessons we will continue our learning about our emotional brain and coping strategies we can use to work through challenges, conflict resolution, friendship skills, growth mindset, safety, and college and career readiness.

If you have any questions or concerns that I may help with, please email me at morgancasey-schm@janesville.k12.wi.us, call me at (608)743 - 7225, or text me at (608) 561-1424.

English Learners



Hola. Hello. My name is Sara Nass and I am the new EL teacher for Washington school. I will be working with students that hear another language at home or speak another language. After being at Lincoln school for the last eight years I am happy to be coming back to Washington. For the past 20 years I have been teaching kindergarten and this is my first year as an EL teacher. Although I had EL students in my classroom while at Lincoln, this year I will be happy to translate and assist other teachers at all grade levels.

The other part of my job will take me to community sites for P4J. I will be traveling to P4J sites on Mondays and Fridays and at Washington school on Tuesdays, Wednesdays and Thursday. I'm looking forward to meeting new students and family and looking for familiar faces.

Notes from the music room



5th Graders:

This year, 5th grade classes will be meeting 3 times a week instead of the usual 2. I explained that this 3rd music class in 5th grade is to introduce them to orchestra and band instruments and how they are played and sound, as well as to continue singing and discussing choir and what the Music Exploration classes in middle school could possibly offer. This is to help the 5th graders make the best choice for them individually when they need to choose a music class for 6th grade, which they will need to do by the middle of January when they fill out their schedule for 6th grade. The students have also been reviewing rhythm and various notes and rests in music. We reviewed the 3 eighth-note combination called a triplet and reviewed the prefix TRI and how it means 3. We learned about sixteenth notes and the combination of 4 of them to equal one beat. This reminded the students that there is a lot of math and fractions involved in music, like sixteenth notes equal $\frac{1}{4}$ of a beat, so we need 4 of them to equal a whole beat; eighth notes equal a $\frac{1}{2}$ of a beat, so we need 2 of them to equal a whole beat, and a triplet equals 3 eighth notes to a whole beat, each equalling $\frac{1}{3}$ of a beat in this case. We will be attempting working on fun October songs that incorporate triplets and sixteenth-note combinations and games with instruments and cups, as well as playing melodies on the Xylophones, Metallophones, and Glockenspiels, reviewing the Music Alphabet and Treble Clef Staff! We will be very busy!



4th Grade:

The 4th graders started off the year reviewing the importance of a steady beat and reviewing and learning new notes and rhythms patterns. We played a steady beat game called Concentration using drumsticks and discovered just how difficult keeping a steady beat can be! This game also helped us to learn new things, and refresh our memories with classmates' names. We learned about a new note combination called a triplet, and we discussed other words that start with the prefix TRI and discovered that that prefix meant 3. There are three eighth notes in a triplet instead of the usual 2. This led us to the fact that there is a lot of math in music, especially fractions. Two eighth notes to a beat each equal $\frac{1}{2}$, while 3 eighth notes to a beat each equal $\frac{1}{3}$. Now that it is October, we will be continuing to use triplets in a cup passing game to The Addams Family theme song, and we will also be using a grouping of sixteenth notes, which each equal $\frac{1}{4}$ of a beat, so we need 4 to equal a whole beat. There will be songs we will be playing melodies and rhythms with that include triplets and sixteenth notes, and we will be using Xylophones, Metallophones, and Glockenspiels to perform these melodies, reviewing the Music Alphabet and Treble Clef Staff, and rhythms.

3rd Grade:

Third graders began reviewing steady beat and rhythm, and we worked on those two concepts playing a name game with Drum Sticks that incorporated these skills, called Concentration. They found out how difficult keeping a steady beat can be! The students have been learning about a new combination of eighth notes called a triplet, and we talked about how the prefix **Tri** means 3 and we talked about other words that start with tri and made connections with these words, also. The students are learning a cup passing game using triplets as well as other rhythm patterns that we play along with The Addams Family theme song. In October, we will continue to be filled with fun songs using these rhythms as well as melody exploration using Metallophones, Xylophones, and Glockenspiels, reviewing the Music Alphabet and the Music Staff.

2nd Grade:

2nd Graders are reviewing the Beat and how beats are like bananas because they like to be in bunches. They know these bunches or groups of beats are called measures in music, and we have been exploring with measures of 2, 3, and 4, and performing rhythms using these groupings of beats. We used our drumsticks to perform the different rhythms and patterns of beats, as well as other percussion instruments we have available to us in the music room. The students are also exploring how fractions play into music and have been talking about eighths, quarters, halves, and wholes. We will be having some spooky October fun playing a cup passing game with the Addams Family Theme song and introducing a new combination of eighth notes called triplets. There will be other great October songs using melody instruments such as Xylophones, Metallophones, and Glockenspiels, reviewing the Music Alphabet and the Music Staff!

1st Grade:

The first graders are reviewing how important a steady beat is to the music while singing and marching and playing name games. We refreshed our memories regarding using 'good manners' words with "The Magic Words" song, and we also used some sign language for these special words. We have been playing beat and rhythm with Drum Sticks, and using bean bags with a beat that changes Tempos. As October progresses we will be playing melodies along with some spooky fun songs on the Xylophones, Metallophones, and Glockenspiels, reviewing the Music Alphabet and the Music Staff! We will be using many other instruments during this month as we continue to work on beats, rhythm, and melody.



Kindergarten:

The music room is an exciting place for these new faces, and I am working hard to learn all of the kindergartner's names!! Since the Beat is the glue that keeps all music together, that is our focus for the first month or so. We have also been incorporating name games that combine

melody and beat so we can learn each other's names, and we have been moving and marching, too! Since using good manners is an important part of being a good human, we will be learning a song with Magic Words that are 'good manners' words, and we will learn the sign language for these special words. We are gaining confidence in using our singing voices, and we are playing games with bean bags and keeping a steady beat. The month of October is one of my favorite months of the school year, so we will be working with some great October songs while we learn about the Music Alphabet and begin learning about Xylophones, Metallophones, and Glockenspiels and play melodies on those instruments as we sing. The kindergartners will also be introduced to some of our awesome percussion instruments in the music room. It'll be spooky, good fun!!

A Few Lines from Washington's Art Studio

Dear Families,

My name is Lynn Hopfauf, and this is my second year as the Art Teacher at Washington. I grew up in Mandan, North Dakota and live in Roscoe, IL. I am a graduate of Minnesota State University Moorhead. My past experiences include teaching kindergarten, first grade, and third grade. I was a traveling art teacher in the Janesville School District for five years. I have over 20 years of teaching experience.

My husband, Dwight, is the General Manager at the Hotel Julien Dubuque. My son, Jacob, is quite the outdoorsman and is exploring career options. My daughter, Mackenzie, is starting her third year in the film industry in Los Angeles. I love hiking, fishing, biking, kayaking, painting, and traveling.

I am very excited to have your child in my art class and I am looking forward to a creative year in the art studio. Students will be investigating artmaking while developing creativity and innovation through drawing, painting, printmaking, using mixed media, collage, creating sculptures, weaving, sewing, learning about past and present artists, learning about art history, and using clay.

Why Art? Art is everywhere! Art helps you form connections in Science, Social Studies, Language Arts, and Math. Art enhances and enriches all learning experiences. Create is the highest level of Bloom's Taxonomy. Art teaches problem solving skills. It helps us learn about history and many cultures. Art helps us express ourselves. It is a great outlet for stress.

Art develops 21st Century Skills including: curiosity, imagination, creativity, flexible thinking, independence, responsibility, problem solving, evaluative skills, experimentation, communication, collaboration, and critical thinking. These core skills developed through art help empower students to meet the challenges of the global marketplace.

I am committed to helping each student feel successful and welcome. Your support is incredibly valuable as students progress through the year. If ever I can do more to support your child, please let me know.

I cherish the opportunity in helping your child cultivate his/her creative, imaginative abilities and art skills.

Artfully Yours,

Lynn Hopfauf

lynn.hopfauf@janesville.k12.wi.us

608-743-7243



PE News



Hello Washington Families,

It has been a good start to the year in the gym. For those of you that are new to the school my name is Mr. Hutson and I am the PE teacher here at Washington Elementary.

We started off the year playing some cooperation games and getting to practice working well with classmates. After finishing with cooperation games we started working on our throwing and catching skills by reviewing and learning about overhand and underhand throwing. Kindergarten, 1st, and 2nd grades will continue working on throwing and catching skills while we switch over to football with 3rd, 4th and 5th grades.

After finishing with our throwing and catching units we will move on to kicking skills with soccer. More units we will be getting into include talking about fitness, floor hockey, balancing by using BOSU balls, and jump rope.

I am looking forward to another fun year. As always if you have any questions or need to contact me my email is zachary.hutson@janesville.k12.wi.us and my office phone number is 608-743-7248

Child Find Notice

Upon request, the School District of Janesville is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the district receives a referral, the district will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services. The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools, elementary schools and secondary schools located in the school district.

A student with a medically diagnosed disability is not automatically eligible for special education. An outside medical diagnosis is insufficient of special education eligibility. A student must be found eligible as a “child with a disability” under state and federal special education law. A student with a disability is one who requires specially designed instruction as a result of meeting the criteria for at least one of the identified disability categories under state and federal special education law. A student cannot start receiving special education services without a full and individual comprehensive special education evaluation completed by the student’s district. Outside evaluations and other information shared by the parent, such as medical diagnoses, are considered during the evaluation and may provide supporting or new information about the student’s academic and functional skills important for determining the nature and extent of the student’s disability and education needs. [34 CFR §§ 300.8](#) and [300.301](#). [Wis. Stat. § 115.76\(5\)](#).

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 refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability may also refer the child, including a homeless child, to the school district in which the child resides.

Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting Mrs. Kimberli Peerenboom, Director of Pupil Services, School District of Janesville, at 608-743-5061, or by writing her at 527 S. Franklin Street, Janesville, WI, 53548.

Aviso de Identificar al Niño

Al recibir una solicitud previa, el Distrito Escolar de Janesville debe evaluar a un niño para determinar su elegibilidad para los servicios de educación especial. Una solicitud de evaluación se conoce como remisión. Cuando el distrito recibe una remisión, nombra un equipo del Programa Educativo Individualizado (IEP) para determinar si el niño tiene una discapacidad y si necesita servicios de educación especial. El distrito ubica, identifica y evalúa a todos los niños con discapacidades que están inscritos por sus padres en escuelas privadas (incluidas las religiosas), escuelas primarias, secundarias y preparatorias ubicadas en el distrito escolar.

Un estudiante con una discapacidad que se diagnosticó médicamente, **no es elegible automáticamente** para educación especial. Un diagnóstico médico externo es insuficiente para la elegibilidad de educación especial. Un estudiante debe ser elegible como "niño con una discapacidad" según la ley de educación especial estatal y federal.

Un estudiante con una discapacidad es aquel que requiere instrucción especialmente diseñada como resultado de cumplir con los criterios de, al menos, una de las categorías de discapacidad identificadas bajo la ley de educación especial estatal y federal. Un estudiante no puede comenzar a recibir servicios de educación especial sin una evaluación de educación especial completa e individual realizada por el distrito del estudiante. Las evaluaciones externas y otra información compartida por los padres, como los diagnósticos médicos, se considerarán durante la evaluación y pudieran proporcionar información nueva o de apoyo sobre las habilidades académicas y funcionales del estudiante, lo cual es importante para determinar la naturaleza y el alcance de la discapacidad y las necesidades educativas del estudiante.

[34 CFR §§ 300.8 y 300.301](#). [Wis. Stat. § 115.76 \(5\)](#).

Un médico, enfermero, psicólogo, trabajador social o administrador de una agencia social que crea razonablemente que un niño que atendió para servicios es un niño con una discapacidad, tiene la obligación legal de remitirlo (incluyendo un niño sin hogar), al distrito escolar en el que reside. Antes de referirlo, la persona que hace la remisión debe informar a los padres del niño que se hará la remisión. Otras personas (incluyendo los padres), que crean razonablemente que un niño tiene una discapacidad, también pueden remitirlo, (incluyendo un niño sin hogar), al distrito escolar en el que reside.

Las remisiones deben hacerse por escrito e incluir la razón por la cual la persona cree que el niño tiene una discapacidad. Se puede hacer una remisión comunicándose con Mrs. Kimberli Peerenboom, Directora de Servicios Estudiantiles del Distrito Escolar de Janesville al 608-743-5061, o enviando una carta al 527 S. Franklin Street, Janesville, WI, 53548.

School District of Janesville CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION OBTAINED THROUGH CHILD FIND ACTIVITIES

The School District of Janesville is required to locate, identify, and evaluate all children, with disabilities, including children with disabilities attending private schools in the school district, and homeless children. The process of locating, identifying, and evaluating children with disabilities is known as child find. This agency conducts the following child find activities each year in the form of Early Childhood and Speech and Language Developmental Screenings. This notice informs parents of the records the school district will develop and maintain as part of its child find activities. This notice also informs parents of their rights regarding any records developed.

The school district gathers personally identifiable information on any child who participates in child find activities. Parents, teachers, and other professionals provide information to the school related to the child's academic performance, behavior, and

health. This information is used to determine whether the child needs special education services. Personally identifiable information directly related to a child and maintained by the school is a pupil record. Pupil records 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 previously 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 [Name of] 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 20202-4605.

DISTRITO ESCOLAR DE JANESVILLE

CONFIDENCIALIDAD DE INFORMACIÓN DE IDENTIFICACIÓN PERSONAL OBTENIDA MEDIANTE ACTIVIDADES DE INTERVENCIÓN TEMPRANA O “CHILD FIND”

Distrito Escolar de Janesville requiere ubicar, identificar, y evaluar a todos los menores con discapacidades, incluyendo a menores con discapacidades que asisten a escuelas privadas en el distrito escolar, y menores sin hogar. El proceso de ubicar, identificar y evaluar a menores con discapacidades es conocido como intervención temprana o “child find”. Esta agencia lleva a cabo las siguientes actividades de intervención temprana cada año. Este aviso informa a los padres de los registros que el distrito escolar creará y mantendrá como parte de sus actividades de intervención temprana. Este aviso también informa a los padres de sus derechos sobre cualquier registro creado.

El distrito escolar reúne información de identificación personal de cualquier menor que participa en las actividades de intervención temprana. Los padres, maestros, y otros profesionales proporcionan información a la escuela en relación al desempeño académico, conducta y salud del menor. Esta información es usada para determinar si el menor necesita servicios especiales de educación. La información de identificación personal directamente relacionada con el menor y mantenida por la escuela es un registro de alumno. Los registros de alumno incluyen datos mantenidos en cualquier medio incluyendo, entre otros, medios de almacenamiento informáticos, cintas de video y audio, película, microfilm, y microficha. Los registros mantenidos para uso personal

por un maestro y que no se encuentran disponibles para otros y los registros disponibles sólo para las personas involucradas en el tratamiento psicológico de un menor **no** son registros de alumno.

El distrito escolar mantiene diferentes clases de registros de alumno.

- Los "Registros de Progreso" incluyen notas, clases que el menor ha tomado, el registro de asistencia del menor, registros de vacunaciones, registros obligatorios de detección de plomo, y registros de actividades extracurriculares de la escuela. Los registros de progreso deben ser mantenidos por lo menos cinco años después que el menor deje de matricularse.
- Los "Registros de Conducta" incluyen registros como pruebas psicológicas, evaluaciones de personalidad, registros de conversaciones, declaraciones escritas relacionadas específicamente con la conducta del menor, pruebas relacionadas específicamente al logro o medición de la capacidad, registros de salud física aparte de registros de vacunación y detección de plomo, registros de agentes del orden público, y otros registros de estudiante que no sean "registros de progreso." Los registros de agentes del orden público se mantienen separadamente de otros registros del alumno. Los registros de conducta pueden ser mantenidos por un lapso no mayor de un año después de la graduación del menor o después que el mismo deje de matricularse, a menos que el padre especifique por escrito que los registros pueden ser mantenidos por un periodo de tiempo mayor. El distrito escolar informa a los padres cuando los registros de alumno ya no son necesarios para proporcionar educación especial. A solicitud de los padres del menor, el distrito escolar destruye la información que ya no es necesaria.
- Los "datos de directorio" incluyen el nombre del estudiante, dirección, teléfono listado, fecha y lugar de nacimiento, campo principal de estudios, participación en actividades y deportes oficialmente reconocidos, peso y altura de los miembros de los equipos atléticos, fechas de asistencia, fotografías, grados y premios recibidos, y el nombre de la escuela más reciente a la que haya asistido previamente el estudiante.
- Los "registros de salud física del estudiante" incluyen información básica de salud sobre un alumno, incluyendo los registros de vacunación del alumno, una tarjeta de emergencia médica, un registro de primeros auxilios y medicina administrada al alumno, y una tarjeta de permiso atlético, un registro sobre la capacidad del alumno de participar en un programa de educación, cualquier registro obligatorio de detección de plomo, los resultados de cualquier prueba de detección de rutina, como una prueba de audición, visión o escoliosis, y cualquier seguimiento a dicha prueba, y cualquier otra información básica de salud, como sea determinado por el superintendente del estado. Cualquier registro del alumno relacionado con la salud física del mismo que no sea un registro de salud física del alumno es tratado como un registro de cuidado de salud del paciente según las secciones 146.81 a 146.84, de los Estatutos de

Wisconsin. Cualquier registro del alumno sobre prueba de VIH es tratado como se proporciona en la sección 252.15, de los Estatutos de Wisconsin.

La Ley de Derechos Educativos de la Familia y la Confidencialidad (FERPA, por sus siglas en inglés), la Ley de Educación para Individuos con Discapacidades (IDEA), y la sección 118.125, de los Estatutos de Wisconsin, proporcionan a los padres y a los estudiantes mayores de 18 años ("estudiantes aptos") los siguientes derechos respecto a sus registros de educación:

- **El derecho a inspeccionar y revisar los registros de educación del estudiante dentro de los 45 días posteriores a la recepción de la solicitud.** Los padres o los estudiantes aptos deben enviar al director de la escuela [or appropriate school official] una solicitud escrita que identifique el(los) registro(s) que ellos desean inspeccionar. El director puede hacer arreglos para el acceso y notificar al padre o al estudiante apto sobre el momento y lugar donde los registros pueden ser inspeccionados. El distrito escolar cumplirá con la solicitud sin retrasos innecesarios y antes de cualquier reunión sobre un programa educativo individualizado, o cualquier proceso de audiencia pendiente, y de ninguna manera después de cumplirse los 45 días posteriores a la fecha de la solicitud. Si cualquier registro incluye información sobre más de un menor, los padres de dichos menores tienen derecho a inspeccionar y revisar sólo la información sobre su niño o a ser notificados sobre esa información específica. A solicitud, el distrito escolar entregará al padre o al estudiante apto una copia de los registros de progreso y una copia de los registros de conducta. A solicitud, el distrito escolar entregará al padre o al estudiante apto una lista de los tipos y la ubicación de los registros de educación recolectados, mantenidos, o usados por el distrito para educación especial. El distrito escolar responderá a las solicitudes razonables de explicaciones e interpretación de los registros. Un representante del padre puede inspeccionar y revisar los registros.
- **El derecho a solicitar la enmienda de los registros de educación que el padre o estudiante apto crea que son incorrectos o engañosos.** Los padres o estudiantes aptos pueden pedir que el distrito escolar de [name of school district] corrija un registro que según ellos es incorrecto o engañoso. Ellos deben escribir al director de la escuela, y claramente identificar la parte del registro que desean cambiar, y especificar por qué es incorrecta o engañosa. Si el distrito decide no corregir el registro, el distrito notificará al padre o al estudiante apto de la decisión y el derecho a una audiencia sobre la solicitud de enmienda. Información adicional sobre los procedimientos de audiencia será proporcionada al padre o al estudiante apto cuando se le notifique del derecho a una audiencia.
- **El derecho a consentir la divulgación de la información de identificación personal en los registros de educación del estudiante, salvo en la medida que las leyes federal y estatal autoricen la divulgación sin consentimiento.** Las excepciones están indicadas en 34 CFR 99.31, reglamentos de la Ley de Derechos Educativos de la Familia y la Confidencialidad; Sec. 9528, PL107-110,

Ley Que Ningún Niño Se Quede Atrás – o *"No Child Left Behind"* del 2001; y la sección 118.125(2)(a) a (m) y sub. (2m), de los Estatutos de Wisconsin. Una excepción que permite la divulgación sin consentimiento es la divulgación a los funcionarios de la escuela con intereses legítimamente educativos. Un funcionario de la escuela es una persona empleada por el distrito como un administrador, supervisor, instructor, o miembro de apoyo del equipo (incluyendo equipo médico o de salud y personal de la unidad de orden público); una persona miembro de la junta directiva de la escuela; una persona o compañía la cual ha sido contratada por el distrito para realizar una tarea especial (como por ejemplo un abogado, auditor, consultor médico, o terapeuta); o un padre o estudiante miembro de un comité oficial, como por ejemplo un comité disciplinario o de agravios, o que ayuda a otro funcionario de la escuela a desarrollar sus labores. Un funcionario de la escuela tiene un interés legítimamente educativo si éste necesita revisar un registro educativo para cumplir con su responsabilidad profesional. A solicitud, el distrito divulga los registros educativos sin consentimiento a los funcionarios de otro distrito escolar en el cual un estudiante busca o pretende matricularse. También, el distrito divulga "datos de directorio" sin consentimiento, a no ser que el padre notifique al distrito que estos no pueden ser divulgados sin previo permiso de los padres.

- **El derecho a presentar una queja con el Departamento de Educación de los E.U. sobre presuntas fallas del distrito en el cumplimiento de la Ley FERPA.** El nombre y dirección de la Oficina que administra la Ley de Derechos Educativos de la Familia y la Confidencialidad o FERPA es: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

Schoolwide Title I Program Notice

As a school with a low-income rate of 56%, Washington School receives federal Title I funds to support the learning of all students through a Schoolwide Title I Program. Schoolwide programs serve all children in a school. All staff, resources, and classes are part of the overall schoolwide program. The purpose is to ensure all students, including those most in need, are positioned to meet the state's challenging academic standards. Schoolwide Title I schools annually complete a needs assessment to identify the school's strengths and areas for improvement in student achievement, develop strategies and action steps to address how the goals identified will be achieved, and evaluate and update the plan as needed.

Schoolwide Title I schools are required to engage parents and families in the Title I planning and evaluation process as well as provide opportunities for parents and families to engage in supporting their child's education. Parents of children enrolled in Title I schools have the right to

- Timely information about services provided;

- Access to a description of the curriculum, the forms of assessment used to measure student progress, and the achievement levels of challenging state standards;
- Opportunities or meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children upon their request;
- Response to their suggestions in a timely manner.

Copies of the Schoolwide Title I Plan and the Title I Parent and Family Engagement Policy are available upon request. Please contact the school secretary at (743-7205) to request a copy.

