

# Washington Wavelength

**Winter 2023**



**FROM THE PRINCIPAL:**

Dear Washington Families,

I hope that this letter finds you well. The school year certainly seems to be going by fast and it's hard to believe that we're already into December. As we enter the winter months, I wanted to share a few safety reminders with you. When there is snow on the ground and snowbanks near the roads, visibility becomes more difficult.

Therefore, it is especially important to drive with caution during drop off and pick up times. Please be sure that you are parking only in the designated areas and at least 10 feet from crosswalks. Another thing to be aware of, when it comes to the winter weather, is that we regularly go outside for recess. We stay in for recess only when the temperature is below 0 degrees (including the wind chill). This also applies to letting students into the building before school. If the temperature is below zero, students are allowed in, but not prior to 8:05. Please consider this when dropping students off in the morning. Thank you for your ongoing support and your efforts to help keep students safe. We hope all of our students have a happy and safe winter break.

With Regards,

Matt Peerenboom, Principal

# Important Dates

## December

- Dec. 7 - FRC Cookie Decorating 3:15 pm-6:00 pm
- Dec. 13 - Scoopie Night 4:00 pm-8:00 pm
- Dec. 15 - No P4J
- Dec. 16 - Bags of Hope
- Dec. 19 - PTA Meeting
- Dec. 22 - Winter Break Begins

## January

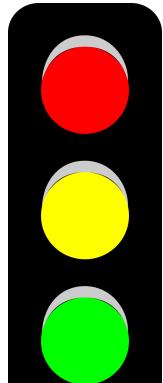
- Jan. 2 - School Resumes
- Jan. 5 - Spirit Day - Wear your Washington spirit gear
- Jan. 15 - MLK Jr. Day – No School
- Jan. 16 - PTA Meeting
- Jan. 17 - Friday Schedule - No Early Childhood
- Jan. 18 - End of 1st Semester
- Jan. 19 - No School
- Jan. 26 - No P4J
- Jan. 31 - No Early Childhood



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## 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**

### **P4J**

P4J enjoyed playing counting and number games at their Thanksgiving Celebration! Thank you to everyone who joined us!

In December and January, we will be continuing to work on our fine motor skills of cutting, holding a pencil/crayon, picking up small items, and writing our names. Families can work on these skills at home as well by: lacing beads, making beaded or cheerio/fruit loop necklaces, playing with playdough, cutting, and writing names. We will also continue working on our counting and 1 to 1 correspondence. Playing board games at home can help with these skills as well as work on taking turns.

### **Kindergarten**

Please make time during this busy month of December to complete your family project of the Polar Express train. The students and staff love to see all the different trains hanging in our kindergarten hallway! Please send your child every day with proper outdoor clothing for recesses. This includes a winter coat, hat, gloves, boots and snow pants when the snow arrives. Kindergarteners should be working hard to be independent by dressing themselves in their winter gear and tying shoes as they are transferring from boots to shoes many times a day at school. Warm up to a good book

this winter with your child! Reading to your child is a perfect opportunity to spend time together while practicing letter names, sounds, and high frequency words!

## First Grade

First grade is finishing 2023 strong! In ELA we will be learning and reading about maps, folktales, and changes over time. Science and Social Studies concepts integrate well with our essential questions in the upcoming weeks. Continue practicing high frequency words and reading decodable stories daily for fluency. In Math we will continue practicing our fact fluency, solving number stories, learning about place value, telling time, and 3D shapes. We will be taking the mid-year STAR test in January after our winter break. Please remember to send your child with proper winter gear for outside play. Don't forget to send shoes for the classroom if your child wears boots to school.

## Second Grade

The second graders have been working so hard on finding text evidence and comprehending our second grade texts. We are very proud of how they are growing as readers. At the end of the month of December we will be taking part in a gingerbread man unit. We will be comparing and contrasting different versions of the story, as well as working on other English language arts skills. Your child will be bringing home a gingerbread person that as a family you will want to disguise so it won't get eaten. Be as creative as you wish. We have had many clever disguises over the years.

We will be working on writing a personal narrative. The children will be writing about a time that they have helped someone. They did a great job learning about finding relevant details when researching, and were very excited about their writing.

As second graders are beginning to do double digit addition and subtraction, it is essential that they have mastered and are fluent with their basic addition and subtraction facts through the sum of 20. Just reviewing a few minutes each night at home can help your child's success.

Are you ready for some cool weather? The winter season is here and it is important that our students have proper winter attire. You may want to use a second bag to bring their winter gear to and from school. It can be difficult to put snow pants as well as home folders in the backpacks

## Third Grade

It's hard to believe that we are finished with the first trimester! In math we are working on our 3-digit addition, subtraction, and rounding unit. Please continue to complete the math homework sheets. It's a great way for your child to practice skills and show you the new strategies we are learning or practice previously learned skills. In reading we are continuing to read stories from our Wonders reading series. Upcoming genres include expository text and folktale. This next trimester we will be focusing on many reading skills such as summarizing, personification, visualizing, theme, and character perspective, just to name a few. Please continue to have your child read each night. In writing we will be focusing on opinion writing. In social studies we will be learning about economics and citizenship. In science we will be learning about simple machines and magnets. Be sure to send your child with a hat and gloves each day as the weather gets colder. Also, remember to check take home folders each night.

## Fourth Grade

Fourth grade is continuing to work hard during the final stretch of 2023! In math, we finished up our unit on multiplication strategies and are now moving onto early division with remainders. In writing we have been working on expository texts as well as practicing how to properly research/gather information for our topics. In grammar we just finished up learning about irregular plural nouns and possessive nouns. In reading, we ended the trimester with our drama genre. We worked on elements of a play, theme, and asking/answering questions while reading. They had a great time playing different roles and acting out the plays. We are now beginning trimester two learning about poetry and focusing on key elements of poems that include imagery, figurative language, and rhyme. In social studies we ended trimester one learning about the midwest. We had fun learning interesting facts about the different states. We are now focusing on Wisconsin and the different industries of our state. Lastly, in science we have been learning about animal adaptations. Students have been working hard researching a specific animal that is native to Wisconsin. They are finishing up making booklets about their animals and their adaptations. They are excited to share the end result once they are finished!



## Fifth Grade

Fifth grade finished strong with Trimester 1 and is off to a good start for trimester 2! In math we just started a unit on adding and subtracting decimals. In Reading we are finishing up our second reading unit and will be moving on to our third unit which focuses on theme and author's claim. In writing, we are working on an expository essay and will be starting verbs in grammar. In social studies we are working our way through America's history during the colonial times and will be hitting the revolutionary war soon. Last but not least, in science we will begin units on matter. Fifth grade has been working so hard and we can't wait to continue all the good work!

## Learning Commons

It has certainly been a busy fall. A special thank you to families for supporting the library program through book fair purchases this fall. In November students had the opportunity to receive 3 free books of their choice to add to their home library through the Reading is Fundamental Grant. Upper elementary students participated in a "Book Tasting" to sample highlighted novels from various genres. 1st graders had a great time exploring construction, and structures through various STEM materials and manipulatives. Looking ahead we are anticipating big changes with Pumpkin Jack as we continue our decomposition experiment. 5th graders will be doing some engaging work around archeology and anthropology through STEM. So many more high-interest and relevant fun to be had in the coming months in the library and in the MakerLab.

## English Learners

We are busy in English Learning classes with writing, talking more in English, and reading. Vocabulary is such an important part of learning for all students but especially someone who also speaks another language. Using games is a fun way to use more vocabulary but not really feel like it is learning.

Our ACCESS tests will be starting in December and will be completed by January. This is a series of tests that all EL students take to see how much English learning has happened since last year. The results of this test help to direct learning toward each individual's needs.

## Notes from the music room



Kindergarten and 1st Graders will continue to work on reading and playing pitches G and E on the Music Staff using various melody instruments such as Boomwhackers and Xylophones, Metallophones, and Glockenspiels. We will be adding Pitch A as well. They will also continue to work on

reading and playing rhythms and Ostinatos, which are music patterns that keep repeating over and over. They will use Tubano drums and other percussion instruments to play these rhythmic ostinatos. The students will also get to try their hands at composing or writing their very own melodies which they will perform for the class. It's all very exciting!

2nd, 3rd and 4th Graders will be beginning, or building on, their ukulele playing skills, moving from getting to know, and playing simple melodies on the 4 strings to learning and playing chords to accompany some really fun songs, including some songs we hear on the radio! While we learn these ukulele skills we are continuing to develop our rhythm and pitch reading skills on the Treble Clef Staff, as well as learn more about harmony and Ostinatos and further developing our singing skills. It's going to be Uke-a-riffic!!

5th Grade continues to work on completing their packet for middle school music choice selection, where they are learning about instruments from band and orchestra, as well as singing and working on vocal skills. The students will be choosing which music class they will be taking in middle school by the middle of January, so watch for the official form for scheduling your child's middle school classes. The students are reviewing and developing their recorder skills, focusing on B, A, and G pitches, and building a repertoire of songs they can play using those pitches. The recorder is a beginning Woodwind instrument similar to the clarinet, so this is helpful for students who are considering playing a woodwind instrument in band in 6th grade. They are also working on their sight reading skills using Solfege, or Do, Re, Mi, Fa, Sol, La, Ti, and high DO.

## A Few Lines from Washington's Art Studio

Dear Families,

I am very excited to announce that the **Square 1 Art Fundraiser** is back this year! The money raised goes back to your child in the form of purchased art supplies for Washington students.

Students are creating a very special art masterpiece that you may purchase on unique gifts and keepsakes to enjoy for a lifetime. Every order made will help you preserve the special memories of your child's creative growth in a fun and inspiring way! You may want to share your child's awesome art with family or friends for fun or for special occasions such as birthdays, Mother's Day, or Father's Day.

Square 1 Art should arrive around the 8th of January for students to start working on their projects. Student artwork will be shipped to the Square 1 Art Company February 6th and be returned back to us by February 23rd. **Order catalogs will be sent home February 24th** along with a free sticker page with their artwork on it.

Families place all orders online by scanning the code on the catalog. All items will be shipped directly to your house. Orders should arrive approximately 2-3 weeks from the order date. **All orders must be placed online by March 11th.**

Our Washington community looks forward to an amazing fundraiser with Square 1 Art!

Artfully Yours,

Lynn Hopfauf  
Washington Art Educator



## PE News



We have started off December learning or remembering how to jump rope and learning more challenging skills with it. After that, we will be switching over to gymnastics, learning different skills on the floor including jumping/landing safely, different types of rolls, handstands, and cartwheels for the older students. After a week of that we will switch over to different gymnastics equipment including the balance beam. Before winter break we always do the obstacle course which includes climbing and swinging ropes, a cargo net, a ladder to climb and our climbing wall. When we come back from break we will have our bowling unit to learn rolling and then we will end off January with another fitness unit

## **Kindergarten Enrollment 2024-2025 School Year**

### **School District Residents**

If you have a child turning 5 (five) years old prior to September 1, 2024, and they are not currently enrolled in a School District of Janesville Preschool for Janesville (P4J) or Early Childhood (EC) program it is time to enroll in the Janesville Public School District. Enrollment will take place **from December 1, 2023, through December 15, 2023**, at the Educational Services Center located at 527 S. Franklin St. (administration building) in the New Student Enrollment office **by appointment only**. **Please call (608) 743-5011**. If you cannot attend during the enrollment period please make an appointment as soon as possible to enroll after December 15, 2023.

When you enroll, you will need your photo identification, proof of residency (Utility bill, current term lease, or government issued statement), your child's birth certificate, and immunization records.

### **Transfer Requests for 2024-2025 School Year**

The window for Requests for School Transfer/Placement within the School District (yellow forms) for incoming kindergarten students are available from December 1, 2023, through December 15, 2023, and should be submitted during the enrollment process. Current proof of residence and a photo ID are required when submitting a transfer request.

If you have questions regarding the transfer process contact Deen Hartley at 608-743-5152. The status of requests will be determined by January 15, 2024 if they are turned in by December 15, 2023. If you have a student currently attending a school under a School Transfer/Placement within the School District, it does not automatically qualify your kindergarten student for attendance at the same school. You must submit a transfer request during the Kindergarten Enrollment time frame.

**If you know of a child in your neighborhood or from community activities that would be entering kindergarten for the 2024-2025 school year, please pass this enrollment information on.**

### **Non-District Residents**

If you are a non-resident of the School District of Janesville and have a child turning 5 (five) years old prior to September 1, 2024, and would like your child to attend the School District of Janesville you must also apply for **OPEN ENROLLMENT**. The timeline for Open Enrollment is February 5, 2024, to April 30, 2024. Currently, open enrolled non-residents in a P4J or EC program do not need to re-apply. If you have questions regarding the Open Enrollment process, please contact Deen Hartley at 608-743-5152.

## **Inscripción para el Kinder Año Escolar 2024-2025**

### **Residentes del distrito escolar**

Si tiene un hijo que cumple 5 (cinco) años antes del 1 de septiembre de 2024, y no esta actualmente matriculado en el Distrito Escolar de Janesville para el programa Preescolar de Janesville (P4J) o de Primera Infancia (EC), es hora de inscribirse en el Distrito de Escuelas Públicas de Janesville. La inscripción se realizará **desde el 1 de diciembre de 2023, hasta el 15 de diciembre de 2023**, en el Centro de Servicios Educativos ubicado en 527 S. Franklin St. (edificio administrativo) en la oficina de Inscripción de Nuevos Estudiantes, **solo por cita. Por favor llame al (608) 743-5011**. Si no puede asistir durante el período de inscripción, programe una cita lo antes posible para inscribirse después del 15 de diciembre de 2023.

Cuando se inscriba, necesitará su identificación con fotografía, comprobante de domicilio (factura de servicios públicos, contrato de arrendamiento a plazo actual o declaración emitida por el gobierno), el certificado de nacimiento de su hijo y los registros de vacunación.

### **Solicitudes de transferencia para el año escolar 2024-2025**

El plazo para Solicitudes de transferencia/ubicación escolar dentro del distrito escolar (formularios amarillos) para estudiantes entrantes al kinder está disponible desde el 1 de diciembre de 2023 hasta el 15 de diciembre de 2023 y debe presentarse durante el proceso de inscripción. Se requiere prueba de domicilio actual y una identificación con fotografía al enviar una solicitud de transferencia.

Si tiene preguntas sobre el proceso de transferencia, comuníquese con Deen Hartley al 608-743-5152. El estado de las solicitudes se determinará antes del 15 de enero de 2024 si se entregan antes del 15 de diciembre de 2023. Si tiene un estudiante que actualmente asiste a una escuela bajo transferencia/ubicación escolar dentro del distrito escolar, su estudiante no califica automáticamente para asistir a la misma escuela.Debe enviar una solicitud de transferencia durante el período de inscripción al kinder.

**Si conoce a un niño en su vecindario o de actividades comunitarias que ingresaría al kinder para el año 2024-2025, por favor pase esta información de inscripción.**

### **Residentes fuera del distrito**

Si no es residente del Distrito Escolar de Janesville y tiene un hijo que cumplirá 5 (cinco) años antes del 1 de septiembre de 2024 y le gustaría que su hijo asista al Distrito Escolar de Janesville, también debe solicitar **INSCRIPCIÓN ABIERTA**. El plazo para la inscripción abierta es el 5 de febrero, 2024, hasta el 30 de abril de 2024. Actualmente, los no residentes con inscripción abierta en un programa P4J o EC no necesitan volver a aplicar. Si tiene preguntas sobre el proceso de inscripción abierta, comuníquese con Deen Hartley al 608-743-5152.

## **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 médicaamente, **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 engañososa. 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 parent 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 parent 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 59.3%, Washington Elementary 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 608-743-7205 or [mpeerenboom@janesville.k12.wi.us](mailto:mpeerenboom@janesville.k12.wi.us) to request a copy.

#### Aviso del Programa de Título I en la Escuela

Como una escuela con un índice de bajos ingresos del 59.3%, la escuela Washington Elementary recibe fondos federales de Título I para apoyar el aprendizaje de todos los estudiantes a través de un Programa de Título I en toda la escuela. Los programas en toda la escuela sirven a todos los niños de una escuela. Todo el personal, los recursos y las clases son parte del programa general de la escuela. El objetivo es garantizar que todos los estudiantes, incluidos los más necesitados, estén en condiciones de cumplir con los estándares académicos desafiantes del estado. Las escuelas de Título I completan anualmente una evaluación de necesidades para identificar las fortalezas y áreas para mejorar el rendimiento estudiantil en la escuela, desarrollar estrategias y pasos a seguir para abordar cómo se alcanzarán las metas identificadas, y evaluar y actualizar el plan según sea necesario.

Las escuelas de Título I deben involucrar a los padres y las familias en el proceso de planificación y evaluación del Título I, así como proveer oportunidades para que los padres y las familias participen apoyando la educación de sus hijos. Los padres de niños inscritos en las escuelas de Título I tienen derecho a:

- Información oportuna sobre los servicios prestados;
- Acceso a una descripción del plan de estudios, las formas de evaluación utilizadas para medir el progreso del estudiante y los niveles de adquisición de los estándares estatales desafiantes;

- Oportunidades o reuniones para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos, cuando lo soliciten;
- Respuesta a sus sugerencias de manera oportuna.

Están disponibles a solicitud, copias del Plan de Título I de la Escuela y copias de la Política de Participación de Padres y Familias del Título I. Por favor comuníquese con la secretaría de la escuela al 608-743-7205 a [mpeerenboom@janesville.k12.wi.us](mailto:mpeerenboom@janesville.k12.wi.us) para solicitar una copia.