

Washington Wavelength

February/March 2024



FROM THE PRINCIPAL:

Dear Washington Families,

I hope this newsletter finds you well. The year is certainly moving along quickly and it's hard to believe that it's already two-thirds of the way through. Students and staff have been working hard all year and we are noticing impressive growth from students in many areas. Most recently, students completed their mid-year STAR assessment, and the results indicated substantial growth in both reading and math. We are proud of their efforts and are confident they will continue making progress. As we are approaching spring, there are several important dates to take note of in this newsletter. In March alone, we have parent/teacher conferences, the spring sing, and spring break. Recently, a notice was sent home with students, informing you of the spring sing times. As a reminder, I would like to provide these times again.

Spring Sing Performance Times: Friday, March 15, 2024

Kindergarten 8:45

Grade 1: 9:45

Grade 2: 10:45

Grade 4: 12:15

Grade 3: 1:15

Grade 5: 2:15

Regards,

Matt Peerenboom, Principal

Important Dates

February

- Feb. 1-28 - Read-A-Thon
- Feb. 2 - Spirit Day - wear your Washington spirit gear
- Feb. 9 - PTA Movie Night
- Feb. 13 - No Early Childhood
- Feb. 16 - No P4J
- Feb. 22 - No Early Childhood and No Talk & Learn
- Feb. 23 - No School

March

- March 1 - Spirit Day - wear your Washington spirit gear
- March 5 - No Early Childhood and No Talk & Learn
- March 6 and 7 - Conferences
- March 8 - No School
- March 15 - Spring Sing! **SAVE THE DATE**
- March 18-22 - Spring Break
- March 25 - School Resumes
- March 28 - 1st Grade Field Trip - No Early Childhood
- March 29 - No School

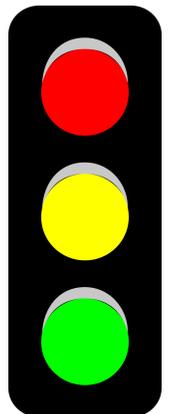
Please like and follow our Facebook page [Washington Elementary School - Home](#)

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

P4J

P4J Students have been working on recognizing letters and practicing letter sounds. We have been naming the letters in our names and writing our names. In February and March, we will focus on Valentines, Dental Health, Dr. Suess stories and rhymes, and St. Patrick's Day. 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 and also helps students practice taking turns.

Kindergarten

February is a busy month celebrating Groundhog's Day, the 100th Day of School, Valentine's Day, President's Day, and Children's Dental Health Month!



Also, in February we will be completing assessments for trimester 2. Please continue to practice and review – counting, number recognition, shapes, letters, sounds, words, and tying shoes.

Please be sure your child is dressed for winter. Snow pants and boots are a **MUST** in order to play in the snow. **All students go outside unless it is below zero.**

First Grade

First graders are working hard! Our upcoming reading themes include folktales, how life was long ago, and how we get our food. Decodable stories continue to come home each week. Please remember to listen to your child read these stories to help them practice their word knowledge and fluency. Rereading these really helps improve your child's fluency and confidence. In Math we are working on place value, and continuing to focus on addition and subtraction strategies. Kids are also working to tell time on digital and analog clocks to the hour and half hour. Please make sure your child is dressed appropriately each day for the weather with their winter gear. It is important to remember to bring regular shoes to wear in the classroom.



Second Grade

During the next several weeks, our second graders will be reading a variety of genres. Through this literature, we will integrate our social studies program into our reading. The students will become more adept at using the variety of text features to improve their understanding of non-fiction material. In writing, the children will be comparing and contrasting two different places they have visited.



In math, the children have enjoyed our measuring unit and are getting quite good at estimating distances. Our next focus will be on place values. We will be exploring values to 1,000 as well as place value with money. Continue to be on the lookout for math home connections that are sent home two to three times a week.

Please check with your child that they have all the necessary tools to do their work in the classroom. We are over halfway through the school year and many students are in need of working headphones, crayons and **dry erase markers**.

Continue to encourage your child to come to school with the proper winter attire. We have found it helps when they bring their winter gear to and from school in a separate bag. It can be difficult to put snow pants as well as home folders in the backpacks.

Third Grade

In math we are busy learning about fractions, division, and our geometry unit is coming up. Please continue to complete the weekly math homework sheets.

In reading we will be reading realistic fiction, expository texts and poetry (narrative, free verse and haiku.) Our reading skills are focusing on finding text evidence, explaining different characters' perspectives and how one or more characters develop throughout the plot, figurative language, theme and text features. In writing we will be finishing up our persuasive writing and getting into writing expository texts while doing some research to support our central idea.

In Science we are just finishing up our simple machines and magnets unit and will have some STEM (Science Technology Engineering and Math) lessons in the library area, with Mrs. Miller, to further understand the Engineering Design Process. In trimester 3 we will be learning more about ecosystems. In Social Studies, we will be learning about geography and the way we live, Native Americans and their environment and settling in the United States.

We are also getting started with our preparation for the Forward Wisconsin state testing. More information will be shared at conferences. In the meantime, continue to read 15 -20 minutes each night. We look forward to seeing you at conferences and sharing more about your child's successes!



Fourth Grade



Fourth grade is working hard in trimester two and looking forward to what is coming in trimester three! In math, we are digging into fractions. We have added, subtracted, compared, and even changed improper fractions. In reading, we are studying realistic fiction texts. These texts help us find different points of view, problems, and their solutions, as well as flashbacks. In social studies, we just wrapped up studying various industries of Wisconsin. We will now be shifting toward the Wisconsin government with a trip to the state capital on the horizon. In science, we are starting to learn about energy and have some fun activities

to help. Fourth grade continues to grow and is ready to keep up the great work!

Fifth Grade

Crazy to think this year is halfway over! We just finished up a unit on adding/subtracting decimals and are moving to multiplying and dividing decimals. In reading we are starting our third unit which will include expository and argumentative texts which connect to our writing of an argumentative piece. In February we will do unit 4 which has dramas and poetry. In social studies we are learning about the Revolutionary war, and in science we are starting a unit on matter. We have seen good growth in fifth grade this year and are excited to see what the rest of the year brings!

Counselor Connections

Hello families!

In our Connection lessons we have been learning all about our amazing brain. You may be hearing your children say new words like amygdala, hippocampus, and prefrontal cortex. I wanted to give you all a glimpse as to what we are learning so that you continue using and learning about these words outside of school as well.

- **Amygdala:** The **amygdala** reacts to fear, danger, and threat. Its job is to regulate our emotional state by acting as the brain's security dog, alerting us to things that might make us feel unsafe and protecting us from threats. When a child is in a negative emotional state the amygdala prevents the brain from being able to do higher-level thinking and being able to make reasonable judgments. When the amygdala is in charge and we "flip our lid" we often respond with *fight, flight, or freeze*.
- **Hippocampus:** The **hippocampus** plays an important role in our learning, as this is the part of our brain that is a storage vault of our memories.
- **Prefrontal Cortex:** The **prefrontal cortex** is responsible for the learning, reasoning, and thinking in our brain, and it is really important in helping us make good choices. In our lessons, we often refer to this part of our brain as the lid.

Learning about these important areas of our brain helps our children to understand how their brains respond to stress (flipping our lid) and how they can calm their minds and use their prefrontal cortex for thoughtful decision-making (putting our lid back on). We can help our children learn to put their lids back on by practicing *mindful breathing*, or what we call "breathing on purpose".

I have attached a quick youtube video that can briefly explain this process further. It is a video that we use in class as well. <https://www.youtube.com/watch?v=IRmnVmELMn8>

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 via text at (608)561-1424.

English Learners

Testing season is upon us. All English Learners have just finished taking the four-part ACCESS test. This is a state test that shows how much English they have learned in the last year. The students have worked really hard to show everything that they have learned. Once ACCESS was finished we started with the next round of STAR testing. Since this test is taken three times a year students are not as stressed over this and it does not take nearly as long to complete.

Great job on all of the testing! We are now finally back to small groups for learning and having fun along the way!

Notes from the music room

Rhythm and melody have been the focus for all of the grades. Rhythm can be a confusing part of music, so we are working on reviewing the note and rest names and their values, and how these relate to math and fractions. We have played Rhythm Bingo at different levels, and now we are beginning our composition unit where the Kindergarten and 1st Grade students compose a class rhythm composition using the notes we have been reviewing. These students will then compose their own melody using Treble Clef pitches we are learning and/or reviewing how to read from the music staff to go along with the class rhythm we composed together. The students will then perform their composition for the rest of their class on instruments of their choice, such as ukuleles, xylophones, recorders, metallophones, or glockenspiels. They are so excited to compose their own music and then get to share their creation on instruments with their peers!!

2nd-5th graders have been focusing on good singing and learning Solfege, a musical scale using syllables (Think “The Sound of Music” movie/musical and the part where Maria teaches the children how to sing for the first time). They have been singing harmony using Partner Songs or Rounds, as well as 2-part music to further develop their listening, vocal, and proper breathing skills. These skills are preparing us for our upcoming musical performances in March!

SAVE THE DATE!!



On **Friday, March 15th**, each of the grades will be putting on a performance for their families. The times will be listed on the Washington Website for each grade level. The students will be working diligently from now until then to learn all of their music, solos, instrument parts, and narrator parts to perform for you. There will be singing and instrument playing and stories told! It will be such an exciting time, and we can't wait to see you all on **Friday, March 15th!!**



A Few Lines from Washington's Art Studio



Dear Families,
Exciting news! This year all items ordered for the **Square 1 Art Fundraiser** will have **FREE SHIPPING!** The money raised goes back to your child in the form of purchased art supplies. Last year Washington raised about \$1,500!

Students have been busy 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.

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



Hello Washington Families,

Coming up in PE we will be working on our volleying skills with grades 2-5 using volleyballs and the other grades will be using different equipment in varying difficulty levels. After volleyball we will start using rackets and playing tennis. We will also be working on our hand dribbling skills with basketball, which I try to do at the same time as the March Madness tournament. I will also be trying to get grades 3-5 outside and do some snowshoeing so be on the lookout for a seesaw message about having warm clothes to go outside and do that during PE class.

As always if you have any questions you can email me at zachary.hutson@janesville.k12.wi.us or give me a call.

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 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 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 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 secretaria de la escuela al 608-743-7205 a mpeerenboom@janesville.k12.wi.us para solicitar una copia.