



2022-23

Annual Notices



SPARTA AREA SCHOOL DISTRICT

Buildings & Contact Information

Maplewood District Offices
900 East Montgomery Street
608-366-3400

Sparta Montessori School
429 N Black River Street
608-366-3468

Sparta High Point Charter School
506 N Black River Street
608-366-3468

Herrman Elementary
925 N Black River Street
608-366-3438

Innovations STEM Academy
1225 No Water Street
608-366-3497

Southside Early Learning Center
1023 Walrath Street
608-366-3450

SAILS Charter School
900 East Montgomery Street
608-366-3400

Meadowview Middle School
1225 N Water Street
608-366-3497

Sparta High School
506 N Black River Street
608-366-3504

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Academic Standards

Wisconsin Model Early Learning Standards Pre-Kindergarten:

[Early Learning Standards](#)

Wisconsin Academic Standards K-12:

[Wisconsin Academic Standards](#)

[ELA Standards](#)

[Math Standards](#)

[Next Generation Science Standards](#)

[Social Studies Standards](#)

ACT College and Career Readiness Standards 9-12:

[ACT College and Career Readiness](#)

Academic and Career Planning

Sparta Area School District Academic and Career Planning Wisconsin s.s. 121.02/PI-26



July 1, 2017 - June 30, 2022

Approved by the School Board on

Academic and Career Local Plan

The Sparta Area School District is required by the Wisconsin Department of Public Instruction to have a five-year Academic and Career Plan (ACP). The following represents how the district will meet the ACP. Additionally, an action plan is included to indicate the activities planned during the five year span that will meet the requirements of the plan.

I. District Education for Employment and Academic and Career Goal

By 2022, all Sparta High School graduates will be community ready and will meet either of the requirements to be college or career ready as measured by the standards below.

Community Ready:

Being community ready means that all students who graduate high school possess the perseverance and grit necessary to achieve their goals and thrive in today's society. Our high school provides social and emotional support to equip all students with these life skills. This standard will be measured by:

- 40 hours of Service Learning (prorated for transfer students)
- Leadership in a co-curricular activity
- Participant in a community club, sport, volunteer organization

College Ready:

Students are college ready if they meet either the academic indicators or standardized testing benchmarks listed below:

Academic Indicators: GPA of at least 2.8 out of 4.0 and one or more of the following indicators:

- Advanced Placement Exam (3+)
- Advanced Placement Course (A, B, or C)
- Dual Credit College Course (A, B, or C)
- Algebra II (A, B, or C)
- Completion of the highest level of a World Language (A, B, or C)

Standardized Testing Benchmarks:

Minimum score on ACT: English: 18 Reading: 22 Science: 23 Math: 22

Additional factors that contribute to success:

FAFSA completion

Participation in academic and career advising.

Career Ready: Students are career ready if they have identified a career interest and meet two of the behavioral and experiential benchmarks listed below. In addition, students interested in pursuing the military earn a passing score on the ASVAB and meet with military recruiters to discuss enlistment options.

Career Cluster identified and two or more benchmarks:

- 90% attendance
- Youth Apprenticeship
- Workplace experience/ job shadow
- Two or more Co-curricular activities
- Transcribed Career Pathway Course
- CTE Concentrator
- WorkKey Certificate (Bronze level or above)

II. Analysis of Regional Needs

In reviewing the document, Monroe County 2015 Workforce and Economic Profile (Brockmiller, 2016), the following employment trends will impact students graduating in the next five years from the Sparta Area School District:

- Wisconsin faces a quantity challenge and, as a consequence, a skills challenge.
- Fort McCoy's continued growth impacts population growth in the district and in the Tomah Area District.
- Monroe County's industry sectors need to diversify to be more protected from major job losses.
- The majority of Monroe County's jobs are in the super sector of trade, transportation and utilities (23%) and in the education and health super sector (20%).
- The greatest growth in employment will be in Construction, Professional and Business Services, Education and Health Services, and Leisure and Hospitality.
- Declining employment opportunities will occur in Natural Resources and Manufacturing.
- There will still be opportunity in manufacturing for young workers, despite this decline, as retirements will outpace declines in growth hiring.
- Wages continue to be lower than the state and national average at \$36,074 per capita personal income.
- Monroe County ranked 58/72 in Wisconsin counties.
- Monroe County is slowly gaining ground on the state and national average per capita personal income (PCPI).

For a more thorough analysis of Monroe County employment data and projections, access this report: http://worknet.wisconsin.gov/worknet_info/Downloads/CP/monroe_profile.pdf

The Sparta Area School District works collaboratively with other Seven Rivers Region public schools to provide career learning opportunities through the course options and youth options enrollments. Districts offer specialized certificates and academy programs in manufacturing, health care, transportation. Districts work with CESA 4 to provide professional learning and support for teachers in the CTE areas and for teachers who will be assisting in Academic and Career Planning. Regional partnerships with institutions of higher education (Western Technical College, University of Wisconsin—Richland Center, University of Wisconsin—LaCrosse, Viterbo) collaborate to bring post-secondary courses into the high school setting. Relationships are also established with Department of Vocational Rehabilitation to support students with

disabilities. Several districts in the region have received grants to implement new programs and partnerships which provide students opportunities to leave high school prepared to enter a specific sector.

III. The Academic and Career Planning Process

Parent Involvement in the ACP Process:

Parent involvement is essential to the academic and career process. The ACP is shared with parents in both electronic and hard copy formats. It will be highlighted throughout the school year in school newsletters and during the registration process. Communication about the process and associated events will be shared with parents throughout the school year, particularly opportunities for parents to be involved in activities that deepen students' understanding of the connection between school and work as well as career exploration in specific sectors of the local and state economy. At the high school level, individual counseling sessions with students and parents occur at grades 9, 11 and 12. Parents can continue to request meetings with school counselors to discuss career and academic planning.

ACP Framework:

The Sparta Area School District views Academic and Career Planning as the responsibility of all staff. While the Pupil Services department in general and school counselors specifically have carried the majority of career planning responsibility in the past, this plan shares career planning efforts among all employees who have influence over the future planning of students.

The school district has developed a framework and curricula for academic and career planning that will be delivered through an advisory period in grades 6-12. The school counselors are responsible providing the content for this advisory period and for training adults in the basic methods of career advising. In particular, students will be guided as they explore the career pathways, to set career and academic goals that will lead to future employment. Furthermore, career and technical educational opportunities will be highlighted so that all students know what options exist for exploring work (job shadows, youth apprenticeships) and for connecting academic courses to the preparation for postsecondary education and career.

An ACP Site team will train high school staff on an annual basis to ensure that all faculty members are up to date with the requirements for the ACP at the given grade levels. The site team will stress the importance of each student having an ACP. Additionally, course registration will be formally planned and connected to career interests.

Career Counseling Framework:

1. Career Awareness at the elementary grade levels (K-5)
 - Why people work

- i. Identifying individual strengths, interests and abilities and how they relate to jobs and careers
 - The kinds of conditions under which people work
 - The levels of training and education needed for work
 - i. Multiple Intelligence Inventory
 - Common expectations for employees in the workplace
 - i. Important traits in a successful employee
 - How expectations at school are related to expectations in the world of work
 - i. Learner Resume

2. Career Exploration at the middle school grade levels (6-8)

- Developing and understanding of the continuum of careers across work environments, duties, and responsibilities
 - How a student's personal interests and skills are related to careers
 - Potential work-based learning experiences
 - Career research identifying personal preferences in relation to occupations and careers students may pursue

3. Career Planning and preparation at the high school grade level (9-12)

- Conducting career research to identify personal preferences in relation to specific occupations
 - i. Freshman Resource
 - School supervised work-based learning experiences
 - i. Youth Apprenticeship, Work-Based Cooperative, Employability Skills
 - Instruction in career decision making
 - Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy
 - i. Economics and Personal Finance courses
 - ii. Welding and CNC programs
 - Student access to career and technical educational programs
 - i. SHS is open access to CTE program
 - Student access to accurate national, regional, and state labor market information, including labor market supply and demand
 - i. Economics, Freshman Resource
 - Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment
 - i. Career Fair, Mock Interviews, Career Speakers
 - Reality store, Service Learning graduation requirement, Service Learning/Job Shadow Day

Program Access

1. Each pupil shall receive individualized support, appropriate to the pupil's needs, from school district staff to assist with completing and annually updating an academic career plan
 - Formal conferences in grades 9 and 11, Course registration with all high school faculty
2. If a pupil is a child with a disability, the pupil's academic and career plan shall be made available to the pupil's individual education program team. The pupil's individualized education program team, if appropriate, should take the pupil's academic and career plan into account when developing the pupils transition services under s.115.787(2)(g).
3. Each pupil shall have access to a career planning software tool that allows pupils to engage in career exploration and career planning and preparation.
 - All students and staff will have access to Career Cruising grades 6-12. We will work on providing family access to Career Cruising accounts.
4. Access to a formal process for connecting pupils to teachers and other school staff for assistance with the development and implementation of each pupil's academic and career plan.
 - We will create a chart of staff members who are comfortable advising students within the 16 career clusters

IV. General Requirements for School Boards

- Ensure a pupil's transcript the name of each course completed by the pupil, the number of high school credits earned for each course, whether a course is eligible for post-secondary credit, and, if applicable, a course's participating postsecondary institution.
- Schedule yearly reports on the district's ACP process and progress toward meeting the goals and objectives of the ACP plan as articulated.
- Publish the ACP on the school district's website.
- School board approval for the plan occurs yearly.

V. Evaluation

Year-end evaluation of the ACP will be conducted by site teams. The district will measure percentage of students who graduate from Sparta Area School District community, college and career ready. The 2017-18 school year will serve as the baseline for evaluation. The district will also evaluate the effectiveness of the ACP framework for increasing student engagement in academic and career planning by measuring students' knowledge and satisfaction through a survey. Using this ACP data in combination with student achievement, post-secondary enrollment data, and five-year graduate analysis through the National Clearinghouse, ACP site teams will make revisions and adjustments.

ADA, Section 504 Notice

The Sparta Area School District does not discriminate on the basis of disability in admission to, access to, or operations of its programs, services, or activities. The Sparta School District does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990.

Questions, concerns, complaints, or requests for additional information regarding the ADA may be forwarded to the District's designated ADA Compliance Coordinator.

Amber Kulig
Director of Student Services
900 E Montgomery Street
Sparta WI 54656
608-366-3400

Days/Hours Available: 7:30 am - 4:00 pm, Monday - Friday

Individuals who need auxiliary aids for effective communication in programs and services of the Sparta School District are intended to make their needs and preferences known to the ADA Compliance Coordinator.

This notice is available in large print, on audio tape, and in Braille, from the ADA Compliance Coordinator employment practices.

Asbestos Notification

In compliance with the United States Environmental Protection Agency (EPA) and the Asbestos Hazard Emergency Response Act (AHERA), this is notice that the Sparta Area School District has an Asbestos Management Plan at the school district office. The plan is available for inspection by the public, parents, and district employees. The district performs six month periodic surveillance of asbestos in March and September and full re-inspection every three years. For more information please contact the district office.

2022-23 Assessment Calendar

DATE	ASSESSMENT	SUBJECTS	GRADE	REQUIRED BY:
September 12 - October 14	MAPS	Reading Math	1-10 1-10	District
September	Pre-ACT	English Math Reading Science Writing	11	District
October 17 - November 4	PALS	Literacy	Pre-K K (Form A)	State/District
January	NAEP		Selected Schools	
	PSAT/NMSQT	Verbal, Math	10, 11	Optional
December 1 - January 27	ACCESS	English Language Assessment	K – 12	State
January 9 - 27	PALS	Literacy	Pre-K K (Form A)	State/District
January 9 - February 3	MAPS	Reading Math	1-10 1-10	District
March 7	ACT	English Math Reading Science Writing	11	State/Federal
March	Act WorkKeys	Reading for Information Applied Math Locating Information	11	State
March 20 - April 28	FORWARD	Reading and Math 4th + SS, Science 8th + SS, Science 10th SS only	3 – 8 & 10	State/Federal
March 20 - April 28	DLM	Reading, Math Science	3 – 11	State/Federal

April	ACT Aspire	English, Reading, Math, Science, Writing	9 & 10	State
May 1 -12	PALS	Literacy	Pre-K K (Form A)	State/District
	AP	Subject area Tests	10, 11, 12	Optional
May 1 - 19	MAPS	Reading Math	1-10 1-10	District

updated 4/22/22

F&P Assessments

K- Southside

- Beginning of Feb and End of Year
- Compromise... Look at the January Pal's Score and go by the COW Score to determine if they should be given F&P or Concepts of Print

Gr. 1-4 Herrman and Montessori (Need to confer with Guiding Coalition)

- Sept. 12-Sept. 29
- Collaborate with Guiding Coalition (Trimester 1 Report Cards)
- Collaborate with Guiding Coalition (Trimester 2 Report Cards)
- May 1-May 19

Gr. 5 Meadowview Mid-Year for those students below the grade level band

Approved by the Board of Education on:

Alcohol, Tobacco, Other Drugs or Paraphernalia

Students in the Sparta Area School District have the right to attend school and work in an environment free of the non-medical use of alcohol, tobacco and illegal drugs or controlled substances. These substances interfere with the learning environment, the performance of students, and can present a safety concern for the user, other students and staff.

Students of the Sparta Area School District shall not knowingly possess, use, sell, transmit or be under the influence of any illegal or controlled substance, alcoholic beverage, tobacco or intoxicant of any kind on the school grounds or off the school grounds at school activities, functions or events. This includes the making of deals/arrangements for any transaction on or off school grounds or in school vehicles leased or owned. However, drugs authorized for use during school hours, pursuant to State Statute 118.29, shall not be considered a violation of this policy, if used as prescribed by the intended individual. Failure to abide by the policy may result in school and/or civil penalties.

Students who possess, use, sell, transmit or are under the influence of any illegal or controlled substance, alcoholic beverage, tobacco or intoxicant of any kind on the school grounds or off the school grounds at school activities, functions or events, to include the making of deals/arrangements for any transaction on or off school grounds, will be subject to the following consequences. The student may be suspended up to five (5) school days, or up to fifteen (15) days if considered for expulsion. The building administrator will require the student to make an appointment with the Department of Human Services or other private agency for an AODA assessment; this may shorten suspension time as per building administrator discretion.

The primary responsibility for dealing with chemical abuse rests with the student and his/her parents, but the school has a legitimate concern when school safety and/or individual student performance (academic and/or behavioral) is affected. The district seeks to help students and staff recognize symptoms of harmful involvement, to intervene in such a way as to make it possible for the sufferer to see the effects of their involvement and to provide opportunity and support for his or her efforts to eliminate chemical abuse.

Students who have a problem which they feel may affect school performance and/or their personal lives are encouraged to voluntarily seek counseling.

Since any student's performance can be affected by harmful usage of chemicals by self, a friend, family member or other, school social workers and counselors are available to assist students in identifying and obtaining resources and support groups available both in and outside of the school setting.

The possession or use of tobacco on school grounds, in vehicles leased or owned by the district, or at school sponsored events, either home or away, is an illegal activity. Use or possession of e-cigarettes and other alternative nicotine delivery devices on school grounds, in vehicles leased or owned by the district, or at school sponsored events, either home or away, is

also prohibited. Discipline for the offense will include confiscation of tobacco products and/or nicotine delivery systems, school discipline including detention, in-school suspension, possible out-of-school suspension, and parent and police department notification.

Nonalcoholic beer, wine coolers, look-alike drugs or other such products are also not allowed on school property or at school-sponsored events.

To help insure compliance with this policy, the board authorizes administrators to use a Passive Alcohol Sensor (PAS) according to the following guidelines:

- The PAS is intended to be utilized with the student population. Students will be informed on an annual basis of this policy.
- Administrators may choose to utilize the devices randomly as a condition for attendance at an extracurricular or co-curricular event.
- A PAS may be used to check for breath alcohol, with or without a student's direct participation. When used without direct participation, it is known as passive breath sampling. An individual may also be asked to blow directly into a mouthpiece or the intake port for active testing. Students who refuse to actively participate in testing when asked, will be subject to suspension during school hours and/or ejection from extracurricular or co-curricular events.
- There may be times when PAS can be used passively to detect alcohol in open containers or in enclosed spaces such as rooms, lockers, etc.
- The device may be utilized in the course of a normal investigation when other symptoms of alcohol use are present.

Furthermore, a student may be required to submit to a mouth swab drug test if a school official has reasonable suspicion that the student has illegal drugs or illegal controlled substances in his/her system in violation of this policy. Such tests shall be administered by a law enforcement officer or trained school district employee and shall meet all applicable state and federal law requirements. A student may be disciplined for refusing to submit to such tests where reasonable suspicion exists that a student has illegal drugs, illegal controlled substances or alcohol in their system. Parents will be contacted if their child is subjected to the drug test.

Administrators are authorized to annually measure and record the heart rate, blood pressure and pupil diameter of students. This information can be useful in assessing students for which there is reasonable suspicion of substance abuse in violation of board policy. Parents may opt their children out of this screening and must inform the school prior to October 1 of their objection. A form for opting out of the screening procedure will be available on the district website and in the high school guidance office.

The fact that a student has been found in violation of this policy, including the results of any drug or alcohol tests administered, shall be kept confidential and only disclosed to the extent allowed by state and federal law.

Attendance Policy

State statute requires students enrolled in a public or private school to attend regularly during the full period and hours that school is in session during the school year. Beginning in October, 2009, this requirement was extended to include kindergarten students. It is the responsibility of any person having control of a child to see that the child meets this requirement.

School attendance officers or their designees shall determine daily which students enrolled are absent from school and whether the absence is excused or unexcused. This determination shall be made in accordance with the district's student attendance policy and procedures.

Acceptable/Excused absences (the parents/guardians should be responsible for providing a reason for the absence)

Medical Reasons

- Medical emergency in family
- Medical appointments
- Personal illness (doctor's confirmation may be required)

Religious

- Family religious observance

School Related

- School athletic events
- School related programs/club events

Family Issues

- Death in family

Students will be excused for other reasons if parent(s)/guardians present a written request prior to the absence. A student so excused must complete any course work missed during the absence.

A student will not be excused by parent/guardian request for more than ten days during a school year.

Students who have reached their 18th birthday are permitted to originate their own request for excuse for absence only if they (1) are not living with their parent/guardian and can certify they are not financially dependent on their parent/guardian or (2) the parent/guardian returns a signed permission form to the school stating the student is responsible for him or herself. The school will continue parent/guardian communication unless specifically requested in writing to stop. The student is still bound by the same set of acceptable reasons as listed in the school attendance policy.

Students who are withdrawn due to homeschooling or enrollment into a regional private school will continue to be marked as absent until the district receives notification from the private

school (through a records request) or from the state (home school application). Upon receipt of appropriate notification, the withdrawal date will be added and the attendance record amended.

Schools must accept their responsibility and accountability, and parent(s)/guardian should accept their responsibility and accountability. Recommendations to improve communication and mutual acceptance of this joint responsibility focus on the elementary level, where initial patterns of behavior are set.

The initial orientation at the elementary level for parent(s)/ guardian and students should include discussion of school policy concerning absences.

The school absence policy should spell out the responsibilities of the parent(s)/guardian, the child and the school. The policy should clearly explain the criteria for excused absences.

A written explanation of the school absence policy should be sent home with each student.

Bullying

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

Definition

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

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

Prohibition

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision. While it is the intent of the District to prevent bullying, take actions to stop bullying, and protect reporters of bullying, the District cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel.

Procedure for Reporting/Retaliation

It is considered a responsibility of all students and staff members to watch for and report acts of bullying in any of the above-described situations to a school staff member, building administrator, or the Director of Pupil Services. Students are requested and encouraged to report acts of bullying to a school staff member, building administrator, or at a minimum a parent or other adult.

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

The school employee receiving a report of bullying shall immediately notify the school district official assigned to investigate the report. The following school district officials have been identified as investigators:

- Southside Early Learning Center School Principal
- Sparta Montessori School Principal
- Herrman Elementary School Principals
- Meadowview Middle School Assistant Principals
- Meadowview Middle School Principal
- High Point Charter School Principal
- SAILS Charter School Principal
- Sparta High School Assistant Principals
- Sparta High School Activities Director
- Sparta High School Principal
- Director of Pupil Services

There shall be no retaliation against individuals making such reports. Individuals engaging in retaliatory behavior will be subject to disciplinary action.

Procedure for investigating reports of bullying

The person assigned by the district to conduct an investigation of the bullying report shall, within one school day, interview the person(s) who are the victim(s) of the bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

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

Sanctions and supports

If it is determined that a student participated in bullying behavior or retaliated against anyone due to the reporting of bullying behavior, the school district administration and school board may take disciplinary action which may range from positive behavioral interventions up to and including suspension, expulsion, and/or referral to law enforcement officials for possible legal action as appropriate. The District may take into account, but not be limited to the following factors: the developmental and maturity levels of the students involved; the circumstances; the severity of the behavior; and past incidences or continuing patterns of behavior. Consequences for employees who permit, condone, tolerate, or engage in bullying may result in disciplinary action consistent with the collective bargaining agreement or policy manual. Pupil services staff will provide support for the identified victim(s).

Disclosure and Public Reporting

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

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

An annual summary report shall be prepared and presented to the school board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

The Superintendent will develop administrative guidelines and procedures for the implementation of this policy.

Child Find/Special Education Referral and Evaluation Procedures

Upon request, the Sparta Area School District 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 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 Amber Kulig, Director of Student Services, Sparta Area School District, at (608) 366-3400, or by writing her at akulig@spartan.org or 900 E. Montgomery St. Sparta, WI 54656.

Child Nutrition

SPARTA AREA SCHOOL DISTRICT Nutrition Services Information 2022-2023

Cindy Thesing
Nutrition Services Supervisor
900 E. Montgomery St.
Sparta, WI 54656
608-366-3405

Amy Schanhofer
Nutrition Services Secretary
608-366-3422

WELCOME BACK PARENTS AND STUDENTS!

The goal of the school nutrition program is to provide students with healthy, well balanced meals so they can perform to the best of their abilities in and outside of the classroom.

NOTICE

The Sparta Area School District will NO LONGER be able to serve FREE meals to all students in the 2022-2023 school year. Congress rejected the federal funding that supports this program.

IMPORTANT Free and Reduced Information

A new free and reduced meal application MUST be submitted and approved in order to receive free or reduced price meals during the 2022-2023 school year. Please watch for the **Back to School** mailing from Nutrition Services in late July. A copy of the 2022-2023 free and reduced meal application will be in that mailing. It is important for families to fill out the free and reduced meal application, as this information helps determine additional funding for enhanced educational opportunities for your child's school.

Indigent Form:

For students that have qualified for either free or reduced status, the Indigent form will waive any student fees that may arise during the current school year. Please return the attached indigent form to the Nutrition Services Office at the Administrative Office at 900 E. Montgomery St. Sparta, WI.

Extra Milk & Ala Carte

If your child brings a meal from home and wishes to purchase milk, parents/guardians will be responsible for the cost of the milk for that meal. Free and Reduced status does not cover the cost of milk when a meal is brought from home. Ala Carte items may be purchased only in the Middle and High School cafeterias. Students must have money in their account to purchase ala carte items. Please ensure that there is money in your child's account if your child is planning to purchase ala carte items or milk for a meal brought from home.

Meal Account Payments

Parents and guardians are responsible to keep positive meal account balances for their children who purchase meals, milk and ala carte items. Parents will be able to check their students meal account balance by going into Family Access. Account payments can be made online or at the School Office. Money will not be received in the cafeteria line. Meal prices are subject to board approval. Please check the district website, click on the nutrition tab for meal price updates.

Menus

School menus may be viewed on the Sparta Area School District website www.spartan.org by selecting the Nutrition Services tab. Check out the Nutrislice interactive menus with nutritional

analysis and allergen information.

District Wellness Policy Please check District Policy 700 at www.spartan.org.

Unpaid Meal Charge Policy Please check District Policy 711 at www.spartan.org.

Special Doctor

Authorized Diet Plan

If your student has a food allergy or dietary restriction, you will need to fill out the doctor authorized form which is located on the school district website under the Nutrition Services Tab. **All dietary forms must be sent directly to the school district nurse, Angie Frost.**

Directory and Yearbook Information

The federal Family Educational Rights and Privacy Act (FERPA), requires that the Sparta Area School District, with certain exceptions, obtain parent/guardian consent prior to the disclosure of personally identifiable information from a student's education records. However, the District may disclose appropriately designated directory information without parent, legal guardian or guardian ad litem written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Sparta Area School District to include this type of information from your child's education records in certain school publications. Examples include, but are not limited to:

1. A playbill showing your student's role in a drama production;
2. The annual yearbook;
3. Honor roll or other recognition lists;
4. Graduation programs; and
5. Sports activity sheets

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to any person or organization without a parent's, legal guardian's or guardian ad litem's prior written consent, except that directory information shall not be provided to any organization for commercial or promotional purposes. Commercial shall be defined as the intent or design to make a financial profit or gain. Promotional shall be defined as contributing to the growth or prosperity of the party making the request with benefit to the student. In addition, school districts receiving federal funds under the No Child Left Behind Act of 2001 are required to provide military recruiters or an institution of higher education, upon request, with three directory information categories names, addresses and telephone listings unless parents have advised the District that they do not want their student's information disclosed without their prior written consent.

If parents, legal guardians or guardians ad litem do not want the District to disclose directory information from their child's education records, without their prior written consent, they must notify the District in writing by October 1 of each year in which they want to withhold consent.

The Sparta Area School District declares the following as 'directory information' and that information relating to students may be made public if said information is in any of the following categories:

1. Student's name, address, telephone listing
2. Date of birth
3. Participation in officially recognized activities and sports
4. Weight and height of members of athletic teams
5. Dates of attendance
6. Awards received
7. The most recent previous school attended by the student, and
8. School related photographs for use in yearbooks, newspapers and social media.

District Wellness

The Sparta Area School District promotes a healthy school environment for students and staff through education and awareness, and by providing and promoting healthy options and opportunities.

I. The complete school environment, not just the classroom, shall be aligned with healthy school goals to positively influence students' understanding, beliefs, and habits as they relate to good nutrition and regular physical activity.

Farm to school programs can provide interactive, experiential education activities that reinforce nutrition education efforts. Staff shall integrate experiential education activities -- such as gardening, cooking demonstrations, farm and farmers' market tours – into existing curricula at all grade levels.

Nutrition education messages from the classroom will be modeled in the cafeteria and across school campuses by offering locally-grown food whenever possible within the school meals programs as well as in a la carte sales.

School gardens will provide students with experiences in planting, harvesting, preparing, serving and tasting foods, to be integrated with nutrition education and core curriculum, and articulated with state standards.

School food service, in partnership with other school departments and community organizations, will work to creatively market and promote locally-procured food to students through activities such as:

- Featuring food grown in the school garden in the cafeteria through sampling and inclusion in school meals based upon availability and acceptability.
- Developing creative campus fundraisers based on healthy food items and physical activity.

The district recognizes that school gardens and farm visits can offer physical activity opportunities, as well as agricultural education, by engaging students in activities such as planting, harvesting and weeding.

The district provides additional opportunities for physical development and fitness through co-curricular and intramural sports, health and wellness fairs, and community learning center activities and will work cooperatively with other agencies such as the Sparta City Parks and Recreation Department and the Sparta Boys and Girls Club to provide additional programming.

II. The Sparta Area School District practices and promotes good nutrition within the school setting.

The district nutrition services program will provide a quality breakfast and lunch program for students and staff. Three goals of the nutrition services program are:

Goal 1. To provide students with well balanced nutritional choices of food and beverages. To meet this goal, the district continually expands and explores menu offerings based on nutritional content and student preferences. The nutrition services program strives to exceed the minimum nutrition guidelines required by the National School Lunch Program. In addition:

- All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010;
- When drinking fountains are not present in the cafeteria, water cups/jugs are available;
- Menus are posted on the school website; and
- Students will have the opportunity to provide input on menu items.
- Information about the nutrition of foods served in schools is available upon request at the District office.

Goal 2. To assist students in making healthy choices. The nutrition services program will work with students, staff, and parents to educate consumers about proper nutrition. The nutrition services program will offer, promote, and display food items deemed high in nutritional value. The program will not offer candy, food or beverages of minimal nutritional value. Nutrition information is integrated into the District curriculum.

Goal 3. To encourage and promote participation in the school breakfast and lunch program. The nutrition services program will work with school administration, staff, parents and students to provide information and incentives to promote participation in school breakfast and lunch. The district will provide a clean and pleasant eating environment for students and staff, with adequate space for eating. In addition:

- All meals are accessible to all children;
- Students are provided at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch after being seated; and
- The withholding of food as a punishment shall be strictly prohibited.

Teachers will be encouraged to integrate nutrition education into the broader curriculum.

The Nutrition Services Director shall develop and implement a plan to integrate locally procured foods into the meals served to students. Meals served within the federally reimbursable meal program must be designed to feature fresh fruits and vegetables, from local sources, to the greatest extent possible.

III. The total school environment will reflect the Sparta Area School District's commitment to student and staff wellness.

The District educates students and staff about proper hand washing techniques and will promote hand washing before eating.

The district will take a lead in limiting student access to unhealthy snacks and beverages and will comply with the "Smart Snacks Foods and Beverages Sold Outside of the School Meals" Program:

- All food and beverages sold and served outside of the school meal programs (“competitive” foods and beverages) shall, at a minimum, meet the standards established in USDA’s Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. The standards are available at <http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>.
- All food and beverages sold to students during before and after school programs shall meet the USDA Smart Snack nutrition standards.
- Foods and beverages that meet or exceed the USDA Smart Snacks standards may be sold through fundraisers during the school day. No restrictions are placed on the sale of food/beverage items sold outside of the school day.

Beverage vending machines in school buildings are limited to water, milk, and flavored milk, and juice products meeting district nutritional guidelines. Soda and artificially sweetened drinks will only be available in school facilities during concession sales at public events such as athletic contests, catered events, and non-school related events held outside of school hours. Water is freely available in all school buildings.

Candy and other food items of minimal nutritional value may not be sold in school vending machines or other outlets such as a school store. Candy and other food items of minimal nutritional value will only be sold in school facilities during concession sales at public events such as athletic contests, catered events, and non-school related events held outside of school hours. Candy and other food items of minimal nutritional value and intended for student consumption during the school day or on buses, may not be sold as a fund raising activity.

Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA’s Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. Marketing includes Brand names, trademarks, logos, or tags except when placed on a food or beverage product/container; displays, such as vending machine exteriors; corporate/brand names, logos, trademarks on cups, posters, school supplies, education materials, food service equipment, and school equipment (e.g. message boards, scoreboards, uniforms); advertisements in school publications/mailings; sponsorship of school activities, fundraisers, or sports teams; educational incentive programs such as contests or programs; and free samples or coupons displaying advertising of a product.

Candy is defined as any food product that has sugar (including brown sugar, corn sweetener, corn syrup, fructose, glucose [dextrose], high-fructose corn syrup, honey, invert sugar, lactose, maltose, molasses, raw sugar, table sugar [sucrose], or syrup) listed as one of the first two ingredients. Food items of minimal nutritional value (USDA standards) include soda water (carbonated beverages), water ices (frozen sweetened water – e.g. Popsicles), chewing gum and certain types of candies (hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy and candy-coated popcorn).

District Nutritional Guidelines:

Foods and beverages sold in vending machines, school stores, and fund raising activities that meet acceptable nutritional standards shall consist of the following:

- Non-carbonated or sparkling water containing no calories or sugar, but may contain natural flavoring;
- Milk, including but not limited to fat free chocolate milk, fat free strawberry milk, skim and 1% milk.
- One hundred percent fruit juices or fruit-based drinks that do not contain added sugar;
- An electrolyte replacement beverage that contains forty-two grams or fewer of additional sweetener per twenty-ounce serving;
- Food items that have no more than 30% of their total calories derived from fat and no more than 10% of their calories derived from saturated fat. Nuts and seeds are exempt due to their nutrient density and levels of monounsaturated fat.

Parents are encouraged to provide healthy snacks and treats for student celebrations and other events. To reduce the risk to students who have food allergies, parents are encouraged to provide fresh fruit or vegetables, or food items that are commercially prepared, or prepared by a city/state health-inspected bakery. The District nutrition services program will assist parents by providing this service to families at a reasonable cost. Schools with students in preschool through grade five will prohibit the distribution of home prepared snacks and treats to students during school hours. This policy is not intended to regulate events where parents or guardians are present, such as a parent group ‘fun fair’ or “pot-luck”, faculty events, or secondary school classroom related cultural events involving food items.

Strong consideration should be given to non-food items as part of any teacher-to-student incentive programs. Any food items used as an incentive should adhere to district nutrition standards.

Physical activity will also be promoted for District residents and employees.

Walking in District Buildings by Community:

1. The District designates the high school to be available for Sparta Area School District residents for walking.
2. The District will designate hours and a route to be used. School activities and other scheduled use of the building may alter availability and/or route to be used for walking.
3. Community members walking will sign themselves into the building and sign an agreement acknowledging understanding of procedures.
4. Will follow procedures set by building leaders and approved by District Administration.

The District will make the High School fitness facilities and equipment available to staff in a manner that does not interfere with student use and in accordance with the following guidelines:

1. The High School Fitness Center will be made available for staff use during designated hours.
2. Staff must be trained on safe and proper use of equipment prior to its use. A list of staff members that have been trained will be maintained. Use of the Fitness Center by non-students is restricted to staff.

3. Immediate family members of staff who have been trained in Fitness Center use may use the facility, but must also be trained and may only use the fitness center when in the presence of the staff member. Per Board policy, staff is not permitted to give use of keys or fobs to others.
4. Nobody is allowed to use the Fitness Center without at least one other individual present inside the Center.
5. While using the Fitness Center, staff will assume responsibility to monitor the Center for unauthorized presence by others.
6. Will follow procedures set by building leaders and approved by District Administration.

The district will maintain a nutrition/wellness committee with the purpose of monitoring the implementation of the district's wellness policies, evaluating the progress of related goals, serve as a resource to school sites, plan special events and incentives, and recommend policy revisions as necessary. The committee will meet at least twice yearly and will include the Director of Business Services, Supervisor of Nutrition Services, a building principal, school nurse, and a student, parent, and staff member from each school level. Staff member representation should include at least one physical education teacher and one health teacher. An administrator will chair the committee.

Annually, the board will review the progress of the district wellness plan.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

Education for Employment – Career Counseling

Career Counseling Framework:

1. Career Awareness at the elementary grade levels (K-5)
 - Why people work
 - i. Identifying individual strengths, interests and abilities and how they relate to jobs and careers
 - The kinds of conditions under which people work
 - The levels of training and education needed for work
 - i. Multiple Intelligence Inventory
 - Common expectations for employees in the workplace
 - i. Important traits in a successful employee
 - How expectations at school are related to expectations in the world of work
 - i. Learner Resume
2. Career Exploration at the middle school grade levels (6-8)
 - Developing and understanding of the continuum of careers across work environments, duties, and responsibilities
 - How a student's personal interests and skills are related to careers
 - Potential work-based learning experiences
 - Career research identifying personal preferences in relation to occupations and careers students may pursue
3. Career Planning and preparation at the high school grade level (9-12)
 - Conducting career research to identify personal preferences in relation to specific occupations
 - i. Freshman Resource
 - School supervised work-based learning experiences
 - i. Youth Apprenticeship, Work-Based Cooperative, Employability Skills
 - Instruction in career decision making
 - Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy
 - i. Economics and Personal Finance courses
 - ii. Welding and CNC programs
 - Student access to career and technical educational programs
 - i. SHS is open access to CTE program
 - Student access to accurate national, regional, and state labor market information, including labor market supply and demand
 - i. Economics, Freshman Resource
 - Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment
 - i. Career Fair, Mock Interviews, Career Speakers

- Reality store, Service Learning graduation requirement, Service Learning/Job Shadow Day

This listing satisfies PI26.04(4) requirements.

Education Options Available to Resident Children

2015 Wisconsin Act 55 requires school districts to provide new parent notifications, including educational options available to Sparta Area School District resident children.

WI Act 55 requires all districts in the state of Wisconsin to inform parents/guardians of the following information:

- **Report Card:** The WI Department of Public Instruction produces report cards for publicly funded schools and districts. Please see the [WI DPI website](#) for the Sparta Area School District's most recent accountability reports ([115.385, Wis. Stats.](#)).
- **Educational Options:** Educational Options for students who are enrolled in the School District that involve part-time attendance ([118.57, Wis. Stats.](#)) at an educational institution other than a Sparta Area School District school include:
 - **Part-Time Public School Open Enrollment:** A pupil enrolled in a public school in the high school grades to attend public school in a non-resident school district for the purpose of taking a course offered by the non-resident school district. A pupil may attend no more than two (2) courses at any time in the non-resident school districts. ([118.52, Wis. Stat.](#)) Additional information can be found [HERE](#).
 - **Start College Now:** This program will allow students the opportunity to take college courses at Wisconsin Technical Colleges. [Statute 38.12\(14\)](#) lays out all the aspects of the program. Additional information can be found [HERE](#).
 - **Early College Credit Program:** The Early College Credit Program ([118.55, Wis. Stat.](#)) allows Wisconsin public and private high school students to take one or more courses at an institution of higher education for high school and/or college credit. Under this section, "institution of higher education" is defined as an institution within the University of Wisconsin System, a tribally controlled college or a private, nonprofit institution of higher education located in Wisconsin. Additional information can be found [HERE](#).
 - **Youth Apprenticeship:** Youth Apprenticeship integrates school-based and work-based learning to instruct students in employability and occupational skills defined by Wisconsin industries. Additional information can be found [HERE](#).
 - **Special Needs Scholarship Program:** The Special Needs Scholarship Program allows a student with a disability, who meets certain eligibility requirements, to receive a state-funded scholarship to attend a participating private school. Under this scholarship program a child with a disability who has

been denied the opportunity to attend a non-resident school district under the full-time open enrollment program may be eligible to receive a scholarship from the Department of Public Instruction that allows the child to attend an eligible private school that is participating in the Special Needs Scholarship Program. ([115.7915, Wis. Stat.](#)) Additional information can be found [HERE](#).

- **Public and Private School Options within the Sparta Area School District boundaries:** The following are public and private education options within the Sparta Area School District boundary area ([118.57, Wis. Stats.](#)):

Public Elementary Schools	Public Secondary Schools	Private Schools
Southside Early Learning Center Herrman Elementary Sparta Montessori School	Meadowview Middle School Sparta High School High Point Charter School SAILS Charter School Innovation STEM Academy	St. Patrick's School St. John's Ev. Lutheran School

The Sparta Area School District also operates a virtual program called the Sparta Virtual Learning Academy for grades K-12.

- **Additional Enrollment Options:** A parent or guardian has the right to select other educational options outside of the Sparta Area School District. These options include:
 - [Open Enrollment](#): Under Wis. Stat. sec. [118.15](#), the inter-district public school open enrollment program allows parents to apply for their children to attend public school in a school district other than the one in which they reside. The open enrollment window for the state of Wisconsin is February 6 - April 28, 2023 at 4:00pm.
 - [Home Based Private Education](#): Under Wis. Stat. sec. [118.15\(4\)](#), a parent or guardian has the right to select a home-based private educational program, commonly referred to as homeschooling, for his or her child or children, in order to comply with the compulsory school attendance law.
 - [Virtual Charter Schools](#): A virtual charter school is defined ([115.001 \(16\), Wis. Stats.](#)) as “a charter school under contract with a school board ([118.40, Wis. Stats.](#)) in which all or a portion of the instruction is provided through means of the Internet, and the pupils enrolled in and instructional staff employed by the school are geographically remote from each other.”

Equal Education Opportunities

The School District is committed and dedicated to the task of providing the best education possible for every child in the district for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body.

Upon written parental consent presented to the Board of Education or its designee, multidisciplinary screening opportunities shall be provided to any child in the Sparta Area School District not yet reaching their twenty-first birthday. The administration shall verify the age and residence of the child, and all such requests shall be referred to the M-team for screening and determination of an exceptional education need.

Upon approval of the M-Team's report by the Board of Education or its designee, when a child has been identified as having exceptional educational need, a team shall be appointed to develop a plan of individualized education for the child. This team shall include at least one individual having authority to encumber resources and a teacher in the pupil's exceptionality.

The Board of Education or its designee shall appoint a placement committee to prepare a program placement offer which identifies the program placement, level, special education and regular education options considered by the committee in determining a placement offer and justification for removal from regular education. Additionally, the Board of Education or its designee shall appoint a second placement committee which shall include the designee, which will determine the program location with consideration for the least restrictive environment.

The Board of Education or its designee, after the parent has consented in writing, shall place in an appropriate exceptional educational program a child who has been found to be in need of exceptional education and who resides in the Sparta Area School District.

In the case of a disagreement on the part of the parents, the parents shall be informed of the appeal procedures according to Sec. 115.81 of the Wisconsin Statutes. It is the policy of the Sparta Area School District to comply with all applicable state or federal laws concerning non-discrimination and, therefore, no person may be denied admission to any public school in this District or be denied participation in, be denied the benefits of, or otherwise be discriminated against in any curricular, extracurricular, pupil services, recreational, or other program or activity on grounds that include, but are not necessarily limited to, the person's sex, race, national origin, ancestry, creed, pregnancy or marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by s. 118.13, Wis. Stat. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), and Section 504 of the Rehabilitation Act of 1973.

The Director of Student Services shall act as compliance officer for all areas of discrimination. The mailing address of the Director of Student Services is 900 E. Montgomery St., Sparta, WI 54656. The phone number for the office of the Director of Student Services is (608) 366-3400.

Any person who believes he/she has been subject to discrimination within the District may file a complaint in accordance with procedures established for dealing with discrimination. (See Administrative Rule 513)

Homeless Education Program

The McKinney-Vento Act defines homeless children and youth (twenty-one years of age and younger) as:

- Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:
 - sharing the housing of other persons due to loss of housing, economic hardship, or similar reason
 - living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
 - living in emergency or transitional shelters
 - abandoned in hospitals ◦ living in a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
 - living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - migratory children who qualify as homeless because the children are living in circumstances described above

If you are personally aware of or are acquainted with any children or youth who may qualify according to the above criteria, the Sparta Area School District provides the following assurances of parents and guardians of homeless children and youth and unaccompanied youth:

- The child or youth shall be immediately enrolled and allowed to fully participate in school, even if unable to produce records normally required for enrollment (e.g., academic records, immunization and other required health records, proof of residency, or other documentation) or has missed application or enrollment deadlines during any period of homelessness.
- Homeless children and youths are not stigmatized or segregated on the basis of their status as homeless and have full and equal educational and related opportunities.
- Meaningful opportunities to participate in the education of their children including special notices of events, parent-teacher conferences, newsletters, and access to student records.
- Immediate enrollment and transportation to the school of origin. "School of origin" means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool.
- Written explanation of any decisions related to school selection or enrollment made by the school, the local educational agency, or the State educational agency involved, including the rights of the parent, guardian, or unaccompanied youth to appeal and receive prompt resolution of such decisions.

Please contact Amber Kulig, Director of Student Services / Homeless Liaison for the Sparta Area School District, at (608) 366-3456 or akulig@spartan.org for additional information about the rights and services described above.

Human Growth and Development

The purpose of this section is to foster a partnership between parents of pupils attending schools in the school district and the schools in the school district to promote the optimal health and well-being of the pupils. The provisions of this section are in addition to, and do not supplant, the requirements under ss. 118.01 (2) (d) 2. c. and 8. and 118.13 (1), which are critical to maintaining the physical and psychological health of each pupil.

[Link to State Statute](#)

Indoor Air Quality

2009 Wisconsin Act 96

Indoor Environmental Quality Management Plan

The Sparta Area School District would like to inform staff, students, parents, and the public of the district's indoor environmental quality (IEQ) management plan. The plan was initially developed in 2012 and is reviewed as necessary. The plan was developed as deemed appropriate for the district. Questions and concerns should be directed to the IEQ Coordinator. Copies of the plan are available at the district office for a fee. The district office is located at 900 E. Montgomery St., Sparta WI 54656.

Limited English Proficiency

The Sparta Area School District recognizes the importance of providing equal educational opportunities to language minority students. The goal of the district's Limited English Proficient (LEP) Program is to provide students with an opportunity to experience early academic success while learning English as a second language. In addition, the district strives to create a multicultural environment whereby students' appreciation for their own and other cultures is encouraged. Community and parent involvement is pertinent to the effectiveness of the program. The district will work cooperatively with local agencies and community groups that share similar goals.

The district will screen students as part of the enrollment process and identify students and families that would benefit from participating in the LEP program. Students with LEP will be evaluated and classified utilizing a DPI-approved English language proficiency assessment instrument.

An LEP student will be provided educational program assistance and/or services as appropriate and necessary to help the student improve his/her English language skills and academic performance. The degree of curricular and instructional modification, type of support services and their duration shall be determined individually and be based on student need. This will include supporting teachers in the integration of LEP students into the classroom setting. LEP students in grades K-3 will be encouraged to attend an elementary building designated as the district LEP center.

On or before March 1 of each year, district staff shall conduct a count of all limited English proficient students enrolled in district schools, assess the language proficiency of such students and classify such students by language group, grade level, age and English language proficiency.

Decisions regarding the administration of state-required tests to LEP students shall be made on a case-by-case basis. The District shall administer state-required tests to an LEP student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any LEP student exempted from taking a state-required test shall be administered an alternative assessment approved by the Department of Public Instruction. The results of both state-required tests and alternate assessments shall be used consistent with District policies in making instructional, promotion and graduation decisions. Test results may not be used as the sole criterion in re-classifying an LEP student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities. Exemption of an LEP student from taking a state-required test may also not be used as the sole criterion for making such determinations.

Parents/guardians of LEP students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements and in such a manner as to ensure that the student's parent/guardian understands them.

Meal Charge Policy

The purpose of this policy is to establish consistent procedures for students with insufficient funds for school meals and delinquent accounts in the District's School Nutrition Program. Parents and guardians must plan for their child to have sufficient access to food at school on each school day and must actively monitor and manage their child's school food service account. In order to help parents and guardians meet these responsibilities and to ensure that school families are reasonably informed about the food service operations that are available to students, the District has established the following guidelines regarding food service charges and student access to food at school.

1. General Statement on Policy

- a. Students who qualify for free meals will not be denied a reimbursable meal even if they have accrued a negative balance on their cafeteria account.
- b. Students who have money to pay for a reduced-price or full price meal at the time of service will be provided a meal, regardless if they currently have a negative balance in their account. If the student intended to use the money for that day's meal, the cashier will not use the money to repay a negative balance or other unpaid meal charge debt. Negative ala carte charging is not allowed.
- c. Students without funds to pay for a reduced-price or full price meal are allowed to charge up to \$6.00 and will receive a reimbursable meal. (Equivalent of approximately two lunch meals.) When a student's meal debt is at a -\$6.00 and a payment has not been made, the family must provide a sack lunch from home.
- d. Payments may be made to meal accounts by bringing a check or cash to their child's school office or by making online payments through Skyward Family Access Rev Trak System.
- e. Adult staff members are not allowed to charge meals.

2. Communicating the Policy

- a. The written meal charge policy will be communicated to the household prior to the start of school each year. It will be included in the Nutrition Services information packet distributed the last week of July and to all transfer students during the school year, and by attaching it to the Meal Benefits Application.
- b. School Nutrition Program staff will receive training on the meal charge policy and record of training will be maintained as part of the professional development portfolio.
- c. Documentation of the communication and training plan will be maintained for the Federal Program Administrative Review.

3. Notifying the Household of Low or Negative Balance in Student Cafeteria Account

- a. Determination of the threshold balance will consider meal price, participation, free/reduced eligibility. Skylert is the automated phone/email messaging system used in the Sparta School District. The system will call and email families Monday through Thursday with accounts that are low and have a positive balance between \$5.00 and \$7.00. On Monday through Thursday the automated system will call accounts that are negative \$.01 and below.

- b. Parents or guardians may access all meal account status and activity on the Skyward Family Access portal. If parents or guardians do not have access to Family Access they should request their user ID and password from the building secretary.
 - c. Parents and guardians may also contact their child's school secretary or the District Nutrition Office to inquire about their account.
4. Collection Procedures for Food Service Debts

Once a student's account has a negative balance, the District will make at least one documented follow-up attempt to collect the debt by providing a person responsible for payment with notice (e.g., by mail, email, telephone, or a similar method) of the amount owed. Payment is due immediately upon notice. If these attempts are not successful, a school official will attempt to make a person-to-person telephone contact or schedule an in-person meeting with a person responsible for payment. These parties may discuss payment plan options. If negative balance still has not been paid after the previous steps:

- a. Debt in a student food service account is not automatically discharged, forgiven, or reduced at the end of the school year or due to a change in a student's enrollment status. (e.g., graduates, transfers, drop-outs, etc.).
- b. At its discretion, the District may continue to pursue collection efforts.
- c. To the extent permitted by law, the District may attempt to achieve collection of a food-service-program debt by referring the debt to a collection service, initiating an action in small claims court, or pursuing other legal action. Costs associated with such actions may be added to the debt that is owed. However, before the District takes any of the steps identified in this paragraph, the District will communicate the intended course of action to a person responsible for payment and provide a final notice of the amount due.

Additional Information and Assistance to Households or assistance with all issues and questions related to the District's food service program, including eligibility and applications for free or reduced-price meals, student food service accounts, payment methods, the District's online account management system, as well as the specific issues addressed in these procedures, school families can refer to the Nutrition Services Supervisor, or contact the Business Services Manager, housed at the District Administrative Offices; 900 E. Montgomery St, Sparta, WI 54656. 608-366-3400

Participation

The federal government requires the assessment of all students in grades 3 to 8 and once in high school in the subjects of reading and math.

Wisconsin Statutes require additional assessments in science and social studies in grades 4, 8, 9, 10 and 11. Wisconsin Statute 118.30 (1r) 2.3 provides parents the right to opt out , or excuse their children from these assessments and permits local districts to develop procedures to address this process at grades 4, 8, 9, 10 and 11.

In order for a parent to utilize the Opt Out provision, the parent must:

1. Notify the school principal in writing, at least ten (10) school days before the building is scheduled to begin testing. No verbal requests shall be honored. The principal will inform the Director of Instructional Service/District Assessment Coordinator of the request.
 - The Director of Instructional Services/District Assessment Coordinator shall grant such requests for Forward testing at the 4th, 8th and ASPIRE/ACT testing in 9th, 10th and 11th grade levels per Wisconsin Statute and notify parents.
 - The District Assessment Coordinator shall deny such requests at the 3rd, 5th, 6th, and 7th grade levels following the current Federal law which prohibits parents from opting their children out of testing.
2. Any parent request received after the 10-day deadline for grades 4, 8, 9, 10 and 11 should be referred directly to the District Administrator. Any request received after this date, yet prior to the start of testing, will require the written support of the building principal and the Director of Instructional Service/District Assessment Coordinator.
3. The district will attempt to honor appropriately submitted parental requests regarding test participation. There are circumstances and situations that will require the denial of requests to opt out of state testing. Any questions should be referred to the District Assessment Coordinator.

Public Use of School Facilities

Request to use any school facilities should be made online at

<https://www.communityuse.com/default.asp?acctnum=199526598>.

Paper request forms will no longer be used.

If you have questions you can contact the office of John Blaha, Activities Director, at (608) 366-3504, Ext. 8731, or Sarah Nelson at (608) 366-3441.

Possession or Use of Cell Phones

It is the policy of the Sparta Area School District to regulate student use and/or possession of cell phones, electronic paging or other communication devices while on premises owned, rented, leased or under the control of the school district.

The board acknowledges the potential instructional value of such devices. However, the expectations for student use of electronic devices within classrooms will be determined by each classroom teacher. The use of electronic communication devices while on field trips or other school sponsored activities will be at the discretion of the teacher, advisor or coach.

The responsible use of electronic communication devices is allowed before and after school, during passing periods in the hallways in the secondary schools, during lunch periods and during bus transportation to and from school.

Electronic devices are not to be used in bathrooms and locker rooms at any time. Electronic communication devices may never be used in a manner that will cause disruption to the educational environment, invade the privacy of another individual or threaten the safety of students or staff.

Cell phones and other electronic devices that are used in ways that are contrary to school policy, board policy and/or statute will be confiscated according to school policies.

SASD will not be responsible for loss, damage, or theft of any electronic or digital device brought to school.

The Board of Education shall provide each student with a copy of this policy annually and shall submit a copy to the state superintendent upon its adoption and revision.

Program and Curriculum Modifications – Programs for Children At Risk

The Board shall serve children in the Sparta Area School District who are identified as Children At-Risk in accordance with state statute (Section 118.153) and identified District procedures.

Prior to the beginning of each school year, school officials will develop a list of students in grades 5-12 identified as at-risk of not graduating from high school according the following criteria:

1. Have dropped out of school
2. Are one or more years behind their age group in the number of high school credits attained
3. Are two or more years behind their age group in reading and math skill levels
4. Have been referred to the Corporate Counsel or the Sparta Police Department as an habitual truant
5. Are school age parents
6. Are adjudicated delinquents
7. Are eighth grade pupils whose score in each subject area on the WSAS exam was below the basic level and were retained in the eighth grade.

To be considered at-risk under statute and Board policy, students must meet criteria a, or two of the criteria listed in b-g.

When addressing the needs of at-risk students, the District will consider the following:

1. Curriculum modifications
2. Adaptive instructional strategies
3. Pupil Services support
4. Community services
5. School to work programs
6. Alternative education programs
7. Other developmentally appropriate school programs and services.

The District's At-Risk Curriculum Subcommittee shall develop and maintain a list of school programs and services beneficial to addressing the needs of at-risk students.

Students identified as being at-risk and their parents/guardians will be notified in writing by the building principal and will receive a list of recommended school programs and services available to assist them. At-risk students who are recommended for a program through this process, who meet prerequisite requirements, and desire admission will be given priority consideration for programs with limited capacity.

It is the responsibility of the building principal, working with appropriate staff, to ensure the proper identification of at-risk students within their buildings, and develop a plan according to this policy to address the needs of the student. The Sparta Teacher Assistance Team (S.T.A.T.) is a vital component of this process. The STAT form documents strategies and interventions that have been implemented and can help guide staff in selecting the most individually

appropriate and effective at-risk programs. The S.T.A.T. will meet at least annually to evaluate the effectiveness of the at-risk interventions.

Public Notice:

Children At-Risk means dropouts, pupils who have been absent from school without acceptable excuses, pupils who are parents and pupils who have been adjudicated delinquent, who are also one or more years behind their age group in the number of credits obtained or in basic skill levels.

All At-Risk children enrolled in the District shall have access to a program for Children At-Risk . Upon request, an individualized program shall be developed. Programs shall be designed to allow the pupil to meet graduation requirements. The district may contract with private, non-profit, non-sectarian agencies to meet its requirements of Children At-Risk enrolled in the school district.

School Accountability Report

Wisconsin's school accountability system, especially the School Report Card, aims to provide balanced, descriptive information about school performance. Families who are well-informed about the strengths and needed improvements of their child's learning and their child's school are able to be strong partners and advocates for public education.

To access the Wisconsin Department of Public Instruction's District and School Report Cards website, please click the following link to be redirected: <https://apps2.dpi.wi.gov/reportcards/>.

Drop down menus on this page allow visitors to select the school year, District and School they would like to view. Sparta Area School District Schools can be viewed by selecting Sparta Area under District.

Additional information about the report cards and how to download data can be found on the Department of Public Instruction site: <https://apps2.dpi.wi.gov/reportcards/>

Special Education Child Find Activities

Sparta Area School District 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. The school district has a special education screening program to locate and screen all children with suspected disabilities who are residents of the district and who have not graduated from high school. Upon request the school district will screen any resident child who has not graduated from high school to determine whether a special education referral is appropriate.

A request may be made by contacting:

Amber Kulig
Director of Student Services
900 E. Montgomery Street
Sparta, WI 54656
608-366-3456

Sparta Area School District conducts developmental screening of preschool children. Each child's motor, communication, and social skills are observed at various play areas. Each child is weighed and measured, and the child's hearing and vision is checked. The information is used to provide the parent with a profile of their child's current development and to provide suggestions for follow-up activities. Parents learn about community services available to them and speak with representatives of agencies serving families. The information from screening is also used to determine whether a child should be evaluated for a suspected disability. When school staff reasonably believe a child is a child with a disability, they refer the child for evaluation by a school district Individualized Education Program (IEP) team. See attachments for Child Development Days options.

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 to 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

Special Needs Scholarship Program

This notice serves to inform parents and guardians of students with disabilities that the State of Wisconsin has established the Special Needs Scholarship Program. Under this scholarship program and as further specified in state law, a child with a disability who has been denied the opportunity to attend a nonresident school district under the full time open enrollment program may be eligible to receive a scholarship from the Department of Public Instruction (DPI) that allows the child to attend an eligible private school that is participating in the Special Needs Scholarship Program.

This is a state-administered program. A parent or guardian who is interested in the Special Needs Scholarship Program should independently verify the participating private school and the specific terms, eligibility criteria, and application procedures of the scholarship program with DPI.

The Special Needs Scholarship Program is further defined under section 115.7915 of the state statutes. However, special eligibility requirements not found in that statute exist for program scholarships that are awarded for private school attendance that initially begins in the 2022-23 school year.

Additional information about the program and a list of participating schools is available on the website of the Wisconsin Department of Public Instruction:

<https://dpi.wi.gov/sms/special-needs-scholarship>

Student Locker Searches

A student locker may be provided by the school for the convenience of the student to be solely and exclusively used for the storage of outer garments, footwear and school related materials and no student shall use the locker for any other purpose.

The locker assigned to a student is not the student's private property or under his/her exclusive possession and may be opened and inspected by school authorities at any time. Any unauthorized item found in the locker may be removed. Items removed from the locker may be held by the school for return to the parents or guardian of the student (without liability to the school for safekeeping) unless the inspecting authority suspects that possession or storage of the unauthorized item found in the locker involves a violation of law, in which case the suspect material removed from the locker shall be turned over to law enforcement officials. The student and his/her parents or guardian shall be notified by the inspecting authority of items removed from the locker and of the delivery thereof to law enforcement officials in case of contents so disposed of and of the parent's or guardian's right to obtain other items removed from the locker. No personal locks shall be used on school property.

The policy also applies to file cabinets, such as those provided to High Point students, and other storage units provided for student use.

Student Non-Discrimination and Complaint Procedures

It is the policy of the Sparta Area School District to comply with all applicable state or federal laws concerning non-discrimination and, therefore, no person may be denied admission to any public school in this District or be denied participation in, be denied the benefits of, or otherwise be discriminated against in any curricular, extracurricular, pupil services, recreational, or other program or activity on grounds that include the person's sex, race, color, national origin, ancestry, creed, socio-economic status, homeless status, religion, pregnancy or marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap, or any other factor outlined in state or federal law.

This policy of nondiscrimination shall include:

1. Admissions to regular, exceptional, or enriched programs
2. Standards and rules of behavior
3. Disciplinary actions
4. Acceptance and administration of gifts, bequests, or scholarships
5. Instructional and library/media materials selection
6. Testing, evaluation and counseling methods
7. Access to facilities
8. Participation in athletic programs and other activities
9. Participation in school sponsored food programs
10. Recognition programs or awards
11. Grading, promotion or graduation

In order to maintain a school environment that encourages equal opportunity, diversity, and fairness for all of its students it is the policy of the District to maintain and ensure a learning and working environment free of any form of discrimination toward students.

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the District shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel. The District shall establish safeguards that protect homeless students from discrimination based on their homelessness status.

Students who have been identified as having a handicap or disability, under section 504 of the Federal Rehabilitation Act of 1973, or the Americans with Disabilities Act (ADA), and Individuals with Disabilities Education Act (IDEA) shall be provided with reasonable accommodations in educational services or programs and facilities. When program or classroom modifications are necessary in order to provide a student with disabilities equal opportunity, they will be made as required by law. Facility modifications necessary to provide for appropriate access and participation for persons with disabilities shall be made to the extent required by law. Students may be considered handicapped or disabled under this policy even if they are not covered under the District's special education policies and procedures.

The District shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal.

Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, release time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

The Director of Student Services shall act as compliance officer for all areas of discrimination. The mailing address of the Director of Student Services is 900 East Montgomery Street , Sparta, WI 54656. The phone number for the office of the Director of Student Services is 366-3400.

Complaint Procedure:

Any person who believes he/she has been subject to discrimination within the District may file a complaint in accordance with procedures established for dealing with discrimination. (See Administrative Rule 517 Student Discrimination Complaint Procedure.) Inquiries concerning the application of Title IX and its implementing regulations may be referred to the Superintendent or to the federal Department of Education, Office for Civil Rights.

Student Records

Parents and students over 18 years of age have the right to inspect and review educational records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the building principal a written request that identifies the record(s) they wish to inspect. Behavioral records shall be shown to a parent, guardian, or adult pupil only in the presence of a person qualified to explain and interpret such records. After the records have been shown and explained, a parent, guardian, or adult pupil, may request and receive a copy of such behavioral records.

An adult student, or the parent (s) or guardian(s) of a minor student, has the right to request the amendment of the student's school records if he/she believes the records are inaccurate, misleading, or otherwise in violation of the student's privacy rights. Complaints regarding the content of student records may be made in writing to the superintendent and should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student's privacy or other rights. If the District decides to refuse to amend the information, it will inform the parent(s)/guardian of the refusal and advise the parent(s)/guardian of the right to a hearing under the Family Educational Rights and Privacy Act.

Pupil records may be used only by certified personnel within the system and then only for pupils for whom such personnel have responsibilities for teaching, planning, or programming. A public listing of all personnel who routinely handle behavioral records will be maintained in each school and posted in a prominent place.

An adult student, or the parent(s) or guardian(s) of a minor student, has the right to file a complaint with the U.S. Department of Education for alleged District noncompliance with federal Family Educational Rights and Privacy Act (FERPA) requirements. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington DC 20202-4605.

Meningococcal Disease Information

On an annual basis, the Wisconsin DPI makes available to the public information about meningococcal disease, a serious illness caused by bacteria. It is a leading cause of bacterial meningitis in children 2-18 years old in the United States. Meningitis is an infection of fluid surrounding the brain and the spinal cord. Meningococcal disease also causes blood infections. Meningococcal disease can spread from person to person through close contact (coughing or kissing) or lengthy contact, especially among people living in the same household.

Meningococcal infections can be treated with drugs such as penicillin. Still, about one out of every ten people who get the disease dies from it, and many others are affected for life. This is why preventing the disease through use of meningococcal vaccine (MPSV4 or MCV4) is important for people at highest risk. Public health authorities recommend that teenagers and college-bound students be immunized against this potentially fatal bacterial infection. To learn more, call the nurse's office in your building or the Center for Disease Control and Prevention (CDC) at 800-232-4636. Also, visit the CDC National Immunization Program website at

<https://www.cdc.gov/vaccines/index.html>.

Concussion and Head Injury Information

School districts are required by section 118.293 of the state statutes to distribute concussion and head injury information sheet to (1) each person who will be coaching a youth athletic activity and (2) each student who wishes to participate in the activity at the beginning of a youth athletic activity season, except as otherwise specifically provided. No person may participate in a youth athletic activity unless the person returns the concussion and head injury information sheet signed by the person (e.g., student athlete) and, if he/she is under the age of 19, by his/her parent/guardian. If the person does not return this signed information sheet, he/she cannot participate in the youth athletic activity.

If a student has already returned an appropriately signed information sheet to a school in connection with a youth athletic activity operated by the school during a given school year, the school is not required to distribute any additional concussion and head injury information sheet(s) to the same student in connection with the student's participation in any additional youth athletic activity that is operated by the school during that school year without returning any additional signed information sheets) for those additional activities.

For purposes of this law, a "youth athletic activity" is defined as an organized athletic activity in which the participants, a majority of whom are under 19 years of age, are engaged in an athletic game or competition against another team, club, or entity. This includes school-sponsored sports as well as other organized youth athletic activities in schools or community that meet the definition. A "youth athletic activity" does not include a college or university activity or an activity that is incidental to a nonathletic program.

Sample concussion and head injury information sheets and signature sheets can be found on DPI's website.

Suicide Prevention Resources

The Board of Education recognizes that depression, anxiety, and other mental health conditions are severe problems among children and adolescents. A student who lives with a mental illness may not be able to benefit fully from the educational program of the schools, and a student who has engaged in or attempted self-harm poses a danger both to himself/herself and to other students.

All school personnel should be alert and report to an administrator or school psychologist, school counselor, or school nurse regarding any student who exhibits symptoms or warning signs of depression or who threatens or attempts suicide. Any such signs or the report of such signs from another student or staff member should be taken with the utmost seriousness.

It is essential that Board policies and District guidelines regarding confidentiality be observed at all times.

The law provides that any officer, employee, or volunteer of this Board who, in good faith, attempt to prevent suicide by a student is immune from civil liability for his/her acts or omissions in respect to the suicide or attempted suicide.

Using the Department of Public Instruction notice, the District Administrator shall annually inform the professional staff of the resources available from the Department and other resources regarding suicide prevention. The District Administrator shall also implement procedures to obtain payment or reimbursement for professional mental health services provided by any licensed treatment professional.

Student Privacy - Pupil Records

Maintenance of Pupil Records:

Orderly records which adequately reflect progress, attendance, extra-curricular accomplishments, health, and pertinent behavioral records shall be maintained by the Sparta Area School District.

It shall be the responsibility of the Superintendent to determine the specific content of such records and to name the persons responsible for maintaining these records within the guidelines of applicable legislation and judicial decisions.

Behavioral records are those which include referral information, IEP team evaluations, individual reports, IEP team findings and reports, individual education programs, placement decisions and signed parental consent or refusal, psychological tests, personality evaluations, records of conversations, anecdotal records or comments in regard to a child's behavior, or tests which specifically measure a child's achievement or ability, law enforcement records obtained by the district, health records other than immunizations, discipline and conduct reports, and any other records which are not progress records. Behavior records, with the exception of discipline and conduct reports, Free and Reduced Price School Meals Applications, and pupil health records, shall be maintained in the District's Pupil Services Department. Discipline and conduct reports, and pupil health records shall be maintained in separate paper or digital file(s) in the child's school. Free and Reduced Price School Meals Applications shall be maintained for three years in the District's Food Service Office. Copies of Individualized Education programs will be maintained in the child's special education classroom. Special education records will be maintained for five years following a student's graduation. Other types of behavior records as herein defined shall be destroyed after a pupil has graduated or has withdrawn from the School District's schools for a period of one year, unless written consent from an adult student or parent of a minor student requests maintenance of up to seven years. Adult students or the parents/guardians of students under the age of 18 will be informed of their right to request records maintenance in the Notice of Graduation provided to students.

Pupil health records are maintained in a separate file in the student's school and include a log of first aid and medicine administered to the pupil, athletic permit card, the results of any routine screening such as vision, hearing or scoliosis, and a log of services, such as physical or occupational therapy, provided under the authority of the District. These records are subject to the requirements governing records classified as behavior records .

Progress records are those which show classroom grades or reports of progress, attendance, immunizations, courses taken, and extra curricular activities and shall be maintained permanently even after a pupil has left the School District's schools for any reason. Progress records (permanent cards) are maintained in the school of attendance and are stored at the High School following graduation. Another type of progress record is the cumulative file. This file may contain copies of report cards, birth certificate, WSAS test results, and work samples.

Cumulative files are given to students following graduation. Those that are not picked up are destroyed after one year.

Student directory information, including student's address, telephone listing, date of birth, and participation in co-curricular activities is governed by Article 612 Directory and Yearbook Information.

Confidentiality of Pupil Records:

Pupil records of any types and those not mentioned in this policy shall remain confidential and may be released only upon the receipt of written permission from the parent, guardian, or adult pupil. This release may be made only to a specifically named person, business, or institution designated by such permission, or to those specifically mentioned in statutory exception. One exception which permits disclosure without consent is disclosure to school officials determined to have legitimate educational or safety interests in the records. A school official is a person employed by the District who is required by the Department of Public Instruction to hold a license; a person employed by or working on behalf of the District as an administrator, supervisor, instructor or support staff member (including health or medical staff and police-school liaison personnel; a person serving on the School Board; or a person or company with whom the District has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist).

Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by the IEP team under Wisconsin Statutes or Federal law.

Records maintained for personal use by a teacher and others required to hold a license under 115.28(7) Wis. Stats, and not available to others, and records available only to persons involved in the psychological treatment of a child are not pupil records. If such a record becomes a part of a special education team evaluation, exclusion conference, or advice to a receiving teacher or administrator, it becomes part of the behavioral record which must be shown to parents upon request. If such a confidential record is kept, it must be destroyed immediately when the pupil is no longer the direct responsibility of the certified person involved.

Parents and students over 18 years of age have the right to inspect and review educational records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the building principal a written request that identifies the record(s) they wish to inspect. Behavioral records shall be shown to a parent, guardian, or adult pupil only in the presence of a person qualified to explain and interpret such records. After the records have been shown and explained, a parent, guardian, or adult pupil, may request and receive a copy of such behavioral records.

An adult student, or the parent(s) or guardian(s) of a minor student, has the right to request the amendment of the student's school records if he/she believes the records are inaccurate, misleading or otherwise in violation of the student's privacy rights. Complaints regarding the

content of student records may be made in writing to the superintendent and should identify the part of the record they want changed and specify why they believe it is inaccurate, misleading or in violation of the student's privacy or other rights. If the District decides to refuse to amend the information, it will inform the parent(s)/guardian of the refusal and advise the parent(s)/guardian of the right to a hearing under the Family Educational Rights and Privacy Act.

Pupil records may be used only by certified personnel within the system and then only for pupils for whom such personnel have responsibilities for teaching, planning, or programming. A public listing of all personnel who routinely handle behavioral records will be maintained in each school and posted in a prominent place.

Certified personnel who examine individual folders of pupils are required to sign their name to a form within the folder showing that they have examined the pupil's record. This form and its record which shows the name of those who have examined the record, also becomes a part of the behavioral record and is open for examination to the parent or guardian of the minor pupil or to an adult pupil, upon their request.

An adult student, or the parent(s) or guardian(s) of a minor student, has the right to file a complaint with the U.S. Department of Education for alleged District noncompliance with federal Family Educational Rights and Privacy Act (FERPA) requirements. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave SW, Washington, DC 20202-4605.

The Sparta Area School District shall transfer to another school or school district all pupil records relating to a specific pupil (but shall retain the permanent card, discipline and conduct reports), if the Sparta Area School District has received written notice. The request must be signed by the pupil if the pupil is an adult or by the parent or guardian if the pupil is a minor, and must state that the pupil intends to enroll in the other school or School District. Alternatively, the district shall transfer records upon written notice from another school or School District that the pupil has enrolled.

Student Privacy – Directory and Yearbook Information

The federal Family Educational Rights and Privacy Act (FERPA), requires that the Sparta Area School District, with certain exceptions, obtain parent/guardian consent prior to the disclosure of personally identifiable information from a student's education records. However, the District may disclose appropriately designated directory information without parent, legal guardian or guardian ad litem written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Sparta Area School District to include this type of information from your child's education records in certain school publications. Examples include, but are not limited to:

1. A playbill showing your student's role in a drama production;
2. The annual yearbook;
3. Honor roll or other recognition lists;
4. Graduation programs; and
5. Sports activity sheets

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to any person or organization without a parent's, legal guardian's or guardian ad litem's prior written consent, except that directory information shall not be provided to any organization for commercial or promotional purposes. Commercial shall be defined as the intent or design to make a financial profit or gain. Promotional shall be defined as contributing to the growth or prosperity of the party making the request with benefit to the student. In addition, school districts receiving federal funds under the No Child Left Behind Act of 2001 are required to provide military recruiters or an institution of higher education, upon request, with three directory information categories names, addresses and telephone listings unless parents have advised the District that they do not want their student's information disclosed without their prior written consent.

If parents, legal guardians or guardians ad litem do not want the District to disclose directory information from their child's education records, without their prior written consent, they must notify the District in writing by October 1 of each year in which they want to withhold consent.

The Sparta Area School District declares the following as 'directory information' and that information relating to students may be made public if said information is in any of the following categories:

1. Student's name, address, telephone listing
2. Date of birth
3. Participation in officially recognized activities and sports
4. Weight and height of members of athletic teams
5. Dates of attendance
6. Awards received
7. The most recent previous school attended by the student, and
8. School related photographs for use in yearbooks, newspapers and social media.

Title I Family Engagement Policy

Partners in Learning
Home/School Involvement Compact

We know that students learn best in the Sparta Area School District when everyone works together to encourage learning. The Sparta Area School District and the parents/guardians of the students participating in activities, service, and programs funded by Title 1, Part A of the Every Student Succeeds Act (ESSA) agree to build a partnership to improve student achievement. This agreement is a promise to work together as a team to help your child achieve success in school. Together, we can improve teaching and learning.

As a TEACHER, I pledge to:

- Provide high-quality curriculum and instruction that includes motivating and interesting learning experiences in my classroom;
- Explain my instruction goals and grading system to students and parents;
- Respect the uniqueness of my students and their families;
- Explain academic and classroom expectations to students and parents;
- Explore techniques and materials that help each child learn;
- Guide students and parents in choosing reading materials; and
- Communicate regularly with parents on a student's progress.

Teacher Signature _____ Date _____

As a STUDENT, I pledge to:

- Work as hard as I can on my school assignments;
- Discuss with my parents what I am learning in school;
- Ask my teacher questions when I don't understand something;
- Make time for reading at home; and
- Be responsible for my own behavior.

Student Signature: _____ Date: _____

As a PARENT, I pledge to:

- Encourage good study habits, including quiet study time at home;
- Talk with my child every day about his or her school activities;
- Be aware of my child's progress in school by attending conferences, reviewing school work, and asking the teachers or school questions;
- Make sure my child gets enough sleep at night;
- Make sure my child is at school on time; and
- Encourage good reading habits by reading to or with my child.

Parent Signature: _____ Date: _____

Most importantly, we promise to help each other carry out this agreement throughout the school year.

Title I Professional Qualifications – Teacher

One consideration when implementing a multi-level system of supports (Response to Intervention/Positive Behavioral Interventions and Supports) is to determine which staff members will instruct students who need additional support in the form of interventions for students who are not meeting benchmarks and/or additional challenges for students exceeding benchmarks (RtI and PBIS). When making these determinations, it is important to remember that teaching students in interventions and/or additional challenges is considered instructional, therefore licensure requirements for student instruction apply. In general, the instructor must hold a Wisconsin license for the grade level and subject area he or she is teaching. For more information on structuring a continuum of instructional supports please see <http://www.wisconsinrticenter.org/educators/rti-inaction/continuum-of-supports.html>.

Some questions to consider when determining the most appropriate staff members to provide instruction in your multi-level system of support include:

Are the students with the greatest struggles being instructed by the most highly qualified staff in the content area of need?

Do staff who provide interventions and additional challenges have in-depth pedagogical, content-area, and social-emotional expertise for the unique needs of the students receiving the instruction?

This document provides guidelines on required educator qualifications for providing interventions and/or additional challenges in the content areas of reading, mathematics, and behavior. Guidelines in this document apply at all levels/tiers of support, including requirements under Wis. Stat. 121.02(1)(c) (Standard C), as well as PI 11.02 (Wisconsin's administrative rule for specific learning disabilities eligibility determinations criteria).

This guidance focuses specifically on a school's general education system of support. Additional guidance on permissible roles for special educators can be found at <https://dpi.wi.gov/sites/default/files/imce/sped/pdf/sped-incidental-benefit.pdf>.

Instruction vs. Support

Teachers provide instruction, while paraprofessionals provide support to the student for that instruction. An appropriately licensed teacher or reading specialist designs the lessons, implements the lessons, and evaluates student learning. Teachers licensed in other subject areas and paraprofessionals may provide reinforcement for learning activities but not the actual instruction itself.

"Teacher" is defined in PI 34 and under Wis. Stat. 40.02(55) as a school employee who demonstrates the knowledge, skills, and dispositions outlined in PI 34.02 (the Wisconsin Educator Standards) to improve pupil learning through the exercise of any educational function, including instructing pupils or administering, directing, or supervising any educational activity. "Teaching" is defined in PI 34.01(59) as improving pupil learning by planning instruction,

diagnosing learning needs, prescribing content delivery through classroom activities, assessing student learning, reporting outcomes to administrators and parents, and evaluating the effects of instruction. Interventions and additional challenges are considered instruction. All of these activities must be provided by an appropriately licensed teacher or reading specialist.

Support is the reinforcement of instruction, reinforcement for an intervention, or reinforcement for an additional challenge that has already been provided by the appropriately licensed teacher or reading specialist. Examples of support include:

- assisting individuals or groups of students with independent practice work assigned by the teacher.

- assisting classroom teachers during guided reading with monitoring/assisting students with independent reading assignments, while the teacher works with small group guided reading instruction

- taping (oral/video) oral reading selections for later analysis by the Title I or classroom teacher (taped running records)

Reading:

A reading teacher license (316/1316) is required to teach reading outside of a teacher's self-contained classroom for multiple periods per day. It is permissible for a teacher to provide one period of instruction beyond universal/core instruction, as long as the teacher holds a Regular Education (777/1777) at the Early Childhood-Middle Childhood or Middle Childhood-Early Adolescence level (generally PK-3 or grades 1-8) or an Elementary/Middle Level license (088/1088) at the appropriate grade level(s). Teachers with a special education license at the appropriate developmental or grade level may provide reading instruction to students with disabilities when reading is listed as a special education service in the IEP.

Teachers licensed only with a content-specific (e.g., Math, Broadfield Social Studies) license are allowed to teach reading within the context of their discipline. For example, a math teacher could teach strategies for reading a math textbook or academic vocabulary related to math. Content-specific teachers may not provide reading instruction, interventions, or additional challenges for reading (e.g., pullout group for reading instruction). Middle grades content-specific teachers without a Regular Education, Elementary/Middle Level, or special education license may not provide the reading instruction outside of their content areas.

Reading instruction within a Title I funded program must be provided by an educator who is properly licensed for the assignment.

It is permissible for any licensed teacher and for paraprofessionals to support reading interventions or additional challenges under the direct supervision of an appropriately licensed reading teacher for multiple periods in a day.

Mathematics:

Mathematics instruction must be provided by teachers who hold a Mathematics (400/1400), Regular Education (777/1777), or Elementary/Middle Level (088/1088) license at the appropriate developmental or grade levels of their students. This includes providing interventions and additional challenges for math. Teachers with a special education license at the appropriate developmental or grade levels may provide interventions and additional challenges for students with disabilities when math is listed as a special education service in the IEP.

It is permissible for any licensed teacher and for paraprofessionals to support math interventions or additional challenges under the direct supervision of an appropriately licensed math teacher for multiple periods in a day.

Behavior:

It is permissible for licensed teachers, pupil services professionals, and administrators to provide behavioral interventions to students at the developmental or grade levels of their licenses.

It is permissible for paraprofessionals to support behavioral interventions if the interventions were selected/designed, implemented, and evaluated by a licensed teacher, pupil services professional, or administrator.

Title I Professional Qualifications – Teacher Assistant

QUALIFICATIONS:

1. High School Diploma or equivalent
2. Post high school course work in childcare, child development course work; and/or significant instruction/experience with like aged children is preferred.
3. Ability to communicate effectively, both orally and in writing.
4. Computer, telephone and organizational skills.
5. Special education educational assistants shall be certified by the Wisconsin Department of Public Instruction for the position.
6. Meet the requirements of a highly qualified educational assistant as defined and required by district and state definitions.
7. CPR/First Aid certified (preferred).
8. Additional training may be required depending on the position provided by the district.

REPORTS TO:

Building educational assistants should communicate problems or concerns with the teacher or team/unit leader to whom they are assigned. If it is not resolved, then to the building principal, and if still not resolved, with the District Superintendent.

Educational assistants assigned to special education programs, in the event of a problem or concern, should first communicate with the special education teacher to whom they are assigned. If it is not resolved then to the building principal, followed by the Director of Pupil Services and then the District Superintendent.

SUPERVISION/EVALUATION:

The primary supervisor is the Building Administrator. Performance of this job will be evaluated in accordance with provisions of Sparta Administrative Rule.

JOB GOALS:

1. Creates and maintains a positive learning environment by relating and working effectively with children.
2. Creates and maintains a positive, professional relationship with educators, administration, parents and community members.
3. To assist in the achievement of a deeply held partnership with the community that actively supports parents, students, and families.

PERFORMANCE RESPONSIBILITIES:

This is a specific set of tasks that are representative of most frequently anticipated responsibilities. These should not be interpreted as the only responsibilities performed. Workloads may necessitate temporarily performing responsibilities typically assigned to others in the same department.

1. Assist the teacher(s) in preparation of assignments, including homework

2. Monitor student academic and behavioral progress
3. Effectively maintain accurate and complete records as assigned by teachers or administrators
4. Communicate the needs of students to teachers and administrators
5. Assist in lunchroom, hallway, playground, and bus supervision
6. Assist the teacher by accompanying class or group of students on field trips
7. Being an active member in monitoring and implementing building, classroom, and individual behavior policies and plans
8. Diapering, toileting, student transferring, feeding of students may be required
9. Perform head lice checks on students
10. Treat student and personnel information as confidential
11. Demonstrate flexibility and willingness to change to the demands of the job to meet the needs of the students
12. Participate in CPI nonviolent crisis intervention training
13. Will be required to complete DPI approved training in the administration of prescription and non-prescription medication. May be required to administer prescription and non-prescription medication to students in accordance with approved district procedures.
14. Other similar duties as assigned by teacher or building principal.

SCREENING OF APPLICATIONS:

The Building Administrator will review applications and choose qualified applicants for interviews.

SELECTION:

1. Building Administrator will choose an interview committee.
2. Interviews will include a set of printed questions, identical to be asked of each candidate.
3. Each interview committee member will rate the answer to each question 1-5 so a numbered score for each question, and total for each candidate can be used to rank candidates.
4. The Sparta School District Educational Assistant technical skills assessment will be given to each candidate.
5. Reference checks will be conducted on the most viable candidates.

Dual Enrollment College Credit Programs

Early College Credit Program (ECCP) and Start College Now (SCN) are programs in which eligible students (grades 9-12 and 11-12 respectively) enrolled in the Sparta High School may be allowed to attend a Wisconsin Institution of Higher Education (IHE) for the purpose of earned high school and college credits. The following rules apply to Dual Enrollment programs:

- Participating students must meet all eligibility requirements for the Dual Enrollment program
- Participating students must attend through an eligible IHE during eligible semesters
- Participating students may take up to 18 college credits total between ECCP and SCN, including those credits previously earned through Youth Options or Course Options.
- All applications notifying the school board of the student's intent to enroll in a Dual Enrollment program must be submitted by October 1st or March 1st for spring and fall terms
- The IHE will admit the student following statutory requirements, including required prerequisites
-

The district may deny the high school credit for a Dual Enrollment course if:

- The course does not satisfy a high school graduation requirement
- The district offers a comparable course
- Student applicant has a record of disciplinary challenges (SCN only)
- A denial of high school credit may be appealed through the Wisconsin Department of Public Instruction (DPI)
-

The responsibility of payment for Dual Enrollment program courses is as follows and will be calculated based on the cost allocations below and subject to per-credit cost sharing with the IHE through limits on allowable tuition charges (either 1/2 or 1/3 of the cost of in-state resident undergraduate per credit tuition rate):

- ECCP High School Credit Only: School District 75%, State 25%, Pupil 0%
- ECCP High School and Postsecondary Credit: School District 75%, State 25%, Pupil 0%
- ECCP Postsecondary Credit Only: School District 25%, State 50%, Pupil 25%
- SCN: School District is responsible for all portions of tuition, fees, and books per pupil attending WTCS, pupil not responsible for any portion of the above
- Transportation cost is the responsibility of the student/parent.

Annual Notices Published in Local Newspaper

1. [Student and Staff Nondiscrimination](#)
2. [Student Access to Equal Educational Opportunity](#)
3. [Student Records](#)
4. [FERPA rights and student directory information](#)
5. [Child Nutrition Programs](#)
6. [Free/Reduced Meals](#)
7. [Notice of Educational Options](#)