



2023-24 Annual Notices



Buildings & Contact Information

Maplewood District Offices

900 East Montgomery Street
608-366-3400

Sparta Montessori School

429 N Black River Street
608-366-3468

Innovations STEM Academy

1225 N Water Street
608-366-3497

Herrman Elementary

925 N Black River Street
608-366-3438

SAILS Charter School

900 East Montgomery Street
608-366-3400

Southside Early Learning Center

1023 Walrath Street
608-366-3450

Sparta High School

506 N Black River Street
608-366-3504

Meadowview Middle School

1225 N Water Street
608-366-3497

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Public Record Request

Public Record requests can be sent to the District Office via email or stop into the District Office located at 900 East Montgomery Street, Sparta, WI 54656 between the hours of 7 am - 3:30 pm Monday through Friday.

Sam Russ
Superintendent
sruss@spartan.org
608-366-3400

Wendy Markgren
Superintendent's Assistant
wmarkgren@spartan.org
608-366-3400

Leah Hauser
Director of Business Services
lhauser@spartan.org
608-366-3400

More information can be found within our [Policy 8330](#).

Student Academic Standards

Notice of the Student Academic Standards that are in Effect for the 2023-2024 School Year

Wisconsin Academic Standards K-12:

[Wisconsin Academic Standards](#)

[ELA Standards](#)

[Math Standards](#)

[Next Generation Science Standards](#)

[Social Studies Standards](#)

School Accountability Report

Each School District that receives Title I, Part A funds must prepare and publicly disseminate a report card on the performance and operations of the District. Report cards must be concise and presented in an understandable and uniform format that is developed in consultation with parents and accessible to persons with disabilities and, to the extent practicable, in a language that parents can understand.

The report shall contain the information called for in accordance with State and Federal law. The report must include 1) an overview section and 2) a detail section.

Report cards must begin with a clearly labeled overview section that is prominently displayed. The overview section of District report cards must include information on key metrics of State, District, and school performance and progress and is intended to help parents and other stakeholders quickly access and understand such information and provide context for the complete set of data included in the report.

The overview section of the annual report card must include for the District as a whole and each school, if appropriate:

- A. student achievement data (i.e., the number and percentage of students at each level of achievement on the State mathematics, reading/language arts, and science assessments), including how achievement in the District compares to State as a whole and, for each school in the District, how that school compares to the District and the State as a whole;
- B. English language proficiency of English learners (i.e., the number and percentage of English learners achieving English language proficiency as measured by Wisconsin's English proficiency assessment);
- C. performance on each measure within the Academic Progress indicator used by the State for elementary schools and secondary schools that are not high schools;
- D. high school graduation rates, including the four (4) year adjusted cohort and the extended-year adjusted cohort;
- E. performance on each measure within any School Quality or Student Success indicator used by the State;
- F. school identifying information, including student membership count and Title I participation status;
- G. summative determination for each school;
- H. whether the school was identified for comprehensive support and improvement or targeted support and improvement, and the reason(s) for such identification.

The overview section must include disaggregated data for specific student subgroups as required by the United States Department of Education (e.g., each major racial and ethnic group; children with disabilities; English learners; and economically disadvantaged students).

Report cards must include student achievement data overall and by grade, including the percentage of students at each level of achievement as determined by the State for all students and disaggregated by each major racial and ethnic group, gender, disability status, migrant status, English proficiency status, status as economically disadvantaged, status as a homeless student/youth, status as a child in foster care, and status as a student with a parent who is a member of the Armed Forces on active duty (which includes full-time National Guard duty). Data for these subgroups must be included in the detail section of report cards if it is not included in the overview section.

The details section of the District report card must include the remaining information required in the statute and applicable regulations. A District need not include information in the detail section of the report if it includes such information in the overview section. The annual report detail section must include, if appropriate:

- A. student achievement data (i.e., the number and percentage of students at each level of achievement on the State mathematics, reading/language arts, and science assessments), including how achievement in the District compares to State as a whole and, for each school in the District, how that school compares to the District and the State as a whole;
- B. percentages of students assessed and not assessed in each subject (i.e. participation rates on required assessments);
- C. extent alternate assessments aligned with alternate academic achievements standards were used for students with the most significant cognitive disabilities (i.e., the number and percentage of students assessed using alternate academic achievement standards, by grade and subject);
- D. as applicable, number and percentage of recently arrived English learners exempted from one administration of the reading/language arts assessments or whose results are excluded from certain State indicators;
- E. high school graduation rates, including the four (4) year adjusted cohort, and the extended-year adjusted cohort;
- F. postsecondary enrollment rates for each high school;
- G. information collected and reported in compliance with the Civil Rights Data Collection (CRDC) under 20 U.S.C. 3413(c)(1);
- H. progress toward State-designed long-term goals for academic achievement, graduation rates, and English learners achieving English language proficiency (including

measurements of interim progress);

- I. level of performance on each indicator included in the State accountability system including, as applicable, results on each individual measure within each indicator not already included in the school overview section;
- J. information on educator qualifications;
- K. information on per-student expenditures (i.e., actual personnel and actual non-personnel; for the District as a whole and each school);
- L. State performance on the National Assessment of Educational Progress (NAEP) – math and reading, grades 4 and 8;
- M. description and Results of State accountability system (the District may provide the web address or URL of, or a direct link to, a State plan or other location on the Wisconsin Department of Public Instruction's website to meet this requirement);
- N. additional information best-suited to convey the progress of each school.
- O. other information as required by the Wisconsin Department of Public Instruction.

When presenting data on a report card, the District shall protect the privacy of individuals and the privacy of personally identifiable information contained in students' education records in accordance with the Family Educational Rights and Privacy Act (FERPA) and Policy 8330 - Student Records.

The District's annual report card information must be made publicly available through such means as posting on the District's website and distribution to local media and public agencies.

The Board will provide the school level overview directly to all parents in each school served by the District annually.

The data from the local report card is to be used by each of the schools and the District as a whole in revising and upgrading school and District improvement plans.

School And School District Performance 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/>

Educational Options (Act 55)

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.](#)).
- The Wisconsin Department of Public Instruction released its annual school report cards and the Sparta Area School District has continued to meet expectations. The district received a score of 61.5 out of 100 or three out of five stars, which "Meets Expectations." DPI urges caution in interpreting the results due to the COVID-19 pandemic.
 - Each individual school's scores are as follows:
 - Herrman Elementary 59.9 Meets Expectations (three stars)
 - Montessori School 57.3 Meets Few Expectations (two stars)
 - Meadowview Middle 64.3 Meets Expectations (three stars)
 - Innovations STEM Academy 80.8 Exceeds Expectations (four stars)
 - Sparta High School 56 Meets Few Expectations (two stars)
 - SAILS receives an alternate rating due to its enrollment
- **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 Innovations STEM Academy Sparta High School SAILS Charter School	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 5 - April 30, 2024 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.

Student Assessments

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 in grades 4, 8, 9, 10, and 11.

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

- A. 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.
 1. 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.
 2. 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.
- B. 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.
- C. 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.

Student Nondiscrimination - Title IX/Technical Education

The Board is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, national origin, age, sex (including transgender status, change of sex, male, female, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student programs and activities. This policy is intended to support and promote nondiscriminatory practices in all District and school activities, particularly in the following areas:

1. use of objective bases for admission to any school, class, program, or activity;
2. prohibition of harassment towards students and procedures for the investigation of claims (see Policy 5517);
3. use of disciplinary authority, including suspension and expulsion authority;
4. administration of gifts, bequests, scholarships and other aids, benefits, or services to students from private agencies, organizations, or persons;
5. selection of instructional and library media materials in a nondiscriminatory manner and that reflect the cultural diversity and pluralistic nature of American society;
6. design and implementation of student evaluation practices, materials, and tools, but not at the exclusion of implementing techniques to meet students' individual needs;
7. design and configuration of facilities;
8. opportunity for participation in extra-curricular and co-curricular activities provided that separate programs for male and female students may be available provided comparable activities are made available to all in terms of type, scope, and District support; and
9. the school lunch program and other school-sponsored food service programs.

The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board's policies pertaining to employment practices can be found in Policy 3122.

In furtherance of the aforesaid goal, the District Administrator shall:

Curriculum Content

1. review current and proposed courses of study and textbooks to detect any bias based upon the Protected Classes ascertaining whether or not supplemental materials, singly or taken as a whole, fairly depict the contribution of both sexes, various races, ethnic groups, etc. toward the development of human society;

2. provide that necessary programs are available for students with limited use of the English language;

Staff Training

1. develop an ongoing program of staff training and in-service training for school personnel designed to identify and solve problems of bias based upon the Protected Classes in all aspects of the program;

Student Access

1. review current and proposed programs, activities, facilities, and practices to ensure that all students have equal access thereto and are not segregated on the basis of the Protected Classes in any duty, work, play, classroom, or school practice, except as may be permitted under State regulations;
2. verify that facilities are made available in a non-discriminatory fashion, in accordance with Board Policy 7510 - Use of District Facilities, for non-curricular student activities that are initiated by parents or other members of the community, including but not limited to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title 36 of the United States Code as a patriotic society;

District Support

1. require that like aspects of the District program receive like support as to staff size and compensation, purchase and maintenance of facilities and equipment, access to such facilities and equipment, and related matters;

Student Evaluation

1. verify that tests, procedures, or guidance and counseling materials, which are designed to evaluate student progress, rate aptitudes, analyze personality, or in any manner establish or tend to establish a category by which a student may be judged, are not differentiated or stereotyped on the basis of the Protected Classes.

The District Administrator shall appoint and publicize the name of the compliance officer(s) who is/are responsible for coordinating the District's efforts to comply with the applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination or equal access. The Compliance Officer(s) also verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973 (as amended), is provided to students, their parents, staff members, and the general public.

The District Administrator shall attempt annually to identify children with disabilities, ages 3 - 21, who reside in the District but do not receive a public education. In addition, s/he shall establish procedures to identify students who are Limited English Proficient, including immigrant children and youth, to assess their ability to participate in District programs, and develop and administer a program that meets the English language and academic needs of these students. This program shall include procedures for student placement, services, evaluation, and exit guidelines and shall be designed to provide students with effective instruction that leads to academic achievement and timely acquisition of proficiency in English. As a part of this program, the District will evaluate the progress of students in achieving English language proficiency in the areas of listening, speaking, reading and writing, on an annual basis.

Reporting Procedures

Students, parents and all other members of the School District community are encouraged to promptly report suspected violations of this policy to a teacher or administrator. Any teacher or administrator who receives such a complaint shall file it with the District's Compliance Officer at his/her first opportunity.

Students who believe they have been denied equal access to District educational opportunities in a manner inconsistent with this policy may initiate a complaint and the investigation process that is set forth below. Initiating a complaint will not adversely affect the complaining individual's participation in educational or extra-curricular programs unless the complaining individual makes the complaint maliciously or with the knowledge that it is false.

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

The Board designates the following individuals to serve as the District's CO's:

Lisa Molland
Director of Student Services
608-366-3400
900 East Montgomery St.
Sparta, WI 54656
lmolland@spartan.org

The names, titles, and contact information of these individuals will be published annually:

1. in the staff and student handbooks.
2. on the School District's website.

A CO will be available during regular school/work hours to discuss concerns related to student discrimination in educational opportunities under this policy.

Investigation and Complaint Procedure

The CO shall investigate any complaints brought under this policy. Throughout the course of the process as described herein, the CO should keep the parties informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent it is available: a description of the alleged violation, the identity of the individual(s) believed to have engaged in, or to be actively engaging in, conduct in violation of this policy, if any; a detailed description of the facts upon which the complaint is based; and a list of potential witnesses.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the CO shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the report by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken during the investigatory phase to protect the Complainant from further loss of educational opportunity, including but not limited to a change of class schedule for the Complainant, tentative enrollment in a program, or other appropriate action. In making such a determination, the CO should consult the District Administrator prior to any action being taken. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform any individual named by the Complainant in connection with an alleged violation of this policy, that a complaint has been received. The person(s) must also be provided an opportunity to respond to the complaint.

All investigations shall be commenced as soon as practicable upon receipt of a complaint and concluded as expeditiously as feasible, in consideration of the circumstances, while taking measures to complete a thorough investigation. The complaining party shall be notified in writing of receipt of the complaint within forty-five (45) days of the complaint and shall reach a determination concerning the complaint within ninety (90) days of receipt unless additional time is agreed to by the complaining party.

The investigation will include:

1. interviews with the Complainant;
2. interviews with any persons named in the complaint;
3. interviews with any other witnesses who may reasonably be expected to have any information relevant to the allegations, as determined by the CO;

4. consideration of any documentation or other evidence presented by the Complainant, Respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a written report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definitions in this Policy, as well as in State and Federal law as to whether the Complainant has been denied access to educational opportunities on the basis of one of the protected classifications, based on a preponderance of evidence standard. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

With authorization of the District Administrator, the CO may consult with the Board's attorney during the course of the investigatory process and/or before finalizing the report to the District Administrator.

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

Absent extenuating circumstances, within ten (10) business days of receiving the report of the CO, the District Administrator must either issue a final decision regarding the complaint or request further investigation. A copy of the District Administrator's final decision will be delivered to the Complainant and to the Respondent, if any. The District Administrator may redact information from the decision in the event the release of information raises concerns regarding the integrity of the complaint or investigation process. The Board authorizes the District Administrator to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the Complainant or Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within ten (10) business days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above. The decision of the District Administrator will be reviewed by the Board upon request.

If the Complainant feels that the decision does not adequately address the complaint s/he may appeal the decision to the State Superintendent of Public Instruction by submitting a written request to the Wisconsin Department of Public Instruction, Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157. Any person, including the Respondent in a complaint, who is subject to disciplinary action up to and including termination as a result of a complaint may choose to file a grievance utilizing the District's grievance procedure as outlined in Policy 3340.

The Board reserves the right to investigate and resolve a complaint or report regardless of whether the member of the School District community or third party chooses to pursue the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

Additional School District Action

If the evidence suggests that any conduct at issue violates any other policies of the Board, is a crime, or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), or threats of violence, the CO or District Administrator shall take such additional actions as necessary and appropriate under the circumstances, which may include a report to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations.

Confidentiality

The District will make reasonable efforts to protect the privacy of any individuals involved in the investigation process. Confidentiality cannot be guaranteed, however. All Complainants proceeding through the investigation process should be advised that as a result of the investigation, allegations against individuals may become known to those individuals, including the Complainant's identity.

During the course of an investigation, the CO will instruct all members of the School District community and third parties who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose any information that s/he learns or that s/he provides during the course of the investigation.

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

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

1. all written reports/allegations/complaints/statements;
2. narratives of all verbal reports, allegations, complaints, and statements collected;
3. a narrative of all actions taken by District personnel;
4. any written documentation of actions taken by District personnel;
5. narratives of, notes from, or audio, video, or digital recordings of witness statements;
6. all documentary evidence;
7. e-mails, texts, or social media posts related to the investigation;
8. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;

9. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
10. dated written determinations to the parties;
11. dated written descriptions of verbal notifications to the parties;
12. written documentation of any interim measures offered and/or provided to complainants, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt; and
13. documentation of all actions, both individual and systemic, taken to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects.

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

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

Student Religious Accommodations

As a public entity, the District must comply with the U.S. Constitution's First Amendment requirement that the District neither establish religion in the schools nor prohibit students' free exercise of religion according to pertinent interpretation and application of those Constitutional provisions by the Courts. Accordingly, no Board employee will promote religion in the classroom or in the District's curriculum, or compel or pressure any student to participate in devotional exercises. Instructional activities shall not be permitted to advance or inhibit any particular religion or religion generally. Teachers shall forward parental requests for religious accommodation in instruction to the Principal.

An understanding of religions and their effects on civilization is essential to the thorough education of young people and to their appreciation of a pluralistic society. To that end, curriculum may include, as appropriate to the various ages and attainments of the students, instruction about the religions of the world.

The Board acknowledges the degree to which religion often is incorporated into certain aspects of the arts, literature, music, and issues of morality. The instructional and resource materials approved for use in the District schools sometimes contain religious references or concern moral issues that have traditionally been the focus of religious concern. That such materials may contain such references, or may concern such issues, shall not, by itself, bar their use by the District. The Board directs that staff members employing such materials be neutral in their approach and avoid using them to advance or inhibit religion in any way.

The Board recognizes that religious traditions vary in their perceptions and doctrines regarding the natural world and its processes. The curriculum is chosen for its place in the education of the District's students, not for its conformity to religious principles. Students should receive unbiased instruction in the schools, so they may privately accept or reject the knowledge thus gained, in accordance with their own religious tenets if any.

Accordingly, no student shall be exempted from completion of a required course of study on the grounds that components of the instruction interfere with the free exercise of his/her religion. However, if after careful personal review of the program's lessons and/or materials, a parent indicates to the school that either the content or activities conflict with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular class periods for specified reasons.

For the privacy of students whose parents request that they not take part in the particular class periods for specified reasons, prior arrangements will be made for the student(s) to go to a supervised location where under the supervision of a staff member the student(s) will be provided with an appropriate, alternate learning activity(s) during the requested absence.

The District's instructional materials shall not be designed to influence students to accept or reject a particular religious belief or point of view.

Complaints by students or the public regarding any such course of study will be handled in accordance with Board Policy 9130.

Education of Homeless Children and Youths

Children who are identified as meeting the Federal definition of "homeless" will be provided a free appropriate public education (FAPE) in the same manner as all other students of the District. To that end, homeless students will not be stigmatized or segregated on the basis of their status as homeless. The District shall establish safeguards that protect homeless students from discrimination on the basis of their homelessness. The District shall regularly review and revise its policies, including school discipline policies that impact homeless students, including those who may be a member of any of the Protected Classes (Policy 2260).

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

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

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

Services to Homeless Children and Youth

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

- A. transportation services;
- B. public preschool programs and other educational programs and services for which the student experiencing homelessness meets eligibility criteria including:
 - 1. programs for children with disabilities;

2. programs for English learners (ELs) (i.e. students with limited English proficiency (LEP));
3. programs in career and technical education;
4. programs for gifted and talented students;
5. school nutrition programs; and
6. before - and after-school programs.
- 7.

The District Administrator will appoint a Liaison for Children experiencing homelessness who will perform the duties as assigned by the District Administrator. Additionally, the Liaison will coordinate and collaborate with the State Coordinator for the Education of Children and Youth experiencing homelessness as well as with community and school personnel responsible for the provision of education and related services to children and youths experiencing homelessness. For more information on the role of the Liaison, refer to AG 5111.01.

School Stability

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

- A. continue the student's education in the school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year even if the child or youth becomes permanently housed during an academic year; or
- B. enroll the student in any public school that students not experiencing homelessness who live in the attendance area in which the child or youth is actually living are eligible to attend.

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

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

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

The school district of residence is defined as an attendance-area school or district where the student lays their head at night.

Permanent housing is defined as any signed lease by parent or guardian or long-term approved living situation.

Immediate Enrollment

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

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

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

Transportation

The District provides students experiencing homelessness with transportation services that are comparable to those available to students not experiencing homelessness. The District also provides or arranges for transportation to and from the school of origin at the parent or guardian's request, or the liaison's request in the case of an unaccompanied youth.

Transportation is arranged promptly to allow for immediate enrollment and will not create barriers to a student's attendance, retention, and success.

- A. If the student experiencing homelessness continues to live in the District, where the school of origin is located, transportation will be provided or arranged for the student's transportation to or from the school of origin.
- B. If the student experiencing homelessness moves to an area served by another district, though continuing his/her education at the school of origin (which is in the District), the District and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin. If the districts cannot agree upon such a method, the responsibility and costs will be shared equally.
- C. When the student obtains permanent housing, transportation shall be provided to and from the school of origin until the end of the school year.

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

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

Dispute Resolution

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

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

The District's notice and written explanation about the reason for its decision will include, at a minimum, an explanation of how the school reached its decision regarding eligibility, school selection, or enrollment, including 1) a description of the proposed or refused action by the school, 2) an explanation of why the action is proposed or refused, 3) a description of other options the school considered and why those options were rejected, 4) a description of any other relevant factors to the school's decision and information related to the eligibility or best

interest determination such as the facts, witnesses, and evidence relied upon and their sources, and 5) an appropriate timeline to ensure deadlines are not missed. The District must also include contact information for the Liaison and the State Coordinator, and a brief description of their roles. The District will also refer the parent, guardian or unaccompanied youth to the Liaison, who will carry out the dispute resolution process.

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

Children Experiencing Homelessness in Preschool

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

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

Public Notice

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

Records

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

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

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

Note:

According to non-regulatory guidance from the U.S. Department of Education (ED), standards for adequate housing may vary by locality. Please see ED guidance for factors to consider when determining whether a child or youth is living in "substandard housing." Education for Homeless Children and Youth Programs, Non-Regulatory Guidance, U.S. Department of Education (ED), Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act, at A-3 (July 27, 2016).

Student Privacy

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.

Search and Seizure

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

School Property

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

The Board directs that the searches may be conducted by the District Administrator, building principals, assistant principals, School Resource Officer, Dean of Students and/or others as designated by the District Administrator.

Student Person and Possessions

The Board recognizes that the privacy of students or their belongings may not be violated by unreasonable search and seizure and directs that no student be searched without reasonable suspicion that the search will turn up evidence that the student has violated or is violating either a particular law or a particular rule of the school. Any search under this paragraph must be reasonable in scope and reasonable in the manner in which it is conducted. The extent of the search will be governed by the seriousness of the suspected infraction, the student's age and gender, the student's disciplinary history, and any other relevant circumstances or information. The Principal may arrange for a breath test for blood-alcohol to be conducted on a student whenever the Principal has individualized reasonable suspicion to believe the student has consumed or is under the influence of an alcoholic beverage while on school premises or while participating in a school-sponsored activity. If the result indicates a violation of school rules as described in the student handbook, the disciplinary procedure described in the student handbook will be followed. If the student refuses to take the test, the Principal will inform the student that refusal to participate implies an admission of guilt leading to disciplinary action consistent with the student handbook.

This authorization to search shall also apply to all situations in which the student is under the jurisdiction of the Board.

In a situation in which a search of a student's person or possessions is appropriate, school administrators should first attempt to contact the school resource officer to conduct the search under the administrator's direction. If the school does not have a school resource officer or if the officer is not available, the administrator may proceed with the search, unless the information justifying the search suggests that the student is in possession of dangerous materials whereby the expertise of law enforcement is necessary. In such a case, the school official shall contact law enforcement and request their assistance.

Under no circumstances shall a school official ever conduct a strip search of a student.

Parking Permit Required

Permission for a student to bring a vehicle on school property shall be conditioned upon written consent of the search of the vehicle and all containers inside the vehicle by a school administrator with reasonable suspicion to believe the search will produce evidence of a violation of a particular law, a school rule, or a condition that endangers the safety or health of the student driver or others. If an administrator determines a search is necessary, he or she should request consent to search the vehicle and all containers inside the vehicle. If consent is not given, a school administrator may proceed with the search. An administrator may contact the police liaison officer or law enforcement agency for assistance in conducting a search.

Except as provided below, a request for the search of a student or a student's possessions will be directed to the principal. The Principal shall attempt to obtain the freely-offered, written consent of the student to the inspection; however, provided there is reasonable suspicion pursuant to the above paragraphs, the Principal may conduct the search without such consent. Whenever possible, a search will be conducted by the principal in the presence of the student and a staff member other than the principal. A search prompted by the reasonable suspicion that health and safety are immediately threatened will be conducted with as much speed and dispatch as may be required to protect persons and property.

Search of a student's person or intimate personal belongings shall be conducted by a person of the student's gender, in the presence of another staff member of the same gender, and in a manner that is minimally intrusive to the student based on the reasonable suspicion justifying the search.

Use of Dogs

The Board authorizes the use of specially-trained dogs to detect the presence of drugs and devices such as bombs on school property under the following conditions:

The presence of the dogs on school property is authorized in advance by the District Administrator, except in emergency situations, or is pursuant to a court order or warrant.

The dog must be handled by a law enforcement officer or certified organization specially trained to safely and competently work with the dog.

The dog is represented by the Sheriff or Chief of the law enforcement agency providing the service as capable of accurately detecting drugs and/or devices.

The principal shall be responsible for the prompt recording in writing of each student search, including the reasons for the search; information received that established the need for the search and the name of informant, if any; the persons present when the search was conducted; any substances or objects found and the disposition made of them; and any subsequent action taken. The principal shall be responsible for the custody, control, and disposition of any illegal or dangerous substance or object taken from a student.

The District Administrator or designee may request the assistance of a law enforcement agency in implementing any aspect of this policy. Where law enforcement officers participate in a search on school property or at a school activity pursuant to a request from the District Administrator, the search shall be conducted by the law enforcement officers at the direction of a District official. Law enforcement searches conducted independently of any District official request or direction shall be conducted based on standard applicable to law enforcement.

Anything found in the course of a search pursuant to this policy which constitutes evidence of a violation of a particular law or school rule or which endangers the safety or health of any person shall be seized and properly cataloged for use as evidence if appropriate. Seized items shall be returned to the owner if the items may be lawfully possessed by the owner. Seized items that may not lawfully be possessed by the owner shall be turned over to law enforcement.

The District Administrator shall provide students and staff with written notice of this policy and guidelines at least annually.

Human Growth and Development Instruction

The Board directs that students receive instruction in human growth and development, consistent with Chapter 118.019(2) Wis. Stats.

Such instruction will include the following:

A. Medically accurate and age-appropriate instruction in the following topics:

1. the importance of communication about sexuality between the student and the student's parents or guardians
2. reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation
3. puberty, pregnancy, parenting, body image, and gender stereotypes
4. the skills needed to make responsible decisions about sexuality and sexual behavior throughout the student's life, including how to refrain from making inappropriate verbal, physical, and sexual advances and how to recognize, rebuff, and report any unwanted or inappropriate verbal, physical, and sexual behaviors
5. the benefits of and reasons for abstaining from sexual activity, which shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections, and shall identify the skills necessary to remain abstinent
6. the health benefits, side effects, and proper use of contraceptives and barrier methods approved by the Federal Food and Drug Administration to prevent pregnancy and barrier methods approved by the Federal Food and Drug Administration to prevent sexually transmitted infections
7. methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress
8. how alcohol and drug use affect responsible decision making
9. the impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality
10. adoption resources, prenatal care, and postnatal supports
11. the nature and treatment of sexually transmitted infections

- B. address self-esteem, personal responsibility, healthy relationships, and positive interpersonal skills, with an emphasis on healthy relationships
- C. identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships

The following shall also be incorporated into the above subjects, when age-appropriate, in the same course and during the same year:

- A. presents abstinence from sexual activity as the preferred choice of behavior for unmarried students;
- B. emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome;
- C. provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children;
- D. explains pregnancy, prenatal development, and childbirth;
- E. explains the criminal penalties for engaging in sexual activities involving a child under Ch. 948, Wis. Stats.;
- F. explains the sex offender registration requirements under 301.45, Wis. Stats.; which shall include who is required to report, what information must be reported, who has access to the information reported, and the implications of being registered;
- G. provides medically accurate information about the human papillomavirus and the human immunodeficiency virus and acquired immunodeficiency syndrome.
- H. explains the process under 48.195, Wis. Stats., under which a parent of a newborn child may relinquish custody of the child to a law enforcement officer, emergency medical services practitioner, or hospital staff member

The District shall use instructional methods and materials that do not discriminate against a student based upon the student's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active students or children with disabilities.

A citizens' advisory committee shall be established, in accordance with 118.019(5), Wis. Stats., which will provide for the effective participation of staff, parents, health-care professionals, members of clergy, and other residents of the District. The role of the advisory committee is to advise the Board on the design and implementation of the human growth and development curriculum and to review the curriculum. The Board authorizes the Committee to submit a

recommendation to the Board for the curriculum to include separating students on the basis of gender when age-appropriate.

The District shall provide parents annually with an outline of the human growth and development program used in their child's grade level as well as information regarding how the parent may inspect the complete program and instructional materials. Prior to use in the classroom, the program shall be made available to parents for inspection.

The District shall notify the parents, in advance of the instruction and give them an opportunity, prior to instruction, to review the complete program and instructional materials and of their right to have their child excused from the instruction. The notice shall state that in the event a student is excused, that student will still receive instruction under Wis. Stat. 118.01(2)(d)2c, Wis. Stats. unless exempted and under Wis. Stat. 118.01(2)(d)8, Wis. Stats.

Special Education

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:

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>

Title I Program Information

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

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

- A. involve parents and family members in the development of the School District's Title I plans and any State-mandated comprehensive support and improvement plans;
- B. provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family member involvement activities to improve student achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. coordinate and integrate parent and family member engagement strategies, to the extent feasible and appropriate, with other Federal, State, and local laws and programs;
- D. with meaningful involvement of parents and family members, annually evaluate the content and effectiveness of the parent and family member engagement policy in improving the academic quality of schools, including:
- E. identifying barriers to greater parent participation (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- F. the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- G. strategies to support successful school and family interactions;
- H. use the findings of the above-referenced evaluation to:

- I. design evidence-based strategies for more effective parental involvement; and,
- J. revise the parent and family member engagement policy, if necessary;
- K. involve parents in the activities of the District's Title I schools, which may include establishing a parent advisory board that may be charged with developing, revising and reviewing the parent and family member engagement policy;
- L. provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency and/or disabilities, and parents and family members of migratory children) including providing information and school reports in a format, and to the extent practicable in a language, such parents can understand;
- M. conduct meetings with parents including provisions for flexible scheduling and assistance to parents to better assure their attendance at meetings;
- N. develop agendas for parent meetings to include review and explanation of the curriculum, means of assessments, and the proficiency levels students are expected to achieve and maintain;
- O. provide opportunities for parents to formulate suggestions, interact and share experiences with other parents, and participate appropriately in the decision-making about the program and revisions in the plan;
- P. involve parents in the planning, review, and improvement of the Title I program;
- Q. communicate information concerning school performance profiles and their child's individual performance to parents;
- R. assist parents in helping their children in achieving the objectives of the program by such means as ensuring regular attendance, monitoring television-watching, providing adequate time and the proper environment for homework, guiding nutritional and health practices, and the like;
- S. provide timely responses to parental questions, concerns, and recommendations;
- T. coordinate and provide technical assistance and other support necessary to assist Title I schools to develop effective parent participation activities to improve academic achievement;
- U. conduct other activities as appropriate to the Title I plan and State and Federal requirements.

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

- A. Supporting schools and nonprofit organizations in providing professional development for the District and school personnel regarding parent and family member engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.
- B. Supporting programs that reach parents and family members at home, in the community, and at school.
- C. Disseminating information on best practices focused on parent and family member engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- D. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family member engagement.
- E. Engaging in any other activities and strategies that the Board determines are appropriate and consistent with its parent and family member engagement policy.

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

- A. Each principal must convene an annual meeting at a convenient time to which all parents of participating children are invited and encouraged to attend to explain the parents' rights to be involved and the school's obligations to develop a parent and family member engagement policy.
- B. Meetings with parents of children receiving Title I services must be scheduled at flexible times with assistance such as child care, transportation, home visits, or similar aid offered to parents to encourage their involvement.
- C. Parents must be involved in an organized, ongoing and timely way in the development, review, and improvement of parent involvement activities, including the planning, review, and improvement of the school parent and family member engagement policy, and the

joint development of the schoolwide program plan, if appropriate.

D. Parents of participating students must be provided with:

1. timely information about the Title I program and the school's parent and family member engagement policy;
2. description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels expected;
3. regular meetings, upon request, for parents to make suggestions, and to participate as appropriate, in decisions relating to the education of their children, and receive responses regarding the parents' suggestions about their student's education as soon as practicably possible.

E. If the written plan is not satisfactory to the parents of participating children, the school must submit any parents' comments when it presents the plan to the District Administrator.

F. As a component of the school-level parent and family member engagement policy, the principal for each school shall coordinate the development of a school-parent compact jointly with parents of children served under Title I which outlines how the school staff, the parents, and the student will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students achieve the State's high standards. The compact must:

1. describe the school's responsibility to provide a high-quality curriculum and instruction in a supportive, effective learning environment;
2. describe the ways in which each parent is responsible for supporting their child's learning environment such as monitoring attendance, homework, extra-curricular activities, and excessive television watching; volunteering in the classroom; and participating, as appropriate, in decisions relating to the education of their children and their positive use of extra-curricular time;
3. address the importance of parent/teacher communication on an on-going basis through at least annual parent-teacher conferences to discuss the child's achievement and the compact; frequent progress reports to the parents on their child's progress; reasonable access to the staff and to observe and participate in classroom activities and regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

- G. Parents of children receiving Title I services must be notified about their school's parent and family member engagement policy in an understandable and uniform format, and to the extent practicable, in a language the parents can understand. These policies must also be made available to the community.
- H. School-level parent and family member engagement policies must be updated periodically to meet the changing needs of parents and the schools.

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

- A. assisting parents of children served under Title I in understanding such topics as the State's academic standards, State and local academic assessments Title I, and how to monitor their child's progress and how to work with educators to improve their child's achievement;
- B. providing materials and training to help parents work with their children to improve achievement, such as literacy training and using technology (including education about the harms of copyright privacy);
- C. educating teachers, specialized instructional support personnel, school leaders (including principals), and other staff, with the assistance of parents, about the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement and coordinate parent programs, and how to build ties between parents and the school;
- D. to the extent feasible and appropriate, coordination and integration of parent involvement programs and activities with other Federal, State and local programs (including public preschool programs), and conducting other activities that encourage and support parents more fully participating in the education of their children (e.g., parent resource centers);
- E. providing information related to school and parent programs, meetings, and other activities to parents of participating children in a format, and, to the extent practicable, in a language the parents can understand;
- F. providing such reasonable support for parent involvement activities as parents may request.

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

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

Professional Qualifications of Teachers and Paraprofessionals

Parents and guardians of students in the Sparta Area School District have the right to know the professional qualifications of the classroom teachers that instruct their child. The No Child Left Behind federal law allows parents and guardians to request specific information about their child's classroom teachers and requires schools to respond to their request in a timely manner. Parents and guardians have the right to ask for the following information in regards to their child's teachers:

- Whether the Wisconsin Department of Public Instruction has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Wisconsin Department of Public Instruction has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teachers' college majors; whether the teacher has advanced degrees and, if so, the subject of the degrees.
- Whether any educational assistants or similar classroom aides provide services to their child and, if they do, their qualifications.

If you would like to receive any of this information, please forward a written request to your child's building principal.

Programs for English Learners

The Board recognizes that there may be students who primarily speak languages other than English residing within the District. With that in mind, the Board shall provide appropriate identification and transition services for District students who are identified as English learners. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English Learners (ELs), the implementation of curricular and instructional modifications, the assessment of the EL student's academic progress, identification of EL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration, and the type of services shall be determined individually based on the needs of each student. If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements, the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The Director of Instructional Services shall be responsible for taking a count of limited-English proficient students in the District that shall be completed on or before March 1st of each school year. The District will also assess the language proficiency of such students and classify them by language group, grade level, age, and English language proficiency. The annual assessment will measure a student's oral language, reading, and writing skills in English.

The District shall submit the report of EL students to the Department of Public Instruction as required by law.

Assessing English Proficiency

Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child.

Identification of students requiring additional services as ELs will be identified by the District using the following process:

- A. Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child by completing a Home Language Survey
- B. The student's prior academic records in or outside the United States will be reviewed to identify areas of concern where poor performance may be attributable to language barriers.
- C. If deemed appropriate, the student may undergo an academic assessment to confirm identification.

Students not initially identified as in need of EL services who are observed through classroom performance as exhibiting language barriers to educational achievement should be re-evaluated.

Students identified above must be given the formal evaluation screening test. Students that score less than ELP 5 on the test must be identified as EL and entered into the Wisconsin Information System for Educators (WISEdata) system.

The District will provide programs for EL students so they may become proficient in English while achieving academically.

Parental Notification and Consent

If a student is identified and assessed as EL and determined to be eligible for services, the District will send written notice to the student's parent within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year). Every effort will be made to obtain permission from the student's parent(s) to place the student in language instructional programming prior to the start of the school year or as soon as practicable after identification. The notice will include the information required by law.

No student will be placed in the EL Program without having received written permission from the student's parent(s). The notice to the parent(s) shall be in English and their native language. Additionally, the student's parent(s) will be given the opportunity to participate and provide input into the student's program and will be regularly informed of the student's progress. Finally, the student's parent(s) shall be given the opportunity to participate in the determination that their student has the language skills necessary to be socially and academically successful, as identified below, and the student may exit the program.

The EL student's English proficiency assessment records shall be maintained by the District in accordance with State and Federal laws and District student records policies and procedures.

Assessing Academic Achievement and English Language Proficiency

An EL student may not be exempted from academic assessments based on their EL status. However, an EL student, who has been enrolled in a U.S. school for less than twelve (12) cumulative months, may be exempted during the first test administration. The District shall administer State-required tests to EL students unless a determination has been made that an individual student's results on 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. All EL students' assessment results, as well as a student's alternative assessment results, shall be communicated to the student's parent(s) and to the DPI as required by law.

EL students must annually be administered assessment testing for English proficiency determination. The District will update WISEdata if appropriate.

Exit Procedures

Once a student has been placed in the EL Program, the student will be provided with programs and services and will be evaluated on an annual basis until it is determined that the student has the language skills necessary to be socially and academically successful compete with mainstream English speakers in age and grade-appropriate settings in all areas of language development without the use of adapted or modified English materials.

EL students with the language skills necessary to compete will:

- A. understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed;
- B. read, comprehend and write English as evidenced by successful classroom performance and average District score on standardized achievement tests; and
- C. meet or exceed District guidelines in their academic subjects.

Students may be identified as reaching these English proficiency standards by either:

- A. receiving an English Language Proficiency (ELP) 5 or higher on an annual assessment, in which case the student is automatically classified as English Language Proficient in WISEdata; or
- B. receiving an overall composite of 4.5-4.9 and re-evaluate with the Multiple Indicator Protocol ("MIP") to determine whether the student demonstrates full English proficiency. If choosing to use the MIP the District must implement it as described in the Department of Public Instruction's English Language Policy Handbook.

Parents must be notified and consulted prior to the formal reclassification of a student. Parents who disagree with an ELP assessment shall be given the opportunity to review the ELP assessment with the building principal and/or Director of Instructional Services.

Upon exit from the EL Program, the reclassification/exit decisions will be monitored and reviewed, and documentation maintained, for two (2) years. The MIP may be used as one (1) of the multiple monitoring indicators during those two (2) years. The documentation will include, at a minimum, grade level, ELP composite score, and two (2) or more pieces of evidence.

Re-entry

During the two (2) year monitoring period, if the student is unable to compete with mainstream English speakers in age and grade-appropriate settings in all areas of language development, the student will be allowed to re-enter a bilingual or EL program.

The Director of Instructional Services will be responsible for assuring that parents are involved in each entry, exit, and re-entry decision, that these guidelines are followed and that EL reclassification/exit and the re-entry decisions abide by Department of Public Instruction standards.

Counseling Services for Students Who Are Limited English Proficient Students

The District believes that all students should have an opportunity to have the guidance of a counselor in course selection and career planning. A student who has limited English proficiency should be able to communicate their ambitions with a counselor so that there is no discrimination or bias in class placement or career planning. A counselor should not make any predictions of success or failure based on a student's classification as limited English proficient. If any materials, interpreters, or resource people are used to recruit students to a particular career path or vocational choice, the counselors and teachers must be sure that such materials and/or presentations can be made accessible to a student, as well as a parent, who is limited English proficient.

If a counselor knows that a parent has limited English proficiency, and communication with a parent is necessary based upon concerns about their child, the counselor should attempt to utilize an interpreter to assist in a discussion regarding the matters being discussed.

To contact someone regarding limited English proficient please contact:

Kyla Manske
Director of Instructional Services
900 E. Montgomery Street
Sparta, WI 54656
608-366-3400

Testing

The parent(s) of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of EL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to EL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an EL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural

education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for post-secondary education opportunities.

Education for Employment Program

The education for employment program provides career awareness for elementary grade levels by developing an understanding of the following:

1. Why people work;
2. The kinds of conditions under which people work;
3. The levels of training and education needed for work;
4. Common expectations for employees in the workplace;
5. How expectations at school are related to expectations in the world of work.

Career exploration at the middle school grade levels includes developing an understanding of the continuum of careers across work environments, duties, and responsibilities and how a student's personal interests and skills relate to those careers. Career exploration may also include work-based learning experiences and career research identifying personal preferences in relation to occupations and careers students may pursue.

Career planning and preparation at the high school grade levels, which shall include the following:

1. Conducting career research to identify personal preferences in relation to specific occupations.
2. School-supervised, work-based learning experiences.
3. Instruction in career decision making.
4. Instruction that provides for the practical application of academic skills, applied technologies, economics, including entrepreneurship education and personal financial literacy.
5. Student access to career and technical education programs, including programs at technical colleges.
6. Student access to accurate national, regional, and State labor market information, including labor market supply and demand.
7. Instruction and experience in developing and refining the skills and behaviors needed by students to obtain and retain employment.

Academic and Career Planning Services for Students

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.

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)

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.

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

- 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
 - Multiple Intelligence Inventory
- Common expectations for employees in the workplace
 - Important traits in a successful employee
- How expectations at school are related to expectations in the world of work
 - Learner Resume

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

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

- Conducting career research to identify personal preferences in relation to specific occupations
 - Freshman Resource
- School supervised work-based learning experiences
 - 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
 - Economics and Personal Finance courses
 - Welding and CNC programs
- Student access to career and technical educational programs
 - SHS is open access to CTE program
- Student access to accurate national, regional, and state labor market information, including labor market supply and demand
 - Economics, Freshman Resource
- Instruction and experience in developing and refining the skills and behaviors needed by pupils to obtain and retain employment
 - 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
 - a. 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 pupil's 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.
 - a. 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.
 - a. We will create a chart of staff members who are comfortable advising students within the 16 career clusters

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.

Evaluation

Year-end evaluation of the ACP will be conducted by site teams. The district will measure the 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.

Student Attendance

The Board will enforce regular student attendance in the District's program in which each student is enrolled as required pursuant to State law. Further, the Board recognizes that the District's educational program is predicated upon the participation of each student in the program of instruction in which the student is enrolled and required to attend. Student success requires continuity of instruction and program participation. For purposes of this policy, the regular period and hours of instruction including both those periods and hours a student's program require that they are in school as well as any attendance requirements defined as part of a course of virtual instruction, or a combination of the more than one type of instructional delivery.

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age unless they fall under an exception under State law, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

Parent Notification of Absence Required

The District Administrator shall require, from the parent of each student or from an adult student, who has been absent for any reason either a written or oral notification stating the reason for the absence and the time period covered by the absence. The Board reserves the right to verify such statements and to investigate the cause of each:

- A. single absence;
- B. prolonged absence;
- C. repeated unexplained absence and tardiness.

School Attendance Officer

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

- A. Determining daily from attendance reports submitted by teachers which students enrolled in the school are absent from school, or failed to fulfill the attendance requirements of a virtual instruction program component, and whether the absence is excused.
- B. Submitting to the District Administrator, on or before August 1st of each year, a report of the number of students enrolled in the school who were absent in the previous year and

whether the absences were excused. The District Administrator shall then submit this information to the State Superintendent.

- C. Providing student attendance information to individuals and agencies for purposes authorized by State law.

Excused Absences

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

- A. Physical or Mental Condition
The student is temporarily not in proper physical or mental condition to attend a school program.
- B. Obtaining Religious Instruction
To enable the student to obtain religious instruction outside the school during the required school period (see Policy 5223 - Absences for Religious Instruction).
- C. Permission of Parent
The student has been excused by their parent before the absence for any or no reason. A student may not be excused for more than ten (10) days per school year under this paragraph and must complete any course work missed during the absence.
- D. Religious Holiday
For observance of a religious holiday consistent with the student's creed or belief.
- E. Suspension or Expulsion
The student has been suspended or expelled.
- F. Program or Curriculum Modification
The Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.
- G. High School Equivalency – Secured Facilities
The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and their parent(s) agrees that the student will continue to participate in such a program.
- H. Child at Risk
The student is a "child at risk" as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under State law.

I. Election Day Official

A high school student, including students enrolled in private schools and students enrolled in home-based private education, age sixteen (16) or seventeen (17) is permitted to be excused to serve as an election official provided that the following criteria are met: (1) the student has the permission of their parent to serve as an election official on election day; (2) the student has signed up and the municipal clerk has informed the principal that the student has been assigned to serve in this capacity; and (3) the student has at least a 3.0 grade point average or equivalent, or has met alternative criteria established by Board, if any. The principal shall promptly notify the municipal clerk or the board of election commissioners of the municipality that appointed the child as an election official if the child no longer has at least a 3.0 grade point average or the equivalent, or no longer meets the established alternative requirements. A student's absence to serve as an election official under this policy shall be treated as an excused absence. Where possible students are encouraged to provide advance notice as much as possible. Students are responsible for completing any missed school work and responsible for making appropriate arrangements to do so.

J. Virtual Access

The student is unable to access virtual instruction programming due to a temporary disruption in the student's access to necessary technological systems (i.e. internet outage, computer failure, software malfunction, etc.) as communicated by the student's parent.

A student may be excused from school, as determined by the School Attendance Officer, or the School Attendance Officer's designee, for the following reasons:

A. Quarantine

Quarantine of the student's home by a public health officer.

B. Illness of an Immediate Family Member

The illness of an immediate family member.

C. Emergency

An emergency that requires the student to be absent because of familial responsibilities or other appropriate reasons.

Work at Home Due to Absence of Parents

To work at home due to the absence of the student's parents. Parents will work with the building administrator to approve such absence.

Late Arrival and Early Dismissal

It is necessary that a student be in attendance throughout the school day, or as required by the student's virtual instruction program, in order to benefit fully from the educational program of the District.

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

As agent responsible for the education of the children of this District, the Board shall require that the school be notified in advance of such absences by written (including e-mail) or personal (phone or face-to-face) request of the student's parent, who shall state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the Building Administrator.

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

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

Truancy Plan

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

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

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

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

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

Notice of Truancy

The School Attendance Officer shall notify a truant student's parent of the student's truancy and direct the parent to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. The notice may be made by electronic communication, personal contact, telephone call, or 1st class mail, and a written record of this notice shall be kept. The School Attendance Officer shall attempt to give notice by personal contact, telephone call, or, unless the parent has refused to receive electronic communication, notice by 1st class mail may be given. This notice must be given every time a student is truant until the student becomes a habitual truant.

Notice of Habitual Truancy

When a student initially becomes a habitual truant, the School Attendance Officer shall provide a notice to the student's parent, by registered or certified mail, or by 1st class mail. The School Attendance Officer may simultaneously notify the parent of the habitually truant student by an electronic communication. The notice must contain the following:

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

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

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

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

Referral to the District Attorney

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

- A. met with the student's parent to discuss the student's truancy or attempted to meet with the student's parent and received no response or were refused
- B. provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy and have curriculum modifications under State law
- C. evaluated the student to determine whether learning problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems, except that the student need not be evaluated if tests administered to the student within the previous year indicate that the student is performing at grade level
- D. conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, have taken appropriate action or made appropriate referrals

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

Make-up Course Work and Examinations

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

Program or Curriculum Modifications

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

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

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

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

Use or Possession of Electronic Communication Devices/Bullying

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

Definitions

"Bullying"

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

Some examples of Bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name-calling, making threats.

- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), social media, defamatory personal websites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

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

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

Cyberbullying includes, but is not limited to the following:

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

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of sex, (including male, female, transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or

physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy 5517 – Student Anti-Harassment.

"Staff" includes all school employees and Board members.

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

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

Complaint Procedures

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

Complaints against a Board member shall be filed with the Board President unless the complaint is against the President in which case the complaint shall be filed with the Board Vice President and/or the District Administrator, who is authorized to contact District legal counsel for assistance in handling the complaint.

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

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

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

All complaints about behavior that may violate this Policy shall be investigated promptly by the Principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

If, during an investigation of a reported act of bullying in accordance with this Policy, the principal determines that the reported misconduct may have created a hostile learning environment, discrimination, and/or may have constituted harassment based on sex (transgender status, male, female, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with Policy 5517 – Student Anti-Harassment or Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. Additionally, complaints alleging sexual harassment on the basis of sex are also covered by and subject to the investigation procedures in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities. If the investigation under Policy 5517 - Student Anti-harassment, Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity or Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities does not substantiate harassment based on one or more of the Protected Classes, the complaint of bullying shall still be investigated under this Policy.

If the matter or complaint involves the District Administrator or a member of the Board, it is appropriate to engage outside legal counsel to conduct the investigation consistent with this policy. Legal counsel shall conduct a prompt investigation. The Board attorney is authorized to designate an outside third party to conduct the investigation. The Board attorney or designee will arrange such meetings as may be necessary with all concerned parties within five (5) business days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The Board attorney or designee conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and the findings made.

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

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

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

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

Retaliation/False Reports

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

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

Privacy/Confidentiality

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

Notification

Notice of this policy will be annually distributed to all students enrolled in the School District, and their parents. The policy will also be provided to organizations in the community having cooperative agreements with the schools. Additionally, the policy or a summary will be incorporated into the teacher, student, and parent handbooks.

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

Records and Reports

Records of investigations will be maintained in accordance with State law.

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

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator shall provide appropriate training to all members of the School District community related to the implementation of this

policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate.

Early College Credit Program

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.

Student Records/Directory Data/Opt Outs

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

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

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

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

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

Address Confidentiality Program

Students who are verified participants in the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice shall be permitted to use their substitute assigned address for all District purposes. The Board shall refrain from including the student's actual/confidential residential address in any student records or files (including electronic records and files) or disclosing the student's actual/confidential residential address when releasing student records. The Board shall only list the address designated by the Wisconsin Department of Justice to serve as the student's address in any student records or files, including electronic records and files. Further, the Board shall use the student's substitute assigned address for any and all communications and correspondence between the Board and the parent(s) of the student (or adult student). The student's actual/confidential residential address shall be maintained in a separate confidential file that is not accessible to the public or any

employees without a legitimate purpose. The intentional disclosure of a student's actual/confidential residential address is prohibited.

The Board may enter into a memorandum of understanding with a county department under State statutes (s. 46.215, 46.22 or 46.23) or a tribal organization, as defined under Federal law, that permits disclosure of information contained in student records as provided under State law in cases in which the student's parent, if the student is a minor or the student, if the student is an adult, does not grant permission for such disclosure.

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

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

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

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

The Board authorizes the administration to:

1. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a private or public school or school district in which a

student of this District is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis, upon condition that:

- a. a reasonable attempt is made to notify the student's parent or eligible student of the transfer (unless the disclosure is initiated by the parent or eligible student; or the Board's annual notification - Form 8330 F9 - includes a notice that the Board will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer);
- b. the parent or eligible student, upon request, receive a copy of the record;
- c. the parent or eligible student, upon request, has an opportunity for a hearing to challenge the content of the record; and
- d. no later than the next working day, the District shall transfer to another school, including a private or tribal school, or school district, all student records relating to a specific student if the transferring school district or private school has received written notice from the student if s/he is an adult or his/her parent or guardian if the student is a minor that the student intends to enroll in the other school or school district or written notice from the other school or school district that the student has enrolled or from a court that the student has been placed in a juvenile correctional facility, as defined in s. 938.02(10p), or a secured residential care center for children and youth, as defined in s. 938.02(15g);

In this subsection, "school" and "school district" include any juvenile correctional facility, secured residential care center for children and youth, adult correctional institution, mental health institute, or center for the developmentally disabled that provides an educational program for its residents instead of, or in addition to, that which is provided by public, private, and tribal schools.

2. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a juvenile detention facility in which the student has been placed, or a juvenile court that has taken jurisdiction of the student;
3. disclose student records that are pertinent to addressing a student's educational needs to a caseworker or other representative of the department of children and families, a county department under s. 46.215, 46.22, or 46.23, or a tribal organization, as defined in 25 USC 450b(L), that is legally responsible for the care and protection of the student, if the caseworker or other representative is authorized by that department, county department, or tribal organization to access the student's case plan;
4. provide "personally-identifiable" information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;

5. report a crime committed by a child to appropriate authorities, and, with respect to reporting a crime committed by a student with a disability, to transmit copies of the student's special education and disciplinary records to the authorities for their consideration;
6. release de-identified records and information in accordance with Federal regulations;
7. disclose personally identifiable information from education records, without consent, to organizations conducting studies "for, or on behalf of" the District for purposes of developing, validating or administering predictive tests, administering student aid programs, or improving instruction;

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

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

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

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

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

This written agreement must include: (1) designation of the receiving entity as an authorized representative; (2) specification of the information to be disclosed; (3) specification that the purpose of the disclosure is to carry out an audit or evaluation of a government-supported educational program or to enforce or comply with the program's legal requirements; (4) a

summary of the activity that includes a description of methodology and an explanation of why personally identifiable information is necessary to accomplish the activity; (5) a statement requiring the organization to destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed; and (6) a statement of policies and procedures that will protect personally identifiable information from further disclosure or unauthorized use.

Under the audit exception, the District will use "reasonable methods" to verify that the authorized representative complies with FERPA regulations. Specifically, the District will verify, to the greatest extent practicable, that the personally identifiable information is used only for the audit, evaluation or enforcement of a government-supported educational program. The District will also ascertain the legitimacy of the audit or evaluation and will only disclose the specific records that the authorized representative needs. Further, the District will require the authorized representative to use the records only for the specified purpose and not to disclose the information any further, such as for another audit or evaluation. Finally, the District will verify that the information is destroyed when no longer needed for the audit, evaluation or compliance activity.

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

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

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

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

DIRECTORY INFORMATION

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

1. a student's name;
2. address;
3. telephone number;
4. date of birth;
5. photograph;
6. participation in officially recognized activities and sports;
7. height and/or weight, if a member of an athletic team;
8. date of graduation;
9. degrees and awards received;
10. name of the school most recently previously attended.

Parents and eligible students may refuse to allow the Board to disclose any or all of such "directory information" upon written notification to the Board within fourteen (14) days after receipt of the District Administrator's annual public notice or enrollment of the student into the District if such enrollment occurs after the annual public notice. Any parent or eligible student who refuses to allow disclosure of directory data and who participates in the co-curricular activity must complete the appropriate acknowledgment, which includes a limitation on the refusal to disclose directory information obtained during the course of the student's participation in co-curricular activities.

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

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

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

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

INSPECTION OF INFORMATION COLLECTION INSTRUMENT

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

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

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

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

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

1. inspect and review the student's education records;
2. request amendments if the parent believes the record is inaccurate, misleading, or violates the student's privacy rights;
3. consent to disclosures of personally-identifiable information contained in the student's education records, except to those disclosures allowed by the law;

4. challenge Board noncompliance with a parent's request to amend the records through a hearing;
5. file a complaint with the United States Department of Education;
6. obtain a copy of the Board's policy and administrative guidelines on student records.

The District Administrator shall also develop guidelines for:

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

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

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

Any entity receiving personally identifiable information pursuant to a study, audit, evaluation or enforcement/compliance activity must comply with all FERPA regulations. Further, such an entity must enter into a written contract with the Board delineating its responsibilities in safeguarding the disclosed information. Specifically, the entity must demonstrate the existence of a sound data security plan or data stewardship program, and must also provide assurances that the personally identifiable information will not be redisclosed without prior authorization from the Board. Further, the entity conducting the study, audit, evaluation or enforcement/compliance activity is required to destroy the disclosed information once it is no longer needed or when the timeframe for the activity has ended, as specified in its written agreement with the Board.

Notice of Suicide Prevention Resources

The Board understands the importance of both physical and mental health in supporting all students to reach their fullest educational and personal potential. Providing mental health services to students in the school allows those students that need such services to access them without disrupting their educational pursuits and to provide access to the greatest number of students possible.

The District will assist in facilitating students' access to mental health services ("Services"), when appropriate through the Student Services Department and in conjunction with licensed agencies at the school. These Services are intended to provide support to a student in a way that minimizes intrusion into the student's day and are not intended to replace services provided by a teacher, paraprofessional, or any other staff member. Further, unless otherwise determined by an IEP team, Services are not to be considered a related service necessary for the provision of a free appropriate public education under the Individuals with Disabilities Education Act. The provision of Services will be governed by agreement between the District and the licensed agency and will be subject to the provisions therein as well as the procedures set forth below.

School District Mental Health Professionals

The Student Services Department is available to assist students with mental health concerns, including providing Services within the scope of the staff members' professional abilities and/or licensure.

The Board shall make available mental health professional staff members to assist students in receiving specified service, including, but not limiting to:

- A. Alcohol and Other Drug Abuse (AODA), including, where available, specialization within the AODA field consistent with school community needs;
- B. Depression, anxiety;
- C. Survivors of abuse;
- D. Self-harm compulsion and/or suicidal ideation;
- E. Other.

Student Services shall maintain information regarding community-based and other types of mental health resources available for students who require more intensive Services or who suffer from more acute or chronic conditions. School staff shall coordinate with and collaborate with outside providers to provide continuity of services in and out of school. All Services provided by and/or coordinated by Student Services shall be available to students who participate only on a voluntary basis.

Any staff member who, in the course of providing mental health services to a student shall report any circumstances giving rise to suspicion that the student has been or is the victim of abuse or neglect (See Policy 8462 – Child Abuse and Neglect) or hears of a threat of violence that the staff member believes in good faith presents imminent danger (See Policy 8462.01 – Threats of Violence).

Coordination of Onsite Services

Where appropriate, Student Services may, in consultation with the student's building administration, provide access for on-site delivery of Services by independent, appropriately licensed and authorized, professionals subject to the following requirements:

- A. All individuals providing Services must be working under an agreement between the District and a licensed agency and approved by the District Administrator prior to commencing services. The Agreement shall specify the term of the Agreement, the amount of time intended to be spent on site, and all financial necessities.
- B. All individuals providing Services must have on file with the District the following: (a) appropriate licensure and other required professional credentials; (b) evidence of appropriate insurance coverage; (c) completed and satisfactory criminal background check results and required State health information. All items on file with the District prior to commencing Services.
- C. To be eligible to receive Services at school, students must have a signed Waiver and Indemnification Agreement and Consent for Release of Information on file with the District specifying the organization's plan for frequency of services, schedule for Services at school, and specifying any financial arrangements involved between the provider, the student, and/or the student's parents.
- D. Services provided during class time must be approved by the teacher or building principal in consultation with the teacher. No such services shall be provided in class unless expressly approved by the building principal and only in such a fashion that no other student's privacy rights, record information, or educational interests are adversely impacted.
- E. The provider must make it clear, in writing on file with the District, that the provider is not directly affiliated with the District, that the student is receiving Services from the particular agency, or organization such that the District's only involvement is coordinating the schedule and providing a suitable location for students to receive Services. The provider and/or agency is not delivering educational services or providing any service on behalf of or with the approval of or sanctioned by the District.

- F. The District may refuse access to school facilities to any individual or agency for violating any expectations. No District officials shall advocate for students to receive services from any specific provider or agency, but may provide referrals, or information concerning resources available to students.
- G. All providers are expected to adhere to Board policies while on school grounds and providing services to students.

Complimentary Services

The Services described in this policy and provided for through agreements entered into pursuant to this policy do not replace or eliminate other mental health and related services provided through IEP development, 504 plans, general school counseling services, and other student services available through District and partner resources.

Child Nutrition Programs

SPARTA AREA SCHOOL DISTRICT Nutrition Services Information 2023-2024

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

Kim McLendon
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.

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 2023-2024 school year. 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 see attached District Policy 8510.

Unpaid Meal Charge Policy Please see attached District Policy 8500.

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.

Meal Charge Policy Notification

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

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

The Board does not discriminate on the race, color, national origin, age, sex (including gender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other legally protected category in its programs and activities, including employment opportunities in its educational programs or activities, including the Food Service program. Students and all other members of the District community and Third Parties are encouraged to promptly report incidents of discrimination and/or retaliation related to the Food Service program to a teacher, administrator, supervisor, or other official so that the Board may address the conduct. See Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity.

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

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

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

- C. consult and incorporate the USDA Smart Snacks in School nutrition guidelines.

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

Dietary Modifications

Substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a health care provider who has prescriptive authority in the State of Wisconsin has provided medical certification that the student's medical condition restricts his/her diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b.

A request for substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a health care provider with prescriptive authority in the State of Wisconsin has provided medical certification that the student's medical condition necessitates dietary restrictions for the student. The individual making such a request of the Food Service Director shall be informed that medical certification that the student has a restricted diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b., must be submitted within ten (10) school days from a health care provider with prescriptive authority in the State of Wisconsin or the dietary modification may be discontinued until such statement is received.

The medical certification must identify:

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

Meal Charges

Breakfast and lunch meals sold by the school may be purchased by students and staff members and community residents in accordance with the rules of the District's school lunch program. The operation and supervision of the food-service program shall be the responsibility of the Nutrition Services Director. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

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

Bad Debt

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

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

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.)

Negative Account Balances

Students will be permitted to purchase meals from the District's food service using either cash on hand or a food service account. A student may be allowed to incur a negative food service account balance subject to the following conditions.

Students may be permitted to accumulate negative food service account balance as determined by the District Administrator. The District Administrator shall determine the manner of determining permissible account balances by grade level. A student shall not be permitted to purchase a la carte items without sufficient account balance or cash on hand.

General Statement:

- 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 \$15.00 and will receive a reimbursable meal. (Equivalent of approximately four two lunch meals.) When a student's meal debt is at a -\$25.00 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 RevTrak System.
- E. Adult staff members are not allowed to charge meals.

A student who has exceeded the permissible negative balance amount in his/her account and does not have cash on hand sufficient to purchase a meal will be treated respectfully. The District will provide meals to students with unpaid meal balances without stigmatizing them, will provide parents of students who charge meals with notification when a student charges a meal, and will make efforts to collect the charges incurred by the students so that the unpaid charges are not classified as bad debt at the end of the school year.

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

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

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

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

The District Administrator will require that the food service program serve foods in the schools of the District that are wholesome and nutritious and reinforce the concepts taught in the classroom.

The District Administrator is responsible for implementing the food service program in accordance with the adopted nutrition standards and shall provide a report regarding the District's compliance with the standards at one of its regular meetings annually.

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.

Nondiscrimination Statement

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

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

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

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted 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; or
- 2. Fax: (833) 256-1665 or (202) 690-7442; or
- 3. E-mail: Program.Intake@usda.gov

This institution is an equal opportunity provider.
Civil Rights in Nutrition Services
USDA Child Nutrition Programs Civil Rights Coordinator:
Title: Nutrition Services Supervisor
Phone number: 608-366-3400
Email: rprestwood@spartan.org

Federal law prohibits discrimination on the basis of these protected classes: race, color, national origin, sex, disability and age. Any person alleging discrimination based on a protected class has the right to file a complaint within 180 days of the alleged discriminatory action. Complaints can be accepted verbally, in writing, anonymously, and from third party representatives. Upon receipt of a complaint, the receiver of the complaint at the school/district should immediately:

- A. Contact the School Food Authority (SFA) USDA Child Nutrition Programs Civil Rights Coordinator.
- B. The recipient of the complaint and/or SFA Civil Rights Coordinator must provide the individual with the information necessary to file a complaint and not impede on the individual's right to file.
- C. After explaining the complaint process, the recipient of the complaint and/or SFA Civil Rights Coordinator may try to resolve the situation in real time. Remember to advise the complainant of their right to file the complaint at the federal level if they wish to do so.
- D. Document the complaint:
 1. Utilize the [USDA Program Discrimination complaint form \(Espanol\)](#) or make an effort to obtain all of the following information:
 - a. Name, address, and phone number of complainant,
 - b. Specific name and location of entity delivering the benefit or service,
 - c. The nature of the incident, action, or method of administration that led the complainant to feel discriminated against,
 - d. The basis on which the complainant feels discriminated (race, color, national origin, sex, etc.),
 - e. The names, titles, business addresses, and phone numbers of persons who may have knowledge of the discriminatory action,

- f. The date(s) during which the alleged discriminatory actions occurred, or if continuing, the duration of such actions.
 - 2. Either the complainant, the receiver of the complaint or the SFA Civil Rights Coordinator, should document the complaint. If a complainant makes the allegations verbally or refuses to place such allegations in writing, the person to whom the allegations are made must write up the elements of the complaint.
- E. All verbal, written, or anonymous complaints received by the SFA must be forwarded to the Wisconsin Department of Public Instruction, School Nutrition Team Director within (5) five days of receiving the complaint.

Wisconsin Department of Public Instruction (DPI)

Mail: Director, School Nutrition Team
125 South Webster Street
Madison, WI 53707-7841

Email: jessica.sharkus@dpi.wi.gov

The DPI will forward the complaint to the USDA Midwest Regional Office for processing.

- F. All Civil Rights complaints received must be tracked on a civil rights complaint log. This log should be maintained in a confidential manner and only available to SFA staff members who have a legitimate need to know. A [template civil rights complaint log](#) is available on the School Nutrition Team civil rights webpage.

Wisconsin Protected Classes

Wisconsin state law prohibits discrimination on the basis of the federal protected classes, but also includes pregnancy, marital status, parental status, sexual orientation, religion, creed, and ancestry.

Any complaints received alleging civil rights discrimination specifically for the Wisconsin state protected classes should follow the same procedures above.

All verbal or written civil rights complaints regarding the school nutrition programs that are filed with the District must be forwarded to the Civil Rights Division of USDA Food and Nutrition Service within three (3) days.

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.

School Wellness Policy Notification

As required by law, the Board establishes the following wellness policy for the Sparta Area School District as a part of a comprehensive wellness initiative.

Policy Preamble

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Furthermore, research suggests that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

Schools alone, however, cannot develop in students healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board sets the following goals in an effort to enable students to establish good health and nutrition choices to:

- A. promote nutrition education with the objective of improving students' health and reducing childhood obesity;
- B. improve the health and well-being of our children, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits;
- C. promote nutrition guidelines, a healthy eating environment, child nutrition programs, and food safety and security on each school campus with the objective of promoting student health and reducing childhood obesity;
- D. provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physically active lifestyle;
- E. promote the health and wellness of students and staff through other school based activities.

Policy Leadership per the administrative review in November 2022, the following findings need to be included in the Local Wellness Policy:

Policy Leadership - SFAs are required to identify the official responsible for LWP oversight in the written policy. SFAs may elect to include the position/title of the individual instead of a specific

name.

Triennial Assessment - LWPs must include language regarding the completion of a triennial assessment. The district will evaluate compliance with the Wellness Policy no less than once every three years. The assessment will include the extent to which each school is in compliance with the policy and how the policy compares to a model policy, as established by the U.S. Department of Agriculture.

Update/Inform the Public - The SFA is required to inform and update the public about the content and implementation of the policy. The written policy must include language specifying how the SFA will be in compliance with this requirement. The district will actively inform families and the public about the content of and any updates to the policy through the school website and Board of Education meetings.

USDA Non-Discrimination Statement - The SFA must include the full USDA Non-Discrimination statement on the LWP.

The District Administrator will oversee the development, implementation, and evaluation of the wellness procedures and is authorized to designate a staff member or members with responsibility to assure that wellness initiatives are followed in the District's schools. The designated official for oversight of the wellness policy is Beth Mickelson, Human Resources Specialist. The official shall convene the Wellness Committee and lead the review, updating, and evaluation of the policy.

Required Public Involvement

The District Administrator shall obtain the input of District stakeholders, to include parents, students, representatives of the school food authority, educational staff (including physical education teachers), school health professionals, School Board members, members of the public, and other school administrators in the development, implementation, evaluation, and periodic review and update, if necessary, of the wellness policy. Wellness committees may assist in the planning and implementation of these Wellness initiatives.

District Wellness Committee

Committee Formation

To assist in the creation of a healthy school environment, the District shall establish a Wellness Committee that will provide an ongoing review and evaluation of the Wellness Policy. The Committee shall meet no less than four (4) times during the school year to implement, assess and review, and make recommendations for changes to the Wellness Policy.

The District shall invite a diverse group of stakeholders to participate in the development, implementation, and periodic review and update of the Wellness Policy.

Stakeholders may include:

- A. administrator(s)

- B. Board member(s)
- C. classroom teacher(s)
- D. physical education teacher(s)
- E. school food service representative(s)
- F. school nurse(s)
- G. community member/parent(s)
- H. student(s)
- I. medical/health care professional(s)
- J. nutrition and/or health education teacher(s)
- K. school counselor(s)
- L. local business representative(s)

Nutrition Standard for All Foods/School Meal Programs/Standards and Guidelines for School Meal Programs

- A. All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010.
(<https://fns-prod.azureedge.net/sites/default/files/resource-files/SP38-2019os.pdf#page=2>)
- B. Drinking water is available for students during mealtimes.
- C. All schools in the District participate in USDA child nutrition programs
- D. All meals are accessible to all students.
- E. Withholding food as a punishment shall be strictly prohibited.
- F. All meals are appealing and attractive and served in clean and pleasant settings.
- G. When drinking fountains are not present in the cafeteria, water cups/jugs are available.
- H. Students are provided at least ten (10) minutes to eat breakfast and at least twenty (20) to eat lunch after being seated.

- I. Menus shall be posted on the District website and will include nutrient content.
- J. All school nutrition program directors, managers, and staff shall meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals.

School Meal Program Participation

The District shall notify parents of the availability of the breakfast, lunch, and summer food programs and shall be encouraged to determine eligibility for reduced or free meals.

Foods and Beverages Sold Outside of School Meals

- A. 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.
- B. All food and beverages sold to students during before and after school programs shall meet the USDA Smart Snack nutrition standards.
- C. The sale of foods and/or beverages containing caffeine (with the exception of trace amounts of naturally occurring caffeine) at all grade levels during the school day are prohibited.

Foods Offered/Provided but Not Sold

The District encourages foods offered on the school campus meet or exceed the USDA Smart Snacks in School nutrition standards including those provided at celebrations and parties and classroom snacks brought by staff or family members.

Fundraising

The District allows up to two (2) exempt fund-raisers per school per year per group. All other fund-raisers sold during the school day will meet the Smart Snacks nutrition standards. No restrictions are placed on the sale of food/beverage items sold outside of the school day.

Marketing

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.

Nutrition Education

The primary goal of nutrition education is to influence students' lifelong eating behaviors. Nutrition education, a component of comprehensive health education, shall be offered every year to all students of the District. The District aims to teach, model, encourage, and support healthy eating by providing nutrition education.

Nutrition Promotion

The District is committed to providing a school environment that promotes students to practice healthy eating and physical activity. Students shall receive consistent nutrition messages that promote health throughout schools, classrooms, cafeterias, and school media.

Physical Activity

The District shall provide students with age and grade-appropriate opportunities to engage in physical activity.

Physical Education

A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the physical education academic content standards and benchmarks adopted by the State.

Other School-Based Strategies for Wellness:

Students, parents, and other community members shall have access to, and be encouraged to use, the school's outdoor physical activity facilities outside the normal school day.

Staff Wellness

The District will implement the following activities below to promote healthy eating and physical activity among school staff. An organized wellness program shall be available to all staff.

Community Engagement

The District shall work with community partners, including Monroe County Nutrition Coalition to support District wellness.

Additional Strategies for Consideration:

- A. The schools shall schedule mealtimes so there is minimum disruption by bus schedules, recess, and other special programs or events.
- B. The school shall provide attractive, clean environments in which the students eat.

Furthermore, with the objectives of enhancing student health and well being, and reducing childhood obesity, the following guidelines are established:

- A. In accordance with Policy 8500, entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management

of the program.

- B. As set forth in Policy 8531, entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).

All foods available on campus during the school day shall comply with the current USDA nutrition guidelines, including competitive foods that are available to students a la carte in the dining area, as classroom snacks, from vending machines, for classroom parties, or at holiday celebrations.

- C. The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well, regardless of unpaid meal balances without stigma.

Monitoring and Evaluation

A review of this policy shall occur no less than once every three (3) years using a procedure developed and implemented by the District Administrator. The District shall notify school staff, students, and households/families of the availability of the wellness report via newsletters and website postings. The report will be made available at www.spartan.org

The program developed shall include the following items, along with any additional measures deemed appropriate:

- A. identify specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, with consideration for evidence-based strategies;
- B. develop nutrition guidelines for all foods and beverages sold during the school day, that are consistent with Federal requirements for meal nutrition standards and smart snacks, and restricting marketing efforts to only those items that meet established guidelines;
- C. develop policies pertaining to other food items in the schools, including for classroom parties, birthday snacks, or other food items not for sale, but distributed in the schools;
- D. describes the process and public involvement in the development of the wellness program and initiatives.

Public Notice

The District Administrator shall be responsible for informing the public, including parents, students, and community members, on the content and implementation of this policy. In order to inform the public, the District Administrator shall distribute information at the beginning of the school year to families of school children, and post the wellness policy on the District's website, including the assessment of the implementation of the policy prepared by the District.

Record Retention

The District Administrator shall require that the District retains documentation pertaining to the development, review, evaluation, and update of the policy including a copy of the current policy.

Asbestos Management Plan Notification

The Board recognizes its responsibility to provide students, employees, and visitors with a safe and healthful environment. Accordingly, the Board directs the District Administrator to ensure that the District satisfies its obligations to deal with asbestos building materials in any building that is leased, owned, or otherwise used by the District as a school building as required under State and Federal law including, but not limited to, the Asbestos Hazard Emergency Response Act of 1986 ("AHERA"). To this end, the Board authorizes the District Administrator to designate an individual responsible for ensuring that the District satisfies its responsibilities under AHERA. This individual will, at a minimum develop and administer an Asbestos Management Plan as required by law. The Plan will address all requirements under AHERA including, but not limited to, inspection, reinspection, periodic surveillance, training, and recordkeeping requirements.

The District Administrator will also ensure that at least once each school year, the District provides written notice to parents, employees and employee organizations regarding the availability of the District's Asbestos Management Plan and any response actions taken or planned.

2023-2024 Assessment Calendar

DATE	ASSESSMENT	SUBJECTS	GRADE	REQUIRED BY:
September 18 - 29 Make-ups October 2-6	MAPS	Reading Math	1-10 1-10	District
September 18 - 29 Make-ups October 2-6	Fastbridge	Literacy	Pre-K and K	State/District
October 9	PSAT/NMSQT	Verbal, Math	10, 11	Optional
December 4- February 2	ACCESS	English Language Assessment	K – 12	State
January 29- February 9 Make-ups February 12-16	Fastbridge	Literacy	Pre-K and K	State/District
January 29- February 9 Make-ups February 12-16	MAPS	Reading Math	1-10 1-10	District
January 29-March 8	NAEP	Reading Math	Innovations STEM Academy Grade 8	Federal
March 12	ACT	English, Math, Reading Science, Writing	11	State/Federal
March 26	ACT Make-up	English, Math, Reading Science, Writing	11	State/Federal
March 18 - April 26	FORWARD	Reading and Math 4th + SS, Science 8th + SS, Science 10th SS only	3 – 8 & 10	State/Federal
March 18 - April 26	DLM	Reading, Math Science	3 – 11	State/Federal
March 18 -April 26 (We'll select one date)	Pre-ACT Secure	English, Reading, Math, Science, Writing	9 & 10	State
May 6- May 17, Makeups May 20- 24	Fastbridge	Literacy	Pre-K and K	State/District
May 6- May 17	AP Exams	Subject area Tests	10, 11, 12	Optional
May 6- May 17, Makeups May 20- 24	MAPS	Reading Math	1-10 1-10	District

updated 7/21/23

F&P Assessments

K- Southside

- Beginning of Feb (depending on Fastbridge results) and End of Year

Gr. 1-4 Herrman and Montessori

- Sept. 12-Sept. 29- read one book based on last year's ending level (Stop at end of grade level goal)
- End of trimester 1
- End of Trimester 2
- May 1-May 19

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

Alcohol, Tobacco, Other Drugs or Paraphernalia

The Board recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

For purposes of this policy, "drugs" shall mean:

- A. all dangerous controlled substances as so designated and prohibited by Wisconsin statute;
- B. all chemicals which release toxic vapors;
- C. all alcoholic beverages;
- D. any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- E. "look-alikes";
- F. anabolic steroids;
- G. any other illegal substance so designated and prohibited by law.

The Board prohibits the use, possession, concealment, or distribution of any drug and any drug-paraphernalia at any time on District property or at any District-related event.

Education shall be intended to develop awareness of: drug abuse, including prescription drug abuse, and prevention; the relationship between highway safety and the use of alcohol and controlled substances, including prescription drugs; and the relationship between youth suicide and the use of alcohol and controlled substances, including prescription drugs.

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:

- A. The PAS is intended to be utilized with the student population. Students will be informed on an annual basis of this policy.
- B. Administrators may choose to utilize the devices randomly as a condition for attendance at an extracurricular or co-curricular event.
- C. 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.

- D. 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.
- E. 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 test 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.