

# Walworth Joint School District #1

## Annual Notices

The following notices are required by federal or state law:

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**Academic and Career Planning Services for Students**

The Wisconsin Department of Public Instruction in the PI26 legislation requires public school Districts to provide academic and career planning services to students in grades 6 through 12 beginning in the 2017-2018 school year. Academic and Career Planning, or ACP, is a student-driven, adult supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills. Walworth Joint School District #1’s **ACP Planning Guide is available for viewing on the District website.**

**Asbestos Notification**

The Asbestos Hazard Emergency Response Act (AHERA) is part of federal regulations which require school Districts to inspect each school building for asbestos-containing building materials and to maintain an asbestos management plan.

As a result of the federal law AHERA (Asbestos Hazard Emergency Response Act) all primary and secondary schools are required to develop and implement a plan for managing all building materials which contain asbestos. Included in the AHERA Act is the requirement to notify all parents, guardians and staff members, as well as organizations representing them, of activities and events with the asbestos containing building materials annually. Asbestos has been used in many building materials due to its outstanding insulating and strengthening properties. When asbestos is undisturbed or intact, it poses little hazard to human health. It is only when damage has or may occur that the quality of the school’s management program becomes an issue.

The first asbestos management plan for the District was completed and filed with the state in 1999. Required three-year re-inspections have been conducted since then by the District’s asbestos consultant. Copies of the management plan are located in the main office of each school building. The most recent inspection of all buildings, records, and management plans was conducted July 2015 and was found to be in compliance with all EPA and AHERA guidelines.

The buildings in the District are maintained according to all federal and state guidelines.

In keeping with AHERA regulations, you are being notified of this information. If you have questions concerning asbestos in our school Districts, please feel free to contact Mr. Jeff Wolski, Buildings and Grounds Supervisor at 262-275-6896 extension 1214.

### **Annual Notification of Board of Education Policies**

The Walworth Joint School District #1 is governed by Wisconsin State Statutes and Board Policies. All [Board Policies](#) are available on the District's website.

### **Child Nutrition Program**

The District shall participate in the National School Lunch Program and receive commodities donated by the United States Department of Agriculture.

The Board of Education shall make a determination regarding continued participation in the program in August of each year by approval of the School Lunch Agreement.

The District shall conform to all requirements of the National School Lunch Program with respect to determining the eligibility of children for free and reduced meals. Students served free or reduced meals shall be treated the same as students who are paying full price for the meals.

No person shall be denied admission to any public school in the District or be denied participation in, be denied the benefits of or be discriminated against in any curricular, co-curricular, pupil services, recreational or other program or activity because of the person's gender, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

The District encourages informal resolution of complaints under this policy. However, if any person believes that the District or any part of the school organization has failed to follow the law and rules of Wis. Stats.118.13 and PI 9, Wis. Admin. Code, or in some way discriminates against persons on the bases listed above, he/she may bring or send a written complaint to the following address: **Dr. Mary Ann Kahl, District Administrator**

### **Curricular Modifications**

Annually, parents must be given notice of their right to ask for curriculum modifications and the decision-making process used to respond to such requests. Reference: Walworth [Board Policy 342.61](#)

## **Education of Homeless Children and Youths**

Children of homeless individuals and unaccompanied homeless youth (youth not in physical custody of parent/guardian) residing in the Walworth Joint School District No. 1 shall have equal access to the same free, appropriate public education as provided to other children and youths that reside in the District. They shall be provided services comparable to services offered other children attending Walworth Joint No. 1 Schools, including transportation services, educational services for which the children/youths meet eligibility criteria (e.g., special education, Title I programming, gifted and talented programming), vocational and technical education programs, and school nutrition programs. No homeless child or youth shall be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

If you are homeless or know of any student that is, please contact Dr. Mary Ann Kahl, Walworth Joint School District No 1 Homeless Liaison at 262-394-2013. More information can be found at this website <https://dpi.wi.gov/homeless>

## **Educational Options**

Pursuant to [Wisconsin State Statute 115.28 \(54m\)](#), notice must be provided regarding the [educational options](#) available to all students who are at least three years old, but not yet 18 years old. The mission of Walworth Joint School District No.1 is to provide the *Best Education for All Students*. To that end, the District offers a variety of educational options to children who reside in the District. The District's primary educational pathway and instructional program for students involves a progression from 4 year old Junior Kindergarten through 8<sup>th</sup> grade. The District's most recent state-assigned category is Meets Expectations. Some of the specific programs offered to our students include: 1) early childhood special education, 2) special education for students with disabilities, 3) English language learners, 4) gifted and talented, 5) remedial math and reading, 6) after school academic support, 7) summer school, 8) individualized and accelerated programs, and 9) curriculum modifications.

The full version of the District's most recent school and school District accountability report, as issued by the Wisconsin Department of Public Instruction under section 115.385 of the state statutes, can be accessed on the DPI website: <https://apps2.dpi.wi.gov/reportcards/>

Educational options for students who are enrolled in the Walworth Joint School District No.1 include course options programming allowing students who meet state and local eligibility requirements to attend up to 2 courses at another educational institution.

Additional educational options for students who reside in the District that involve full-time enrollment/attendance at a school, program, or other educational institution that is not a school or instrumentality of the District include the following: 1) full-time open enrollment involving physical attendance in a public school of a nonresident school District, 2) beginning in 2016-17, a student with a disability who meets the program's specific eligibility program awarded through the state's "Special Needs Scholarship Program", as established under section 115.7915 of the

state statutes, 3) enrollment in a private school of the family's choosing at the expense of the family as applicable, and 4) enrollment in a home-based school as provided under state law.

Educational options for children who reside in the District but who are enrolled in and attending a private or home-based school may have the opportunity to attend summer school classes offered in the District and other programs and classes as described under Board Policy. Home-based schooled students may apply for approval to take up to two courses per semester in public schools as provided under section 118.53 and may participate in District interscholastic athletics and other District co-curricular activities as provided by section 118.133 and Board Policy 424.

### **Electronic Device Use by Students**

Reference [Walworth Board Policy 442.5 Possession or Use by Students of Electronic Devices](#)

### **English Language Learners**

The District provides programs for students with limited English proficiency. Students with limited English proficiency can be identified for the program by parents or teachers. Parents of students with limited English proficiency will be notified of any identification. Parents need to give consent for their child to participate in the program. Contact the Building Principal, Mr. Phill Klamm at 262 275-6896 X 1205

El distrito escolar provee de los programas para los estudiantes habilidad inglesa limitada. Los estudiantes con habilidad inglesa limitada pueden ser identificados para el programa por los padres o los profesores. Notificarán a los padres de estudiantes con habilidad inglesa limitada de cualquier identificación. Los padres necesitarán dar el consentimiento para que su niño participe en el programa. Póngase en contacto con el director del edificio, Sr. Phill Klamm al 262 275-6896 X 1205

Reference: [Walworth Board Policy 342.62 Bilingual/Bicultural Programs](#)

### **Equal Educational Opportunities and Student Discrimination Complaint**

#### **Procedure**

It is the policy of the Big Foot Area Schools (Fontana, Reek, Sharon and Walworth Grade Schools, and Big Foot High School) that no person may be denied admission to any public school in this District or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil service, recreational, or other program or activity because of the person's sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability as required by s. 118.13, Wisconsin Statutes. This policy also prohibits discrimination as defined by Title IX of the Civil Rights Act of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin), Section 504 of the Rehabilitation Act of 1973 (handicap), and Americans with Disabilities Act of 1990 (disability)

The Big Foot Area Schools encourage informal resolution of complaints under this policy. A formal complaint resolution procedure is available, however, to address allegations of violations of the policy in the Big Foot Area Schools.

Any questions concerning this policy should be directed to the District Administrator of your respective Big Foot Area School.

#### STUDENT RELIGIOUS ACCOMMODATIONS

All students shall be provided reasonable accommodations for sincerely held religious beliefs with regard to examination and academic requirements. See the “Nondiscrimination” notice above for the process for receiving and resolving complaints. (Wisconsin Admin. Code PI 41.04 (1)(A))

#### COMPLAINT PROCEDURE

If any person believes that the Big Foot Area School’s personnel have failed to follow the law and rules of s. 118, Wisconsin Statutes, or in some way discriminated against pupils on the basis of sex, race, color, national origin, handicap, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability, he/she may bring or send a complaint to the District Administrator of that respective Big Foot Area School.

Federal discrimination complaints may be filed with the Office for Civil Rights, Chicago Office, U.S. Department of Education, 111 Canal Street, Suite 1053, Chicago, Illinois 60606-7204.

Step 1: Any student, parent, or resident complaining of discrimination on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability or handicap in school programs or activities shall report the complaint in writing to the District Administrator.

- a. Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a child with a disability shall be processed in accordance with established appeal procedures.
- b. Discrimination complaints relating to programs specifically governed by federal law or regulation (e.g. EDGAR complaints) shall be referred directly to the State Superintendent of Public Instruction.

Step 2: The District Administrator, upon receiving such a written complaint, shall immediately undertake an investigation of the suspected infraction. The District Administrator will review the facts comprising the alleged discrimination with appropriate building personnel, determine the action to be taken, if any, and report in writing the receipt of the complaint within 45 days.

Step 3: If the complainant is dissatisfied with the decision of the District Administrator, he/she may appeal the decision in writing to the School Board. The Board shall hear the appeal at its next regular meeting, or a special meeting may be called for the purpose of hearing the appeal. The Board shall make its decision in writing within 90 days of receipt of the initial complaint, unless the parties agree to an extension of time. Copies of the written decision shall be mailed or delivered to the complainant and the District Administrator.

Step 4: The complainant shall be notified of the right to appeal a negative determination by the Board to the State Department of Public Instruction and the procedures for making the appeal. The complainant must file this appeal within 30 days of the Board's decision. Appeals should be addressed to: State Superintendent, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, Wisconsin 53707.

MaryAnn Kahl, District Administrator, Walworth Elementary School

Reference Walworth Board Policies: [411 Equal Educational Opportunities](#); [411e1 Public Notice of Equal Educational Opportunities](#); [411e2 Student Discrimination Complaint Form](#); [411r Equal Educational Opportunities](#)

### **Home-based Private Educational Program (Home School)**

Please visit this following site to review information on the requirements associated with enrollment into a Home-based Private Educational Program: <https://dpi.wi.gov/sms/home-based>

### **Indoor Environmental Quality Management Plan**

The School District is developing an Indoor Environmental Quality Management Plan. The Plan will be made available through our website. If you have questions or concerns, please contact the District Administrator, Dr. Mary Ann Kahl, at 262-394-2013.

### **Health and Wellness Policy**

Walworth Joint District #1 promotes a healthy school by supporting wellness, good nutrition, and regular physical activity as a part of the total learning environment. The district supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential and ensures that no child is left behind.

- A. **Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.** Our entire school environment, not just the classroom, shall be aligned with healthy school goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity. We believe that a healthy school environment should not be dependent on revenue from high-fat, low nutrient foods to support school programs.

- B. **Support and promote proper dietary habits contributing to student’s health status and academic performance.** All foods provided by the district school-sponsored activities during the instructional day should meet or exceed USDA Nutrition Standards. Emphasis will be placed on foods that are nutrient dense per calorie. Foods should be served with consideration toward variety, appeal, taste, safety and packaging to ensure high quality meals.
- C. **Encourage students to be engaged in regular physical activity.** A quality physical education program is an essential component for all students to learn about and participate in regular physical activity. Physical activity should be included in our school’s daily education program from grades Kindergarten through 8. Physical activity should include regular instructional physical education, co-curricular activities and recess. Substituting any one of these components for the others is not appropriate.
- D. **Our district is committed to improving academic performance in high-risk groups so that no child is left behind.** Educators, administrators, parents, health practitioners and communities must all acknowledge the critical role student health plays in academic stamina and performance and adapt the school environment to ensure student’s basic nourishment and activity needs are met. Research highlighting the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn will be highlighted to ensure widespread understanding of the benefits to healthy school environments. The diversity of our district’s population should be considered to ensure that all students’ needs are being met.

## DISTRICT NUTRITION STANDARDS

Walworth Joint District #1 strongly encourages the sale or distribution of nutrient dense foods for all school functions and activities. Nutrient dense foods are those foods that provide students with calories rich in the nutrient content needed to be healthy. In an effort to support the consumption of nutrient dense foods in the school setting, the district has adopted the following Nutrition Standards governing the sale of food, beverages, and candy on school grounds.

### Food:

- Any given food item for sale prior to the start of the school day and throughout the instructional day will have no more than 30% of its total calories derived from fat.
- Any given food item for sale prior to the start of the school day and throughout the instructional day will have no more than 10% of its total calories derived from saturated fat.
- Nuts and seeds are exempt from these standards because they are nutrient dense and contain high levels of monounsaturated fat. Foods high in monounsaturated fat help lower “bad” LDL cholesterol and maintain “good” HDL cholesterol.
- It is recognized that there may be rare special occasions when the school’s District Administrator may allow a school group to deviate from these guidelines.
- Milk, water, and 100% fruit juices may be sold on school grounds both prior to and throughout the instructional day.

## Candy

- Vending sales of candy will not be permitted on school grounds.
- Non-vending sales of candy will be permitted at the conclusion of the instructional day, with special permission of the Administrator.
- Candy is defined as any item that has sugar (including brown sugar, corn sweetener, corn syrup, fructose, glucose (dextrose), high-fructose corn syrup, honey, invert sugar, lactose, maltose, molasses, raw sugar, table sugar (sucrose, syrup) listed as one of the first two ingredients.

## Soda/Energy Drinks

- Students are not permitted to bring soda/energy drinks to school.
- Vending sales of soda to students will not be permitted on school grounds.
- Non-vending sales of soda will be permitted at the conclusion of the instructional day, with special permission of the Administrator.

## STUDENT NUTRITION PROCEDURES

Walworth Joint District #1 promotes a healthy school by supporting wellness, good nutrition, and regular physical activity as a part of our total learning environment. The district supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, our district contributes to the basic health status of our Walworth children. We believe that improved health optimizes student performance potential.

### School Breakfast/Lunch Program:

- The full meal program will continue to follow the U. S. Government's Nutrition Standards.
- Additional portion availability will be offered on a limited basis.

### Middle School Nutrition Break:

- It is encouraged that the nutritional break will include food that is healthy and follows the District Nutrition Standards.
- A Fruit/Vegetable will be available each day.
- Students that bring their own nutritional break item must adhere to the District Nutrition Standards.

### Lunchroom Climate:

- It is encouraged that the lunchroom environment be a place where students have:
  - adequate space to eat and pleasant surroundings
  - adequate time for meals (the American Food Service Association recommends at least 20 minutes for lunch from the time they are seated)

- convenient access to hand washing facilities before meals

Fundraising:

- All fundraising projects are encouraged to follow the District Nutrition Standards.
- All fundraising projects for sale and consumption within and prior to the instructional day will be expected to make every effort to follow the District Nutrition Standards when determining the items being sold.
  - items being sold that do not meet the District Nutrition Standards may be acceptable for student consumption within moderation (i.e., limit quantity sold to an individual student)
  - items being sold that do not meet the District Nutrition Standards may be acceptable when offered on an intermittent basis

Teacher-to-Student Incentive:

Strong consideration should be given to non-food items as part of any teacher-to-student incentive programs. Should teachers feel compelled to utilize food items as an incentive, they are encouraged to adhere to the District Nutritional Standards.

Student Nutrition Education:

Walworth Joint District #1 has a comprehensive curriculum approach to nutrition in Junior Kindergarten through eighth grade. All instructional staff will be encouraged to integrate nutritional themes into lessons when appropriate. Annually, the physical education staff will integrate nutrition concepts into the “Jump Rope for Heart” unit at all grade levels.

The health benefits of good nutrition should be emphasized. These nutritional themes include, but are not limited to:

- |                                |                                |
|--------------------------------|--------------------------------|
| * knowledge of “My Plate”      | * healthy diet                 |
| * healthy heart choices        | * food labels                  |
| * sources and variety of foods | * major nutrients              |
| * guide to a healthy diet      | * multicultural influences     |
| * diet and disease             | * serving sizes                |
| * understanding calories       | * proper sanitation            |
| * healthy snacks               | * identify and limit junk food |
| * healthy breakfast            |                                |

The district nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment.

Parent Nutrition Education:

- Nutrition education will be provided to parents beginning at the elementary level. The

goal will be to continue to educate parents throughout the middle school level.

- Nutrition education may be provided in the form of handouts, postings on the district website, or presentations that focus on nutritional value and healthy lifestyles.

#### District Health & Wellness Committee:

It is recommended that the District's Health & Wellness Committee meet regularly with the purposes of monitoring the implementation of the district's policy, evaluating policy progress, serving as a resource to school sites, and revising the policy as necessary. The committee will meet on an annual basis with committee membership as follows:

- District Food Service Supervisor
- Parent Representatives
- Student Representatives
- Staff Member Representatives
- Administrative Representative
- Physical Education and Health Program Leaders
- Board of Education Representative

The District Health and Wellness Committee will compile and publish an annual report to share basic information about the wellness policy and report on the progress of the District's health and wellness goals. The annual report will be distributed to District households and families through the District's website and newsletter.

The District Health and Wellness Committee will update or modify the wellness policy based on the results of the annual progress reports, and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued.

This policy will be assessed and updated as indicated at least every three years.

### **Human Growth and Development Instruction**

#### Mission Statement

Walworth Jt. District #1 believes that the topic of Human Growth and Development exists as one aspect of the District's Health Curriculum. This component helps our students to develop a positive self-concept, understand their growth and sexuality, and recognize the medical, social, and psychological reasons for a commitment to abstinence. Another purpose of this component is to develop strategies for responsible decision-making and to understand the importance of personal values formed in connection with their family values and religious beliefs.

#### A Partnership with Parents of Guardians

The instruction of students in sexuality issues is a partnership. The school's role is to teach human growth and development concepts articulated through a board approved curriculum; the parents' role is to share, explain, and to infuse family values. The school's role is also to facilitate communication between the parent and students, between parents and the school, and amongst the parents of students studying human growth and development issues.

In order to strengthen the home/school partnership regarding the teaching of the human growth and development program, the Walworth Board of Education will:

1. appoint a representative advisory committee every three years to review the curriculum and teaching materials
2. require the administration to distribute to parents, on an annual basis, a written outline of curriculum objectives at all grade levels
3. require that parents, on an annual basis, are notified in writing how they may exclude their children from all or part of the curriculum
4. require the administration to implement Board Policy 381 to ensure that students excluded from this curriculum are held accountable for alternative topics of study

In order to teach these objectives we will be using a combination of classroom presentations, discussions, audiovisual materials, role playing activities, etc. If you wish to preview any or all of the audiovisual materials you are welcome to contact your child's teacher to arrange a time convenient for the previewing. Also, please be informed that State Statute 118.4 allows for parents to exclude their children from the Human Growth and Development portion of our health curriculum. If you wish to discuss this option you may contact the School Principal.

#### Curriculum Concepts

1. The differences and similarities of humans
2. Healthy family lifestyles
3. Living organisms produce their own kind
4. Making healthy decisions
5. Different kind of friendships
6. The different ways living things reproduce
7. The human reproductive system
8. The basic changes involved in puberty
9. Getting along with others as one grows up
10. The importance of the family unit
11. How to prevent aids
12. The impact of peer pressure
13. The importance of positive communication
14. Acceptance and responsible dating behavior
15. Embryonic and fetal development

16. Resolving conflicts
17. How sexual attitudes are shaped
18. The responsibilities of sexual relationships
19. Valuing human sexuality
20. Abstinence as a core belief

The kindergarten objectives include:

- a. Respect and be courteous about similarities and differences in human beings.
- b. Describe qualities of friends.
- c. Describe what parents and children do to promote a healthy family.
- d. Discuss ways that strangers or even people they know can be harmful.
- e. Understand that every child has the right to accept or reject affection.
- f. Describe factors which promote health, growth, and good feelings.
- g. Demonstrate a willingness to balance regular, vigorous activities with rest and relaxation.
- h. Begin assuming responsibility for personal grooming and cleanliness habits.
- i. Demonstrate ways to care for teeth, including brushing and flossing.
- j. Demonstrate healthful sitting and standing postures.
- k. Know that living organisms come from other living organisms.

The first grade objectives include:

- a. Describe the groups they belong to and how to work cooperatively in any group.
- b. Describe various kinds of families and the ways family membership can change.
- c. Discuss individual and group responsibilities in a family and ways the family works together as a unit.
- d. Realize, that, if approached by a stranger with a gift, a promise, a ride, or a threat, they should say “no”, and run to tell someone they trust.
- e. Realize that animals reproduce their own kind.
- f. Realize both animals and humans have mothers and fathers who care for their young.
- g. Demonstrate knowledge of activities which help promote personal cleanliness, improve appearance, and reduce transmission of disease.
- h. Recognize the relationship between physical activity and muscular development.
- i. Know the function of the heart.
- j. Give personal examples that illustrate the relationship between physical and mental health.
- k. Identify function, and care of teeth.
- l. Be able to recognize when they are tired or fatigued and identify ways to rest and relax.
- m. Recognize that the brain directs all activities of the body.
- n. Identify the human senses.

The second grade objectives include:

- a. Cite examples of ways specific individuals of the same age are similar and different in their growth.
- b. Realize that if children are loved and their physical needs met, they feel safe and secure.
- c. Recognize and value caring adults who are significant in their lives.
- d. Name a variety of fun activities family members participate in together to show caring for one another.
- e. Recognize that human beings grow and develop inside their mothers.
- f. Realize that human beings can be abused physically, socially, and emotionally in different ways and by different people.
- g. Cite examples of the ways individuals grow physically, socially, emotionally, and mentally.
- h. Discover that decision making is involved in choosing and assessing personal health practices.
- i. Identify, locate, and describe the major organs in the human body.
- j. Value physical well-being by practicing fitness behaviors which contribute to health.
- k. Recognize that the heart is a muscle that is strengthened by exercise.
- l. Recognize the need for rest and quiet activities.
- m. Demonstrate health and safety practices for each of the human senses.

The third grade objectives include:

- a. Explain why children need families and how family members contribute to the physical and mental health of one another.
- b. Describe different kinds of friendships.
- c. Identify different stages of the life cycle from birth to death.
- d. Explain the contributions, responsibilities, rights, and privileges of each family member.
- e. Illustrate ways family members and significant others help and influence attitudes and behavior.
- f. Identify trusted people who can help with personal and family difficulties.
- g. Identify the different ways living things reproduce.
- h. Demonstrate the ability to make positive health and lifestyle decisions.
- i. Explain how health affects performance.
- j. Tell how good posture affects the body and self-image.
- k. Recognize the need to rest the muscles.
- l. Illustrate how emotions are revealed through physical actions.
- m. Cite ways to build physical activities into daily routine.
- n. Name and identify the main parts of the sense organs and their functions.
- o. Appreciate the contributions of the sense organs to safety, learning, and play.
- p. Describe the general structure and function of the body systems
- q. Demonstrate good dental habits, including a review of correct brushing and flossing techniques.
- r. Recognize and accept individual differences, including personal handicapping conditions.

The fourth grade objectives include:

- a. Use accurate terminology to explain the structure and function of the human reproductive system.
- b. Identify the basic changes that occur as they approach puberty.
- c. Realize that learning to get along with others is unique process for each individual.
- d. Describe how they are affected by and affect those with whom they associate.
- e. Illustrate relationships in a family that influence the health, happiness, and harmony of the family unit.
- f. Realize that each person's family is unique and special.
- g. Define different types of personal abuse and know where to get help if abuse occurs.
- h. Recognize that total health is both a condition and a process.
- i. Investigate how individuals can utilize work, rest, sleep, exercise, good posture, play, and nutrition to promote well-being.

The fifth grade objectives include:

- a. Explain the structure and function of the human reproductive system
- b. Explain physical, emotional, and social changes which occur as they approach puberty.
- c. List the characteristics that help maintain friendships and compare their own characteristics with those on this list.
- d. Appreciate the impact of the family on, and importance of the family to, individual development.
- e. Identify the possible impacts of death or divorce on the family.
- f. Realize that the roles of each member of the family may change for a variety of reasons.
- g. Analyze the difference between assertiveness and aggression.
- h. Recognize how to prevent AIDS.
- i. Describe ways in which the body systems are interdependent.
- j. Appreciate the effects of diet and exercise on body composition.
- k. Identify benefits of both aerobic and anaerobic exercise.
- l. Identify characteristics of puberty and the effects of these changes on physical, emotional, and social development.

The sixth grade objectives include:

- a. Analyze the impact of peer pressure on an individual and a group.
- b. Describe specific roles of parents and children that are complimentary and/or conflicting.
- c. Appreciate that a positive family environment will encourage communication among members.
- d. Demonstrate an understanding that values and attitudes about family life come from the family unit.
- e. Explain basic steps involved in making rational decisions.

- f. Discuss dating as one way of exploring friendships and learning new social skills.
- g. Identify criteria for acceptable dating behavior.
- h. Recognize that healthy lifestyles have several components, such as personal responsibility, stress management, nutrition, physical fitness, and environmental sensitivity.
- i. Describe the basic structure and function of a cell.
- j. Show they know the benefits of meeting individual need for rest and sleep.
- k. Appreciate the effect of grooming on interpersonal relationships.
- l. Recognize the importance of establishing an ongoing and effective exercise plan, which meets personal requirements and accommodates limitations.
- m. Recognize how to prevent AIDS.

The seventh grade objectives include:

- a. Investigate interrelationships of and disparities among physical, emotional, and social changes occurring at puberty.
- b. Understand a pregnant mother's ability to affect healthy embryonic and fetal development.
- c. Identify the sequence of events, which show, in general, the development of the human organism from conception through adulthood.
- d. Develop the ability to resolve conflicts and formulate new friendships.
- e. Accept and value human sexuality as normal and essential to total well-being.
- f. Identify factors that influence their sexual attitudes.
- g. Recognize the value and necessity of facilitating communication about sexuality with parents.
- h. Identify the responsibilities and consequences inherent in sexual relationships.
- i. Understand that abstinence is the preferred method for preventing unwanted pregnancies.
- j. Knowledge of methods of birth control to avoid unwanted pregnancies.
- k. Identify the general reasons for and methods of preventing STD's, pregnancy, and AIDS.
- l. Discuss the physical, emotional, and social problems associated with teenage pregnancy.
- m. Develop, using a decision-making process, a code of behavior for themselves that is consistent with a positive value system and positive goals.
- n. Know that the need for love and affection influences behavior.
- o. Describe health care practices during adolescence that may follow from various individual decisions.
- p. Recognize the impact health habits have on stress levels.
- q. Demonstrate appropriate stress management techniques.
- r. Analyze fad behavior as a force affecting health decisions.
- s. Describe some common causes of skin problems and suggest procedures for good skin care.
- t. Interpret the results of a credible health hazard appraisal (wellness inventory) in behavioral terms.

The eighth grade objectives include:

- a. Investigate interrelationships of and disparities among physical, emotional, and social changes occurring at puberty.
- b. Understand a pregnant mother's ability to affect healthy embryonic and fetal development.
- c. Identify the sequence of events which show, in general, the development of the human organism from conception through adulthood.
- d. Develop the ability to resolve conflicts and formulate new friendships.
- e. Accept and value human sexuality as normal and essential to total well-being.
- f. Identify factors that influence their sexual attitudes.
- g. Recognize the value and necessity of facilitating communication about sexuality with parents.
- h. Identify the responsibilities and consequences inherent in sexual relationships.
- i. Understand that abstinence is the preferred method for preventing unwanted pregnancies.
- j. Knowledge of methods of birth control to avoid unwanted pregnancies.
- k. Identify the general reasons for and methods of preventing STD's, pregnancy, and AIDS.
- l. Discuss the physical, emotional, and social problems associated with teenage pregnancy.
- m. Develop, using a decision-making process, a code of behavior for themselves that is consistent with a positive value system and positive goals.
- n. Know that the need for love and affection influences behavior.
- o. Describe health care practices during adolescence that may follow from various individual decisions.
- p. Recognize the impact health habits have on stress levels.
- q. Demonstrate appropriate stress management techniques.
- r. Analyze fad behavior as a force affecting health decisions.
- s. Describe some common causes of skin problems and suggest procedures for good skin care.
- t. Interpret the results of a credible health hazard appraisal (wellness inventory) in behavioral terms.

### **Meningococcal Disease Information**

Public health authorities recommend that teenagers and college-bound students be immunized against a potentially fatal bacterial infection called meningococcal disease, a type of meningitis.

Meningococcal disease is a rare but potentially fatal bacterial infection that can cause severe swelling of the brain and spinal cord (meningitis) or a serious blood infection (meningococemia). Meningococcal disease strikes up to 3,000 Americans each year; nearly 30 percent of these cases are among teenagers and college students.

Up to 83 percent of all cases among teens and college students may potentially be prevented through immunization, the most effective way to prevent this disease. A meningococcal vaccine is available that protects against four out of five strains of bacterium that cause meningococcal disease in the U.S.

The Centers for Disease Control and Prevention (CDC) and other leading medical organizations recommends that all 11-12 years olds should be vaccinated with meningococcal conjugate vaccine (MCV4). A booster shot is recommended for teens at age 16 to continue providing protection when their risk for meningococcal disease is highest. Teens who received MCV4 for the first time at age 13 through 15 years will need a one-time booster dose at 16 through 18 years of age. If a teenager missed getting the vaccine altogether, they should ask the doctor about getting it now, especially if they are about to move into a college dorm or military barracks.

#### About Meningococcal Disease

Meningococcal disease is often misdiagnosed as something less serious because early symptoms are similar to common viral illnesses. Symptoms of meningococcal disease may include high fever, severe headache, stiff neck, nausea, vomiting, sensitivity to light, confusion, exhaustion and/or a rash.

Teenagers and college students are at increased risk for meningococcal disease compared to the general population, accounting for nearly 30 percent of all U.S. cases every year. Meningococcal disease can be misdiagnosed as something less serious, because early symptoms like high fever, severe headache, nausea, vomiting and stiff neck, are similar to those of common viral illnesses. The disease can progress rapidly and can cause death or permanent disability within 48 hours of initial symptoms.

Meningococcal disease is spread through direct contact with respiratory and/or oral secretions from infected persons (for example, kissing or sharing drinking containers). It can develop and spread quickly throughout the body, so early diagnosis and treatment are very important. Even with immediate treatment, the disease can kill an otherwise healthy young person within hours of first symptoms. Of those who survive, up to 20 percent may endure permanent disabilities, including brain damage, deafness and limb amputations.

Lifestyle factors common among teenagers, college students and military personnel are believed to put them at increased risk of contracting meningococcal disease. These lifestyle factors include crowded living situations (for example, dormitories, sleep-away camps), active or passive smoking and irregular sleeping habits. Teens should avoid sharing eating utensils and drinking out of the same container, since infections may spread through this type of close contact.

American Academy of Family Physicians

<http://www.aafp.org/news/health-of-the-public/20100722stopmeningitis.html>

American Academy of Pediatricians

<https://www.healthychildren.org/English/health-issues/conditions/head-neck-nervous-system/Pages/Meningitis.aspx?nfstatus=401&nftoken=00000000-0000-0000-0000-000000000000&nfstatusdescription=ERROR%3a+No+local+token>

CDC - Meningitis - Additional Information

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

CDC - Meningitis Fact Sheet

<https://www.cdc.gov/meningitis/>

CDC - Vaccine Recommendations

<http://www.cdc.gov/vaccines/hcp/acip-recs/vacc-specific/mening.html>

Center for Disease Control

<http://www.cdc.gov/>

National Meningitis Foundation

<http://www.nmaus.org/>

Wisconsin Public Health Departments & Contact Info

<https://www.dhs.wisconsin.gov/lh-depts/counties.htm>

## **Notice of Academic Standards**

Adoption of the Academic Standards is an annual requirement. The notification of these standards appear on the [Walworth Joint School District #1 website](#) which is linked to the BFASA website. The [Academic Standards for Walworth Joint School District #1 include Common Core Standards for English Language Arts and Math; Next Generation Science Standards for Science; Wisconsin Model Academic Standards and Common Core Content Area Literacy Standards for all other subjects; Wisconsin Model Early Learning Standards for Early Childhood.](#)

## **Open Enrollment**

Visit the following site to review information on eligibility and availability to school age students in Wisconsin to attend other public schools outside the resident school district:

<https://dpi.wi.gov/open-enrollment>

Reference: [Walworth Board Policy 425 Public School Open Enrollment](#)

## **Parental Notice for Billing Medicaid**

This is the notification of your rights under the Individuals with Disabilities Education Act (IDEA) regarding Medicaid billing. IDEA allows certain services provided under an IEP to be covered by Medicaid. The Wisconsin Medicaid school-based services benefit is a way for school districts to receive additional federal revenue. These services include attendant care services, nursing services, physical therapy, occupational therapy, speech and language services, specialized medical transportation, psychological services, counseling, social work services, and developmental testing and assessment.

In order for a school district to request these funds, you, as the parent, must be notified of your rights under IDEA regarding this process. After notification and before a school district may seek recovery of costs, you must sign a consent form that gives the school district permission to bill Medicaid and share student information. This notice is not consent for the school district to bill Medicaid, which is a separate form signed after you have received this notification.

The following rights are afforded to parents regarding Medicaid billing under IDEA:

- 1) A district must obtain your written consent prior to submitting your child's IEP-health-related costs for Medicaid reimbursement. Consent only needs to be provided once, so you will not have to sign the form each year.
- 2) The consent form allows the school district to send your child's education information to Wisconsin's Department of Health Services (DHS), the state agency that administers Medicaid. The consent form lists the education records that may be shared with DHS.
- 3) At any time you decide that you do not want the school district to share your child's information with DHS or to bill Medicaid for your child's costs, you can withdraw consent and the school district will no longer include your bill for Medicaid.
- 4) School districts are required to provide all IEP services at no cost to parents even if the district cannot bill Medicaid. Parents are not required to sign up for or enroll in public insurance programs in order to receive these services.
- 5) As a student with a disability, your child will always receive a free appropriate public education (FAPE) while attending a public school regardless of insurance coverage. The school district will never require you to enroll in Medicaid to ensure your child receives FAPE.

- 6) The school district will never require you to pay for a deductible or co-pay if one is created when the Medicaid bill is filed by the school district.
- 7) Billing Medicaid for a cost:
  - a. Will not decrease the availability or length of Medicaid coverage time for your child,
  - b. Will not result in you paying for required services outside of school that would have been covered by Medicaid,
  - c. Will not increase your insurance premiums or lead to the discontinuation of benefits or insurance, and
  - d. Will not risk your child's eligibility for home and community-based waivers, based on the total costs of your child's health-related needs.

School districts are strongly encouraged to access Medicaid for student costs as it brings more federal revenue into Wisconsin. If you have not signed a "Consent to Bill Wisconsin Medicaid for Health-Related Special Education and Related Services" form, the school district will be contacting you with a request to sign the form so that Medicaid billing may begin. If you have signed a consent form in the past, this serves as an annual notification to remind you of your rights under IDEA and to stress that accessing Medicaid on behalf of your child does not reduce any of the benefits that you would normally receive under the Medicaid program outside of the school day.

## **Section 504**

The District assures compliance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794: "No otherwise qualified handicapped individuals...shall, solely by the reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving financial assistance."

## **Special Education (Child Find)**

Upon request, the District is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the District receives a referral, the District will direct the District's Special Education Director to conduct the referral process.

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child, to the District in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made.

Others, including parents, who reasonable believe a child has a disability, may also refer the child, including a homeless child to the District in which the child resides.

Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral may be made by contacting Mrs. Danielle Harkness, Director of Special Education, Walworth Joint School District #1, at 262-275-6896 Extension 1255 or by writing her at care of (c/o) Walworth School District 121 Beloit Street Walworth WI 53184.

### **Special Needs Scholarship Program**

Please visit the following site to review information on eligibility and availability of the Special Needs Scholarship Program provided by Wisconsin Statutes:

[https://drive.google.com/file/d/0B\\_do2UFF-mTbUnNjTFNvYVg1N0U/view](https://drive.google.com/file/d/0B_do2UFF-mTbUnNjTFNvYVg1N0U/view)

### **Student Assessments**

Per Wisconsin Statutes the District administers the following assessments: Grades 4 and 8

Wisconsin Forward Exam.

### **Student Records**

The Board recognizes the need for confidentiality of student records. Therefore, a student's records shall be available for inspection or release only with prior approval of the parent/guardian or adult student, except in situations where legal requirements specify release of records without such prior approval. The Board has established guidelines relative to the collection, storage, retrieval, use, and destruction of student records. Such procedures shall be in accordance with state and federal law and are identified in Board Policy. A list of all persons who handle or have access to personally identifiable information shall be posted in accordance with state and federal law requirements and established procedures.

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.

### **Recruiter Access to Students Records**

The District shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses and telephone listings. A secondary school student or the parent/guardian of a student may request that the student's name, address and telephone listing not be released to military recruiters or an institution of higher education without prior written parental consent. The District shall notify parents/guardians of the option to make a request and shall comply with any request. The District shall provide military recruiters the same access to secondary school students and student directory data about such students as is provided to postsecondary schools or prospective employers.

### **Teacher Qualifications**

Our District receives Title I funds and therefore required to provide timely notice to each parent of a child who is a student in our school when the child has been assigned to, or taught for 4 or more consecutive weeks, by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. In those cases a notification will be made available. Parents may also request teacher or paraprofessional qualification information.

Teacher license information can also be accessed from the Wisconsin Department of Instruction (DPI) website at <https://dpi.wi.gov/tepedl/license-lookup/public-search>

## [Title I Programs](#)

Title II Programs American Disabilities Act

## **Vision and Hearing Information**

Please visit this site to learn more about Signs of Possible Eye Trouble in Children:

<https://drive.google.com/file/d/0BwVQjIJ5kjShRE81X2F5QWp3SkU/view>

## **Virtual Charter Schools**

Please visit the following site to review information on eligibility and availability to school age students in Wisconsin to participate in a virtual charter school: <https://dpi.wi.gov/sms/charter-schools/virtual-charter-schools>