

McFarland School District

Notices

Services Available in Private School for Children with Disabilities

If you have a child with disabilities or suspected disabilities — please contact Dave Witte, Director of Student Services at 838-4512 to:

- Review private school service plan
- Initiate screening, referral and evaluation
- Develop an individual service plan
- Receive parent and children rights (S.S.300.451)

Annual Notification of Rights

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights & Privacy Act of 1974, as amended (otherwise known as FERPA) sets forth requirements regarding the privacy of student records. FERPA governs release of records maintained by a school district as well as access to those records. This notice explains the rights of adult students and their parents with respect to their educational records, and outlines the District's procedures to comply with FERPA. Parents have the right to:

1. Inspect and review the student's educational records within 45 days that the school receives the request . Requests to inspect records should be directed to the building administrator.
2. Seek amendment of the student's educational records that the parent or adult student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. Request to amend records should be directed to the building administrator.
3. Consent to disclosures of personally identifiable information contained in student education records, except to the extent that FERPA and state law authorize such disclosure without consent.

The District maintains the right to disclose education records to other school officials, including teachers within the school district who have been determined to have legitimate educational interests in the records. School officials are certified staff and have a legitimate educational interest if the record information sought will, if disclosed, assist the official in providing education or other related services to the student.

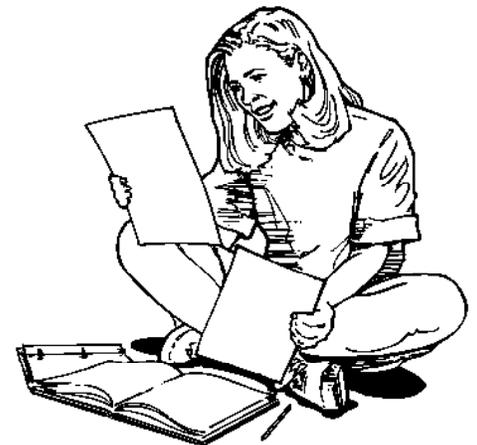
4. File a complaint with the Family Policy Compliance Office of the United States Department of Education alleging that the District is not in compliance with FERPA requirements. The address of this office is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

Release Time for Religious Instruction

The School Board shall, in accordance with state law, permit students to be absent from school to obtain religious instruction during the required school attendance hours. Specifically, the state law allows students with written permission of a parent or guardian to be absent from school at least 60 minutes but not more than 180 minutes per week to obtain religious instruction outside the school during the required school period. The supervisor of such religious instruction shall report monthly, to the principal of the school regularly attended, the names of the pupils who attended such weekly religious instruction. The School Board may deny the privilege of released time to pupils who absent themselves from such religious instruction after requesting the privilege. The time period, or periods, allotted for the pupil to be absent from school for the purpose of religious instruction shall be determined by the school board.

Any transportation to religious instruction or from religious instruction to the public school shall be the responsibility of the parents or of the organization sponsoring the religious instruction. The School District shall be released from all liability for a pupil who is absent from school to attend religious instruction.



McFarland School District

Notices

Programs for English Language Learners

There are specific school district noticing requirements with programs for English Language Learners. A school district that uses federal funds to provide a language instruction education program for children with limited English proficiency must, no later than 30 days after the beginning of the school year, give the parent(s) of each child identified for participation or participating in such a program the following information:

- (1) why the child is placed in the program;
- (2) the child's level of English proficiency;
- (3) how that level was determined and the status of the child's academic achievement;
- (4) methods of instruction in the program in which their child is placed and those of other available programs;
- (5) how the program will meet the educational needs of their child;
- (6) how the program will help their child learn English and meet age-appropriate academic achievement standard for grade promotion and graduation;
- (7) the specific exit requirements for the program;
- (8) in the case of a child with a disability, how the program meets the child's IEP objectives; and
- (9) information about parental rights.

For a student not identified as limited English proficient prior to the beginning of the school year, the District must notify parents within the first two weeks of the child being placed in such a program. The District's English Language Learner contact is Dave Witte, 838-4512.

Student Attendance

Parents have the right to request that the School Board to provide students with curriculum modifications as outlined in section 118.15(1)(d) of the state statutes, and the decision-making process to be used in responding to such requests under sections 118.15(1)(dm) and (e) of the state statutes.

Education of Homeless Children and Youth

Homeless children and youth must have equal access to the same free, appropriate public education including a public preschool education as provided to the other children and youth residing in the district and be provided with comparable services. Further, homeless children and youth shall have access to the education and other services needed to ensure that they have an opportunity to meet the same challenges and academic achievement standards to which all students are held. The District's Homeless Liaison is Dave Witte, Ph.D., 838-4512.

Annual Notification

Asbestos Notice

As a result of federal legislation, each primary and secondary school in the nation is required to complete a stringent new inspection for asbestos and to develop a plan of management for all asbestos-containing building materials. Our School District's goal is to be in full compliance with this law and is following the spirit as well as the letter of the law. As a matter of policy, we shall continue to maintain a safe and healthful environment for our community's youth and employees.

In keeping with this legislation, all buildings owned or leased by the school district were inspected by EPA accredited inspectors and samples were analyzed by an independent laboratory. Based on the inspection, the school prepared and the state approved a comprehensive management plan for handling the asbestos located within its buildings safely and responsibly.

Furthermore, the School District has completed its required three-year re-inspection in April 2010. Our asbestos containing materials are under the District's Operations and Maintenance Program. As part of this program, the six-month periodic surveillance of the material is being conducted by our Environmental Consultants, Advanced Health & Safety LLC.

During this past year, our school district has accomplished the following regarding the administration of the asbestos:

We are continuing with the Operations and Maintenance of our asbestos to ensure the material is in good condition. We will be doing our three-year re-inspection in April 2013.

Short-term workers (outside contractors e.g. telephone repair workers, electricians and exterminators) must be provided information regarding the location of asbestos in which they may come into contact. All short-term workers shall contact the building Chief Custodian before commencing work to be given this information.

The School District of McFarland has a list of the location(s), type(s), of asbestos-containing materials found in that school building with a description and timetable for their proper management. A copy of the Asbestos Management Plan is available for review in the school office. Copies are available at 25 cents per page. Questions related to the plan should be directed to our designated person, Bill Foust at 838-4519.

McFarland School District Pupil Nondiscrimination Notice

It is the policy of the public schools that no person may 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 service, recreational or other program or activity because of the person's race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, including transgender status, change of sex or gender identity, disability, age, military status, or physical, mental, emotional, or learning disability, or any other characteristic protected by law as required by s. 118.13 Wis. Stats. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973.

The McFarland School District encourages informal resolution of complaints under this policy. A formal complaint resolution is available, however, to address allegations of violation of the policy in the school district.

Complaint Procedures

Any complaint regarding the interpretation or application of the District's student nondiscrimination policy shall be processed in accordance with the following grievance procedures:

1. Any student, parent or resident of the District complaining of discrimination on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability or handicap, in school programs or activities shall report the complaint in writing to the building administrator. There shall be no retaliation against any person who files a complaint under these procedures.
2. The building administrator, upon receiving such a written complaint, shall immediately undertake an investigation of the suspected infraction. He/she will review with appropriate persons the facts comprising the alleged discrimination. Within 10 days after receiving the complaint, the building administrator shall decide the merits of the case, determine the action to be taken, if any, and report in writing the findings and the resolution of the case to the grievant.
3. If the grievant is dissatisfied with the decision of the building administrator, he/she may appeal the decision in writing to the Nondiscrimination Officer, Dave Witte, Director of Student Services, 5101 Farwell Street, McFarland, WI 53558. The Nondiscrimination Officer shall investigate the

alleged discrimination and make a written decision regarding the case within 10 days after receiving the complaint. Copies of the written decision shall be mailed or delivered to the grievant and the building administrator.

4. If the grievant is dissatisfied with the decision of the Nondiscrimination Officer, he/she may appeal the decision in writing to the District Administrator. The District Administrator shall review the investigation process, and make a written decision regarding the case within 10 days after receiving the complaint. Copies of the written decision shall be mailed or delivered to the grievant, the nondiscrimination officer and the building administrator.
5. If the grievant is dissatisfied with the District Administrator's decision, he/she may within 30 days appeal the decision in writing to the State Superintendent of Public Instruction.

Discrimination Complaints Involving Students with Disabilities

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate education of a child with a disability shall be processed in accordance with established special education appeal procedures.

Due Process Hearing Procedures

The District shall exhaust all possible options before entering a hearing

procedure. These options shall include: a meeting of the parent(s) or guardian with designated special education personnel and the building administrator, and a subsequent meeting, if necessary, with the aforementioned and the District Administrator. In the event a mutually agreeable option is not reached, the District's due process procedure will be utilized.

As a part of each Individual Education Program or IEP team meeting, the parent or guardian will be informed of his/her right to a hearing as contained in section 115.81 of the statutes. This information will be provided both in writing and orally in his/her native tongue, or will be signed if oral communication is not possible. The hearing will be conducted by an administrative law judge appointed by the Division of Hearings and Appeals.

IDEA Complaints

McFarland School District encourages informal resolution of complaints through communication with the appropriate building administrator or Director of Integrated Student Services. If informal resolution can not be attained, discrimination complaints relating to programs specifically governed by federal law or regulation (IDEA complaints) shall be referred directly to the State Superintendent of Public Instruction. Notification of the complaint procedures shall be included in student handbooks.

Any further questions, please contact Dave Witte, Director of Student Services at 838-4512.

McFarland School District Special Education Services

Este aviso está también disponible en español sobre la petición 838-4512

Special Education Services

The District provides excellent special education services in the following areas: emotional behavioral disabilities, learning disability, speech or language disorder, cognitive disability, visual impairment, hearing impairment, orthopedic impairment, other health impairment, autism, and traumatic brain injury. If you have concerns about a child's development, contact the school administrator. If this student does not attend a district school, but is a resident of the school district, please contact the Director of Student Services at 838-4512 for further information (Please see "Special Education and Child Find Procedures" section in the third column.).

Student Services and Special Advisory Council

The Student Services and Special Education Advisory Council is a committee comprised of parents and educators who meet three times a year to review special education and student services programs, curriculum, equipment and facilities. Please contact the Director of Student Services at 838-4514 for more information.

Section 504

Section 504 prohibits discrimination against persons with disabilities by school districts receiving federal financial assistance. Each district must provide accommodations and services so that students with disabilities have access to equitable participation in programs and activities. Without these modifications and/or intervention, the student would not have an equal opportunity to receive an appropriate education. Referrals for an evaluation under Section 504 may be made by parents, classroom teachers, other school personnel, students themselves or outside the agencies who represent the student by contacting the building administrator.

Pupil Services

The Pupil Services staff within each building consists of staff in guidance, school psychology, and health services, at-risk and English language learners. These professionals work with staff, parents and community resources to assist students in optimal personal, social, educational, health and career development.

Services include:

- Individual counseling concerning social emotional and learning issues.
- Assessments for academic, social and emotional needs.
- Classroom discussion and presentations.
- Consultation with staff and parents.
- Comprehensive guidance activities covering topics such as decision-making, feelings, friendship, cooperation, conflict resolution, alcohol, drug awareness, and safety issues.
- Special education needs assessment, which may include individual measurements of intellectual functioning, academic performance, social behavior, perceptual motor development, and adaptive behavior functioning.
- Small group work, such as new student groups, family change groups, friendship groups restorative circling, and social skills groups.
- Alcohol, drug or other risk behavior screening or resource information.
- Emergency health services and maintenance of immunization and health records.
- Public health services, disease prevention, health promotion.

If you do not want your child to participate in the small group pairings listed above, please contact your building administrator.

Building C.A.R.E. Team (Children's Assets and Resiliency in Education)

Pupil Services staff, along with special and general educators, function as part of a building CARE Team, which is a problem-solving group where teachers, other staff and parents (when appropriate) meet to discuss student needs. Student Services staff assist in:

- Reviewing information and discussing alternatives for working with students in general education.
- Clarifying concerns about students in regular education.
- Meeting with parents, teachers and other support personnel about student needs.
- Coordinating the efforts of school staff in meeting individual student needs.

Special Education and Child Find Procedures

Any person aware of a child between the ages of birth through 21 who may be experiencing physical, mental, emotional or learning problems may contact the Director of Integrated Student Services or building administrator to initiate screening services that will determine if a referral for special education is appropriate. In addition, any teacher or administrator would be able to assist in making a referral.

The school district has a duty to locate, identify, and evaluate all resident children with exceptional educational needs, regardless of the severity of their disability. Therefore, 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. The school district lo-

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McFarland School District Special Education Services

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cates and screens children in the following groups: children below school-entry age; children entering school for the first time; children currently enrolled in public and private schools; all transfer pupils; school-age children who are eligible to attend school but who are not attending school and who are residents of the district. Upon request, the school district will screen any child to determine whether a special education referral is appropriate. Such a request may be made by contacting Dave Witte, Director of Student Services., McFarland School District at 838-4512 or by writing at 5101 Farwell St., McFarland, WI 53558.

Annually the District conducts developmental screening of preschool children. Each child's motor, communication, and social skills are observed as the child plays at various play areas. Each child's hearing and vision is checked. The information gathered 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. When there is reasonable cause to believe a child has a disability, the child is referred for evaluation by a school district multidisciplinary team.

Referral Procedure

The school district shall solicit and receive referrals of students suspected of needing special education services from all persons who have responsible cause to believe that such needs exists. A parent, or health care professional such as a physician, nurse, psychologist or social agency that has reason or cause to believe that a child brought to him or her for services is a child with a disability has a legitimate duty to report the child.

How

- Referrals must be made in writing to the district the child resides in and should include date of referral;
- State why the child has a disability;
- Include the child's and parents' names;
- Before referral is made the person making the referral must inform the child's parents of the pending referral. Please note the time and date;
- Send the referral to Dave Witte, Director of Student Services, 5101 Farwell Street McFarland, WI 53558.

Specific state criteria will be adhered to in determining eligibility for specific handicapping conditions. Referrals of children suspected of needing special education services shall be referred to the appropriate building administrator, or the Director of Student Services at 838-4512.

Individual Education Program (IEP) Team Evaluation

Whenever a child is referred who is suspected of needing special education services, the school district shall establish an Individual Education Program team of evaluators. The appointment of this team shall be the responsibility of the Director of Student Services. All Individual Education Program teams will include at least two persons who are District employees and have expertise in assessment and programming for the suspected disability of the child being evaluated. For a child with a suspected learning disability, a general education teacher will be a member of the team. The process shall include the collection and analysis of information from the parent(s)/guardian pertaining to the needs of the child. The Director of Student Services shall approve the evaluation process and may request additional information.

Procedural safeguards for evaluation including the following:

The notice of intent to evaluate shall be sent to the parents/guardians that will include:

- A full explanation of the due process/procedural safeguards in their native language or other mode of communication.
- A description of the evaluation proposal, an explanation of why the evaluation is proposed, any options that were considered, and the reasons why those options were rejected;
- A description of each evaluation procedure used as a basis for the evaluation;
- The type of professionals conducting the evaluation;
- A description of any other relevant factors.

Written parental consent shall be obtained when a child is being evaluated for or reevaluated with the District. This consent form shall include:

- A statement documenting that the parent understands the content of the notice;
- Information on the general areas to be evaluated or reevaluated;
- Information on the general types of procedures to be used.

For more information contact:

Dave Witte
Director of Student Services
(608) 838-4512