

SCHOOL DISTRICT OF CAMBRIDGE

Annual Notices 2018-2019

TO PARENTS/GUARDIANS, STUDENTS and the CAMBRIDGE COMMUNITY

As required by law, we are notifying you regarding the following policies and procedures of the School District of Cambridge. The information provided below is a summation of policy content. District policies are available on the website at the following link: www.cambridge.k12.wi.us or by contacting the District office at 608/423-4345.

TABLE OF CONTENTS

Directory Information	Ref. Policy #347	On-line Registration Acknow	Page 2
Student Academic Standards		Annual Notice/Board Action	Page 2
School Accountability Report		Annual Notices/Online	Page 2
Educational Options		Annual Notice/Class 1 Legal	Page 2
School and District Performance Report		Annual Notices/Online	Page 4
Student Assessments		Annual Notices/Online	Page 4
Nondiscrimination Statement	Ref. Policy #411	Parent-Student Handbook Class I Legal Notice	Page 4
Student Religious Accommodations	Ref. Policy #434.1	Annual Notices	Page 5
Education of Homeless Children and Youths		Registration-Posters-Pupil Services Staff Contact	Page 5
Student Privacy	Ref. Policy #347	Parent-Student Handbook	Page 5
Human Growth and Development Instruction	Ref. Policy #341.31	HG & D Curriculum Booklet	Page 6
Special Education	Ref. Policy #342.1	Annual Notices	Page 6
Special Needs Scholarship Program		Annual Notices	Page 7
Title I Programs	Ref. Policy #342.5	Annual Notices	Page 7
Programs for English Language Learners	Ref. Policy #342.62	Annual Notices	Page 8
Virtual Charter School Notice		Annual Notices	Page 9
Education for Employment Program		Annual Notices	Page 9
Academic and Career Planning Services for Students		Annual Notices	Page 9
Student Attendance	Ref. Policy #431	Parent-Student Handbook	Page 9
Program or Curriculum Modifications		Annual Notices	Page 10
Use or Possession of Electronic Communication Devices	Ref. Policy #443.5	Parent-Student Handbook	Page 10
Student Bullying	Ref. Policy #411.1	Parent-Student Handbook	Page 10
Student Locker Searches	Ref. Policy #446.1	Parent-Student Handbook	Page 10
Early College Credit Program	Ref. Policy #343.41 and 343.5		Page 10
Student Records	Ref. Policy #347	Parent-Student Handbook	Page 11
Recruiter Access to Students/Records	Ref. Policy #347	Annual Notices	Page 11
Meningococcal Disease Information	Ref. Policy #453.3/Rule	Annual Notices	Page 11
Notice of Suicide Prevention Resources	Ref. Policy #457	Administrative Procedures	Page 12
Child Nutrition Program	Ref. Policy #458/761	Registration	Page 12
Meal Charge Policy Notification	Ref. Policy #761.1	Annual Notices/Food Service	Page 13
School Wellness Policy Notification	Ref. Policy #458	Annual Notices	Page 13
Required Parent/Guardian and Tribe Notifications Related to Federal Impact Policies and Procedures ("Indian Policies and Procedures")		Annual Notices	Page 14
Asbestos Management Plan	Ref. Policy #721	Annual Notices	Page 14
Indoor Environmental Quality/Reporting		Annual Notices	Page 15
Reporting		Annual Notices	Page 15
Access to Co-Curricular Activities	Ref. Policy #370	Parent-Student Handbooks	Page 16
Elector Registration Information		Annual Notices	Page 16
Tobacco Use on School Premises	Ref. Policy #831	Annual Notices	Page 16

Directory Information (Board Policy 347/Online Registration Acknowledgement*)

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that School District of Cambridge, with certain exceptions, obtain written consent of parent or guardian prior to the disclosure of personally identifiable information from your child's education records. However, the School District of Cambridge may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Cambridge School District to include this type of information from your child's education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

*If you do not want Cambridge School District to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by Friday, September 14th, 2018.

Please refer to school board policies for additional information.

Student Academic Standards

Per requirement of Section 121.12 (13) of the state statutes the Board of Education is providing the **District's Formal Notification Curriculum Standards under SS 187.55**. Each year the school district must include as an agenda item on our first agenda of the new school year (July 16, 2018) a notice that identifies the pupil academic standards adopted by the school board that will be in effect in the current school year.

School District of Cambridge Statement on 2018-19 Pupil Academic Standards: The Board of Education is providing notice that the School District of Cambridge has adopted the Next Generation Science Standards, the Wisconsin Model Academic Standards for social studies and the Wisconsin Standards for Mathematics and English/Language Arts. The district is also using the Career and College Readiness Standards as a basis for curriculum review and revision during the 2018-19 school year.

School Accountability Report

Per requirement of Section 115.385 (4) of the state statutes each parent/guardian is to receive a copy of the school/district's accountability report published by the Wisconsin Department of Public Instruction. In addition, each public school that maintains an Internet site is required to prominently display a link to the school's most recent accountability report on the home page of that school's Internet site within 30 days after the DPI publishes the accountability report. This last notice requirement is found in section 120.123 of the state statutes. To access this information via our web-site go to: <http://www.cambridge.k12.wi.us/our-school-performance--4>

Educational Options

Per requirement of Section 118.57 of the state statutes the School District of Cambridge is required to publish a description of the educational options available to children residing in the district. Options available to student residing in the School District of Cambridge include the following:

Parent Notification

**118.57 Notice of educational options; accountability report performance category; pupil assessments.
For the 2018-19 School Year, Class 1 Notice January, 2019
School District of Cambridge**

Student Academic Standards: Per requirement of Section 120.12 (13) of the state statutes the Board of Education is providing notification that the School District of Cambridge Board of Education has adopted the Wisconsin Model

Academic Standards for science and social studies and the Common Core Mathematics and Reading/Language Arts Standards. The district also has adopted the Next Generation Science Standards. The district uses the Career/College Readiness Standards as a basis for curriculum review and revision during the 2015-16 school year.

School Accountability Report: Per requirement of Section 118.57(2) of the state statutes the School District shall provide notice of the district's performance category and the performance category of each school within the district.

The school district's most recent performance category as reported on the state issued report card is as follows:

School District of Cambridge – Exceeds Expectations (78.9)

Cambridge Elementary School- Significantly Exceeds Expectations (87)

Nikolay Middle School – Exceeds Expectations (73.7)

Cambridge High School – Exceeds Expectations (79.1)

The complete report cards can be found at: <http://www.cambridge.k12.wi.us>

Educational Options: Per requirement of Section 118.57 of the state statutes the School District of Cambridge is required to publish a description of the educational options available to children residing in the district. Options available to students residing in the School District of Cambridge include the following:

School District of Cambridge– The School District of Cambridge offers a general education program based on the typical 4K-12 common graded structure of self-contained classrooms. Nikolay Middle School provides a diversified middle school program that offers both required and elective courses in marketing, computer applications, health, technical education, family/consumer education, world language (Spanish) band and choir. Cambridge High School offers both required and elective courses that offer class options that best align with a student's academic, career and college readiness skills that range from general based curriculum through multiple Advanced Placement course options that begin with a student's entrance as freshman at Cambridge High School.

Koshkonong Trails Charter School is an option for students in grades 7-12. Koshkonong Trails is an environmental and agriculture focuses school located at the district owned, Severson Learning Center. Koshkonong Trails is instrumentality of the school district authorized by the Cambridge School Board.

The school district's most recent performance category as reported on the state issued report card can be found at <https://apps2.dpi.wi.gov/reportcards/home> and is reported as follows:

School District of Cambridge – Exceeds Expectations (73.3)

Cambridge Elementary School – Exceeds Expectations (82.1)

Nikolay Middle School – Meets Expectations (66.6)

Cambridge High School – Exceeds Expectations (73.9)

Youth Options: Students attending Cambridge High School are eligible to participate in the Wisconsin Youth Options Program. Students wishing to exercise this option need to follow the Youth Options guidelines

Course Options: (From DPI) 2013 Wisconsin Act 20, the 2013-15 biennial budget act, eliminated Part-Time Open Enrollment and, in its place, established a new program for students entitled Course Options. Course Options still provides a means for Wisconsin students to take courses offered by other Wisconsin school districts, but now also includes the opportunity for students to enroll in courses offered by charter schools, various institutions of higher education, and approved nonprofit organizations at no cost to the student.

Home School Option: Wisconsin Laws Relating to Home-Based Private Education Programs (Homeschooling)

HOME-BASED PRIVATE EDUCATION PROGRAM. "Home-based private educational program" means a program of educational instruction provided to a child by the child's parent or guardian or by a person designated by the parent or guardian. An instructional program provided to more than one family unit does not constitute a home-based private educational program.

Private School Option: Utica Christian School, Utica, WI, <http://ucswi.org/UCS/Home.html>

Virtual School Options: **Wisconsin Virtual School** Wisconsin Virtual School (WVS), is a supplemental online course provider that partners with school districts throughout Wisconsin, to offer online courses to middle and high school students. <http://www.wisconsinvirtualschool.org/>

Open Enrollment Options:

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 provisions and enrollment period to apply for this educational option are available on the DPI website, www.dpi.wi.gov.

School and School District Performance Report

Annually by January 1, the School District of Cambridge school board is required by section 115.38 of the state statutes to notify the parent/guardian of each student enrolled in the school district of the right to request a school and school district performance report. This report can be found at: <https://dpi.wi.gov/spr> The Annual School Performance Report (SPR) is available to all citizens of the Cambridge Community School District on the District's web page at <http://www.cambridge.k12.wi.us/o/district/page/our-school-performance--4>. All copies that have been released by the Department of Public Instruction are currently available. A printed copy can be requested by calling the District Office at 608-423-4345.

Student Assessments

School Boards are required by 2015 Wisconsin Act 55 (the state budget bill – section 118.30(1m)(d) of the state statutes) to annually publish information on the district web-page about the 4th, 8th, 9th, 10th and 11th grade examinations administered to students enrolled in the district. The district will be preparing and providing this information for the 2018/2019 school year.

Nondiscrimination Statement (Board Policy #411)

It is the policy of the School District of Cambridge that no person may be denied the benefits of, or be discriminated against in any curricular, extra-curricular, pupil service, recreational, or other program or activity because of the person's age, sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by S. 118.13, Wisconsin Statutes. This policy does not intend to prohibit the provision of special programs or services based on objective standards of individual need or performance to meet the needs of pupils, including gifted/talented, special education, career and technical education, school-age parents, bilingual, bicultural, at risk, and other special programs or programs designed to overcome the effects of past discrimination. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Age Discrimination Act of 1975, Title IV of the Civil Rights Act of 1964 (race and national origin), and Section 504 (handicap) of the Rehabilitation Act of 1973.

The district encourages informal resolution of complaints under this policy. A formal complaint resolution procedure is available. To address allegations of violations of the policy in the School District of Cambridge or ask any questions concerning Section 118.13 Wisconsin Statutes, or Title IX of the Educational Amendments of 1972 which prohibits discrimination on the basis of sex, should be directed to:

Title IX Coordinator
School District of Cambridge
403 Blue Jay Way
Cambridge, WI 53523
(608) 423-4345

Inquiries related to Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of handicap, should be directed to:

504 Coordinator
School District of Cambridge
403 Blue Jay Way
Cambridge, WI 53523
(608) 423-4345

Please refer to school board policies for additional information.

Student Religious Accommodations (Board Policy #434.1)

School districts are required to annually provide written notification to all students, the parent/guardian of minor students and instructors of the district's policies providing for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. The notice must also include the process for receiving and resolving complaints.

Please refer to school board policies for additional information.

Education of Homeless Children and Youth

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

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

If you are personally aware of or are acquainted with any children who may qualify according to the above criteria, please contact the local district liaison officer for homeless children, at (608) 423-4345.

Student Privacy (Board Policy #347)

School districts that receive federal funds for any program administered by the U.S. Department of Education are required by the Protection of Pupil Rights Amendment [20 U.S.C. § 1232(h)] to provide reasonable notice of their student privacy policies directly to parents at least annually at the beginning of the school year.

In addition, districts receiving federal education funds are also required to notify parents at least annually at the beginning of the school year of the specific and approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

- (1) Activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).
- (2) The administration of any survey containing information related to one or more of the following items:
 - political affiliations or beliefs of the student or the student's parent;
 - mental and psychological problems of the student or the student's family;
 - sex behavior or attitudes;
 - illegal, anti-social, self-incriminating or demeaning behavior;
 - critical appraisals of other individuals with whom students have close family relationships;
 - legally recognized privileged or analogous relationships such as those of lawyers, physicians and ministers;
 - religious practices, affiliations or beliefs of the student or student's parent; or
 - income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

(3) Any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance, and (c) not necessary to protect the immediate health and safety of the student or other students.

Please refer to school board policies for additional information.

Human Growth and Development Instruction (Board Policy #341.31)

All schools offering Human Growth and Development Instruction will annually provide parents/guardians:

- an outline of the human growth and development curriculum used at their child's grade level
- information about how they can inspect the actual curriculum and instructional materials
- an explanation that no student may be required to take instruction in human growth and development generally or in specified subjects within the program if the parent/guardian files a written request that the student be exempted
- a statement that students exempted from human growth and development instruction will still receive instruction in the subjects under section 118.01(2) (d)2c of the state statutes (knowledge of physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body), unless exempted, and section 118.01 (2) (d) 8 of the state statutes (knowledge of effective means by which students may recognize, avoid, prevent and halt physically or psychologically intrusive or abusive situations which may be harmful to students).

Please refer to school board policies for additional information.

Special Education (Board Policy #342.1)

The School District of Cambridge affirms its responsibility to make appropriate special education programs and related services available to students with disabilities in accordance with state and federal laws and regulations.

The District recognizes that special education programs and services are a part of the total educational program in the District and not a separate entity. School District of Cambridge also recognizes the legal requirements that students with disabilities be educated in the least restrictive environment that is appropriate to their individual needs. Consistent with this philosophy the District believes that:

- Students with disabilities participate to the maximum extent possible in regular education programs-academic, non-academic and co-curricular, along with students who do not have disabilities. Special education classes, separate schooling or other removal of students with disabilities from a regular educational environment should occur only when the severity of the disability cannot be accommodated within the regular education setting with support or supplementary aides and services.
- Student with disabilities be in chronologically age appropriate environments
- Specific educational programs and services for a student with a disability be determined by an individualized education program (IEP) team and be based on the assessment of the student's individual needs. Students with disabilities shall participate in academic assessments required by law, with or without accommodations, or alternative assessments as outlined in the student's IEP.

The District utilizes and maintains a special education handbook that outlines guidelines and procedures to be used by District staff. The special education administrator shall review special education programming in the District and make recommendations as appropriate. The handbook also includes a section that outlines specific policies and procedures related to students with disabilities. This section of the handbook shall meet legal requirements and will be adopted by the Board of Education. Updates will be provided and added to the legal section of the handbook based on changes dictated in federal, state or case law. Major revisions in special education law will require an update of the handbook and presentation to the school board.

Within the parameters of state and federal laws governing the operation of programs for students with disabilities, there are due process safeguards for parent rights and appeal. Such provisions shall be adhered to by the District. Please refer to school board policies for additional information.

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 schools and the specific terms, eligibility criteria, and application procedures of the scholarship program with the 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 2016-2017 school year. Additional information about the program should be available on the website of the Wisconsin Department of Public Instruction: <http://dpi.wi.gov/>

Title 1 Programs (Board Policy #342.5)

School districts receiving federal Title I program funds under the Elementary and Secondary Education Act (ESEA, as amended) are required to provide the following information and notices to parents and/or the public: – Distribution of Parent and Family Engagement Policy: School districts and schools receiving federal Title I program funds are required by the ESEA [20 U.S.C. § 6318(a)2 and (b)] to notify parents of their parent and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. – Notices Related to Professional Qualifications of Teachers and Paraprofessionals:

-At the beginning of the school year, school districts receiving federal Title I program funds are required by the ESEA [20 U.S.C. § 6312(e)1A] to notify the parents of each student attending any school receiving such funds that they may request and obtain information regarding the professional qualifications of their child's classroom teachers, including at a minimum:

(1) Whether the student's teacher has (a) met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction, (b) is teaching under emergency or provisional status through which state qualification or licensing criteria have been waived, and (c) is teaching in the field of discipline of the certification of the teacher; and

(2) Whether the student is provided services by paraprofessionals and, if so, their qualifications.

Parents who request teacher and/or paraprofessional qualification information must be provided the information in a timely manner, in a uniform format (including alternative formats as requested), and, to the extent possible, in a language that parents can understand. [PRG subscribers can find a model notice (342.5 Sample Exhibit 1) in the PRG.]

-In addition to the above notifications, a school receiving Title I funds is required by the ESEA [20 U.S.C. § 6312(e)1B(ii)] to provide timely notice to each parent of a child who is a student in such school when their 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. [PRG subscribers can find a sample notice (342.5 Sample Exhibit 2) in the PRG.] 8 – Student Assessment Information:

-School districts receiving federal Title I program funds are required by the ESEA (20 U.S.C. § 6312(e)2A) to notify the parents of each student attending any school receiving such funds that the parents may request information regarding any state or local school district policy regarding student participation in any assessments mandated by law and by the district. This notification must be given at the beginning of each school year. When parents request this information, the district must provide it in a timely manner and the information provided must include a policy, procedure or parental right to opt their child out of the mandated assessments, where applicable. School officials should be aware that state law (section 118.30(2)(b) of the state statutes) establishes a parental right to excuse their child from taking the state-mandated examinations in grades 4, 8, 9, 10 and 11. According to the DPI, districts may also honor parent requests to excuse their child from state-mandated testing at grades 3, 5, 6, and 7 at their discretion and on an individual basis. There is no parental right to opt their child out of the civics test required for high school graduation under section 118.33(1m) of the state statutes.

-Each school district receiving federal Title I program funds is also required by the ESEA (20 U.S.C. § 6312(e)2B) to make widely available through public means (including posting in a clear and easily accessible manner on the district's website and, where practicable, on the website of each school served by the district) information on each state and district required assessment, for each grade served by the district, including:

1. the subject matter assessed;
2. the purpose for which the assessment is designed and used;
3. the source of the requirement for the assessment; and
4. where such information is available, the amount of time students will spend taking the assessment and the schedule for the assessment, and the time and format for disseminating results.

If a district does not operate a website, the district is expected to determine how to make the information described above widely available, such as through distribution of that information to the media, through public agencies, or directly to parents.

[PRG subscribers can find sample notices regarding student assessment information (346 Sample Exhibits 1, 2 and 3) in the PRG.]

– Student Achievement Level and Academic Growth on State Academic Assessments: Each school receiving Title I funds is required by the ESEA [20 U.S.C. § 6312(e)1B(i)] to provide each individual parent of a child who is a student in such school, information on the achievement level and academic growth of their child, if applicable and available, on each of the state academic assessments.

– District Report Card: Districts receiving federal Title I program funds are required by the ESEA [20 U.S.C. § 6311(h)(2)] to prepare and disseminate an annual school district report card that includes designated information on the district as a whole and each school served by the district. The DPI is required to ensure that each district collects appropriate data and includes in the district's annual report card the academic assessment and progress information and other information described in 20 USC 6311(h)1C. The district report card must be: (1) concise, (2) presented in an understandable and uniform format, and to the extent practicable, in a language the parents can understand, and (3) accessible to the public, which shall include 9 placing the report card on the district's website. If the district does not operate a website, the district report card information must be provided to the public in another manner determined by the district.

Please refer to school board policies for additional information.

Programs for English Language Learners (Board Policy #342.62)

The Board recognizes that within the district there may be students whose primary language is not English. With that in mind, the Board shall provide appropriate services for district students who possess limited or no command of the English language. The purpose of these services will be to help students acquire English language skills that will enable them to function successfully in an all English classroom and to meet established academic standards.

English language learner students shall be identified, via the district designed Home Language Survey, as part of the school enrollment process. State law defines an ELL student as a student whose ability to use the English language is limited because of the use of non-English language in his/her family or in his/her daily nonschool surroundings, and who has difficulty with reading, writing and speaking or comprehending in English within the academic classroom setting. Once ELL students are identified, their English proficiency shall be assessed, they shall be classified according to their English proficiency level and placed in an appropriate educational program.

Please refer to school board policies for additional information.

Virtual Charter School Notice

The governing body of a virtual charter school is required by section 118.40(8)(f) of the state statutes to inform the parent/guardian of each student attending the virtual charter school, in writing, at the beginning of the school year of the following information: (1) The names of the members of the school board that contracted for the establishment of the virtual charter school and the administrators of that school district, and how to contact them. (2) The names of the members of the virtual charter school's governing body, if different than the persons in item (1) above, and how to contact them. (3) The names of the members of the virtual charter school's parent advisory council, and how to contact them. Each virtual charter school is required to have a parent advisory council that meets on a regular basis. (4) The names of the staff of the virtual charter school, and how to contact them.

Education for Employment Program

School boards are required by PI 26.04(4) of the Wisconsin Administrative Code to annually notify parents of the district's education for employment program. The notice must inform parents of the information and opportunities available to students under the program, including career awareness at the elementary grade levels, career exploration at the middle school levels, career planning and preparation at the high school grade levels, academic and career planning services for students in grades 6 to 12, and the availability of programs at technical colleges. In addition, school boards must publish the district's long-range education for employment plan and the newly required education for employment annual review report on the school district's website.

Academic and Career Planning Services for Students

School districts are required by PI 26.03(1)(b)1 of the Wisconsin Administrative Code to inform parents each school year about what academic and career planning services their child receives. Districts must also provide parents multiple opportunities during each school year to participate in their child's academic and career planning and update parents throughout the school year on the progress of their child's planning. Academic and career planning services are required to be provided to students enrolled in grades 6 to 12.

Student Attendance (Board Policy #431)

Per WI State Statute (118.16(1)(c), school board policy and the Jefferson County Truancy Plan, students are to be in school for every period of every day that school is in session. It is the responsibility of the parent/guardian to support the need for students to be in school on a regular basis, and to monitor the attendance pattern of the student. (Ref. Attendance policy 431.) It is the responsibility of the parent/guardian to contact the school office by 9:00 am on the day of an absence and advise the school of the reason for the child's absence. If no such notification is received by the school, the student's absence will be considered unexcused. Please use the school's 24-hour attendance line for this purpose

Excused Absences: There are two types of excused absences: parent excused and school excused absences. Parent Excused: Students are allowed 10 parent-excused absences per school year. Students are required to complete all missed school work. Administrative approval is required for any absence in excess of these 10 days. School Excused: These absences include: medical appointments, illness, funerals, college visits (3), school field trips or co-curricular activities, or any other absence that the school attendance officer approves as excused. The school reserves the right to require that parent/guardian obtain a written statement from a physician or licensed practitioner describing the need for the student to be out of school if the absence extends to three (3) or more days. (BOE Policy 431).

Unexcused Absences: There are several types of unexcused absences which may include (but not limited to): When no parent contact is made to the school to indicate the reason for absence. Leaving school without permission from either parent or administration. When parent-excused absences exceed 10 days.

For those students who accumulate three (3) unexcused absences, a letter is sent to parent(s) indicating a concern. After the fifth (5) unexcused absences, a second parent letter is sent requesting parental contact with the Dean of Students. On the seventh (7) unexcused absences, the student and parent will be expected to attend a meeting with the Attendance Review Board (see below) where an attendance plan will be developed. Failure to follow this plan may result in a truancy ticket. In addition, students (and their family) who are habitually truant may also be referred to Jefferson County Human Services.

Students involved in co-curricular activities are reminded that they will not be allowed to participate if absent from school for any reason during any part of the day of the activity/performance/contest (exception: verifiable medical, school excused absence or prior administrative approval). Excessive tardiness or illness on the day after a contest or performance may be cause for disciplinary action per the activity code. Students restricted from participation in Phy Ed class for medical/injury reasons will not be allowed to participate in co-curricular/athletic activities until medically cleared.

Please refer to school board policies for additional information.

Program or Curriculum Modifications

School districts are required by section 118.15(1)(f) of the state statutes to notify students and their parents/guardians of the following at the beginning of each school term: (1) their right to request the school board to provide the student with program or curriculum modifications as outlined in section 118.15(1)(d) of the state statutes, and (2) the decision-making process to be used in responding to such requests under sections 118.15(1)(dm) and (e) of the state statutes.

Use or Possession of Electronic Communication Devices (Board Policy #443.5)

The School District of Cambridge recognizes the benefits of portable electronic devices and two-way communications devices as valuable tools to today's citizens. The District also recognizes the importance of an individual's right to privacy and the need to maintain an orderly environment for learning in the school setting. Therefore, the Board has developed a policy governing the use of electronic communication devices (as defined by policy) and the local wireless network during the school day, while on school premises, according to section 118.258(1) of the WI State Statutes. Please refer to this policy and the Student/Parent Handbooks for guidance.

Student Bullying (Board Policy #411.1)

All student behavior should be based on respect and consideration for the rights of others. Harassment and/or bullying of students are activities that disrupt the learning process and are harmful to the well being of students and therefore they will not be tolerated in the Cambridge Community School District.

Please refer to school board policies for additional information.

Student Locker Searches (Board Policy #446.1)

School Boards that have adopted locker search policies specifying that the board retains ownership and possessory control of all student lockers and designating the school official, employee or agent positions that may conduct locker searches are required to provide each student enrolled in the district with a copy of the district's policy. If the School Board has adopted this type of policy and has provided this notice, designated school or district officials, employees or agents may search a student's locker without the consent of the student, without notifying the student and without obtaining a search warrant.

Please refer to school board policies for additional information.

Early College Credit Program (Board Policy #343.41 & 343.5)

School districts are required by section 118.55(8) of the state statutes to provide information about the Early College Credit Program annually to all students enrolled in the school district in the 8th, 9th, 10th, and 11th grades. This notice must be given prior to October 1.

"The 2017 Wisconsin Act 59 eliminated the Course Options and Youth Options programs. The Course Options statute was changed to Part-time open enrollment. The Youth Options statute (118.55) was renamed the Early College Credit Program (ECCP). The ECCP statute 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" means an institution within the University of Wisconsin System, a tribally

controlled college, or a private, nonprofit institution of higher education located in the state. While technical colleges are not eligible institutions under the new program, pupils that have completed 10th grade will continue to have the option to take courses at technical colleges through a separate statute, 38.12(14). School districts should contact the Wisconsin Technical College System listed below for more information on technical college dual credit options. All changes are effective 7/1/2018.”

For questions about this information contact dualenrollment@dpi.wi.gov (608) 267-316. <https://dpi.wi.gov/dual-enrollment/eccp>

Please refer to school board policies for additional information.

Student Records (Board Policy #347)

Schools must take reasonable precautions to ensure that data in student records is reliable and is not misused. Maintaining confidentiality of student records is an obligation of the school. Student record information may be disclosed to people outside the school only with student and/or parent/guardian consent, unless the disclosure without consent is required or authorized by law. Parents/guardians and adult students have the right to...

- Inspect, review, and obtain copies of the student's record.
- Request an amendment of the school records if they believe the record is inaccurate, misleading or other in violation of the student's rights of privacy.
- Consent to disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent.
- Be informed of the categories of record information which has been designated as directory data and their right to deny the disclosure of same.
- File a complaint.
- Request the district not disclose the secondary school student's name, address or telephone number to military recruiters or institutions of higher education without prior consent.

Student records are available to law enforcement officers who are individually designated by the school board and assigned to the school district, in addition to district employees who are required by the DPI to hold a license and to other school district officials who have been determined by the school board to have legitimate educational interests, including safety interests, in the records.

The District forwards records to other schools that have requested the records and in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer.

Please refer to school board policies for additional information.

Recruiter Access to Students/Records (Board Policy #347)

School districts receiving federal education funds are required to provide, on request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses and telephone listings unless access to such information has been restricted by the secondary school student, or the student's parents, in writing to the Building Principal/Dean of Students.

Please refer to school board policies for additional information.

Meningococcal Disease Information (Board Policy 453.3/Rule)

School Districts must provide information to parents/guardians of children enrolled in grades 6-12 with information about meningococcal disease including: **Causes and symptoms of the disease,**

Meningococcal disease includes meningococcal meningitis and meningococcemia. Meningococcal meningitis is a severe form of meningitis (inflammation of the meninges, the tissues that cover the brain and spinal cord) **caused**

by the bacterium neisseria meningitidis. Meningococemia is an infection of the blood with neisseria meningitidis. A person may have either meningococcal meningitis or meningococemia, or both at the same time.

The **signs and symptoms** of meningococcal disease can vary widely, but include sudden onset of high fever, headache, vomiting, stiff neck and a rash. Sensitivity to light, sleepiness and confusion may also occur. Symptoms may be difficult to detect in infants and the infant may only appear lethargic, irritable, have vomiting, or be feeding poorly.

As the disease progresses, patients of any age may have seizures. meningococcal disease is fatal in 8-15% of cases.

How it is spread. The meningococcus bacteria are spread by direct contact with respiratory and oral secretions (saliva, sputum or nasal mucus) of an infected person.

How to obtain additional information about the disease and the availability, effectiveness and risks of vaccinations against the disease.

There are two vaccines (Menomune®, Menactra™) that will protect against four of the types of meningococcus, including 2 of the 3 types most common in the U.S. (serogroup C, Y, and W-135) and a type that causes epidemics in Africa (serogroup A).

Meningococcal vaccines cannot prevent all types of the disease (neither protect against type B). The vaccine is recommended in some outbreak situations or for travelers to areas of the world where high rates of the disease are known to occur. College freshman living in dormitories should consider receiving the vaccine due to their slightly elevated risk of acquiring the disease.

In 2005, the Advisory Committee on Immunization Practices (ACIP) recommended that children receive the new meningococcal vaccine (Menactra™) at their routine 11-12 year old doctor's visit and that for the next two to three years, teens entering high school should also be vaccinated.

Additional information about meningococcal disease is available from the following web link:
http://www.dhfs.state.wi.us/communicable/factsheets/PDFfactsheets/Meningococcal_42072_0504I.pdf.

Please refer to school board policies for additional information.

Notice of Suicide Prevention Resources (Board Policy #457/Administrative Procedure)

Wisconsin youth have been contemplating and completing suicide at a high rate for many years. Therefore, each School Board and the governing body of each private school annually shall inform their professional staff of the resources available from the department and other sources regarding suicide prevention. Section 115.365(3) of the state statutes also requires the Department of Public Instruction (DPI) to create a model notice of suicide prevention resources and services available in the state. Information describing the suicide prevention resources and services and how staff can access them, along with model notices, are available on DPI's website at http://sspw.dpi.wi.gov/sspw_spwilaws.

Please refer to school board policies for additional information.

Child Nutrition Programs (Free and Reduced Lunch-Ref. Board Policies #458,761)

The District participates in the USDA child nutrition programs (e.g., National School Lunch or Breakfast Programs and special milk programs). Your family may be eligible for free or reduced priced meals/milk. Application must be completed annually. Information about the program will be published in the Cambridge New and be available as a part of the online and district-wide registration process. Applications are provided at registration and are available in each school building and the District Office.

Please refer to school board policies for additional information.

Meal Charge Policy Notification (Policy #761.1)

The USDA requires school districts that are participating in federally-subsidized child nutrition programs to provide a copy of their written meal charge policy (or standard practice document) to (1) all school households at the start of each school year, and (2) the households of all students who transfer into the school district during the school year. Website posting of the meal charge policy (although encouraged) is not sufficient to meet this annual notice requirement. Examples of ways that the annual notice can be provided include: (1) inserting the policy into a packet of annual school registration materials; (2) providing the policy with the existing notice that families receive about applying for free and reduced meals; or (3) including the policy in the print version of a parent or student handbook, if the handbook is provided to parents and guardians annually. Beyond the annual notice to households, the USDA encourages school districts to use multiple methods of dissemination to make information about the meal charge policy widely available and readily accessible to families. For example, the meal charge policy or information about how to access the policy can be included in online handbooks, in school newsletters, in online food service account management portals, and in communications to parents about low or negative account balances. School officials are also reminded that they are required by the USDA to provide the written meal charge policy to district-level and school-level staff who have responsibility for enforcement of the policy. Per the USDA, the group of relevant staff will include at least school food service professionals who are responsible for collecting payment for meals at the point of service, staff who are involved in notifying families of low or negative balances, and staff who are involved in enforcing any other aspects of the policy. In some cases, these individuals may actually be employees of a contracted food service management company, rather than direct employees of the district. In addition to the staff members who have policy-enforcement responsibilities in a particular district, the USDA encourages school districts to proactively disseminate the meal charge policy to staff members who regularly encounter and assist children in need (e.g., school social workers, school nurses, and liaisons for homeless, runaway, foster care, and/or migrant students), as well as all (or at least most) district-level and school-level administrators. [PRG subscribers can find sample meal charge policies and procedures in the PRG under the policy code 763.]

Please refer to school board policies for additional information.

School Wellness Policy Notification (Policy #458)

Federal school wellness policy implementation regulations require each school district participating in federally-subsidized child nutrition programs to inform the public each school year about the content and implementation of the local school wellness policy and make the local school wellness policy and any updates to the policy. According to guidance issued by the USDA, school districts have flexibility to determine the most effective method of providing this notification within their communities. As an example, the USDA indicates that it would be sufficient to post the local policy on the district website and send a message to families that briefly describes the nature of the policy, identifies the position title of the designated local official(s) leading the local policy committee, and notifies families how they may obtain a copy or otherwise access the policy. Districts may determine the optimal time for providing the information, although the USDA's Food and Nutrition Service recommends that this information be provided early in the school year.

In addition, each school district participating in federally-subsidized child nutrition programs must make the results of each required triennial assessment of the district's school wellness policy available to the public in an accessible and easily understood manner. The report must inform the public about schools' policy compliance and about progress toward meeting the goals of the policy. School districts are expected to actively notify households of the availability of the results of each triennial assessment.

The USDA has created a "Local School Wellness Policy Outreach Toolkit" that provides free templates to help schools notify the public of district school wellness policies and related activities, which can be adapted to meet local school district needs. This toolkit is available on the USDA's website.

Please refer to school board policies for additional information.

Required Parent/Guardian and Tribe Notifications Related to Federal Impact Aid Policies and Procedures ("Indian Policies and Procedures")

School districts that claim children residing on Indian lands for the purposes of receiving federal impact aid under Title VII of the Elementary and Secondary Education Act are required to: (1) Disseminate relevant applications, evaluations, program plans and information related to the district's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. (2) Provide an opportunity for tribes and parents of Indian children to provide their views on the district's educational program and activities, including recommendations on the needs of their children and on how the district may help those children realize the benefits of the district's education programs and activities. As part of this requirement, the district must: (a) notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for a method of communication, and (b) modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children. (3) At least annually, assess the extent to which Indian children participate on an equal basis with non-Indian children in the district's education program and activities. As part of this 16 requirement, the district must: (a) share relevant information related to Indian children's participation in the district's education program and activities with tribes and parents of Indian children, and (b) allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children. (4) Modify the district's "Indian Policies and Procedures" (IPPs) if necessary, based upon the results of any assessment or input from the tribes and parents of Indian children. (5) Respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the district's IPPs by the district. (6) Provide a copy of the district's IPPs annually to the affected tribe or tribes. School districts that claim children residing on Indian lands for the purposes of receiving federal impact aid under Title VII are required establish "Indian Policies and Procedures" (IPPs) that include a description of the specific procedures for how the district will meet each of the above requirements. [PRG subscribers can find a related sample policy and rule in the PRG under the policy code 886.]

Asbestos (Board Policy #721)

An Asbestos Management Plan for all buildings in the School District of Cambridge is available for public inspection during regular business hours at the office of the Buildings and Grounds Director, by appointment only, when such appointment is made with the designated person at least one (1) working day in advance. Any request to view the plan will be honored by the designated person within five (5) working days of the receipt of such a request.

Copies of the document are available from the district offices at a cost of \$1.00 for the first page and 25 cents per page thereafter, upon five (5) days' written request.

Under 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 annually notify all workers and building occupants (or their guardians) of asbestos-related activities.

Beginning in 1988, all buildings owned, leased, or "under the control of" the School District were inspected by EPA accredited inspectors, with building material samples analyzed by an independent laboratory. Based on the inspection, the School District prepared and the state approved a comprehensive management plan for managing the asbestos.

Where the asbestos-containing materials are found, the District has in place an Operations and Maintenance program.

The District has accomplished the following compliance mandates regarding the administration of asbestos in school buildings:

- Environmental Management Consulting, Inc. (EMC) was contracted to be the school's consultant for asbestos.
- The District is continuing with the Operations and Maintenance Program as designed for the School District. This ensures that all asbestos materials are kept in good condition.

- Periodic “surveillance” in each area containing asbestos has been completed every six months by our consultant. Also, the buildings are re-inspected by an accredited inspector every three years.

All outside contractors shall contact the lead maintenance person before commencing work.

A copy of the Asbestos Management Plan is available for review by contacting the school office. Questions related to this plan should be directed to the designated Asbestos Program Manager, who can be reached at 608 423-4345.

Our goal at the District is to be in full compliance with asbestos regulations.

It is our policy to maintain a safe and healthful environment for our students and our staff members.

Please refer to school board policies for additional information.

Indoor Environmental Quality

An Indoor Environmental Quality (IEQ) Management Plan for all buildings in the Cambridge Community School District is available for public inspection during regular business hours at the office of the Buildings and Grounds Director, by appointment only, when such appointment is made with the designated person at least one (1) working day in advance. Any request to view the plan will be honored by the designated person within five (5) working days of the receipt of such a request.

Copies of the document are available from the district offices at a cost of \$1.00 for the first page and 25 cents per page thereafter, upon five (5) days' written request.

The Indoor Environmental Quality (IEQ) in Schools Task Force (IEQ Task Force) was created by 2009 Wisconsin Act 96. The purpose of the task force was to make recommendations to the State Superintendent for the development of a model management plan for maintaining indoor environmental quality reflecting best management practices, indoor environmental quality training requirements for school district or private employees who are responsible for the operation and maintenance of schools, educational materials relating to indoor environmental quality in schools, and model specifications for the design and construction of school facilities or additions to school facilities.

As required in WI Stat. 118.075 (3) and (4), the School District maintains indoor environmental quality (IEQ) in schools with measures that include quality heating, ventilation and air conditioning (HVAC) systems, moisture control, integrated pest management, cleaning and maintenance schedules, appropriate materials selection, routine building inspections by maintenance personnel, appropriate training of staff, and communication.

Reporting

The School District encourages the prompt reporting and resolution of any and all IEQ concerns to provide a healthy and comfortable environment for students, staff, and visitors and avoid unnecessary costs related to the neglect of IEQ issues.

The School District's procedures for the reporting of IEQ concerns are outlined under the responsibilities of the IEQ coordinator. A form will be provided for staff, students, parents or members of the public to report IEQ concerns in writing. This form is electronically available to administrative staff at the school district web site.

A copy of the Indoor Environmental Quality (IEQ) Management Plan is available for review by contacting the **Director of Facilities**. Questions related to this plan should be directed to the designated IEQ Coordinator for the District's facilities, who can be reached at 822-6080.

It is our policy to maintain a safe and healthful environment for our students and our staff members.

Access to Co-Curricular Activities (Board Policy #370)

A co-curricular and recreational activities program shall be offered to students in the School District of Cambridge. Participation in these activities and programs shall be in accordance with established school activity codes.

The Board of Education shall encourage full participation by all elementary grade pupils, kindergarten through grade 8, as well as high school students in these programs and activities.

Students who violate school and/or activity codes shall be subject to the consequences.

The district shall not discriminate in admission to any program or activity, standards, and rules of behavior, disciplinary actions or facilities usage on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability or handicap. Discrimination complaints shall be processed in accordance with established procedures.

Please refer to school board policies for additional information.

Elector Registration Information

Each School Board is required by state law to assure that the principal of every high school communicates elector registration information to students.

Tobacco Use on School Premises (Board Policy #831)

The School District of Cambridge prohibits the use of tobacco products on school district property. This shall include school buildings, grounds, and school owned vehicles. Please refer to School Board Policy.

Questions regarding content of this document can be directed to the School District of Cambridge, District Office, 403 Blue Jay Way, Cambridge, 608/423-4345.

The School District of Cambridge
prepares citizens who
learn from the past,
achieve in the present, and
envision the future.