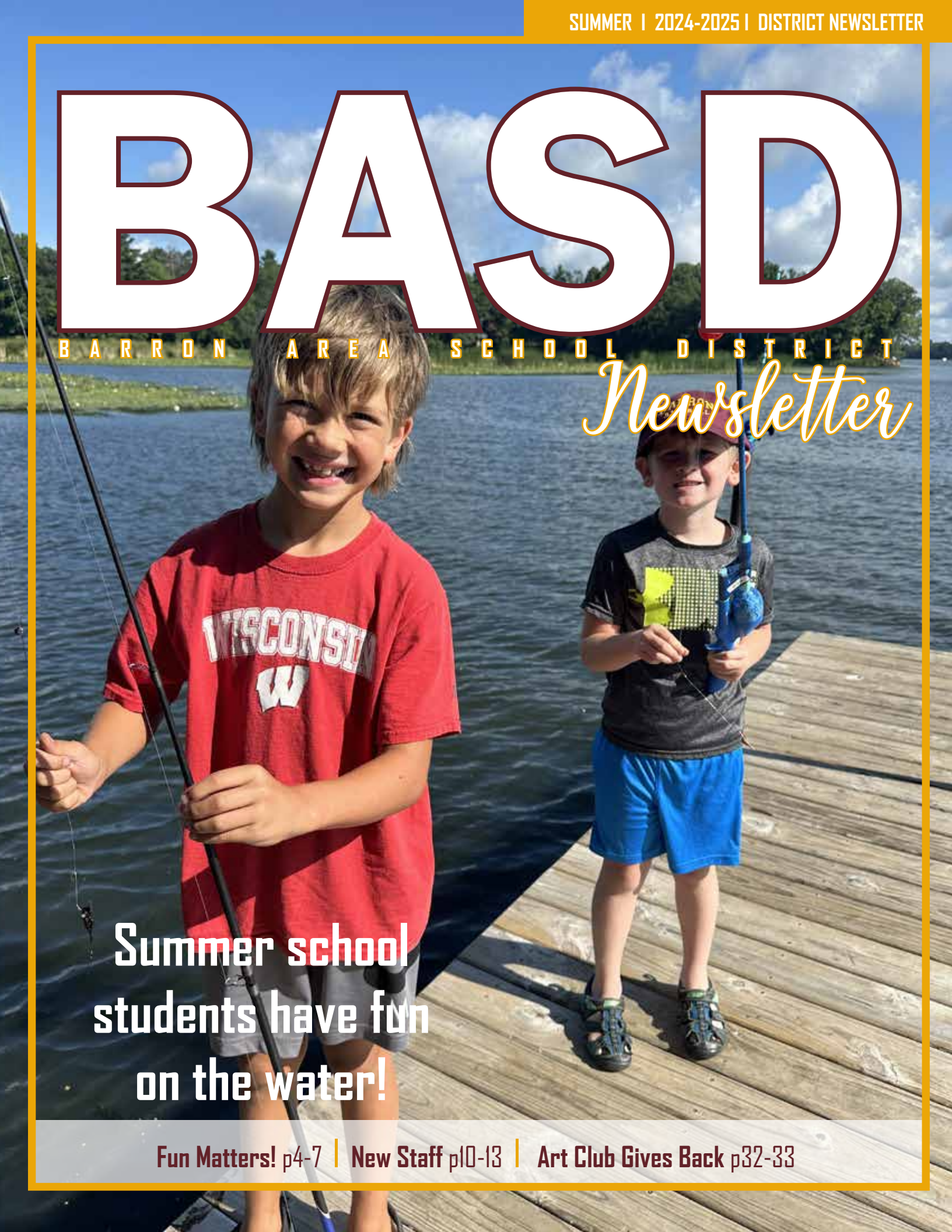


BASD

BARRON AREA SCHOOL DISTRICT

Newsletter



Summer school
students have fun
on the water!

Fun Matters! p4-7 | New Staff p10-13 | Art Club Gives Back p32-33



FOLLOW US!



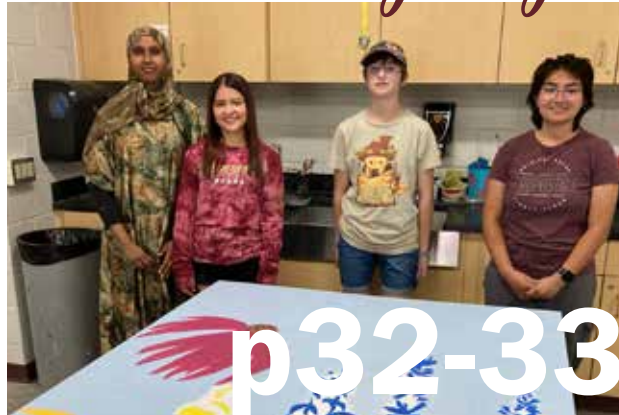
@BarronAreaSD

Summer 2024
DISTRICT NEWSLETTER

FEATURING

- 4-7 **Fun Matters!**
Celebrating a new school year!
- 10-13 **New Staff**
Welcome!
- 30-31 **Football**
Updates and News
- 32-33 **Art Club**
Mural Painting and Updates
- 34 **State Track**
Grant and Hailee

Highlights



Superintendent's Letter

Dear BASD Families and Community Members,

I hope this letter finds you all well and rejuvenated from enjoying the beautiful days of summer.

As we enter into the glorious colors of fall in the northwoods and another exciting school year, we are filled with a renewed sense of purpose and enthusiasm. Whether you're a returning family or new to our community, we feel privileged to have you with us on this journey.

This year holds endless possibilities for academic and extracurricular achievement. Our schools will once again be buzzing with curiosity, creativity, and the joy of discovery. Together, we will support our students in reaching their full potential to be kind, confident, and capable individuals.

We are aware that the start of a new school year can bring a mix of emotions for our kids—excitement, anticipation, and perhaps a bit of uncertainty. Please know that our committed team is here to support every student and family, ensuring that each child feels valued, respected, and empowered to be successful in every way.

I am confident that our dedicated team of bus drivers, cooks, custodians, support staff, teacher assistants and teachers will ensure the success of our Golden Bears and provide a promising future to each and every one of them.

We are truly grateful for the continued partnership with our community. Your involvement, whether through volunteering, attending events, sponsoring or simply staying engaged in your child's education makes a profound difference. It is this collaboration that creates a strong, nurturing environment where all students can achieve their full potential.

Thank you for entrusting us with your children. We are honored to be part of their educational journey and look forward to a year filled with learning, laughter, and success.

Together, we will meet our district mission for all students to reach their dreams while making a positive impact on our world.

Sincerely,
Diane Tremblay



REACHING FOR THE STARS IN 2024-2025

Article from Diane Tremblay, Superintendent of BASD

Many years back when Monti Halberg was the BASD Superintendent, there was a concerted effort by our community, staff and students to create strategic plans for the district. Within those great works came our district mission.

**“The mission of the Barron Area School District is to ensure
all students reach their dreams
while making a positive impact on the world.”**

I can confidently confirm after having the gratification of entering my eighth year as Superintendent that our mission is not just a statement; instead it is a promise that we make to every student who walks through our doors each and every day.

We all know that it takes a village to raise a child, and this is an outstanding village we all live in. I am thankful to be a part of it. Our students couldn't be more fortunate to have this spectacular community and golden staff who “Back our Bears” and are truly the wind under their wings.

At BASD, we have:

- Business partners that support us, sponsor us and say yes to referendum requests
- Families that show up to events and activities with joy and anticipation- hoping for the best for all of our Golden Bears
- A custodial team who has our facilities and grounds sparkling
- A transportation team who drops our kids off with a smile every day to give them a great start
- A secretarial team who greets staff and students with kindness
- A nutrition team who feeds our hungry bears the best nutritional meals
- A school resource officer with years of tactical experience, who is always looking out for the safety of our kids and staff, and developed positive, comfortable relationships so our kids respect authority
- A Central Office team who work tirelessly to ensure sustainable, improved processes and the best customer service anyone could ask for
- Dedicated coaches, advisors and an athletic trainer that provides the skills and care to our students to enrich their educational journey and teach our kids to be fair yet fierce competitors
- A group of educational specialists who always rise up to the unique, growing needs of all the students who enter our doors
- A school nurse who provides comfort, compassion and care
- A team of positive, dedicated, team-oriented teachers and teacher assistants who always inspire our children in the classrooms to be their very best
- An administrative team with an incredible work ethic and the passion to do all the right things for our Golden Bears and staff
- Finally, last but certainly not a bit least, is our nine-member Board of Education that serves as our biggest cheerleader and provides us the encouragement we need to forge ahead under any and all circumstances that come our way and all with solid governance

All of this commitment comes at a time in history when our state and federal legal mandates require us to continue to do more with less financial support, but that doesn't alter our course, and we remain steadfast in our mission. I believe that every student desires to be successful, but I know that some of the systems of support that surround them do fail occasionally, and that is why our collective effort to prepare our students for a promising future is so vital. So on behalf of our BASD, I want to express our heartfelt gratitude- Thank you!

Within this strategic planning work also came the important commitment to consistently recognize that “Fun Matters” at BASD. This Core Value was also adopted at the time of our district mission and the brainchild of this slogan is from the Class of 2006 alumni, Jesse Henning. We want to thank him for this thoughtful incitement. We take this commitment seriously, and we are grateful that our community joins us in this effort. One of our initiatives that follows this core value is the annual BASD Welcome Back to School video which this year launched on September 2nd at 5:00 p.m. on our District Facebook page. It was called, “The Golden Bear Rock” and it was a rendition of Elton John’s infamous song, “Crocodile Rock” and wow did everyone have fun with this year's production! The proof is in the pictures.

If anyone would like to ever offer up more ideas to help us make our Golden Bear’s academic journey more fun, please don’t hesitate to reach out to us as our students continue to Reach for the Stars.

With Sincere Gratitude to our Community and BASD Team,
Diane Tremblay



Our Wonderful WESTconsin sponsors want to welcome everyone into the 2024-25 school year! "Keep chasing chasing your dreams, Golden Bears and remember to have fun along the way! "



Our Dynamite Dairy Queen supporters are wishing our Golden Bears a Sweet and Savory 2024-25 school year!



Our Superb CCF Bank supporters are thrilled to be joining in on the excitement of the upcoming 2024-25 school year. “A new school year means new knowledge, new friends, new challenges and new memories waiting to be made.”



Our Super Sensible Solution Care Clinic sponsors are some of our Golden Bear's biggest cheerleaders, and they are excited to celebrate a new school year full of endless possibilities and adventures. "This school year, let's ACE our health habits together-stay well, study hard and shine bright!"



Our Woodland Golden Bears are dancing right into the 2024-25 school year with joy in their hearts and dreams in their backpacks, ready to take on the world one step at a time!



Our Commendable Coe, Cuskey & Stephens sponsors are charged up about the 2024-25 school year! "As our Golden Bears embark on this new school year, remember: knowledge is your strongest case, curiosity is your best witness, and determination will always be your winning verdict. Welcome Back!"



Our Noteworthy Northwoods Technical College sponsors want to welcome our students and families Back to School! "Let's all gear up together for a fantastic year of discovery- where technology meets imagination and learning leads to success!"



Our Spectacular Sloan Financial sponsors want to Welcome our Golden Bears back to school! "Let's make this year a smart investment- learn, grow, achieve and budget for a future of success!"



Our Jammin' Jennie O Turkey sponsors want to welcome our Golden Bears to the 2024-25 school year! "It's time to gobble up new knowledge and hatch great ideas! Wishing everyone a clucking great start to the school year! Together, let's make it a time full of learning and fun!"



Our Golden Bear athletes are pumped to begin the BASD 2024-25 sports season! "Success is no accident- It's 100% Hustle, 100% Focus, 100% Perseverance, 100% Sacrifice, 100% Risks, 100% Patience and most of all love what you're doing along the way!" Wishing all the best to all of our Golden Bears competing this coming school year.



These former Riverview Golden Bears are now cruising into the last leg of their race at Barron High School to begin the 2024-25 school year. "Entering high school is like stepping into the final stretch of a race- embrace the challenge, stay focused, and finish your academic journey with pride and determination!" Have a GREAT year everyone!!!!

Barron Area Education Foundation

NEWS AND UPDATES

3rd Annual Social - October 25, 2024

The third annual Social will be held at the Enchanted Barn on Friday, October 25th. Former Barron High School alumni from the class of 1996, Matt Dobberfuhl will provide a stand up comedy act, Barron High School musicians will provide background music, and Reed Grimm will close out the evening with a concert that will entice all to dance. New items will be on the silent and live auctions and as in the past, a wine toss and gift card board will be available. Tickets are \$40 per person and will go on sale mid-September. More information will be on the Barron Area Education Foundation Facebook page. If anyone would like to donate an item for the auction, contact Linda Mikunda at 715-790-6461.

A New Initiative for BASD Staff Members

The Barron Area Education Foundation is piloting a grant program for any BASD staff member to implement a project or activity that would be directly related to student achievement. The grant application will be reviewed and awarded for the 2024-25 school year. The BAEF is committed to awarding \$5000 toward this new initiative.

More Funds for BASD students!

Barron Area School District students can apply for funds to attend conferences, workshops or camps. This past summer the Barron Area Education Foundation helped fund two students to attend a music camp at U.W.- Madison. Any student who would like financial assistance can contact their school counselor for an application or go to the BAEF webpage on the district's website and open the "Special Activities Application".



Barron Area Education Foundation

Making Dreams Come True For All Students

Yes, I would like to donate funds to the Barron Area Education Foundation to help students reach their dreams.

A receipt will be mailed to each donor for their tax deductible contribution.

Name _____

Address _____

Phone _____ email _____

Scan this QR Code



Or send donation to:

BAEF

P.O. Box 271

Barron, WI 54812

Make checks out to the Barron Area Education Foundation.

Questions can be emailed to barronaef@gmail.com

Mentorship

The Barron Area School District has a mentorship program for students in grades five through twelve. By being a consistent adult presence in a young person's life, mentors can boost a mentee's confidence by recognizing their strengths and encouraging them to take on new challenges and to believe in their potentials and abilities. A mentor can help make connections that can be crucial for future opportunities. They can influence personal growth by providing a sounding board, helping students develop resilience and offering perspective on balancing academic and personal life.

Mentoring is shown to improve student academic performance, attendance, graduation rate and attitude. The power of a mentor runs much deeper than numbers can show. Showing someone that you believe in them can truly help guide their potential and change the direction of their life.

Other rewards of becoming a student mentor include:

***Impact on Others:** Mentors have the opportunity to guide and support students helping them grow and achieve their goals

***Personal Growth:** Mentoring can also lead to personal growth for the mentor. It encourages self-reflection, communication skills and a chance to learn from a mentee's perspective.

***Giving Back:** Many people find it rewarding to give back to their community. Mentoring is a way to contribute positively and support the next generation with achieving their dreams!

***Sense of Accomplishment:** Seeing a student succeed because of your guidance can provide a sense of accomplishment, purpose and pride.

***Legacy and Influence:** By mentoring, you leave a lasting impact in a young person's life. It is a way for you to share your knowledge and experiences while creating a legacy of support and encouragement.

Overall, a mentor-mentee relationship can be instrumental in guiding a student in their academic and personal journey along with providing support, practical advice, and personal encouragement.

Please think about who has helped you to get where you are today and give consideration to becoming a student mentor. You hold the potential to change a student's life.

For more information about the Barron Area School District Mentorship Program, please contact Kelly Hover, Mentor Coordinator at 715-537-5612 Ext. 139.



New Staff



RMS and BHS SPANISH

Emma Bauer

¡Hola! Me llamo Emma Bauer and I will be teaching Spanish and ESL at Riverview Middle School and Barron High School in the afternoons. I've been blessed with 30 wonderful years of teaching, and I am excited to be joining the Golden Bears! I can't wait to meet my students, their families and the rest of the BASD community. I earned my master's degree in Education with an emphasis in ESL/Bilingual from UW-Oshkosh in 2019 and am certified to teach Spanish, ESL, Bilingual/Bicultural Regular Elementary and Middle School Education, and Psychology.

My husband and I are very outdoorsy and enjoy camping, kayaking, hiking, gardening, reading and spending time with family and friends. I have a love of learning, appreciate good conversation and leading a healthy lifestyle. I started learning to paint with watercolor during the pandemic and have continued ever since. We have three adult children and our middle daughter, Carolyn, teaches for BASD at the Montessori school in Almena. Feel free to pop into my classroom and say, "Hi!"

WOODLAND 2nd GRADE

Caitlin Fredrickson

My name is Caitlin Fredrickson, and I am excited to begin teaching 2nd grade at Woodland Elementary. I was born and raised in Rice Lake. I have my undergrad degree from the UW- Stout in Human Development and Family Studies and my Masters in Education through UW-Stevens Point. My most recent job was working in Rice Lake at Tainter Elementary as a 4th grade teacher. I was fortunate to be able to work on the job as I was pursuing my Masters Degree. I am so excited to start my journey working in Barron and for the opportunity to develop meaningful connections with students and colleagues.

In my free time I love spending time with my daughters Lily and Lucy and my husband Kenny. We enjoy traveling and being out in nature together.

We love to see new places and try new things. I love reading and learning, and as a teacher that passion is incredibly fulfilling. It is a joy to share knowledge and see my students grow and succeed. I am excited to be a Golden Bear!





BHS Math

Katie Glaser

Hello, my name is Katie Glaser. I have been working at various schools in the area for the past three years while completing my degree. I am thrilled to now permanently work as a math teacher at BHS and call it my 'home.' My husband Travis and our three

children, Tennlee, Owen, and Navvy, also live in Barron. We all enjoy attending sporting events throughout the school year. Watching the students engage in what they love on the field, court, and beyond allows me to better understand them as individuals. I find joy in bringing that understanding into the classroom. Outside the school year, I love to spend time on the golf course, at our cabin, or on the farm with my family.

RMS SPECIAL EDUCATION

Kristi Huset

My name is Kristina Huset. I am very excited to join the Middle School Special Education team and the School District of Barron! I grew up in Bloomer, and am familiar with the Heart of the North Conference. I obtained my undergraduate degree in Early Childhood Education from UW-Stout, Master's Degree in Educational Administration from UW-Superior, and Special Education degree from Viterbo University.

My husband, Matt and I reside in New Auburn, WI, with 4 of our 11 children. We enjoy traveling the United States, spending weekends at our cabin, time with our two granddaughters, as well as watching our children at sporting events. Matt and I are licensed Treatment Foster Parents with Family Works

Inc., and are strong advocates for Foster Care and Adoption. In addition, we are a PROUD military family, as our one of our sons is a United States Marine!

My focus as a special education teacher has been teaching strong self advocacy skills, positive adaptive daily living skills and getting my students ready for school to work transition through community based on the job training. I am looking forward to becoming more familiar with your "Golden" community and am looking forward to positively "Backing the Bears!"



BHS MATH

Ellen Krueger

Hi everyone! I'm Ellen Krueger, the new Geometry teacher at Barron High School!

Originally from Altoona, Iowa (not to be confused with Altoona, WI!), I moved here two years ago. While this is my first year at Barron, I have a year of teaching experience at Eau Claire Memorial High School and a bachelor's degree in mathematics teaching from the University of Northern Iowa. Committed to staying current, I'm also starting a master's program in Instructional Design and Educational Technology at UW-Whitewater. Before becoming a teacher, I spent six years in the

corporate world, most recently at 3M. This experience brings a unique perspective to the classroom, allowing me to connect math concepts to real-world applications. My passion is to help students see math as a powerful tool, not just equations. I believe in fostering a positive and engaging learning environment where questions are encouraged. Outside of school, you might find me playing video games, lost in a good book, crafting, or learning something new. I'm excited to get to know my students and explore geometry together, making it a subject they can not only understand but also appreciate!



New Staff, cont.

WOODLAND 3rd GRADE

Ali Murray



My name is Ali Murray, and I am thrilled to be joining BASD as a 3rd grade teacher at Woodland.

I recently graduated from UW-Madison with a degree in Elementary Education and

I'm looking forward to putting it to good use in the

classroom. I grew up in Plainfield, WI where I often spent summers and weeknights helping my mom in her classroom. She is a K-5 music teacher who inspires me to pursue teaching with passion and ingenuity. When I'm not in the classroom, I enjoy reading mystery books, hiking, and wildlife photography. I am looking forward to getting to know the Barron community and creating a classroom space for all students to explore and grow!

WOODLAND 2nd GRADE

Krista Schult

Hello! My name is Krista Schult, and I am excited about joining the 2nd grade team at Woodland Elementary School. I grew up in Two Rivers, WI and received my bachelor's degree in elementary education from the University of Wisconsin - Eau Claire in 2006. After subbing for a year, I relocated to Sebring, FL to start my teaching career. While in Florida, I spent most of my time in third grade. Although I've enjoyed my time in the Sunshine State, I am ready to get back to Wisconsin to enjoy all the seasons and to be closer to family. While not teaching, I enjoy spending time with my

husband Matthew and our three kids (Myles, Ryder, and Carly). As a family we like to go camping, mountain biking, and cheering on the Wisconsin Badgers! I also enjoy reading and making puzzles. I look forward to becoming a Golden Bear and becoming a part of a great school and community.





WOODLAND 2nd GRADE

Ruth Sellent

I am so excited to be a part of the Woodland Elementary school family! My name is Ruth Sellent, and I had a very busy summer planning my wedding. This July, I was fortunate enough to marry my best friend. My

roots originate in Northern Minnesota, planted in between two enormous brothers. I received my elementary education degree from Bemidji State University and have been teaching in Willmar, Minnesota for seven years. When I'm not teaching you can find me spending time outdoors, visiting family and friends, or drinking coffee. I look forward to meeting you soon!

WOODLAND 3rd GRADE

Sarah Zeien

Greetings! My name is Sarah Zeien (Z"eye"-en). I am so excited to be joining the Barron Area School District and the 3rd Grade team! I have been in education for 27 years, in various roles but being a classroom teacher is my favorite. I have lived in Wisconsin (mostly the northwoods) my whole life. I grew up in Trego on the Namekagon River and went to school in Spooner. My first 4 years of college were at UW-Stout where I received my bachelor's degree in Early Childhood Education. I then went on to get my master's from UW-LaCrosse. My husband, Barry, and I live in Stone Lake with our big furbaby, Ruger. We love taking walks,

kayaking, fishing, sitting by the campfire, watching baseball, vacationing in the Florida Keys, and we are beginner pickleball players. Barry enjoys hunting, I do not.

In my freetime I enjoy working in the yard, feeding and watching the birds, reading mystery novels, baking, photography, and hosting family dinners. Fun Facts: I enter photography in the county fair every year, and I love doing fancy hair-dos on others for special events.



BASD Retirees

The Barron Area School District celebrated their retirees in June with another celebration at the Church Barn.



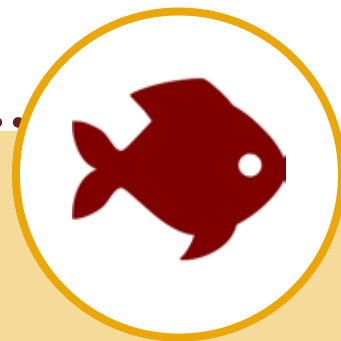
Past and Present Retirees

Row 1: Jim Bartlett, Gene Rick, Diane Sloan, Mary Nelsen, Monti Hallberg, Lynn Emmons,
Row 2: Tom Karnitz, Kelly Hover, Chad Massie, Sue Bedient, Sue Paulson, Pat Sundsmo, Kathy Mueller,
Judy Folstad, Jean Waters

ADVENTURES IN SUMMER SCHOOL

Our Fishing Class

This summer, our students embarked on an exciting journey in our Summer School Fishing Class! Each week, we ventured to nearby lakes and ponds, where students learned the art of fishing. From casting lines to tying knots, they discovered the patience and skill it takes to reel in a big catch. Beyond fishing techniques, our young anglers gained a deeper appreciation for nature. They learned about different fish species, water conservation, and the importance of protecting our aquatic ecosystems. The joy on their faces as they caught their first fish was priceless! The fun didn't stop there. Students also engaged in team-building activities, enjoyed picnics by the water, and shared stories of their catches (and the ones that got away). It was a summer full of learning, laughter, and lasting memories that our students will cherish for years to come! A huge thank you to Poskin Lake Resort and Crimson Hue Resort for their incredible hospitality and for welcoming us to fish at their beautiful locations!



2024 - 2025

**Bear Cub Den:
Your Go-To for Fun & Safe Child Care!**

Looking for a reliable and fun place for your child to hang out before and after school? Look no further! Bear Cub Den is here to provide child care for students in 4K through 4th grade. Whether you need coverage on non-school days, full-day Fridays for 4K students, or just before and after school care, we've got you covered!

Bear Cub Den

Before School
\$6

After-School
\$9

Full Days
\$34

What We Offer:

Before School Care: Available at Almena, Ridgeland/Dallas, and Woodland schools from 6:00 AM to 7:40 AM for just \$6. Start your day worry-free while your child enjoys some early morning activities.

After School Care: Join us at Woodland from 3:20 PM to 6:00 PM for only \$9. It's the perfect time for your child to unwind, do homework, or engage in some fun with friends!

Non-School Days: No school? No problem! We're open from 6:00 AM to 6:00 PM at Woodland for all BASD students. Your child can enjoy a full day of exciting activities and socializing with peers. Breakfast, lunch and afternoon snack included. \$34 per day. (Closed holidays)

Full-Day Fridays for 4K: If your 4K student needs care on Fridays, we're here from 6:00 am to 6:00 pm. It's a great way for them to stay engaged and happy while you tackle your busy schedule. Price is \$34 per day.

At Bear Cub Den, we're more than just child care—we're a community. So why not let your little one join the fun? Sign up today and make every day a great day at Bear Cub Den! For more information check out the website <https://www.barron.k12.wi.us/district/bear-cub-den.cfm> or contact Lyndsey Lambert at cubden@barron.k12.wi.us or (715) 637-9199.



Kindergarten

SUMMER SCHOOL

Kindergarten students had A LOT of fun in summer school. They had swimming lessons, made homemade ice cream, played some Minute To Win It games, and had a fair in the classroom! There were over 50 kindergarten students in our district that attended either one or both summer sessions. Many of these students were able to meet their teacher Mrs. Ovsak and start building a positive relationship and prepare for the start of the year.



Junior Sam Lien helped us out in summer school. She is currently Ms. Ridgeland Princess. The children loved seeing her crown on our fair day!



English Explorers

SUMMER SCHOOL

This summer our BASD English learners participated in another wonderful summer of English Explorers Summer School! Over 70 English learners entering 4K through 5th grade were enrolled in this year's course. Those students spent two weeks in June practicing social and academic language and skills. They played learning games, worked on writing skills, performed puppet shows, read a variety of stories, and had fun!

Fun matters at BASD, and we were able to celebrate these students' learning again this year, with our annual English Explorers' trip to the Barron County Fair. Many of these students are able to experience this authentic part of our Wisconsin culture because of this field trip. They had an opportunity to see a variety of farm animals and local exhibitions, they enjoyed some delicious ice cream, and smiled as they got to choose two carnival rides with their friends! It's always an exciting way to celebrate a summer of learning!



Youth Sports

YOUTH T-BALL AND COACH PITCH



Coaches Neil Shipley, Trenton Nelson, and Mrs. Ovsak enjoyed working with our BASD youth in both Ridgeland and Barron this summer in T-ball and Coach Pitch!



Youth Sports

YOUTH FOOTBALL

In August our Golden Bears Football Team put on a camp for our elementary and middle school kids! There was a great turn out of 106 kids who participated!



Safety Course



HUNTER SAFETY

Riverview Middle School offered DNR Safety courses as part of its summer school curriculum, providing students with the opportunity to learn about ATV, snowmobile, boating, and hunter safety. Approximately 25 students participated in each class, gaining valuable knowledge and skills related to outdoor activities. Students who successfully completed each course received their DNR certification. The courses were taught by Larry French, Annikka Moe, and Lindsey Bell. DNR warden Josh Loining was a guest speaker during each course, sharing his experiences and advice with the students.





Welcome to Riverview

5TH GRADE ORIENTATION

Riverview Middle School staff and students are excited to welcome the class of 2029! Incoming 5th graders have been busy with tours, lockers, scavenger hunts, team building activities and more. Mrs. Beckendorf, Mr. Nelson and Mrs. Schneider worked with students all week to prepare them for all of the exciting and new things RMS has to offer!





Bravo!

RMS STUDENT RECOGNITION

Golden Bear Bravos are awarded to Riverview Students every month for “doing the right thing because it’s the right thing to do”. The students are nominated by Riverview Staff because they are responsible, respectful, and safe. Each student receives a certificate from the nominating staff member, an a la carte coupon for a free treat at breakfast or lunch, and a personalized medal. The certificate is mailed home to share the good news with the family. Thank you to our Bravos recipients for being examples of what it means to BE GOLDEN!

April: 5th Grade



Jocelyn Valadez, Mrs. McLennan, AJ Fuentes,
Randall Rivera, Mrs. Schauf, Carter Olson

April: 6th Grade



Mrs. McLennan, Reid Smith, Joaquin Santiago,
William Weiten
not pictured: William Hardcastle

April: 7th Grade



Mr. Stralka, Mason Thompson, Ava Hoveland,
Casandra Montes Esparza, Xander Kahl

April: 8th Grade



Mrs. Mickelson, Andrew Gunther, Xendra Jilek,
Lily Davis, Deven Taylor, Mr. Stralka



May: 5th Grade



Custodian Randy, Neyma Tzompaxtle, Raya Gowin, Marcus Santos, Landon Hoyt

May: 6th Grade



James Hoisington, Mr. Stralka, Rankin Mathews, Evelyn Mashak, Carmelia Khail, Mrs. Daniels

May: 7th Grade



Mrs. Horvath, Leah Lindner, Cadence Holten, Jade Korzenieski, Pierce Gardner, Mr. Stralka

May: 8th Grade



Peyton Davis, Emerie Sinclair, Brody Saffert, Gavin Nevin



5th Grade
Emmett Roske



7th Grade
Jesslyn Grant, Madison Cimfl, Jamie Hinojosa

COMMUNITY Service



Riverview Middle School gives a big shout out to our 7th graders that have reached a milestone for community service. Great Job! You may see students volunteering in our community for church projects, helping improve our community properties, providing help at our summer school programs and volunteering at our community programs such as 4H, Boy and Girl Scouts, Yearbook, Kiwanis, etc. Thank you so much!



8th Grade

Front Row Left to Right: Caden Witscher, Siham Abdi, Bella Petri, Hugo Acevedo-Sanchez (100), Grace Marvin, Sophia Dantzman, Reuben Stokes
Not Pictured: Izzy Felber, Emily Bigler

Teams Gives Back

The BHS volleyball team volunteered to serve the five course meal for the annual Boys and Girls Club Harvest for the Club event. The event was held at the Indianhead Renewable Forest Products shavings business which is owned by Zach Schauf, a BHS alumni and his father Bob. The football team came after practice to clean up the event. It is the eighth year BHS students have worked this event.



ATTENTION JUNIORS AND PARENTS OF JUNIORS

** Important Information **

October 16, 2024
is the Nationwide Test Date
for the PSAT test.

This is an optional test, and the fee is \$18.
Taking the test is required to be considered for a National Merit Scholarship.

Students can sign up in Student Services or by emailing thomem@barron.k12.wi.us

Travel Club Trip: 2024



WWII and the Western Front

From June 11th to June 22nd, the Barron High School's Travel Club took 16 students and three of their parents on an 11 day trip across North Western Europe following the Western Front of WWII. The students visited four countries and multiple major cities along the way. The group started in London, England seeing cultural sites such as Westminster Abbey, Big Ben, and Buckingham Palace, where they got to watch the changing of the guards. One night in London a majority of the group watched the Tony Award and Pulitzer Prize winning musical Hamilton in London's famous West End theater district. In regards to the WWII theme of the trip they visited the Imperial War Museum and took a tour of Churchill's underground war bunker. On the way to Paris they stopped in the Normandy region of France where they visited Omaha and Gold beaches of the D-Day landings, just a few weeks after the 80 year anniversary of the historic event. Next, in Paris, France, they worked around preparation for the 2024 Olympic games and took a boat tour of France via the Seine River. In Paris they viewed major sites such as the

Eiffel Tower, the Cathedral of Notre Dame, and got a tour of the Palace of Versailles. Two nights later they moved on to Belgium. In Belgium, they visited the location of the Battle of the Bulge in both the Ardenne forest and in the city of Bastogne. The group continued west by train to Germany where they visited the city of Cologne and then stayed two nights in Berlin. Here they witnessed the hype around European soccer because Germany was hosting the 2024 Euros, Europe's national soccer championship tournament. In Berlin they toured the city, saw the remnants of the Berlin Wall, left over WWII damage, and architecture on Museum Island. They also toured the Topography of Terror museum and visited the Memorial to the Murdered Jews of Europe. Students were amazed to see the architecture and history in all of the places we visited. To see kids take such an interest in the history and culture was inspiring. Overall the trip was an amazing success and the club looks forward to another trip!



Green Queens

GIRLS SUPPORTING GIRLS IN THE GREAT OUTDOORS!

Our summer adventure crew of junior girls was active in the wilderness again this summer thanks to a generous grant from one of our community members.

In early June, girls were busy hiking Gooseberry State Park along Minnesota's North Shore. The waterfalls and enormity of Lake Superior are always breath-taking, and the afternoon ended with Betty's Pies and Canal Park. The end of June entailed camaraderie, yoga, and campfire meals at Wisconsin Point on Lake Superior's beach.

In July the girls toured the Namekagon in kayaks, worked with pottery and paddle-boarded in Shell Lake, and did some final hiking and yoga in Amnicon State Forest. Our crew of girls was wonderful: adventurous, fun, and so good to one another! A special shout out to Jim and Nancy Helman for their support of our girls. Jim and Nancy were always around to provide great ideas, listening ears, and positive energy!



Supporting Bears

BHS Football team supports longtime manager



In mid August, the Golden Bears Football Team took a practice day and traveled to Onalaska to cheer on their longtime, dedicated manager, Bryan Herrman as he played in his Special Olympics State Softball Game. This was a surprise to Bryan when the supporting Golden Bears showed up in the stands. After Bryan's big game, the football team helped hand out awards to all the players. What a class act!



Empowering Mothers

A glimpse into their crucial role in the success of a football program



High school football is a time-honored tradition that brings communities together, showcasing the talents and dedication of young athletes. While players often take center stage, it's essential to shed light on the unsung heroes who play a significant role behind the scenes. This is precisely why our BASD football coach, Nick Schroeder, planned a Mother's football practice this past month. The invaluable contributions of mothers during the high school football season is evident, and we are grateful for their dedication and impact on the team's success.

Mothers act as the backbone of their children's lives, and when it comes to high school football, their role becomes even more prominent. From ensuring players have proper nutrition and rest, gear ready, and the emotional support during ups and downs, these mothers serve as an unwavering support system for their young athletes. They are our biggest cheerleaders, and at this practice they also proved to be fierce competitors.



High school football practice is not just about honing skills; it also teaches players valuable life lessons about perseverance, teamwork, and discipline. Behind the scenes, mothers play a pivotal role in guiding their children through such challenges, and we appreciate their commitments.



Art Club News

BHS



Create a Beautiful Community summer school program at the high school created a variety of projects during the two weeks in June. The students traveled to the Ridgeland Historical Park to plant over 130 native species pollinator plants in the pollinator garden.

L to R Astrid Carranza, Avery Matthews, Annabelle Bartels, Mia Villalobos Soto, Zoey Frandsen and Mrs Vergin

*Najah
and Astrid Carranza*



Students created watercolor cards, worked on a mural and participated in a paint-a-long led by Mia Villalobos Soto.

L to R Astrid Carranza, Mia Villalobos Soto, Avery Matthews, Annabelle Bartels and Izzy Felber.





The students visited The Potter's Shed in Shell Lake on June 6th. They painted individual pieces of pottery and visited the store and gallery.

L to R Juri ApanecatI-Juarez, Mia Villalobos Soto, Zoey Frandsen and Zoey Organ.



Students painted on a four-panel mural that will be displayed outside of the Ridgeland Community Library adjacent to the Ridgeland Historical Park. The mural features native pollinator plants and a variety of insects. The mural will be permanently on display by August 25th, 2024.

The talented students are Row 1: Astrid Carranza, Izzy Felber, Annaelle Bartels, Row 2: Mia Villalobos Soto, Najah Mohamed, Zoey Frandsen and instructor Mrs Vergin. Not pictured: Avery Matthews.





State Track

The Barron Golden Bears' 2024 season came to a spectacular end at the State Track and Field Championships held at UW-La Crosse on Friday and Saturday, May 31-June 1.

Grant Shipley competed in the wheelchair shot put, 100m and 400m race. Grant entered the 2023-24 school year with one goal in mind: break the state record in the shot. Grant took advantage of several weightlifting classes throughout the school year, and when the track season began, worked very hard to make sure there would be no doubt at La Crosse. Shipley accomplished that goal by winning a second state title with a throw of 27' 2" to clear the field by nearly three feet. The impressive distance bettered the old state record (25' 11.5") by more than a foot.



Hailee Halverson competed in the 110m high hurdles and the long jump.

Throughout Hailee's time as a member of the track and field team, she earned five regional championships in three different events (long jump, high hurdles, high jump), three conference championships in two events (high hurdles, high jump) and set three new school records (100m high hurdles, 300m hurdles and long jump). She qualified for the state meet all four years.

2024-2025 School Calendar

Barron Area School District

100 West River Avenue

Barron, WI 54812

715-537-5612 (Fax) 715-637-5161

Aug 19	New Staff Inservice
Aug 20-22,26, 28	Professional Development Day
Aug 27	Goal Setting/Welcome Back Day
Sep 2	Labor Day
Sep 3	First Day of School
Oct 10	Parent/Teacher Conferences 4-7pm
Oct 11	No School P/T Conferences 8-4pm
Oct 14	Professional Development Day
Nov 22	End of 1st Trimester
Nov 25-27	Professional Development Days
Nov 27-29	Thanksgiving Break
Dec 23	Professional Development Day
Dec 24-Jan 1	Winter Break
Jan 23	P/T Conf 4-7pm (BHS only)
Jan 24	Professional Development Day
Feb 14	Professional Development Day
Feb 17	Professional Development Day
Feb 28	End of 2nd Trimester
Mar 3	Professional Development Day
Mar 11 & 13	P/T Conf 4-7pm (Elem & MS only)
Mar 17-21	Spring Break
April 18	No School
April 21	Professional Development Day
April 24	P/T Conf 4-7pm (BHS only)
May 23	Graduation
May 26	No School Memorial Day
June 6	Last Day of School (3 hour early release)
June 9	Professional Development Day or Snow Day Make up
June 10 & 11	Make up days due to weather

Student Days	172	
Teacher Prof. Dev.	15	
Goal Setting/P/T conferences	4	
Holidays	3	
<i>(Labor Day, Thanksgiving, Memorial Day)</i>		
Total Teacher Days	194	
Trimester 1	September 5-Nov 22	57
Trimester 2	December 2-Feb 28	54
Trimester 3	March 4-June 5	61

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
August 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
September 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
October 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
November 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
December 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
February 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
March 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
April 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

	No School Students & Staff
	Professional Develop. (no school for students)
	First/Last Day of School
	End of Trimester

	New Staff Inservice
	Goal Setting
	Makeup Days due to Inclement Weather

	Parent Teacher Conferences (4-7pm)
	Parent Teacher Conf.-No School (8-4pm)
	Graduation

UPCOMING EVENTS

September 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 BHS Band Ridgeland Fair Parade	2 NO SCHOOL – Labor Day	3 First Day of School BSCR: St Croix Falls C Team FB: @ Turtle Lake CC: 4:00 @ Bloomer MSFB: @ Bloomer 4:00 R-D Parent's Club Mtg	4	5 CC & MSCC: 4:30 @ Spooner BSCR: Spooner MSFB: @ Hayward VB: Home Tri	6 FB: @ Hayward	7 BSCR: @ Baldwin-Woodville
8 <i>Grandparents' Day</i>	9 BSCR: @ Altoona C Team FB: Hayward	10 5:30 BAMS Board Mtg BSCR: @ Regis GTEN: Amery MSFB: Cumberland MSVB: @ Cameron	11 BAMS Picture Day <i>Patriot Day</i>	12 R-D Picture Day BSCR: @ Washburn CC & MSCC: 4:00 @ Cameron GGF: @ Northwestern MSVB: Bloomer VB: Quad @ Cameron	13 FB: Bloomer	14 GTEN: @ Baldwin-Woodville VB: Varsity @ Osceola
15	16 4:30 Policy/Personnel Cmte Mtg 6:00 Finance/Facility Cmte Mtg BSCR: @ St Croix Central C Team FB: @ Bloomer <i>Mildred Fish-Harnack Day</i>	17 6:45 am Curriculum/Tech Cmte Mtg BSCR: Ashland CC: 4:00 @ Rice Lake GTEN: Osceola MSVB: Spooner MSFB: @ Spooner VB: @ Chetek-Weyer <i>Citizenship/Constitution Day</i>	18	19 CC: 4:15 @ Chetek-Weyer MSVB: @ Cumberland	20 FB: @ Ashland <i>National POW/MIA Recognition Day</i>	21 BSCR: @ Northland Pines VB: Varsity & JV @ Baldwin-Woodville
22	23	24	25	26	27	28
Homecoming Week						
<i>First Day of Autumn</i>	BSCR: Cumberland C Team FB: Ashland VB: JV & C Team @ Hayward 6:30 School Board Mtg	CC: 4:30 Home Invitational GTEN: @ Ashland MSVB: @ St Croix Falls VB: St Croix Falls		BSCR: @ Hayward GTEN: Eau Claire Regis MSFB: Layds Smith VB: @ Spooner MSVB: Rice Lake	FB: Northwestern	Homecoming Dance BSCR: @ Somerset
29 C Team FB: @ Northwestern	30					



October

2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 4:00 R-D Parent's Club Mtg 5:30 Almena ACE Mtg BSCR: @ Spooner CC & MSCC: 4 @ Cumberland MSFB: Cameron VB: Cameron	2 GGF: Regionals	3 WD, BHS, RV Picture Retakes BSCR: @ St Croix Falls CC: 4:00 @ Hayward GGF: Regionals MSVB: @ Hayward VB: @ Ashland	4 FB: @ Spooner	5 VB: Varsity & JV @ New Richmond
6 BSCR: Rice Lake C Team FB: Spooner GGF: Sectionals RVMS: Book Fair	7	8 5:30 BAMS Board Mtg BSCR: @ Cumberland CC & MSCC: @ Amery MSVB: Chetek-Weyer VB: Northwestern GGF: Sectionals MSFB: @ St Croix Falls RVMS: Book Fair	9 GGF: Sectionals RVMS: Book Fair	10 Parent Teacher Conferences 4-7 BSCR: Washburn MSVB: Ladysmith VB: @ Ladysmith WD: 7:30-8:30 Am Grandparent's Day WD: Book Fair 4-7 RVMS: Book Fair	11 NO SCHOOL Parent Teacher Conferences 8-4 FB: St Croix Falls WD: Book Fair	12
13 NO SCHOOL Professional Development 4:30 Policy/Personnel Cmte Mtg 6:00 Finance/Facility Cmte Mtg C Team FB: @ St Croix Falls Columbus Day	14	15 6:45 am Curriculum/Tech Cmte Mtg BSCR: @ Ashland CC Conf: 4:30 @ Chetek-Wey BSFB: Bloomer VB: @ Hayward MSFB: Bloomer	16	17 GTEN: Individual State BSCR: Amery VB: Cumberland	18 GTEN: Individual State FB: @ Cumberland	19 GTEN: Individual State
20 5:30 School Board Mtg C Team FB: Cumberland 7:00 BHS Band & Choir Concert @ BHS Gym	21	22 BSCR: Regionals VB: Regionals	23 National Mole Day	24 BSCR: Regionals VB: Regionals	25 CC: Sectionals VB: Regionals	26 BSCR: Regionals CC: Sectionals VB: Regionals
27	28 VB: Sectionals	29	30 BSCR: Sectionals VB: Sectionals	31 Theme of the Month: Self-Control / Patience		



UPCOMING EVENTS

November 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Them of the Month: Citizenship / Patriotism				1	2 BSCR: Sectionals VB: Sectionals
3 Daylight Savings Time Ends	4 1 st Quarter Ends	5 2 nd Quarter Starts 4:00 R-D Parent's Club Mtg 5:30 Almena ACE Mtg R-D Parents Club Take n" Bake Lasagna	6 VB: State	7 VB: State BSCR: State MSBB: Chetek-Weyer Middle School Band Festival	8 VB: State BSCR: State	9 VB: State BSCR: State
10	11 Veterans Day Programs 8:20 am BHS 9:00 am WDLD 10:00 am RVMS 10:30 am BAMS Almena 2:00 R-D 4:30 Policy/Personnel Cmte Mtg 6:00 Finance/Facility Cmte Mtg HKY: 1 st Practice GB: 1 st Practice Veterans Day	12 6:45 am Curriculum/Tech Cmte Mtg 5:30 BAMS Board Mtg MSBB@ Cumberland	13 World Kindness Day	14 MSBB: Hayward	15	16
17 5:30 School Board Mtg WR: 1 st Practice BB: 1 st Practice 7:00 7 th & 8 th Gr Band & Choir Concert @ RVMS Gym	18	19 MSBB: Rice Lake	20	21 FB: State GB: Stanley-Boyd MSBB: @ Ladysmith	22 End of 1 st Trimester FB: State BB: @ Grantsburg HKY: Altoona	23
24	25 NO SCHOOL Professional Development Days	26 BB: @ Unity	27	28	29 Thanksgiving Day	30



BASD ANNUAL NOTICES

Academic and Career Planning Services for Students

Pursuant to Wisconsin Administrative code (PI 26.03(1)(b) 1, academic and career planning services are required to be provided to students enrolled in grades 6 to 12. 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, academic planning and the development of career management and planning skills. More information about the PI 26 legislation can be found under Student Services on the Barron School District Website. <http://barron.k12.wi.us>

Asbestos Management Plan Notification

As a result of federal legislation (Asbestos Hazard Emergency Response Act - AHERA), each primary and secondary school in the nation is required to complete a stringent inspection for asbestos and to develop a plan of management for all asbestos-containing building materials. The Barron Area School District has a goal 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, the district shall continue to maintain a safe and healthful environment for our community's youth and employees. In keeping with this legislation, all buildings (including portables and support buildings) owned or leased by the Barron Area School District were inspected by an EPA accredited inspector 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 Barron Area School District has completed the 3-Year Reinspections required by AHERA. Continued our Operations and Maintenance Program Federal law requires a periodic walk-through (called "surveillance") every six months of each area containing asbestos. MacNeil Environmental, Inc will accomplish this under contract. Short-term workers (outside contractors - i.e., 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 lead maintenance person before commencing work to be given this information. The Barron Area School District has a list of the location(s); type(s) of asbestos containing materials found in that school building and a description and timetable for their proper management. A copy of the Asbestos Management Plan is available for review in the District Office. Copies are available at 25 cents per page. Questions related to the plan should be directed to the Barron Area School District at 715-537-5612.

Child Nutrition Programs and Free and Reduced-Price Meal Information

The Barron Area School District participates in the National School Lunch Program and School Breakfast Program. Its participation policy for families unable to pay the full price of meals served under the School Lunch Program may be found at each school office and the District office. Families requesting meal modifications should contact the Food Service Department. The policy may be reviewed by any interested party. (USDA law) Applications for Free and Reduced meals were mailed to all active student households that are on file. (USDA law and Board Policy 8500)

Early College Credit Program

Early College Credit Program and Technical College Course Program information is provided to all high school students annually prior to March 1 for the summer or fall semester and October 1 for the spring semester. Wisconsin's Early College Credit Program and Technical College Course Program allows juniors and seniors in the Barron Area School District who meet eligibility requirements to be able to take post-secondary courses at a University of Wisconsin institution or Wisconsin technical college.

Additional information on ECCP can be found in Board Policy 2271.

Education for Employment

Education for Employment Program According to PI 26.04(4) of the Wisconsin Administrative Code, BASD is required annually to notify parents of its employment program. It must also inform parents of the information and opportunities available to students under the program, including career awareness (elementary level), career exploration (middle school level), career planning and preparation (high school level), academic and career planning services for students grades 6 to 12 (beginning with 2017-18 school year), and the availability of programs at technical schools.

Education of Homeless Children and Youth

The McKinney-Vento Act defines homeless children and youth 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
 - living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
 - living in emergency or transitional shelters
 - abandoned in hospitals
 - living in a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
 - living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - migratory children who qualify as homeless because the children are living in circumstances described above

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

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

Please contact Jennifer Schill, homeless liaison for the Barron Area School District, at (715) 537-5612 ext. 359 or schillj@barron.k12.wi.us or her assistant, Allison Rick at (715) 537-5612 ext. 414 or by email at rickal@barron.k12.wi.us for additional information about the rights and services described above.

Educational Options

THE BARRON AREA SCHOOL DISTRICT NOTICE OF EDUCATIONAL OPTIONS FOR CHILDREN WHO RESIDE IN THE SCHOOL DISTRICT

The Barron Area School District offers students 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 kindergarten through 12th grade, leading to a high school diploma.

The District's schools, and each school's most recent state-assigned performance category (if available), are listed below:

Elementary School	Middle School	High School
Grades K-5	Grades 6-8	Grades 9-12
• Woodland Elementary School	• Riverview Middle School	• Barron High School
• Ridgeland/Oak Elementary School	• Barron/Lake Virtual Academy; K-12 school	• North Star Academy
• Barron Area Elementary School		
• Barron Area Elementary School (BHS) (Open 9-12)		• Barron/Lake Virtual Academy; K-12 school
• Barron/Lake Virtual Academy; K-12 school		

Some of the specific educational programs offered to eligible students who are enrolled in and attending the District's schools include the following:

- Early Childhood Special Education (for students who are at least 3 years old but not yet school age)
- 4K (4 Full Days per week)
- AGR (Achievement Gap Reduction) Approved Classes (KG- 3rd will not exceed 18 students)
- English Learner Program
- Special education for students with disabilities
- Blended traditional and virtual courses
- Start College Now (11th & 12th)
- Early College Credit Program (9th – 12th)
- Dual Credit Courses taught at BHS (Medical Terminology, Foundations of Early Childhood)
- In-house college courses (Interpersonal Communications, Speech)
- Advanced Placement courses for English Literature, English Composition, Environmental Science, Chemistry and American History
- Advanced Standing Courses - Anatomy & Physiology, Cabinet & Furniture Making & Welding for Mechanics.
- Youth Apprenticeships
- Senior Externships
- GT Flexible Scheduling
- Career and Technical Education (CTE) programs - Family and Consumer Economics, Technology Education (metals, woods, auto) Business Education, Agriculture, Health Sciences
- Individualized program and curriculum modifications including 504 plans for eligible students
- Multi-Tier System of Supports (RTI & PBIS)
- Summer School Programming
- Remedial credit recovery through Odysseyware.com

Educational options for students who are enrolled in the Barron Area School District that involve part-time attendance at an educational institution other than a school of the Barron Area School District include the following:

- The Early College Credit Program (ECCP), which
 - provides opportunities to apply for approval to take up to 2 courses at a time at another educational institution;
 - is subject to state and local eligibility requirements, including the limitation that the courses must satisfy a high school graduation requirement; and
 - includes certain District approved dual credit opportunities that the District offers in conjunction with a partner institution of higher education.

- The Start College Now Program (SCN), which
 - provides opportunities to apply for approval to take courses at certain institutions of higher education; and
 - is available only to students who are enrolled in the 11th or 12th grade.

Additional educational options for children 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 Barron Area School District include the following:

- High school students meeting certain age and other eligibility requirements may be permitted to attend a technical college or certain other programs for the purpose of completing a program leading to the student's high school graduation or to a high school equivalency diploma.
- Full-time Open Enrollment involving physical attendance in a public school of a nonresident school district or attendance through a virtual charter school that is associated with a nonresident school district.
- Beginning in the 2016-17 school year, a child with a disability who meets the program's specific eligibility requirements may apply to attend an eligible, participating private school under a scholarship awarded through the state's "Special Needs Scholarship Program," as established under section 115.7915 of the state statutes.
- Enrollment in a private school participating in the Wisconsin parental choice program.
- Enrollment in a private school of the family's choosing (at the family's own cost, as applicable).
- Enrollment in a home-based private educational program as provided under state law.

Educational options for children who reside in the Barron Area School District but who are enrolled in and attending a private school or home-based private educational program include the following:

- Such students have the opportunity to attend summer school classes/programs offered in the District.
- Private school students in the high school grades have the opportunity to apply for approval to take up two courses per semester in a District school, pursuant to section 118.145(4) of the state statutes.
- Students who are enrolled in a private school with identified disabilities are provided special education program services as provided under Wisc. Statutes section 115, subchapter V and Federal 34 CFR §§ 300.130 through 300.144 of IDEA
- Students who are enrolled in a home-based private educational program have the opportunity to:
 - Apply for approval to take up two courses per semester in public schools as provided under section 118.53.
 - Participate in District interscholastic athletics and other District extracurricular activities as provided under section 118.133.

For more information about any of the educational options listed in this notice, please contact the District's main administrative office at 715-537-5612 or the Wisconsin Department of Public Instruction (800) 441-4563.

Indoor Environmental Quality (IEQ) Policy

As required in WI Stat. 118.075 (3) and (4), the School District maintains indoor environmental quality (IEQ) in schools. An Indoor Environmental Quality (IEQ) Management Plan for all buildings in the Barron Area School District is available for public inspection during regular business hours at the District Office.

The Barron Area School District would like to inform, staff, students, parents, and the public of the district's indoor environmental quality (IEQ) management plan. The plan was initially developed in 2013 and is reviewed as necessary. The plan was developed as deemed appropriate for the district. Questions and concerns should be directed to the IEQ Coordinator. Copies of the plan are available at the district office for a fee. The district office is located at 100 West River Avenue, Barron, WI 54812

Meningococcal Disease Information

Meningococcal disease, commonly known as bacterial meningitis, is a rare but potentially fatal infection that can occur among teenagers and college students. While meningococcal disease is rare and difficult to contract, it is very serious. There is now a vaccine that may help to prevent this infection.

Meningococcal bacteria can potentially be transmitted through close contact with an infected person through direct contact with respiratory and/or oral secretions from an infected person (for example, through sharing drinking containers or kissing). 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.

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 year 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.

To learn more about meningococcal disease, vaccine information, and public health resources visit the following web sites.

Center for Disease Control and Prevention meningococcal meningitis information

- General information regarding meningitis disease
- Meningitis Fact Sheet
- American Committee of Immunization Practice Recommendations for Prevention and Control of Meningitis

National Association of School Nurses – Voices of Meningitis

A list of local Wisconsin public health departments and contact information

- Meningitis Foundation of America
- National Meningitis Association
- American Academy of Family Physicians
- American Academy of Pediatrics

Notice of Suicide Prevention Resources

The Barron Area School District annually informs its professional staff of the resources available from the DPI and other sources regarding suicide prevention. 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 https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/2021_Suicide_Prevention_Model_Notice.pdf

Programs for English Language Learners

The Board recognizes that there may be students whose primary language is not English residing within the District. With that in mind, the Board shall provide appropriate identification and transition services for District students who possess limited English language proficiency. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English Learners (ELs), the implementation of curricular and instructional modifications, the assessment of the EL student's academic progress, identification of EL students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements, the Board shall establish and implement a bilingual-bicultural education program as required by the law.

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

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

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for post-secondary education opportunities.

The Board shall provide the following services, through the school counselors' office, for students who have limited English proficiency:

- An effective instructional program and supportive services appropriate to meet the needs of the student;
- The opportunity to access supportive services, such as language development and speech therapy as appropriate to the individual needs of the student; and
- C. programs and services that reflect the cultural background of students who have limited English proficiency. This may include instruction in the student's native language to assist the student in becoming proficient or advanced in all subject areas.

School counseling personnel are directed to provide information and direction to students with EL regarding access to programs and offerings within the District. Such personnel are also directed to provide information and direction to students with sensory impairments regarding available resources and access to those resources.

EL students will no longer be considered limited-English proficient when they have the language skills necessary to compete with mainstream English speakers. The District Administrator shall establish administrative guidelines that provide the A. standards for reclassification/exit decisions;

- B. process for monitoring and maintaining documentation on the exiting student for two (2) years;
- C. access for students to re-enter a bilingual or EL program if there is evidence that the reclassification decision was premature;
- D. opportunity for the parent(s) to participate in each entry, exit and re-entry decision;
- E. opportunity for the parent(s) to appeal the exit or re-entry decision.

Recruiter Access to Students/Records

The Barron Area School District annually notifies parents of secondary students that they may request that their student's name, address, and telephone number not be released to military recruiters or institutions of higher education with prior written parental consent

School Accountability Report

Each public school in the state is required by section 115.385(4) of the state statutes to provide a copy of the school's accountability report that is published by the Wisconsin Department of Public Instruction (DPI) to the parent/guardian of each student enrolled in or attending the school.

The most current report card can be found on the District Website

2023-2024

Barron Area School District: Meets Expectations per Accountability Report
Barron High School: Meets Expectations per Accountability Report
Riverview Middle School: Meets Expectations per Accountability Report
Woodland Elementary School: Significantly Exceeds Expectations per Accountability Report
Ridgeland Elementary School: Exceeds Expectations per Accountability Report

School Wellness Policy Notification

The Barron Area School District believes knowledge and skills in nutrition and physical activity are essential for all students to fulfill his or her dreams and reach their full potential. School staff, parents and community members are encouraged to model healthy eating habits and physical activity as a valuable part of daily life and are invited to take an active role in promoting a healthy lifestyle.

The Barron Area School District will promote good nutrition and physical activity in the following ways:

1. Provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The school environment will be aligned with healthy goals to positively influence a student's understanding, beliefs, and habits as they relate to good nutrition and regular physical activity.
2. Provide adequate time for students to be engaged in physical activity. A quality physical education program is an essential component for all students to learn about and participate in physical activity. Physical activity will be included in each school's education program from Early Childhood through grade 12. Participation in physical activities that promote lifelong fitness will be encouraged.
3. Support and promote dietary habits that contribute to students' health and academic performance. All foods made available by the district during the instructional day will meet or exceed the District Nutrition Standards. Emphasis will be placed on foods that are nutrient dense per calorie. Administrative discretion will be utilized for special events, circumstances, and celebrations.
4. The food service program will ensure that all students and staff have varied and nutritious foods, offered at affordable prices.
5. The Nutrition and Wellness Committee will meet annually or more frequently to evaluate the school wellness policy. This committee will include staff members, students, parents, community members, administrators, and school board members.

Special Education

School districts are required by section 115.77(1m)(h) of the state statutes to demonstrate to the satisfaction of the DPI that it regularly publicizes information regarding its special education procedures and services.

School districts are also required to:

- (1) At least annually, inform parents and persons required to make referrals under section 115.777(1)(a) of the state statutes (i.e., physicians, nurses, social workers, administrators of social service agencies) about the district's referral and evaluation procedures. This notice is required by section 115.777(3)(d) of the state statutes. Sample notices are on DPI's website.
- (2) Once a year, give to the parents of a student with a disability a full explanation of the procedural safeguards available under section 115.792(3) of the state statutes and under applicable federal law relating to all of the following:
 - independent educational evaluation;
 - prior written notice;
 - parental consent;
 - access to educational records;
 - opportunity to present and resolve complaints, including the period in which the student's parents may request a due process hearing and the opportunity for the district to resolve the issues presented by the request;
 - the student's placement during pendency of due process proceedings;
 - procedures for students who are subject to placement in interim alternative educational settings;
 - requirements for the unilateral placement by parents of students in private schools at public expense;
 - mediation;
 - due process hearings under section 115.80;
 - civil actions, including the period in which to file a civil action; and
 - attorney fees.

The notice described above must be written in an easily understandable manner and in the native language of the student's parents unless it clearly is not feasible to do so. This notice must also be given to the parents of a student with a disability upon the student's initial referral or parental request for evaluation, upon the first occurrence of the filing of a request for a due process hearing, and upon request by the student's parent.

Special Needs Scholarship Program

Beginning in the 2016-2017 school year, students with disabilities meeting specific conditions as outlined by the State of Wisconsin may be eligible for the Special Needs Scholarship Program that provides assistance to students with disabilities that attend a participating private school. More information can be found at <http://dpi.wi.gov/sms/special-needs-scholarship>.

Student Accident Insurance

The Barron Area School District provides insurance benefits for medical expenses arising from a school related accidental bodily injury. This insurance plan protects our students while attending regular school sessions, participating in or attending school-sponsored and supervised extra-curricular activities in school-provided transportation. We also provide additional coverage of Interscholastic Sports when practicing or competing in interscholastic sports, which are scheduled by the school, and while the student is under the direct supervision of a school employee and while traveling to and from such practices or competition in school provided transportation. A summary of coverage which is provided is available at www.sas-mn.com under "Find my School." For claim information, please contact your school office.

Parents may extend the school-time protection by purchasing 24-Hour Accident coverage. This covers your student 24-hours a day, any time or anywhere, until school starts next year. If you are interested in purchasing the 24-Hour Accident Coverage, please contact Carissa Cutsforth at the Administration Office at 715-537-5612 ext. 403.

Student Academic Standards

As outlined in Board Policy #0151.2, the Board of Education has adopted the Wisconsin Academic Standards for all subjects taught within the Barron Area School District. The board will review the academic standards at the July board meeting annually. (Wis. Stats. § 118.30 (1g) (a)) These can be found on the Wisconsin Department of Public Instruction website <http://dpi.wi.gov/standards>

Student Assessments

At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the local educational agency will provide the parents on request (and in a timely manner), information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 6311(b)(2) of this title and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

Student Attendance

Publish in the Student/Parent Handbook a summary of the attendance policy.

Student Bullying

School boards are required by section 118.46(2) of the state statutes to distribute the district's policy prohibiting bullying to all students enrolled in the school district and to their parents and guardians annually. They must also provide a copy of the policy to any person who requests it.

Student Locker Searches

School districts 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 by section 118.325 of the state statutes 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 the required notice of it, designated school 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.

Student and Staff Nondiscrimination and Student Access to Equal Educational Opportunity

It is the policy of the Barron Area School District 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, 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, 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 and the Americans With Disabilities Act of 1990. (disability).

If any person believes that the Barron Area School District or any part of the school organization has failed to follow state student nondiscrimination law and regulations or the Board's equal educational opportunities policy, he/she may bring or send a complaint to Teri Massie, District Compliance Officer, at the following address: 100 West River Avenue, Barron, WI, 54812.

The district encourages 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 Barron Area School District.

Any questions concerning this policy should be directed to the District's Compliance Officer: Teri Massie, Barron Area School District, 100 West River Avenue Barron, WI 54812.

Career and Technical Education Opportunities

All career and technical education opportunities will be offered on a nondiscriminatory basis (without regard to race, color, national origin, sex, disability, etc.). BASD offers a full complement of career and technical education programming, including classes in the areas of agriculture and natural resources, business and information technology, family and consumer sciences, health science, marketing management and entrepreneurship, and technology and engineering. All students enrolled in the district have access to CTE programming at grade levels offered.

Student Religious Accommodations

Reasonable accommodation of a student's sincerely held religious beliefs shall be made with regard to all examinations and other academic requirements. The parent/guardian of a minor student may request accommodation in confidence by notifying the building principal or his/her designee. The student shall be permitted to make up the examination(s) or academic requirement(s) at a mutually convenient date and time or by an alternative means without prejudicial effect.

Student Privacy

The Board of Education respects the privacy rights of parents and their children. No student shall be required, as a part of the school program or the District's curriculum, without prior written consent of the student (if an adult, or an emancipated minor) or, if an unemancipated minor, his/her parents, to submit to or participate in any survey, analysis, or evaluation that reveals information concerning:

- A. political affiliations or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents; or
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The District Administrator shall ensure that procedures are established whereby parents may inspect any materials created by a third party used in conjunction with any such survey, analysis, or evaluation before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation within a reasonable period of time after the request is received by the building principal.

Consistent with parental rights, the Board directs building and program administrators to:

- A. notify parents in writing of any surveys, analyses, or evaluations, which may reveal any of the information, as identified in A-H above, in a timely manner, and which allows interested parties to request an opportunity to inspect the survey, analysis, or evaluation; and the administrator to arrange for inspection prior to initiating the activity with students;
- B. allow the parents the option of excluding their student from the activity;
- C. report collected data in a summarized fashion which does not permit one to make a connection between the data and individual students or small groups of students;
- D. treat information as identified in A-H above as any other confidential information in accordance with Policy 8350.

Additionally, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student. The parent will have access to the instructional material within a reasonable period of time after the request is received by the building principal. The term instructional material means instructional content that is provided to a student, regardless of its format, including printed and representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or assessments.

For the privacy of students whose parents request that they not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the student(s) to go to a supervised location where under the supervision of a staff member the student will be provided with an alternate activity.

The Board will not allow 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).

The District Administrator is directed to provide notice directly to parents of students enrolled in the District of the substantive content of this policy at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the District Administrator is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one (1) or more of the items described in A through H above are scheduled or expected to be scheduled.

For purposes of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

Student Records

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

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

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

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

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

Address Confidentiality Program

Students who are verified participants in the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice shall be permitted to use their substitute assigned address for all District purposes. The Board shall refrain from including the student's actual/confidential residential address in any student records or files (including electronic records and files) or disclosing the student's actual/confidential residential address when releasing student records. The Board shall only list the address designated by the Wisconsin Department of Justice to serve as the student's address in any student records or files, including electronic records and files. Further, the Board shall use the student's substitute assigned address for any and all communications and correspondence between the Board and the parent(s) of the student (or adult student). The student's actual/confidential residential address shall be maintained in a separate confidential file that is not accessible to the public or any employees without a legitimate purpose. The intentional disclosure of a student's actual/confidential residential address is prohibited.

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

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

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

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

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

The Board authorizes the administration to:

- A. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a private or public school or school district in which a student of this District is enrolled, seeks or intends to enroll, or is instructed to enroll, on a full-time or part-time basis, upon condition that a reasonable attempt is made to notify the student's parent or eligible student of the transfer (unless the disclosure is initiated by the parent or eligible student; or the Board's annual notification - Form 8330 F9 - includes a notice that the Board will forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer); the parent or eligible student, upon request, receives a copy of the record; the parent or eligible student, upon request, has an opportunity for a hearing to challenge the content of the record; and no later than the next working day, the District shall transfer to another school, including a private or tribal school, or school district, all student records relating to a specific student if the transferring school district or private school has received written notice from the student if s/he is an adult or his/her parent or guardian if the student is a minor that the student intends to enroll in the other school or school district or written notice from the other school or school district that the student has enrolled or from a court that the student has been placed in a juvenile correctional facility, as defined in s. 938.02(10p), or a secured residential care center for children and youth, as defined in s. 938.02(15g); In this subsection, "school" and "school district" include any juvenile correctional facility, secured residential care center for children and youth, adult correctional institution, mental health institute, or center for the developmentally disabled that provides an educational program for its residents instead of, or in addition to, that which is provided by public, private, and tribal schools.
- B. forward student records, including disciplinary records with respect to suspensions and expulsions, upon request to a juvenile detention facility in which the student has been placed, or a juvenile court that has taken jurisdiction of the student;
- C. disclose student records that are pertinent to addressing a student's educational needs to a caseworker or other representative of the department of children and families, a county department under s. 46.215, 46.22, or 46.23, or a tribal organization, as defined in 25 USC 450b(L), that is legally responsible for the care and protection of the student, if the caseworker or other representative is authorized by that department, county department, or tribal organization to access the student's case plan;
- D. provide "personally-identifiable" information to appropriate parties, including parents of an eligible student, whose knowledge of the information is necessary to protect the health or safety of the student or other individuals, if there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances;
- E. report a crime committed by a child to appropriate authorities, and, with respect to reporting a crime committed by a student with a disability, to transmit copies of the student's special education and disciplinary records to the authorities for their consideration;
- F. release de-identified records and information in accordance with Federal regulations;

G. disclose personally identifiable information from education records, without consent, to organizations conducting studies “for, or on behalf of” the District for purposes of developing, validating or administering predictive tests, administering student aid programs, or improving instruction;

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

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

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

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

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

This written agreement must include: (1) designation of the receiving entity as an authorized representative; (2) specification of the information to be disclosed; (3) specification that the purpose of the disclosure is to carry out an audit or evaluation of a government-supported educational program or to enforce or comply with the program’s legal requirements; (4) a summary of the activity that includes a description of methodology and an explanation of why personally identifiable information is necessary to accomplish the activity; (5) a statement requiring the organization to destroy all personally identifiable information when it is no longer needed for the study, along with a specific time period in which the information must be destroyed; and (6) a statement of policies and procedures that will protect personally identifiable information from further disclosure or unauthorized use.

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

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

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

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

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

DIRECTORY INFORMATION

Each year the District Administrator shall provide public notice to students and their parents of the District’s intent to make available, upon request, certain information known as “directory information.” The Board designates as student “directory information”: student’s name; address; telephone number; date and place of birth; photograph; major field of study; participation in officially-recognized activities and sports; height and weight, if a member of an athletic team; dates of attendance; date of graduation; degrees and awards received; name of the school most recently previously attended.

Parents and eligible students may refuse to allow the Board to disclose any or all of such “directory information” upon written notification to the Board within fourteen (14) days after receipt of the District Administrator’s annual public notice or enrollment of the student into the District if such enrollment occurs after the annual public notice. Any parent or eligible student who refuses to allow disclosure of directory data and who participates in the extra-curricular activity must complete Form 2431 F1 – Parent Acknowledgement of Risk and Release, which includes a limitation on the refusal to disclose directory information obtained during the course of the student’s participation in extra-curricular activities.

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

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

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

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

INSPECTION OF INFORMATION COLLECTION INSTRUMENT

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

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

This section does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as the following: college or other postsecondary education recruitment, or military recruitment; book clubs, magazine, and programs providing access to low-cost literary products; curriculum and instructional materials used by elementary and secondary schools; tests and assessments used by elementary and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments; the sale by students of products or services to raise funds for school-related or education-related activities; student recognition programs.

Title I Program

Since the Barron Area School District received federal Title I program funds, the district has developed a parent involvement policy. It is the desire of the District to establish positive partnerships with families and community. Everyone gains if school, home and community work together to promote high achievement for all students. To that end, the District shall provide a variety of opportunities for families and community to become involved in children’s education.

Additionally, parents and/or guardians may request and obtain information regarding: (1) the professional qualifications of their child’s teachers including – whether the teacher has met state licensing criteria for the grade level(s) and subject area(s) taught; whether the teacher is teaching under emergency or provisional status through which state licensing criteria has been waived; and the undergraduate degree major of the teacher, and any graduate certification or degree held by the teacher, including the field of discipline of the certification or degree; (2) the professional qualifications of paraprofessionals providing instructional-related services to their child. Parents will be notified if their child is assigned to, or taught for four or more consecutive weeks by a teacher who is not “highly qualified”. This applies to all teachers, not just those who work in Title I programs. Parents will be given information on the achievement level of their child on each of the state academic assessments as soon as is practically possible after the assessment is taken.

If you want to see the state qualification for your student’s teacher, you may ask personnel at the District office or access the information on the DPI website at: www.dpi.wi.gov/tepd/lisearch.html (ESSA as referenced)

Title IX Policy

The Board of the Barron Area School District does not discriminate on the basis of sex in its education program or activity and is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The District’s Title IX Coordinator is:

Teri Massie
Barron Area School District
Director of Learning and Assessment
Compliance Officer
715-537-5612 ext. 409
100 West River Avenue
Barron, WI 54812
massiete@barron.k12.wi.us

Any inquiries about the application of Title IX and its implementing regulations to the District may be referred to the Title IX Coordinator, the Assistant Secretary for the U.S. Department of Education’s Office for Civil Rights, or both.

The Board has adopted a grievance process and procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance process and procedures are included in Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities, which is available at: <https://go.boarddocs.com/wi/barron/Board.nsf/Public>. The grievance process and procedures specifically address how to report or file a complaint of sex discrimination, how to report or file a formal complaint of Sexual Harassment, and how the District will respond.



The Riverview PBIS committee organized a color run on the last day of school. Students, staff and many volunteers had a blast cheering each other on to begin their summer break.



Color Run 2024

