

BASD

BARRON AREA SCHOOL DISTRICT

Newsletter

A New School Year

Back to school for the
BASD Community!

Referendum Updates p2-4 | 2020-21 BASD Retirees p12 | Safety Courses p22-23



REFERENDUM

project update



Dear BASD Community Members,

The start of the school year is my favorite time of the year. I love seeing all our Golden Bears walking through the halls of our school buildings—the excitement from our staff and students is energizing! As we kick off another great school year, I wanted to update you on all the work we have been doing this summer, as we continue through the design process of our referendum project, **#buildingforthebears**.

Our design and construction partners, ISG and Miron Construction, continue to meet with the District weekly as they guide us through the design process. Also, our User Groups, which consist of more than 40 staff members, have been instrumental in driving design and providing feedback to bring our vision to life. Their involvement has elevated this project more than I could have imagined. At this point in design, we have established the footprint of our work, and now we are continuing to fine-tune the details.

In this update, I am excited to share a sneak peek of a few conceptual design drawings (examples of what the spaces could look like) with our community. Additionally, there will be several building system improvements that are not visible but will make a huge difference in providing a comfortable learning environment. All these improvements will positively impact the educational experience for all our Golden Bears.

Thanks again for this opportunity! We are excited for the changes this voter-supported referendum has in store for our students, staff and community.

~Diane Tremblay, District Administrator

\$\$\$ FINANCING UPDATE

We have **great news** to share regarding the financing of our referendum bond. After BASD voters approved the referendum, we worked with R.W. Baird, our financial advisor, to secure a bond to cover the cost of the project. At our Board of Education meeting on June 21, the board unanimously approved the sale of the bond.

Our District's strong credit rating and the favorable interest rate environment allowed the District to secure a bond significantly below planning estimates, reducing the impact to our mill rate and **saving our taxpayers more than \$5.4 million** in interest over the length of the loan.

	Interest Rate	Mill Rate Impact
Referendum Planning Projections (January 2021)	3.75%	\$0.80
Final Bond Sale (July 2021)	2.06%	\$0.53
Difference = Savings to Taxpayers	-1.69%	-\$0.27

2.06% interest rate

\$5.4M interest savings

34% reduction in projected mill rate impact



KEEPING STUDENTS INVOLVED

District Administrator, Diane Tremblay, met with high school students from the Student Senate to get input on the look and feel of the updated learning environments. These students provided feedback on the colors, textures, layout and furniture they would like to see included in the renovation. The goal is to create a space the students are excited to learn in!



Student Senate members at the high school give input on the design of the learning environments.

DESIGN UPDATE

Our Staff User Groups were formed as an opportunity for our staff to think “big picture” about updated learning environments and to drive design. The voluntary involvement of 40+ staff members has been invaluable as the groups continue to collaborate and provide feedback to create spaces unique to BASD.



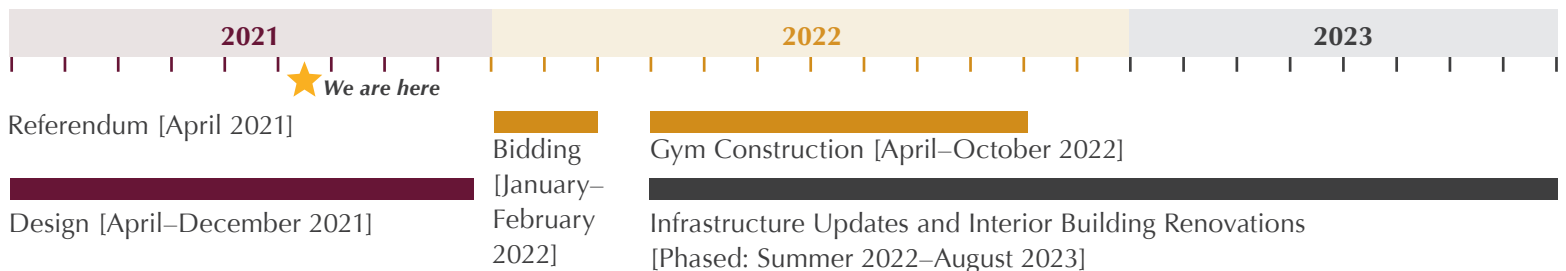
The Woodland User Group meets with ISG and Miron to preview the changes of their renovated spaces.

CONTINUED COMMUNITY ENGAGEMENT

District leaders continue to keep the community informed on the design process. In July, Diane Tremblay and Andrew Sloan presented a design-status update to Kiwanis. In August, at Staff In-Service Day, presentations allowed all District employees to preview the design work that was completed throughout the summer. Additionally, the Community Focus Group met in August to see design progress updates and provide input on future community engagement events to celebrate our referendum project.



DESIGN & CONSTRUCTION TIMELINE



REFERENDUM
project update

CONCEPTUAL DESIGN PREVIEW

Our design team at ISG has been hard at work designing our new and updated spaces. Below are conceptual drawings based on current design.*

VOICES IN DESIGN



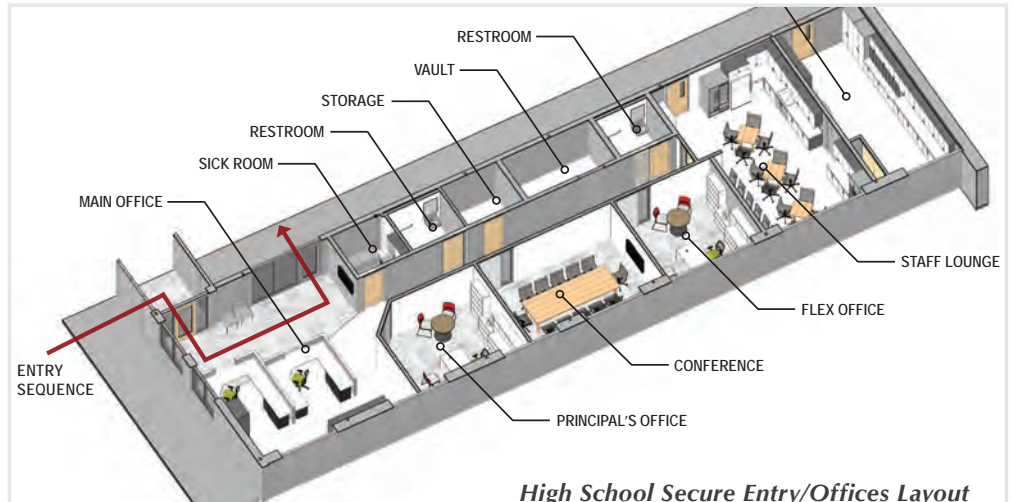
"Pam and I worked closely with ISG to ensure every detail in the renovation of the safe and secure entrance at the high school was thoughtfully designed. For example, we explored several different office configurations and window placements to maximize sight lines to keep our building as safe as possible."

- Carla Nordby, High School Administrative Assistant

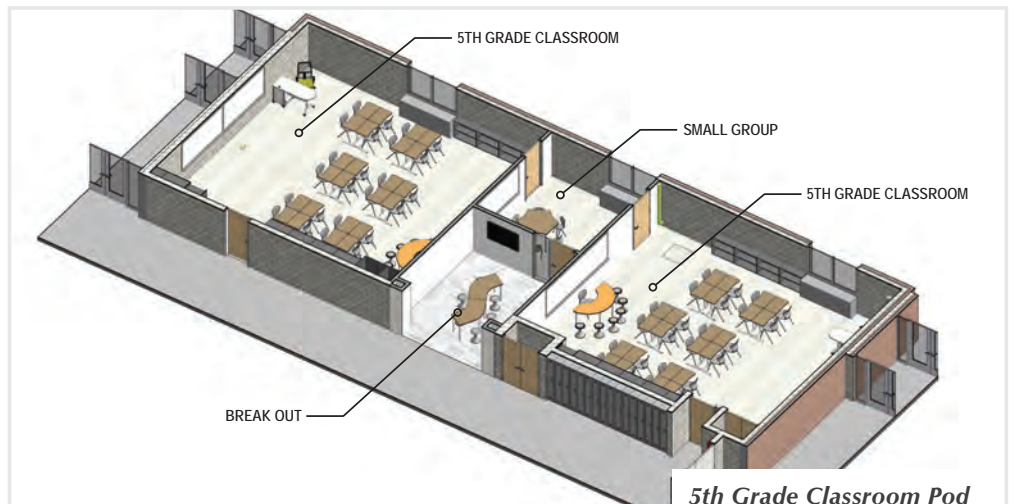


"I am so excited for the opportunities these new spaces will provide. We have worked with the design team to convert three small classrooms, into two appropriately sized classrooms and repurposed the remaining space for small group/breakout area to give students and staff an additional and flexible learning space."

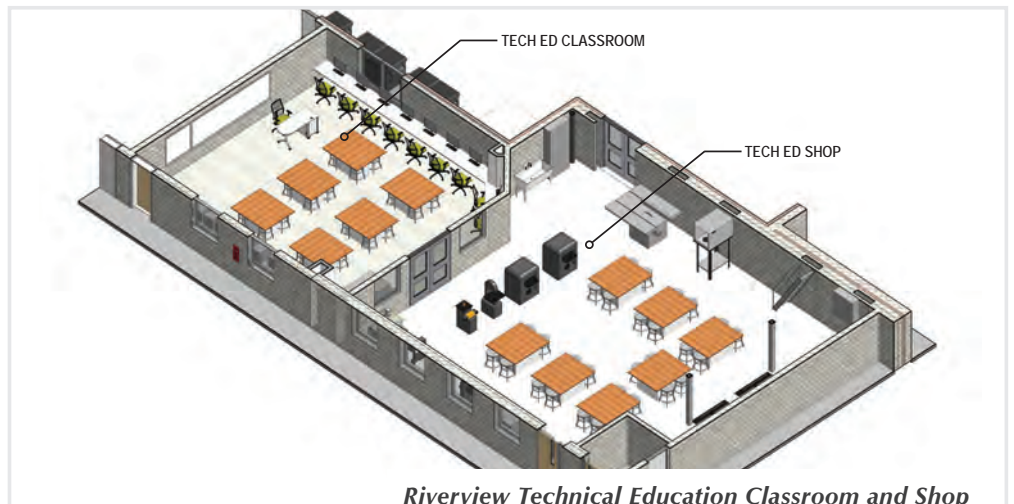
- Lindsey Bell, 5th Grade Teacher



High School Secure Entry/Offices Layout



5th Grade Classroom Pod



Riverview Technical Education Classroom and Shop

*These conceptual designs may change with future design input.

Meet Goldie!

Goldie is a one-year old labradoodle whose purpose in our district is to be present periodically at a variety of school settings serving the function of assisting students in the learning process while providing comfort and affection to specific students or to a group of students.

We are grateful to the Department of Justice for helping BASD find grant funds in order to locate a viable canine candidate, make our initial purchase and provide training for Goldie through Kroberts K9 certified training facility.

The responsibility and caretaking for this wonderful canine will be Superintendent Tremblay. She and Goldie have acquired all the necessary training and certifications as per District Policy #8390 and Mrs. Tremblay is fully committed to the safety, training maintenance and overall well-being of our Goldie Bear.

Follow her adventures at #GoldieBearAdventures on our District social media posts.





FOLLOW US!



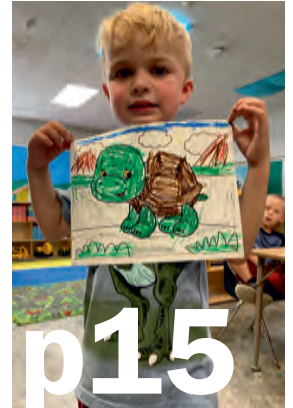
@BarronAreaSD

Summer 2021
DISTRICT NEWSLETTER

FEATURING

- 11** **Mentorship Program Updates**
- 15** **Bear Cub Den Summer Program and 21-22**
- 20-21** **8th Grade Celebration June 2021**
- 28-29** **BHS Volleyball Volunteer**

What's Inside?





School Nutrition Updates

We are so excited to kick off another year in School Nutrition. This year, our district will participate in the Seamless Summer Option (SSO), which enables us to provide meals at no cost to all children in the district in our ongoing efforts to Fuel the Bears. In addition to school meals, we were selected to participate in the Fresh Fruit & Vegetable Program (FFVP) at Woodland Elementary and Ridgeland-Dallas Elementary this year. This program provides students with a healthy snack three times a week and allows students to taste and learn about a variety of fresh fruits and vegetables. A fundamental part of our program mission is to provide quality, nutritious meals that appeal to students of all ages. We hope to create opportunities for students' voices to be heard through taste testing new recipes or submitting ideas for new menu items.

This year, we ask that ALL families take the time to fill out and return the Free & Reduced Meal Eligibility forms that will be sent to each household. This documentation has a significant impact on our state funding, so it is crucial that these forms are completed by each family and returned to our district buildings each year. If you have any questions or need assistance completing these forms, please let us know, and we are happy to help! All application materials as well as more information about our program may be found by visiting the School Nutrition page of our district website, located under the Parents/Guardians tab.



New Staff



BASD MONTESSORI GUIDE: 1st-3rd Grade

Carolyn Bauer

My name is Carolyn Bauer, and I am excited to be joining the Barron Area Montessori School as the 1st-3rd grade Instructional Guide this year. I grew up in Prentice, WI and moved to Rice Lake when I was 16. I pursued my associate's degree at UW-Barron County and transferred to UW-Eau Claire to complete my bachelor's degree. I graduated in 2020 and am ready to leap into teaching! I am most looking forward to witnessing the growth and the transformation of my students as they learn, live, and interact with the world around them. While not in the classroom, I enjoy hiking, camping, canoeing, writing, reading, singing, and playing guitar.

I lead a young women's small group through my church and enjoy that immensely! One of my favorite quotes is,

"Don't ask yourself what the world needs. Ask yourself what makes you come alive, and go do that. Because what the world needs is people who have come alive," - Howard Thurman

It's my heart to live abundantly, doing the things that make me come alive, and to offer that to the world. I'm looking forward to doing that this year at the Barron School District!

TECHNOLOGY EDUCATION: RMS and BHS

Chris Boland

My name is Chris Boland. I am a licensed Career and Technical Education Teacher in the state of Wisconsin. I graduated from the University of Wisconsin Stout and taught in the district of Luck for six years prior to coming to Barron. I also have experience teaching at Northwest Passage Child and Adolescent Center in Frederic. I live between Luck and Cumberland on a small hobby farm with my wife and two teenage children. We call it "Green Eggs and Lamb" farm. We keep sheep, poultry, bees and a modest garden that provides us with fresh food. My wife Kristin is currently pursuing her Masters of Divinity at Luther Seminary. My daughter Ann is involved in Cross Country, Track, Future Business Leaders of America, and

an Ambassador for 4H. My son Mike is involved in Cross Country, Hockey, Biking, Track, also a 4H Ambassador and loves outdoor adventures. We are also hosting Anna this year who comes to us from Germany with the AYA foreign exchange program. In my spare time, I enjoy anything outdoors including biking, kayaking, sailboarding, rock climbing, camping, fishing, skiing, hockey, and wrenching on our fleet of vehicles. I also like to get on my motorcycle any chance I get! My passion as a teacher is to inspire students to learn, ignite their imagination, and help them find their potential to succeed.



EARLY CHILDHOOD/4K: Ridegland

Amity Mathews

My name is Amity Mathews, and I am excited to work with the BASD as the Early Childhood/4K teacher. I completed my undergrad at UW-Stevens Point, studying Early Childhood Education/Special Education and Music, and went on to receive my Masters in Education from Ohio Dominican University.

Originally from Oshkosh, WI, since getting married, my husband, Ron, and I have lived in a few places throughout the midwest, arriving in Barron in 2017. We share four children (Ella, Avery, Rankin, and Riordan), who are all Barron Bears! As a family, we enjoy exploring state parks, kayaking, reading, movie nights, and ice cream!

I joined the #WeBacktheBears team two years ago as a Technology/Instructional Aide at Woodland, and love working for the district. I am excited

to get back into the classroom full-time, working with such supportive colleagues. It is my goal to help my students experience success in the classroom, while learning that school is a positive and safe place to grow.



DISTRICT SUBSTITUTE

Erik Nelson

My name is Erik Nelson, and I will be a full-time Substitute Teacher for BASD this upcoming school year. I was born and raised in Ladysmith, Wisconsin. I have a degree in Communication from UW-Stevens Point and am currently attending UW-Superior for Elementary Education. My most recent job was working for a parks and recreation department in Georgia. During my free time, I enjoy spending time with my family at our cabin, as well as reading, birding, hunting, fishing, and watching sports. Go Vikings!



New Staff, continued



4K/SPED: Woodland

Raelin Sorensen

My name is Raelin Sorensen, and I will be a 4K/SPED teacher this year at Woodland. I just recently graduated from the University of Wisconsin - Stout with a bachelor's degree in Early Childhood Education with a concentration in Special Education. Part of my student teaching experience was at Woodland in a kindergarten classroom, so I have already been a part of the BASD. I am familiar with the Barron area as I live in Balsam Lake, WI, which is about 45 minutes away. In addition, both my parents grew up in Turtle Lake. I have many

hobbies including fishing, hiking, camping, traveling, being outdoors, and being with my family. I also love to be active and will try any sport that comes my way. The past five years in college I competed in track and field in various events. Another interest of mine is in photography. I am no expert, but I love capturing moments to remember forever. I am so excited to begin this school year and have a classroom of my own, finally! I am thrilled to be with 4K as I have a great passion for that age group, and I am excited to meet new people and begin my teaching career as a Barron Bear!

SPECIAL EDUCATION: RMS

Brandon Thalacker

My name is Brandon Thalacker, and I will be teaching Special Education at Riverview Middle School and will also be the 7th grade boys basketball coach. I was born and raised in Chetek, WI and graduated college from UW-Stout. With two years' experience teaching at the high school level and having subbed for the Barron School District in the past, I knew it was time to get back into the schools and do my part to inspire and motivate the youth of our community. I am excited to be a Golden Bear!



Mentorship



Michele Thome-Program Assistant, Shirley & Howard Whitmore-Founders of the BASD Mentorship Program, Diane Sloan-Program Director



MENTOR PROGRAM

The Barron Area School District Mentoring Program is a school-based mentoring program for students in middle and high school. Mentoring is about building relationships of trust between a young person and an adult for the purpose of providing support, encouragement, and guidance.

Students are matched with community volunteers who serve as mentors for their students with the purpose of providing another positive role model who listens to, supports, and advocates for the child. By being a consistent adult presence

You can be a mentor if:

- you have a genuine interest in youth
- you are tolerant and respectful of individual differences
- you are flexible and patient
- you have good listening skills
- you want to participate in a journey with a child, not “fix” them

COMMITMENT

Mentors commit to meeting with their mentees one hour a week for one school year. Although we ask for a one year commitment, our hope is that mentors will recommit at the end of that year and, if possible, continue through high school graduation.

If you are interested in being a mentor, please contact Diane Sloan, Mentor Coordinator, at 715-537-5627 ext. 139.

in a young person's life, mentors can offer advice, share their life experiences, and help a young person navigate challenges.

Research shows that mentoring provides many benefits for the student with both short and long-term benefits. Mentoring can improve academic performance, school attendance, graduation rates, and attitudes. But, the power of a mentor runs deeper than numbers can show. Showing someone that you believe in them can truly impact a student's potential and change the direction of their life.



“To make a difference in someone's life, you don't have to be brilliant, rich, beautiful, or perfect. You have to care.”

- Mandy Hall

BASD *Retirees*

In the afternoon of the last day of school, we held a beautiful event in order to celebrate our 2020 and 2021 BASD retirees. We are all grateful for the dedication, passion and loving support that all of our retirees have displayed over the decades with our Golden Bears, staff and community.

Most recently retired were our 2020 retirees: Linda Mikunda, Kate Davis and Cindy Frisinger as well as our 2021 retirees: Tim Shearrow, Lynn Emmons, Cathy Amdall, Wendy Levy, Julie Roske, Diane Eriksen and Irv Humphrey.





Upward Bound



Your teen is about to enter a world where having a college degree is crucial for success beyond high school. Upward Bound is a federally-funded, free program that makes college possible. It's designed to help students develop the tools they need to graduate high school and complete college.

ACADEMIC GUIDANCE

We'll help your teen achieve long-term academic success with tutoring, mentorship, and academic advising. We'll also help them prepare for college entrance exams like the ACT and complete their college admission applications.

REAL COLLEGE EXPERIENCE

Students will get a taste of independence with a 5-week summer stay on campus. They will take college classes, learn leadership skills, and stay active with sports, field trips, and volunteering.

FUTURE SUCCESS

We provide practical support that gets youth working toward their goals. With career guidance, interest assessments, and job shadowing, they will explore fields before starting college and have a clear path toward their future.

Visit us on the web at:

<https://fsc-corp.org/programs/upward-bound>

- Download or complete an application
- See where we're located.
- Read inspirational success stories.
- Learn how FSC can help your teen and family!

Or follow us on social!



Visit us on the web at: <https://fsc-corp.org/programs/upward-bound/>

ALAW

Advanced Learning Academy of Wisconsin
K-12 Online School

Why take online classes?

The real question is, “Why not?” A record number of Wisconsin families have enrolled their children in full-time virtual public schools, like Advanced Learning Academy of Wisconsin (ALAW).

This option is a win-win for students who need some reinforcement in a subject (credit recovery) or who want an extra challenge. There are many great reasons to consider this growing option for students:

Online classes are a great way for you to:

1. Have additional flexibility in when and where you learn
2. Strengthen your study and time-management skills
3. Prepare for college
4. Customize your schedule with both onsite and online courses

**Want more information about ALAW’s virtual school
and how online courses may benefit you?**

Contact us at (715) 537-5627 x.152



SUMMER BEAR CUB DEN

Bear Cub Den was open in July and August for the first time offering summer child care. This was a big help for many families who were in need of child care or were looking for something to keep their elementary school child busy over the summer. Some of the fun activities they enjoyed were making playdough, tie-dying, creating art projects, exploring Rockman's Woods and enjoying the local creek.



Bear Cub Den

Before and After-School Care & Wraparound Program

The Bear Cub Den program is designed to provide a safe, supervised, fun, and enriching environment, before and after-school, for children Pre-K through 4th grade. Morning child care runs from 6:00 to 7:45 a.m., and after-school child care runs from 3:15 to 6:00 p.m. Sign up calendars are available online or in the school office. Drop-in care is available for pre-registered families. Children must be pre-registered to attend Bear Cub Den. All forms can be found on the Barron Area School District website or be picked up in the elementary school office. We have plenty of room for those who would like to attend Bear Cub Den. If you need one to five days you can schedule your child based on your family's needs each week and month. Fun for your child... no worries for you!

Wraparound care is available for 4K children enrolled in the district.

Children can attend before or after their 4K school session. Wraparound care is available all day on Fridays.

NEW!
for 21-22

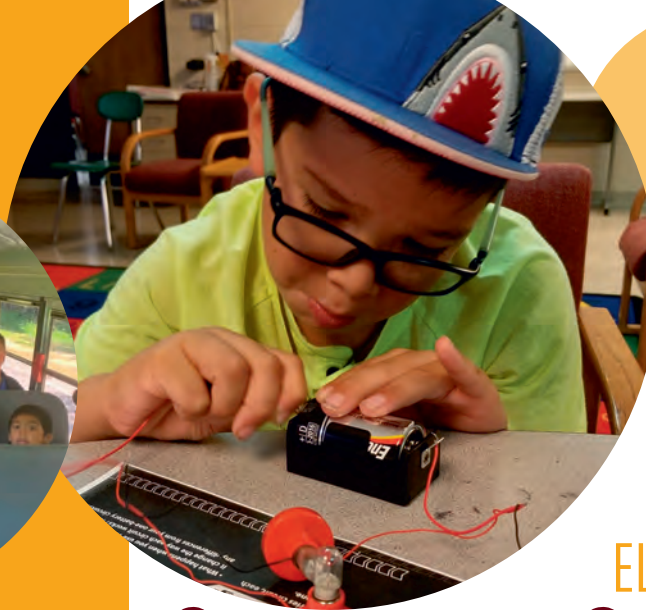
In addition to our regular hours (listed above),
Bear Cub Den will be open on the following teacher inservice days:

October 15 & 18
January 31
February 21
March 11

Bear Cub Den Pricing

Before School: \$4
After School: \$5
4K Wraparound: \$15
Full Day: \$24

For more information contact Lyndsey Kurtz at (715)637-9199 or
cubden@barron.k12.wi.us



There was no shortage of fun in elementary summer school! From fishing to wacky science, BASD students had a blast!

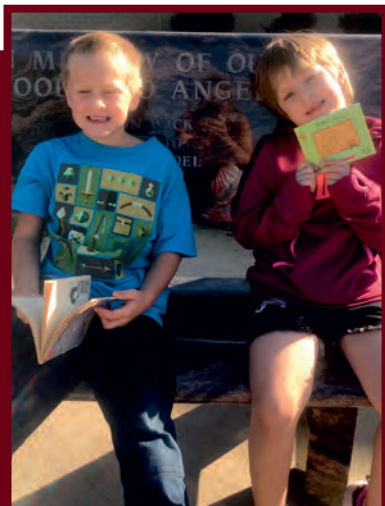


ELEMENTARY Summer School





There will be NO "SUMMER SLIDE" with these amazing students. Mrs. Carr's awesome Barron Golden Bears were reading up a storm in the second session of summer school. It's always a joy watching the children from all different schools get together to learn, have fun, explore, grow, show kindness, and make new friendships. They enjoyed making words with sidewalk chalk and partner-reading with new and old friends under the shade trees at Woodland Elementary School.



Bravo!

April: 7th Grade



Isabell Donica, Sumaya Abdi, June Rihn,
Abdinan Hussein, Mr. Lantz

RMS STUDENT RECOGNITION

It's once again time to start recognizing our outstanding Riverview students with Golden Bear Bravos! These are students that have been nominated for "doing the right thing because it's the right thing to do" and are respectful, responsible, and safe. Each student receives a certificate from the nominating staff member, an A La Carte coupon for a free treat at lunch or breakfast, and an engraved medal! A positive postcard is mailed home to share the good news with their families.

May: 5th Grade



Mrs. Bell, Teagen Janssen, Isabella Anderson,
Isaac Mickelson, Brody Saffert

May: 6th Grade



Isabella Grant, Aidan Rick, Brayden Donica,
Mrs. Horvath, Thorfin Moe

May: 7th Grade



Emily Schofield, Grace Mashak, Emma Goin,
Hailey Fick, Mrs. Danielsen

May: 8th Grade



Nasteho Hashi, Kaafiyo Hassan, Rylin Vruwink,
Chloe Hancock, Mrs. Danielsen

COMMUNITY *Service*



5th Grade:
Korbin Roske



6th Grade:
Zoey Frandsen

Riverview



7th Grade: Lillian Harmon, Baylee Shatley, Reanna Cook



8th Grade: Mia James, Devan Keilholtz, Micahlee Skjerly, Jorey Feidt, Adam Wirth*, Bronson Halverson, Marissa Allen, Hannah Bigler

**Special honors to Adam Wirth for getting his name on the Golden Bear Paw Wall (125+ hours)*



7th Grade: Shawn Holten
8th Grade: Brett McDonough, Bronson Halverson, Drew Scheps, Alex Gevens

Class of 2025: Farewell



The Class of 2025 celebrated their final days at Riverview Middle School with High School Orientation (complete with tours, meeting staff, and a student Q&A panel). Students also had fun at Skate City, the Barron City Pool, Anderson Park (for the annual kickball tournament), an arm wrestling competition, a drive-thru awards ceremony, and a dance (music and photo booth provided by Monster Music DJ Service).

Good luck at BHS, Class of 2025!
You will be missed!





These 8th grade RMS students recreated a picture of themselves that was taken when they were in 4K... 9 years ago! Look for round three in 2025 when they graduate from BHS!

Safety Courses



ATV/SNOWMOBILE SAFETY

The following Riverview Middle School students participated in the DNR-Sponsored ATV and Snowmobile Safety Courses that were offered during summer school. Nurse Doug Schoenke taught the students about basic first aid and survival skills while Deputy Wolfe and Deputy Krahenbuhl discussed Barron County ATV/Snowmobile laws and gave the students Barron County trail maps. Students had the opportunity to complete lessons and take certification tests for both ATV and Snowmobile Safety Courses. The safety classes were taught by Molly Boe, Jon Lantz and Janelle Nelson.



BOATING SAFETY

Riverview Middle School offered a DNR-certified boating safety course during June summer school. Students learned boat safety topics such as equipment requirements, rules and regulations, ethics, responsibility, and basic navigation. Teaching the class was Deputy Andrew Krahenbuhl along with DNR-certified instructors, Jon Lantz, Janelle Nelson and Molly Boe. Special speakers for the class were Deputy

Tony Weigand, DNR Warden Josh Loining, and Deputy Jeff Wolfe. The students enjoyed seeing the Barron County Sheriff's Department boat that is used for water patrol.

HUNTER EDUCATION

Riverview Middle School offered their last DNR safety course during their summer school offerings. The Hunter Safety course taught the students the knowledge and skill to be responsible and safe hunters. Hunter responsibility, ethics, and safety were stressed throughout the class which consisted of lectures, demonstrations, handling of firearms and individual assignments. Special speakers included Neal Herrman on turkey calls and turkey hunting, Nurse Doug Schoenke on first-aid, and DNR Warden Josh Loining on hunting regulations. Teaching the course were Molly Nyhus, Janelle Nelson, Jon Lantz and Deputy Andy Krahenbuhl.







Welcome to Riverview

5TH GRADE ORIENTATION

Riverview Middle School staff and students are excited to welcome the class of 2028! Incoming 5th graders have been busy with tours, lockers, scavenger hunts, team building activities, and more. Mrs. Beckendorf, Mr. Mettner, and Mrs. Schneider worked with students all week to prepare them for all of the exciting and new things RMS has to offer!



Orientation, continued





**BOYS & GIRLS CLUBS
OF AMERICA**

RIVERVIEW MIDDLE SCHOOL

3:15 - 6:00 p.m. Monday-Friday

Cost: Free for Riverview Students

-
- Programs and Activities Daily including Homework Help
 - Dinner and Snack Provided
 - Late Bus is Available

Membership Forms are available in the Riverview Office.

Employment Opportunity

Barron County Boys & Girls Club is now hiring for an additional Riverview Site Worker. For more information, please contact Travis Austad at travis@bgcbarroncounty.org or call the BGC main number at 715-736-7445.



BOYS AND GIRLS CLUB SITE DIRECTOR

Meet Maranda Peltier

My name is Maranda Peltier, I am the site director for the Boys & Girls Club at Riverview Middle School. I am a 1993 Barron graduate and grew up on a dairy farm just south of Ridgeland. I have 5 children and currently live in Prairie Farm. I enjoy many activities including gardening-indoors and out- hiking, kayaking, snowshoeing, and I recently learned to cross country ski. After a fulfilling 21 year career in healthcare, I am so excited to join the very important world of education, mentorship and child advocacy. Please feel free to reach out with any questions or concerns by emailing me at peltierma@barron.k12.wi.us

Volleyball Team Gives Back



The Barron High School Girls Volleyball team recently donated their time to the Boys and Girls Club “Harvest For The Club” fundraising event. The girls waitressed and served 210 guests a five course meal! Along with the coaches, Brooke Halverson, Jennifer Miller, and April Severson, RMS Boys and Girls Club Director Maranda Peltier and Linda Mikunda supervised the team.



**BOYS & GIRLS CLUBS
OF AMERICA**



Barron Golden Bear Volleyball pre-season is in full swing, and we have high expectations entering the 2021-22 season. After enduring a shortened season last fall and not being able to play any non-conference games, to say we are excited for a more "normal" season would be an understatement. The girls have been working hard all summer, and it is so rewarding seeing their hard work pay off at practice. Our first home match is on Thursday, September 9th, and we are looking forward to a packed gym to cheer us on!

Ready for the Season!



ATTENTION JUNIORS AND PARENTS OF JUNIORS

** Important Information **

October 13, 2021
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

UPCOMING EVENTS

September 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Required Teacher Inservice	2 First Day of School BSCR: @ St Croix Falls CC: 4:30 @ Spooner GTN: @ Ashland VB: Tri @ Altoona	3 FB: Bloomer	4
5	6 NO SCHOOL Labor Day 1:00 Ridgeland Fair Parade	7 5:30 Almena ACE Mtg BSCR: Menomonie C Team FB: @ Bloomer GGF: Superior VB: Quad @ Chetek GTN: Mondovi	8	9 BSCR: Washburn/Bayfield CC: 4:00 @ Bloomer MSFB: Hayward VB: Regis GTN: @ Rice Lake	10 FB: @ Northwestern GGF: Chetek-Weyer	11 1:00 Barron Fall Fest Parade GTN: Quad @ Baldwin-Woodville VB: Quad @ Osceola
12 4:30 Policy/Personnel Cmte Mtg 6:00 Finance/Facility Cmte Mtg C Team FB: Northwestern GGF: @ St Croix Falls GTN: @ Unity MSVB: @ Bloomer	13	14 6:45 am Curriculum/Tech Cmte Mtg 5:30 BAMS Board Mtg 6:00 R-D Parent's Club Mtg BSCR: @ Ashland MSFB: @ Cumberland VB: Cameron	15 Almena Picture Day	16 R-D Picture Day WDLD PTA Fundraiser Kick Off BSCR: @ McDonnell Central CC: 4:00 @ Chetek-Weyer GGF: Cumberland MSVB: Cumberland VB: @ St Croix Falls GTN: Regis	17 FB: Cumberland POW-MIA Recognition Day U.S. Constitution Day	18 GTN: Bloomer & Unity
19 6:30 School Board Mtg C Team FB: @ Cumberland GGF: @ Hayward VB: C Team Tri @ Hayward	20	21 6:00 WDLD PTA Mtg CC: 4:30 Home Invite GTN: @ Osceola MSFB: Spooner MSVB: Hayward BSCR: @ Cumberland VB: @ Cumberland	22 GGF: Conference @ Cumberland 1 st Day of Autumn	23 BSCR: Hayward MSVB: @ Ladysmith VB: Ashland	24 FB: @ Spooner	25 BSCR: @ Osceola GTN: Ashland & Ellsworth
26 C Team FB: Spooner MSVB: @ Spooner	27 BSCR: St Croix Falls CC: 4:00 @ Cumberland MSFB: @ Ladysmith VB: Ladysmith WDLD PTA Fundraiser Ends	28	29	30 BSCR: @ Spooner GTN: @ Bloomer VB: @ Hayward	Theme of the Month: Respect & Responsibility	



UPCOMING EVENTS

October

2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 FB: St Croix Falls	2 VB: Varsity & JV @ New Richmond
3	4	5	6	7	8	9
BHS Homecoming Week						
FCCLA Glow Run	BSCR: Somerset C Team FB: @ St Croix Falls MSVB: Cameron VB: JV & C Team @ Cumberland	5:30 Almena ACE Mtg 6:00 R-D Parent's Club Mtg BSCR: @ Washburn CC: 4:00 @ Hayward MSFB: @ Cameron MSVB: St Croix Falls VB: @ Northwestern <i>World Teacher's Day</i>		BHS, WDLD, RVMS Picture Retakes BSCR: Ashland	FB: Cameron Homecoming Game	Homecoming Dance <i>Leif Erickson Day - USA</i>
10	11	12	13	14	15	16
	4:30 Policy/Personnel Cmte Mtg 6:00 Finance/Facility Cmte Mtg C Team FB: @ Cameron <i>Columbus Day</i>	6:45 am Curriculum/Tech Cmte Mtg 5:30 BAMS Board Mtg BSCR: St Croix Central CC: @ Ashland MSFB: St Croix Falls MSVB: @ Rice Lake VB: Spooner	BHS: PSAT Test	4-7 P/T Conferences R-D & Almena Picture Retakes MSVB: Chetek-Weyer VB: @ Chetek-Weyer WDLD: Grandparents & Goodies	NO SCHOOL 8 am - 4 pm P/T Conferences FB: @ Chetek-Weyer	
17	18	19	20	21	22	23
	NO SCHOOL Require Teacher Inservice 6:30 School Board Mtg @ RD					<i>National Mole Day - USA</i>
24	25	26	27	28	29	30
<i>Halloween</i>	7:00 HS Band/Choir Concert @ BHS Gym			WDLD PTA Fundraiser Pick-Up		Theme of the Month: Self-Control /Patience
31						



UPCOMING EVENTS

November 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
		5:30 Almena ACE Mtg 6:00 R-D Parent's Club Mtg		BHS Musical		
				Middle School Shell Honors Band	End of 1 st Quarter	
7	8	9	10	11	12	13
BHS Musical	4:30 Policy/Personnel Cmte Mtg 6:00 Finance/Facility Cmte Mtg GB: 1 st Practice	6:45 am Curriculum/Tech Cmte Mtg 5:30 BAMS Board Mtg MSBB: Cameron		Veterans Day 8:20 am – BHS 9:00 am – WDL 10:00 am – RVMS 10:30 am – Almena 2:00 – R-D		
Daylight Savings Time Ends				MSBB: @ Bloomer		
14	15	16	17	18	19	20
6:00 School Board Mtg @ Almena 7:00 7 th & 8 th Gr Band/Choir Concert @ RVMS Gym BB: 1 st Practice		6:00 WDL PTA Mtg MSBB: @ Spooner	4K @ WDL: No School BAMS: No School Child Development Day	1:30 & 7:00 WDL/R-D 3 rd Gr Program @ BACC MSBB: Cumberland	HKY: DC Everest	
		International Day of Tolerance				
21	22	23	24	25	26	27
		1 st Trimester Ends	NO SCHOOL – Thanksgiving Break			
				Thanksgiving Day		
28	29	30				
2 nd Trimester Starts		BB: Osceola GB: @ Somerset			Theme of the Month: Citizenship/Patriotism	



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. 106 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 (Grades K-5)	Middle School (Grades 6-8)	High School (Grades 9-12)
<ul style="list-style-type: none"> Woodland Elementary School Admission Center Elementary School 	<ul style="list-style-type: none"> Beaverton Middle School Advanced Learning Academy of Wisconsin Virtual Charter School 	<ul style="list-style-type: none"> Barron High School Advanced Learning Academy of Wisconsin Virtual Charter School South Side Academy
<ul style="list-style-type: none"> Barron Area Magnet School (BAMS) (K-12) School (ages 4-11) 		
<ul style="list-style-type: none"> Advanced Learning Academy of Wisconsin Virtual Charter 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 (2 Full Days or 4 Half Days per week)
- AGR (Achievement Gap Reduction) Approved Classes (KG- 3rd will not exceed 18 students)
- Multiage Classroom
- 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, Early Childhood Development, Ag Genetics, Applied Math)
- 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, Metals, Algebra I & II, Woods & Advanced Woods.
- 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 to 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 to 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
- 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
2018-2019

- 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: Meets Expectations per Accountability Report
- Ridgeland Elementary School: Exceeds Expectations per Accountability Report
- Almena 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. 413.

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

School districts receiving funding under Title I are required under ESSA 20 U.S.C. section 6312(e)2A to notify parents they may request information regarding any state or local district policy regarding student participation in any assessments mandated by law or the school district. Please contact the building's principal should you wish to receive such information.

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 P9 - 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/lssearch.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
massiet@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.



Congratulations Class of 2021