

## **Monticello School District Notices to Parents/Guardians**

### **ACADEMIC STANDARDS**

The School District of Monticello's grade level and subject area curriculum is aligned to the Wisconsin Model Academic Standards and the Common Core State Standards. Wisconsin Academic Standards identify what students should know and be able to do in the classroom for each content area by the end of grade 4, 8, and 12. The Common Core State Standards outline what students need to know and be able to do in English/Language Arts (K-5 and 6-12), Mathematics (K-12), Literacy in History/Social Studies (6-12), Literacy in Science (6-12), and Literacy in Technical Subjects (6-12). Standards are used as the foundation for teaching and learning. Educators identify and communicate specific goals for daily instruction. These goals are learning targets that highlight essential skills and concepts.

**Approved by the Board of Education July 8, 2020**

### **ASBESTOS MANAGEMENT PLAN**

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 Monticello 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 Monticello School District were inspected by EPA accredited inspectors and samples were analyzed by an independent laboratory. Based on the inspection, the school prepared, and the state approved, a comprehensive management plan for handling the asbestos located within its buildings safely and responsibly.

Furthermore, the Monticello School District has completed their 3-Year Re-inspection required by AHERA. Our district buildings, where asbestos-containing materials were found, are under repair, removal and Operations and Maintenance.

Federal law requires a periodic walk-through (called "surveillance") every six months of each area containing asbestos. In addition, the law requires all buildings to be re-inspected every three years after a management plan went into effect. 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 district's designated person before commencing work to be given this information.

The Monticello School District has a list of the location(s) and type(s) of asbestos containing materials found in the school building and a description and time-table for their proper management. A copy of the Asbestos Management Plan is available for review in the school office. Copies are available at 25 cents per page. Questions related to the plan should be directed to District Administrator Allen Brokopp, 938-4194.

### **CHILD NUTRITION PROGRAMS**

**8531 - FREE AND REDUCED-PRICE MEALS**

The Board recognizes the importance of good nutrition to each student's educational performance.

The Board shall provide eligible children with breakfast and lunch at a reduced rate or at no charge to the student.

Children, eligible for free or reduced-price meals, shall be determined by the criteria established by the Child Nutrition Program. These criteria are issued annually by the Federal government through the Wisconsin Department of Public Instruction.

The Board designates the District Administrator to determine in accordance with Board standards, the eligibility of students for free and/or reduced-price meals.

The schools shall annually notify all families of the availability, eligibility requirements, and/or application procedure for free and reduced-price meals by distributing an application to the family of each student enrolled in the school and shall seek out and apply for such Federal, State, and local funds as may be applied to the District's program of free and reduced-price meals.

### **Nondiscrimination Statement**

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- A. Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- B. Fax: (202) 690-7442; or
- C. E-mail: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

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## 8500 - FOOD SERVICES

The Board shall provide cafeteria facilities in all school buildings where space permits, and will provide food service for the purchase and consumption of lunch for all students.

The Board shall also provide a breakfast program in accordance with procedures established by the Department of Public Instruction.

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current USDA's school meal pattern requirements and the USDA Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. Further, the food-service program shall comply with Federal and State regulations pertaining to the fiscal management of the program as well as all the requirements pertaining to food service hiring and food service manager/operator licensure and certification. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

The Board shall approve and implement nutrition standards governing the types of food and beverages that may be sold on the premises of its schools and shall specify the time and place each type of food or beverage may be sold. In adopting such standards, the Board shall:

- A. consider the nutritional value of each food or beverage;
- B. consult and incorporate to the maximum extent possible the dietary guidelines for Americans jointly developed by the United States Department of Agriculture (USDA) and the United States Department of Health and Human Services; and
- C. consult and incorporate the USDA Smart Snacks in School nutrition guidelines.

No food or beverage may be sold on any school premises except in accordance with the standards approved by the Board.

In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

Substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a health care provider who has prescriptive authority in the State of Wisconsin has provided medical certification that the student's medical condition restricts his/her diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. To qualify for such substitutions the medical certification must identify:

- A. the student's medical condition or symptoms of a condition that restricts one (1) or more major life activity or function;
- B. an explanation of how the condition or symptom affects the student's diet; and

- C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

The District may provide a student with a substitute meal without any certification provided that the meal still meets the USDA meal pattern for reimbursement.

Lunches sold by the school may be purchased by students and staff members and community residents in accordance with the rules of the District's school lunch program.

The operation and supervision of the food-service program shall be the responsibility of the Taher Inc. Food Service Manager. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

A periodic review of the food-service accounts shall be made by the Taher Inc. Food Service Manager. Any surplus funds from the National School Lunch Program shall be used to reduce the cost of the service to students or to purchase cafeteria equipment. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectable are also unallowable. District efforts to collect bad debt shall be in accordance with Policy 6152 - Student Fees, Fines, and Charges.

Bad debt is uncollectable/delinquent debt that has been determined to be uncollectable no sooner than the end of the school year in which the debt was incurred ( ) and after the District Administrator determines that sufficient reasonable effort and approaches to collecting the debt have been made. If the uncollectable/delinquent debt cannot be recovered by the School Meals Program in the year when the debt was incurred, then this is classified as bad debt. Once classified as bad debt, non-Federal funding sources must reimburse the NSFSA for the total amount of the bad debt. The funds may come from the District general fund, State or local funding, school or community organizations such as the PTA, or any other non-federal source. Once the uncollectable/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements in 7 CFR 210.9(b) (17) and 7 CFR 210.15(b).

### **Negative Account Balances**

Students will be permitted to purchase meals from the District's food service using either cash on hand or a food service account. A student may be allowed to incur a negative food service account balance subject to the following conditions.

Students may be permitted to accumulate negative food service account balance as determined by the District Administrator. The District Administrator shall determine the manner of determining permissible account balances by grade level. A student shall not be permitted to purchase a la carte items without sufficient account balance or cash on hand.

A student who has exceeded the permissible negative balance amount in his/her account and does not have cash on hand sufficient to purchase a meal will be provided an alternative meal, subject to USDA guidelines applicable to alternative meals. The District Administrator shall, in coordination with the District's food services, assure that any alternative meals provided to any student receiving paid or reduced-price meals that is either claimed for reimbursement or charged to the student account, meets all of the requisite USDA guidelines for alternative meals.

This policy and any implementing guidelines shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year. The policy and implementing guidelines will also be provided to all District staff with responsibility for enforcing the policies.

The food-service program may participate in the "Farm to School Program" using locally grown food in school meals and snacks.

No foods or beverages, other than those associated with the District's food-service program, are to be sold during food-service hours.

The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Any competitive food items and beverages that are available for sale to students a la carte in the dining area between midnight and thirty (30) minutes following the end of the school day shall also comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines, and may only be sold in accordance with Board Policy 8550. Foods and beverages unassociated with the food-service program may be vended in accordance with the rules and regulations set forth in Board Policy 8540.

The District Administrator will require that the food service program serve foods in the schools of the District that are wholesome and nutritious and reinforce the concepts taught in the classroom.

The District Administrator is responsible for implementing the food service program in accordance with the adopted nutrition standards and shall provide a report regarding the District's compliance with the standards at one of its regular meetings annually.

### **Nondiscrimination Statement**

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- A. Mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;
- B. Fax: (202) 690-7442; or

C. E-mail: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

All verbal or written civil rights complaints regarding the school nutrition programs that are filed with the District must be forwarded to the Civil Rights Division of USDA Food and Nutrition Service within three (3) days.

## **EDUCATION OF HOMELESS CHILDREN AND YOUTH**

### **ANNUAL NOTICE**

#### **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 Monticello 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 Allen Brokopp, homeless liaison for the Monticello School District, at (608) 938-4194 or [abrokopp@monticello.k12.wi.us](mailto:abrokopp@monticello.k12.wi.us) for additional information about the rights and services described above.**

## 2414 - HUMAN GROWTH AND DEVELOPMENT

The Board of Education directs that students receive instruction in human growth and development, consistent with Chapter 118.019(2) Wis. Stats, to include the following:

A. Medically accurate and age-appropriate instruction in the following topics:

1. the importance of communication about sexuality between the student and the student's parents or guardians
2. reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation
3. puberty, pregnancy, parenting, body image, and gender stereotypes
4. the skills needed to make responsible decisions about sexuality and sexual behavior throughout the student's life, including how to refrain from making inappropriate verbal, physical, and sexual advances and how to recognize, rebuff, and report any unwanted or inappropriate verbal, physical, and sexual behaviors
5. the benefits of and reasons for abstaining from sexual activity

Instruction under this subdivision shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections and shall identify the skills necessary to remain abstinent.

6. the health benefits, side effects, and proper use of contraceptives and barrier methods approved by the Federal Food and Drug Administration to prevent pregnancy and barrier methods approved by the Federal Food and Drug Administration to prevent sexually transmitted infections
7. methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress
8. how alcohol and drug use affect responsible decision making
9. the impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality
10. adoption resources, prenatal care, and postnatal supports
11. the nature and treatment of sexually transmitted infections

B. use instructional methods and materials that do not discriminate against a student based upon the student's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active

students or children with disabilities

- C. address self-esteem, personal responsibility, healthy relationships, and positive interpersonal skills, with an emphasis on healthy relationships
- D. identify counseling, medical, and legal resources for survivors of sexual abuse and assault, including resources for escaping violent relationships

The District Administrator will ensure that any instruction provided under this policy also includes instruction in the same year, when age-appropriate, that fulfills the requirements of Chapter 118.019(2r) Wis. Stats. as listed below:

- A. presents abstinence from sexual activity as the preferred choice of behavior for unmarried students;
- B. emphasizes that abstinence from sexual activity before marriage is the only reliable way to prevent pregnancy and sexually transmitted diseases, including human immunodeficiency virus and acquired immunodeficiency syndrome;
- C. provides instruction in parental responsibility and the socioeconomic benefits of marriage for adults and their children;
- D. explains pregnancy, prenatal development, and childbirth;
- E. explains the criminal penalties for engaging in sexual activities involving a child under Ch. 948;
- F. explains the sex offender registration requirements under Section 301.45;

Instruction under this paragraph shall include who is required to report under S. 301.45, what information must be reported, who has access to the information reported, and the implications of being registered under Section 301.45.

- G. provides medically accurate information about the human papillomavirus and the human immunodeficiency virus and acquired immunodeficiency syndrome.

The Board authorizes the curriculum to include separating students on the basis of gender as determined by the Committee.

A citizens' advisory committee shall be established, in accordance with Board Policy 9140 and 118.019(5), Wis. Stats., in order to ensure the effective participation of staff, parents, health-care professionals, members of clergy, and other residents of the District in the design and implementation of this program area.

The District shall provide parents annually with an outline of the human growth and development program used in their child's grade level as well as information regarding how the parent may inspect the complete program and instructional materials. Prior to use in the classroom, the program shall be made available to parents for inspection.

The District shall notify the parents, in advance of the instruction and give them an opportunity, prior to instruction, to review the complete program and instructional materials and of their right to have their child excused from the



instruction. The notice shall state that in the event a student is excused, that student will still receive instruction under Wis. Stat. 118.01(2)(d)2c unless exempted and under Wis. Stat. 118.01(2)(d)8.

### **MENINGOCOCCAL DISEASE INFORMATION (MENINGITIS)**

The State of Wisconsin has asked that we share information with parents about a potentially deadly disease that disproportionately affects teens. Public health authorities recommend that teenagers and college-bound students be immunized against a bacterial infection called meningococcal disease, a type of meningitis.

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

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

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

#### **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 websites:

Center for Disease Control and Prevention: [meningitis disease](#)

Wisconsin Department of Health Services:

<https://www.dhs.wisconsin.gov/invasive-bacteria/meningitisviralbacterial.htm>

National Association of School Nurses:

- [Voices of Meningitis](#)
- [Meningitis Foundation of America](#)
- [National Meningitis Association](#)
- [American Academy of Family Physicians](#)
- [American Academy of Pediatrics](#)

### **PARENT ACCESS TO THE CURRICULUM**

Parents/guardians may inspect, upon request, any instructional material used as part of the educational curriculum for students. In addition, parents/guardians may deny their child's participation in certain District educational programs or activities in accordance with state and federal laws and regulations. (See Board Policy 5105.00 – Student Privacy for specific examples.) Parents/guardians requesting that their child not participate in any aspect of the curriculum should submit their request in writing to the building principal or designee. Such requests will be reviewed in a timely manner and the exemption granted unless the request violates a state or federal guideline.

### **PROGRAMS FOR ENGLISH LANGUAGE LEARNERS**

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

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

For a student not identified as limited English proficient prior to the beginning of the school year, the District must notify parents within the first two weeks of the child being placed in such a program.

Information will be provided to parents on how they can: 1) Be involved in the education of their children, 2) Be active participants in assisting their children to attain English proficiency; 3) Achieve at high levels within a well-rounded education and 3) Meet challenging academic standards expected of all students.

In accordance with federal law, a student shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status.

## **PUBLIC RELEASE OF STUDENT INFORMATION**

The Monticello Board of Education has designated the following student record information as directory data:

Student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received and the name of the school most recently attended by the student.

Directory data may be disclosed to any person UNLESS the adult student, or the parent or guardian of a minor student, informs the school in writing within 14 days of this notice that all or any part of the directory data may not be released without the prior consent of the adult student, parent or guardian.

In accordance with 20 U.S.C. §7908 and 10 U.S.C. § 503, high school students and their parents/guardian may also request that the student's name, address and telephone listing not be released to military recruiters or institutions of higher education without prior written consent.

The District Board for the VTAE district in which the Monticello Public Schools is located shall, upon request, be provided with the names of students who are expected to graduate in the current school year unless written refusal of such release is received.

All questions and written requests to restrict release of all or part of a student's directory data should be directed to District Administrator Allen Brokopp (938-4194) within 14 days of receipt of this notice.

Monticello Public School District Office  
334 S. Main Street, Monticello  
Wisconsin 53570

## **SCHOOL ACCOUNTABILITY AND EDUCATIONAL OPTIONS**

### **EDUCATIONAL OPTIONS**

The Monticello School District's general education programs offer a comprehensive curriculum, aligned to the Wisconsin's state academic standards and the common core standards for Math and English Language Arts. Universal instruction is provided to meet grade level and content area learning expectations. In order to meet the needs of all learners, additional learning options and opportunities are available. These academic programs and services ensure that students have access to the appropriate level of support to extend and enrich their learning experience. In this way there is increased potential for every student to reach academic success.

The Monticello School District offers the following programs: Advanced Learner; Career and Technical Education; Dual Enrollment courses with technical colleges and universities; Course Options; Early Childhood Education; 4 Year Old Kindergarten; Multi-level system of support; Online Learning; Open Enrollment; Special Education; Telepresence Opportunities; Summer School; Title One; Youth Apprenticeships; Youth Options

## **SCHOOL NUTRITION AND WELLNESS POLICY**

## 8510 - WELLNESS

As required by law, the Board of Education establishes the following wellness policy for the Monticello-School District as a part of a comprehensive wellness initiative.

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Furthermore, research suggests that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

Schools alone, however, cannot develop in students healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board sets the following goals in an effort to enable students to establish good health and nutrition choices to:

1. promote nutrition education with the objective of improving students' health and reducing childhood obesity;
2. improve the health and well-being of our children, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits;
3. promote nutrition guidelines, a healthy eating environment, child nutrition programs, and food safety and security on each school campus with the objective of promoting student health and reducing childhood obesity;
4. provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physically active lifestyle;
5. promote the health and wellness of students and staff through other school based activities.

**Public Involvement** - The District Administrator shall obtain the input of District stakeholders, to include parents, students, representatives of the school food authority, educational staff (including physical education teachers), school health professionals, members of the public, and other school administrators in the development, implementation, evaluation, and periodic update, if necessary, of the wellness policy.

The wellness committee shall be an administrative committee with members recruited and appointed by the District Administrator. The District Administrator shall be responsible for accomplishing the following:

1. assess the current environment in each of the District's schools;
2. measure the implementation of the District's wellness policy in each of the District's schools;

3. review the District's current wellness policy;
4. recommend revision of the policy, as necessary; and
5. present the wellness policy, with any necessary revisions, to the Board for approval or re-adoption if revisions are necessary.

**Policy Leadership** - The District Administrator will oversee development, implementation, and evaluation of the wellness procedures.

The District Administrator shall conduct reviews of the progress toward school wellness procedures, identify areas for improvement, and recommend revision of procedures as necessary.

Before the end of each school year the wellness committee shall submit to the District Administrator and Board their report in which they describe the environment in each of the District's schools and the implementation of the wellness policy in each school, and identify any revisions to the policy the committee deems necessary.

The District Administrator or a designee of the wellness committee shall report annually to the Board on the District's wellness programs, including the assessment of the environment in the District, evaluation of wellness policy implementation District-wide, and the areas for improvement, if any, identified. The District Administrator or a designee of the wellness committee shall also report on the status of compliance by individual schools and progress made in attaining goals established in the policy.

**Nutrition Education** - Nutrition education shall be included in the Health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives. Nutrition education shall be integrated into other subject areas of the curriculum, when appropriate, to complement, but not replace, the standards and benchmarks for health education.

**Physical Activity** - A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the physical education academic content standards and benchmarks adopted by the State. Teachers properly certificated/licensed in the subject area of physical education shall provide all instruction in physical education. All students in grades 7-12 shall have the opportunity to participate in interscholastic sports programs.

**Other School-Based Strategies for Wellness** - As appropriate, schools shall support students, staff, and parents' efforts to maintain a healthy lifestyle. Additionally, the district will implement optional wellness activities for staff.

**Nutrition Promotion** - The schools shall schedule mealtimes so there is minimum disruption by bus schedules, recess, and other special programs or events. The school shall provide attractive, clean environments in which the students eat.

## **School Meals**

1. In accordance with Policy 8500, entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.
2. As set forth in Policy 8531, entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).
3. The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well.

Foods sold outside of the school meals program:

1. All food and beverages sold and served outside of the school meal programs (“competitive” foods and beverages) shall, at a minimum, meet the standards established in USDA’s Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. The standards are available at <http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks>.
2. The District allows up to two exempt fundraisers per school per year. All other fundraisers sold during the school day will meet the Smart Snacks nutrition standards. No restrictions are placed on the sale of food/beverage items sold outside of the school day

### **Foods Provided but Not Sold**

The District encourages foods offered on the school campus meet or exceed the USDA Smart Snacks in School nutrition standards including those provided at celebrations and parties and classroom snacks brought by staff or family members.

**Update/Inform the Public** - The District Administrator shall be responsible for informing the public, including parents, students and community members, on the content and implementation of this policy. In order to inform the public, the District Administrator shall post the wellness policy on the District’s website, including the assessment of the implementation of the policy prepared by the District.

**Triennial Assessment** - Review of this policy shall occur at least every three (3) years, by a committee appointed by the Board, consisting of a representative(s) of the Board, the administration, the food service provider, the parents, the students, and the public. The committee shall provide the Board with any recommended changes to this policy.

### **SECTION 504 OF THE REHABILITATION ACT OF 1973**

Section 504 is an Act which prohibits discrimination against persons with a handicap in any program receiving federal financial assistance. The Act defines a person with a handicap as anyone who:

- Has a mental or physical impairment which substantially limits one or more major life activities (including caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
- Has a record of such impairment; or
- Is regarded as having such impairment.

In order to fulfill its obligation under Section 504, The Monticello School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against a person with a handicap will knowingly be permitted in any of the programs and practices within the school district.

For more information or to file a grievance, please contact:

Director of Pupil Services  
Monticello School District  
334 South Main Street  
Monticello, WI 53570

### **SPECIAL EDUCATION-REFERRAL AND EVALUATION PROCEDURES**

The Monticello School District provides a full range of Special Education programs as required by state and federal law. This includes programs and services for children with learning, cognitive, emotional, physical, hearing, vision, and speech and language disabilities, as well as students with autism, traumatic brain injury and other health impairments. It is our intention to provide all children (ages 3-21) with disabilities a free and appropriate education in the least restrictive environment. To ensure this, we make every effort to identify children who may have special needs through a variety of means. If you feel you have a child with one or more of the above disabilities who is not currently receiving services, or if you have questions regarding Special Education, contact the school at 938-4194.

#### **Special Education - Child Find Activities**

The school district has a duty to locate, identify, and evaluate all resident children with special educational needs, regardless of the severity of their disability. Therefore, the school district has a screening program to locate and screen all children suspected of having disabilities who are residents of the district and who have not graduated from high school. The school district locates and screens children in the following groups: children below school-entry age; children entering school for the first time; children currently enrolled in public and private schools; all transfer students; school-age children who are eligible to attend school but who are not attending school and who are residents of the district. Upon request, the school district will screen any child to determine whether a special education referral is appropriate. For further information, contact the school at 938-4194.

#### **Special Education Services for 3-Year-Olds**

Wisconsin school districts are required to provide early intervention services for children beginning at the age three. Referrals for services come to the school district from physicians, parents and county Birth to Three agencies. The Monticello School District may also refer a child following Child Development Day. If you have a concern regarding your child's development (speech and language, fine or gross motor skills, cognition or behavior), please contact the school. Early intervention services are currently provided in the district's Early Childhood program. For further information, contact the school at 938-4194.

#### **Special Education Records**

Under the Individuals with Disabilities Education Act, a school district must inform the parents of a child with a disability when personally identifiable information is no longer needed to provide educational services to a child. When a student graduates or ceases to be enrolled in the district, parents/guardians will be notified they may request that information no longer needed be destroyed. At this time, the district is able to destroy the special education records of any students who graduated in May, 2010 or earlier. IEP records, evaluation reports and placement notices are routinely kept for five years following graduation unless a parent/guardian requests in writing that they be destroyed. For further information, contact the school at 938-4194.

### **STUDENT ATTENDANCE**

The Board of Education encourages a strong partnership between the home, school and community. It recognizes a positive relationship between good school attendance and success in school and employment. If student learning

and growth are to take place, parent(s)/guardians, students and school personnel must recognize their responsibilities to assure regular attendance. State law requires every child between six and eighteen years of age to be in school unless he/she:

- is excused temporarily for physical or mental reasons, or other reasons defined by the Board;
- has graduated;
- has been authorized to attend an alternative educational program; or
- has been excused by his/her parent(s)/guardian prior to an absence in accordance with state law.

It is the responsibility of any person having under his/her control such a child to ensure regular attendance during the full period and hours that school is in session until the end of the quarter or semester of the school year in which the child becomes eighteen years of age.

It is the responsibility of the parent(s)/guardian to notify the school of student absences in accordance with established district procedures. When students are absent from school, parent(s)/guardians assume full responsibility for their activities. It is the responsibility of the principal or designee to determine whether the absence is excused or unacceptable.

Parents have the right to request the school board to provide program or curriculum modifications as outlined in section 118.15 (1)(d) of the state statutes. The school board shall render its decision, in writing, within 90 days of a request, except that if the request relates to a child who has been evaluated by an individualized education program team and has not been recommended for special education, the school board shall render its decision within 30 days of the request. If the school board denies the request, the school board shall give its reasons for the denial.

Review Board Policy 5200.00 – Student Attendance published in student handbooks and posted on the district website for more information.

## **STUDENT NONDISCRIMINATION NOTICE**

### STUDENT NONDISCRIMINATION NOTICE

The Monticello School District prohibits all forms of unlawful discrimination against students and other persons in all aspects of the District's programs and operations. Accordingly, consistent with section 118.13 of the state statutes, no person shall unlawfully 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, sexual orientation, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, or physical, mental, emotional or learning disability. The District likewise requires and enforces nondiscrimination in a manner consistent with the rights and obligations established under all applicable federal civil rights laws, including the current provisions of Titles IV and VI of the Civil Rights Act of 1964 (race, color, religion, sex, or national origin), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act (disability), the Americans with Disabilities Act (including Title II of the ADA, which prohibits discrimination on the basis of disability in state and local government services), and the civil rights provisions associated with the District's participation in federal meal programs.

All District career and technical education opportunities are offered to students on a nondiscriminatory basis. Additional information regarding such program offerings and the applicable admission/participation criteria can be obtained on the District's website or by contacting any school's guidance office.

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent or guardian) as identified under federal law shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the District. Homeless children and youth shall not be required to attend a separate school or program for homeless children



and shall not be stigmatized by school personnel.

The District shall provide legally-required accommodations and appropriate educational services or programs for students who have been identified as having a disability, regardless of the nature or severity of the disability. The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for religious accommodations shall be made in writing and approved by the building principal.

The District shall provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, and release time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

When acceptable to the complaining party, the District encourages informal resolution of discrimination complaints and related concerns. However, a formal complaint resolution procedure is available to address allegations of unlawful discrimination and/or any alleged violation of the District's equal educational opportunities policies.

Any questions concerning this notice, the District's nondiscrimination and equal educational opportunities policies, policy compliance, or the District's complaint procedures may be directed to:

Monticello School District Equity Coordinator  
334 South Main Street  
Monticello, Wisconsin 53570  
608-938-2797

Discrimination related complaints may be filed with the Equity Coordinator. The Equity Coordinator also serves as the District's Title IX Coordinator (sex discrimination and sexual harassment issues and complaints) and Section 504 and Americans with Disabilities Act Coordinator (disability rights and disability-based discrimination issues) for all student and all non-employment related matters. By following all required procedures and timelines, complaints of unlawful student discrimination may also be filed externally with the Wisconsin Department of Public Instruction, the Chicago office of the U.S. Department of Education's Office for Civil Rights, or, in appropriate circumstances, with any state or federal court or other agency of competent jurisdiction. Further information regarding District non-discrimination policies and procedures is available at [www.monticello.k12.wi.us](http://www.monticello.k12.wi.us).

Monticello School District Discrimination-related complaints may be filed with the Compliance Officer. The Compliance Officer also serves as the District's Title IX Coordinator (sex discrimination and sexual harassment issues and complaints) and Section 504 and Americans with Disabilities Act Coordinator (disability rights and disability-based discrimination issues) for all student and all non-employment related matters.

By following all required procedures and timelines, complaints of unlawful student discrimination may also be filed externally with the Wisconsin Department of Public Instruction, the Chicago office of the Department of Education's Office for Civil Rights, or in appropriate circumstances, with any state or federal court or other agency of competent jurisdiction.

## **STUDENT PRIVACY-FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

### **STUDENT PRIVACY – POLICY 5105.00**

The Monticello School District is committed to the protection of student privacy. The District shall notify parents/guardians annually at the beginning of the school year regarding student privacy rights. Advance notification

shall be given regarding specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

1. Activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose.
2. The administration of any survey or evaluation containing information related to one or more of the following items:
  - a. Political affiliations or beliefs of the student or student's parent/guardian;
  - b. Mental or psychological problems of the student or student's family;
  - c. Sexual behavior or attitudes;
  - d. Illegal, anti-social, self-incriminating, or demeaning behaviors;
  - e. Critical appraisals of others with whom respondents have close family relationships;
  - f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  - g. Religious practices, affiliations, or beliefs of the student or parents; or
  - h. Income, other than as required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.
3. Any non-emergency, invasive physical exam or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance, and (c) not necessary to protect the immediate health and safety of the student or other students.

No student shall be required to participate in any survey associated with a school program or the District's curriculum, or which is administered by a third party in the schools, if the survey includes one or more of the items listed above.

Parents/guardians may, upon request, inspect a survey containing any of the above information and any surveys created by a third party before the survey is administered or distributed to a student. They may also request to inspect any instructional materials used in connection with the survey. Such requests should be made to the building principal.

Legal References: The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. s123h

Approved: March 12, 2014 Revised: April 12, 2017

## **STUDENT RECORDS**

### NOTICE OF STUDENT RECORDS POLICY

Student records are maintained in the interest of the student to assist the school in providing appropriate educational experiences. Such records shall be accumulated, maintained, released, transferred and destroyed by the building principal or his/her qualified designee in accordance with state and federal laws. Only those individuals or agencies specifically authorized by state and federal law shall be granted access to a student's records. Exceptions shall only be made when the student's parent/guardian, or an adult student, grants permission.

1. Types of Records
  - a. Progress Records - These include a statement of courses taken by the student, the student's grades, the student's attendance records, the student's immunization records, and records of the student's extracurricular activities.

- b. Behavioral Records - These include standardized achievement tests, psychological tests, physical health records other than a student's immunization records, teacher evaluations other than grades, statements relating to individual student behavior, personality evaluations, records of conversations, and any other non-progress records.
- c. Directory Data - Includes the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received and the name of the school most recently attended by the student.

## 2. Confidentiality

All student records are confidential, with the following exceptions:

- a. A student, the parent, guardian or guardian ad litem of a minor student shall, upon request, be shown and provided with a copy of the student's progress records.
- b. An adult student, parent/guardian or guardian ad litem of a minor student shall, upon request, be shown, in the presence of a person qualified to explain and interpret the records, the student's behavioral records.
- c. The judge of any court of this state or of the United States shall, upon request, be provided by the school district clerk with a copy of all progress records of a student who is the subject of any proceeding in such a court.
- d. Student records may be made available to persons employed in the school which the student attends who are required by the Department of Public Instruction under s.115.28 (7) to hold a certificate, license, or permit.
- e. Student records may be made available to persons employed by the Board of Education as school officials having a legitimate educational interest in accessing student records in connection with processing a grievance. However, when processing a grievance, the Board shall direct such officials to avoid disclosure of personally identifiable student records to the extent possible.
- f. Upon the written permission of an adult student or the parent or guardian of a minor student, the school shall make available to the person named in the permission form the student's progress records or such portions of his/her behavioral records as determined by the person authorizing the release.
- g. Student records shall be provided to a court in response to a subpoena by parties to an action for in-camera inspection, to be used only for purposes of impeachment of any witness who has testified in the action. The court may turn said records or parts thereof over to parties in the action or their attorneys if said record would be relevant and material to a witness's credibility or competency.
- h. The School Board may provide the Department of Public Instruction or any public officer with any information required under Chapters 115 to 121.
- i. Except as otherwise noted below, student directory data will be considered public information and may be disclosed to any person after the school has:
  - 1. Notified the parent/guardian or guardian ad litem regarding the categories of information the District has designated as directory data with respect to each student;
  - 2. Informed such persons that they have 14 days to inform the school that all or any part of the directory data may not be released without their prior consent;
  - 3. Allowed 14 days for such persons to inform the school, in writing, of all the directory data items they refuse to permit the district to designate as directory data about that student. This designation will remain in effect until it is modified by the written direction of the student's, parent/guardian, guardian ad litem or the adult student.

An adult student, or the parent(s)/guardian(s) of a minor student, may inspect student records kept by the school in accordance with Board of Education Policy 8330.00 and established procedures and may challenge the content if he/she believes the records are inaccurate or misleading. Policy 8330.00 is available for review in its entirety on the district website. Alternatively, the student records policy and procedures are available upon request from the District Office during regular office hours (8:00 a.m. – 4:00 p.m.)

The District Administrator shall have primary responsibility for maintaining the confidentiality of all student records kept at his/her school. All requests for inspection or for transfer to another school or school district should be directed to the District Administrator who will then determine inspection or transfer is permitted under this policy.

The District Administrator or his/her qualified designee shall be present to interpret behavioral records when inspection is made under paragraph (b) above.

### 3. Hearing Procedures Regarding Content of Student Records

An adult student or the parent/guardian of a minor student shall have the right to:

- a. Request that inaccurate or misleading information be amended to accuracy.
- b. Request a hearing and challenge when the information in the school records is not changed.
- c. If overruled, the adult student and/or parent/guardian has the right to produce in writing his/her disagreement with the district decision and place this information in the student folder.

### 4. Maintenance and Destruction of Records

While students are attending school, their record will be maintained by the District.

Records in the administrative office when the student ceases to be enrolled shall be maintained as follows:

- a. All behavioral records will be destroyed one year after the date the student graduated from or last attended the school. The district will inform parents when personally identifiable information is no longer needed. Upon written request, specific behavioral records will be maintained permanently.
- b. Complete progress records shall be kept until graduation. Upon graduation, only progress records from grades 7 through 12 will be maintained permanently. K-6 records will be destroyed one year after the student leaves school. The K-8 records will be maintained permanently for students who never reached senior high school.

### 5. Transfer Records

Student records relating to a specific student shall be transferred to another school district upon receipt of written notice from an adult student or the parent/guardian of a minor student that such student intends to enroll in the other school or school district or upon written notice from the other school or school district that the student has enrolled. Written notices and requests for transfers of student records shall be maintained for five years after the student ceases to be enrolled.

Student record notices shall be published in accordance with state law.

Complaints regarding the content of student records may be made to the building principal, who shall make arrangements for a hearing to review the challenged record(s). If the complainant is not satisfied with the hearing officer's decision regarding the challenged record(s), he/she may file a complaint with the Family Policy and Regulations Office of the United States Department of Education.

## **STUDENT USE OR POSSESSION OF ELECTRONIC COMMUNICATION DEVICES**

The Board of Education believes student use and possession of personal electronic communication devices during the school day has the potential to become disruptive to the educational environment. Students may only use personal electronic communication devices when such use does not disrupt the educational process; endanger the health or safety of the student or anyone else; invade the rights of others at school; or involve illegal or prohibited conduct of any kind. The use of personal electronic communication devices in locker rooms, restrooms or similar areas is strictly prohibited. Students who bring a personal electronic communication device to school do so at their own risk to possible loss, damage or liability. Use of a personal electronic communication device is subject to the provisions of the Monticello School District Acceptable Use Policy. For further details, consult student handbooks and/or Board Policy 5612.00 – Cell Phones and Other Electronic Communication Devices posted on the district website.

## **Title I**

The Monticello School District will be receiving funds during the current school year through the federal Title I program. This program provides federal dollars to help supplement educational opportunities for children who are most at risk of failing to meet the state's challenging content and performance standards.

There are two types of programs: Targeted Assistance and School Wide. Our district will receive funds through the School Wide program focused at the elementary level. This model for services includes all children enrolled in Kindergarten through Grade 5. All staff, resources and classes serving Kindergarten through Grade 5 students are considered a part of the schoolwide team supporting high levels of academic achievement.

Federal law requires that school districts receiving Title I funds share with parents the qualifications of teachers instructing their children. There are questions parents may ask, including:

- Is my child's teacher licensed to teach the grades or subjects assigned?
- Has the state waived any requirements for my child's teacher?
- What was the college major of my child's teacher?
- What degrees does my child's teacher hold?
- Are there instructional aides working with my child? If so, what are their qualifications?

If parents/guardians wish to see the state qualification of their child's teacher/s or aide/s, they may contact the school principal.

The district supports family engagement as an important factor in supporting each student's success. You can review Board Policy 2221.00, Title I Family Engagement, on our website or request a copy of the policy from the district office.

## **2271 - EARLY COLLEGE CREDIT PROGRAM**

The Board recognizes the value to students and to the District of students participating in programs offered by University of Wisconsin system institutions, tribally controlled colleges and private, non-profit higher education institutions in Wisconsin.

The Board will allow any high school student who satisfies the eligibility requirements to participate in the Early College Credit Program (ECCP) to enroll in an approved course at an ECCP-approved institution of higher education while attending in the District. Students will be eligible to receive college and high school credit for completing course(s) at authorized institutions of higher education provided they complete the course(s) and receive a passing grade.

The School District's responsibility to pay for tuition, fees, books, and other necessary materials shall be limited to eighteen (18) postsecondary credits per student.

The District Administrator shall establish administrative guidelines to ensure that the District's Early College Credit Program comports with applicable State law and the administrative rules of the Department of Public Instruction. The District Administrator shall also ensure that all students enrolled in the District in the 8th, 9th, 10th, and 11th grades are provided with information regarding the Program by October 1st of each year.

### **AGE OF MAJORITY**

The School District of Monticello recognizes that when a student reaches the age of majority (990.01, Wis. Stats.) they are generally afforded all the rights and privileges of adulthood. Students who are eighteen years old are subject to the same rules and expectations as other students except as noted in the Student/Parent Handbook. Upon reaching their eighteenth birthday students are required to fill out an "Attendance Contract". Failure to fill out the contract does not exempt a student from following the same rules, but rather denies them some of the privileges that they would be afforded.