

MEDFORD AREA PUBLIC SCHOOL DISTRICT

Board of Education Policy Committee Meeting

District Office

124 W. State Street

Medford, WI 54451

April 6, 2022
11:00 a.m. – 1:00 p.m.

AGENDA

Policies for Second Reading

RVA-IGHA	Physical Education
RVA-IGHB	Physical Education Equivalent Courses
RVA-IHGA	High School Credit for Courses Taken By Pre-High School Students
RVA-IIBB	Instructional Resources & Materials
RVA-IKE	Promotion Criteria PreK-12
RVA-IKFB	Commencement Exercises
RVA-IL	Testing Program

(Motion to accept 2nd reading)

Policies for First Reading

RVA-JB	Equal Educational Opportunity
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Consideration

Editorial Changes

Any other policy business that may arise.

Next Meeting Date: Wednesday, May 4, 2022

MEDFORD AREA PUBLIC SCHOOL DISTRICT SCHOOL BOARD POLICY HANDBOOK

April 6, 2022

SECOND READING

Policy Code	Policy Title
RVA-IGHA	Physical Education
RVA-IGHB	Physical Education Equivalent Courses
RVA-IHGA	High School Credit for Courses Taken by Pre-High School Students
RVA-IIBB	Instructional Resources & Materials
RVA-IKE	Promotion Criteria PreK-12
RVA-IKFB	Commencement Exercises
RVA-IL	Testing Program

**MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY**

DATE ADOPTED: March 16, 2017
DATE REVISED:

FILE SECTOR: RURAL VIRTUAL ACADEMY
POLICY TITLE: PHYSICAL EDUCATION

EQUIVALENT COURSES

Rural Virtual Academy (RVA) provides high school students the opportunity to earn 1.5 physical education credits by participating in authorized physical education equivalency courses. Equivalency courses replace physical education courses provided by the RVA. Students who participate in at least 95 percent and 90+ hours of a school-sponsored sports season, organized physical activity, or another recognized state or nationally sanctioned sport may fulfill a .5 credit per semester towards their total 1.5 credits of physical education. Students must complete the requirements as outlined in RVA-IGHB-E in order to be awarded credit.

EXEMPTIONS

RVA Governance Board recognizes that providing for the physical well-being of students is important and a complete physical education program shall be made available.

Students may be exempted from participation in physical education courses for medical reasons by presenting a written statement from a medical services provider.

Other exemptions may be granted by an RVA administrator for religious reasons based on a written request from the student's parent(s)/guardian(s) and confirmation by their clergy.

Rural Virtual Academy shall not discriminate on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Complaints shall be processed in accordance with established procedures.

CROSS REFERENCE: RVA-JB, RVA-IKF

LEGAL REFERENCE: §118.01(2)(d), 118.13, 118.33, 121.02 (1)(j)(k)(l),
PI 8.01(2)(j)(k)(l) and 9.03 Wisconsin Administrative Code

MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY

DATE ADOPTED: January 26, 2017 FILE SECTOR: RURAL VIRTUAL ACADEMY
DATE REVISED: August 26, 2019 POLICY TITLE: PHYSICAL EDUCATION
DATE REVISED:

Physical Education Equivalent Courses may be awarded to RVA students in lieu of participating in regular RVA Physical Education classes. Other activities include but are not limited to:

95% participation and 90+ hours in school sanctioned athletics (intra or extramural)

95% participation and 90+ hours in school sanctioned physical activity (marching band, cheerleading, etc.)

95% participation and 90+ hours state or nationally sanctioned off-campus sports and/or activities, (swimming, weight training, or other team or individual sport), taken at a community center or other location off the school campus.

95% participation and 90+ hours of other physical activity approved by school administration.

Please check which activity above the student completed and verify by signing below. This form needs to be turned into by the RVA Guidance Department upon completion. Person signing may be contacted by RVA Administrator for further verification.

Student Name (Print)

Activity Supervisor's Name (Print)

Signature

Title

Contact Information (Phone & Email Address)

-----**For School Use Only**-----

Approved

Denied

School Administrator

**MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY**

DATE ADOPTED: January 26, 2017 FILE SECTOR: RURAL VIRTUAL ACADEMY
DATE REVIEWED: POLICY TITLE: PHYSICAL EDUCATION
EQUIVALENT COURSES

Rural Virtual Academy (RVA) provides high school students the opportunity to earn 1.5 physical education credits by participating in authorized physical education equivalency courses. Equivalency courses replace physical education courses provided by the RVA. Students who participate in at least 95 percent and 90+ hours of a school-sponsored sports season, organized physical activity, or another recognized state or nationally sanctioned sport may fulfill a .5 credit per semester towards their total 1.5 credits of physical education. Students must complete the requirements as outlined in RVA-IGHB-E in order to be awarded credit.

CROSS REFERENCE: RVA-IKF
LEGAL REFERENCE: 118.33(1)(e), 121.02(l)(p), Wis. Stats. & PI 18.03

**MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY**

DATE ADOPTED: January 26, 2017 **FILE SECTOR: RURAL VIRTUAL ACADEMY**
DATE REVISED: August 26, 2019 **POLICY TITLE: PHYSICAL EDUCATION**
DATE REVIEWED: **EQUIVALENT COURSES**

Physical Education Equivalent Courses may be awarded to RVA students in lieu of participating in regular RVA Physical Education classes. Other activities include but are not limited to:

95% participation and 90+ hours in school sanctioned athletics (intra or extramural)

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95% participation and 90+ hours of other physical activity approved by school administration.

Please check which activity above the student completed and verify by signing below. This form needs to be turned into the RVA Guidance Department upon completion. Person signing may be contacted by RVA Administrator for further verification.

Student Name (Print)

Activity Supervisor's Name (Print)

Signature

Title

Contact Information (Phone & Email Address)

-----**For School Use Only**-----

Approved
Denied

School Administrator

**MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY**

DATE ADOPTED: May 19, 2016
DATE REVISED:

FILE SECTOR: RURAL VIRTUAL ACADEMY
**POLICY TITLE: HIGH SCHOOL CREDIT FOR
COURSES TAKEN BY PRE-HIGH
SCHOOL STUDENTS**

In accordance with section 118.33(1)(em) of the state statutes, the Medford Area Public School District Board of Education and Rural Virtual Academy Governance Board approve and authorize students in grades 7 and 8 to potentially earn high school credit under the following conditions:

- Student's performance on a state-mandated assessment required under section 118.30 of the state statutes, or a similar examination approved by the RVA Governance Board, demonstrates that the student is academically prepared for coursework that is offered in the high school grades;
- Credit is earned in a course that is taught by a teacher who is licensed to teach the subject in the high school grades;
- Credit is earned in a course that is taught using a curriculum and assessments that are equivalent to curriculum and assessments used to teach the subject in the high school grades; and
- RVA consortium students may have to meet alternate or additional requirements as required by local school board policy to have earned credits apply towards local graduation requirements. It is incumbent upon RVA consortium parents to seek local school board approval for these credits towards graduation. (See form RVA-IGHA-E).

It is recognized that school boards are not required to award high school credit towards graduation for courses taken by students in grades 7 and 8.

CROSS REFERENCE: RVA-IKE, RVA-IKF

LEGAL REFERENCE: 118.33(1)(em) Wis. Stats.; 2013 Wisconsin Act 138

MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY

DATE ADOPTED: May 19, 2016
DATE REVISED:

FILE SECTOR: RURAL VIRTUAL ACADEMY
POLICY TITLE: HIGH SCHOOL CREDIT FOR
COURSES TAKEN BY PRE-HIGH
SCHOOL STUDENTS

PROCEDURES FOR AWARDING HIGH SCHOOL CREDIT TO PRE-HIGH SCHOOL STUDENTS

Annually, the RVA Administrator and/or designee will review all course offerings in grades 7 and 8 to determine which courses will be allowed to be taken for high school elective credit.

Upon enrollment, eligible students in grades 7 and 8 will be provided the option of registering for courses which could earn them high school credit.

Students who pass the course will be awarded high school credit towards graduation. Courses passed will appear on the student's official transcript upon entering high school. Course grade and grade point average will not be factored on the student's high school transcript. Grades assigned will only impact the grade point average at the student's current grade level.

Upon completion of the course, students will be awarded a "Pass" or "Fail" grade. RVA policy IKE states, *"Pass ("P") grades may be awarded to students for completion of school requirements that have no effect on grade point average. A "P" grade indicates that the student has completed the school requirement for grade advancement or graduation. Credit may be awarded for a student receiving a "P" grade."* Therefore, all earned credit(s) will be applied to the student's permanent transcript. These credits will count towards fulfillment of graduation requirements.

Students who fail the course will receive an "F". RVA policy IKE states, *"F = 0 points - indicates failure"*. Pre-high school students earning an "F" in a high school course will not have the "F" impact their high school transcript. The "F" will only apply towards the student's elementary/middle report card.

Health Education is the exception. In accordance with section 118.33(1)(e)(2) students who take Health in grades 7 or 8 may take the course for high school credit. This ½ credit will be applied to the high school transcript along with the actual course grade and corresponding grade point average.

**MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY**

DATE ADOPTED: May 19, 2016
DATE REVISED:

FILE SECTOR: RURAL VIRTUAL ACADEMY
POLICY TITLE: HIGH SCHOOL CREDIT FOR
COURSES TAKEN BY PRE-HIGH
SCHOOL STUDENTS

Student Information:

Last Name: _____ First Name: _____

Parent/Guardian: _____ Date of Request: _____

Wisconsin law 118.33(1)(em) allows parents/guardians to permit their children to take part in district offered and approved courses in grades 7 and 8 to potentially earn high school credit. **Once coursework is placed on a high school transcript it becomes a permanent part of the student's academic record.**

Prior to taking the course, (with the exception of Health Education in grades 7 or 8), this form is to be completed by the parent and RVA Administrator or designee. Additionally, if the student is attending the RVA within a consortium district, the form must also be signed by an RVA consortium administrator or designee. All necessary signatures must be present in order for the student to receive approval to take the course.

Course Title	Credit	Instructor

I agree to have my child participate in the above course(s) and have the potential earned credit(s) applied to my child's high school transcript:

Parent/ Guardian: _____ Date: _____

The student is approved to enroll in the above course(s):

RVA Administrator/Designee: _____ Date: _____

RVA Consortium Administrator/Designee: _____ Date: _____

Signed form is to be included in student cumulative file. Upon course completion, of-course forward results to RVA Office for posting to transcript:

Date: _____ Posted By: _____



**MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY**

DATE ADOPTED: March 15, 2007 **FILE SECTOR:** RURAL VIRTUAL ACADEMY
DATE REVISED: April 17, 2014 **POLICY TITLE:** INSTRUCTIONAL
DATE REVISED: June 23, 2016 **RESOURCES & MATERIALS**
DATE REVISED:

Rural Virtual Academy (RVA) instructional resources and materials are property of the RVA consortium and are fiscally accounted for by the Medford Area Public School District.

RVA property provided to students and parents are considered on loan. The RVA expects the return of all non-consumable resources and materials in reasonable condition and reserves the right to determine which resources require return.

It is the parent(s)/guardian(s) responsibility to pay for the return of all required instructional resources and materials. Failure to return items in a reasonable condition may result in replacement fees being assessed and/or referral to law enforcement for collection.

CROSS REFERENCE:
LEGAL REFERENCE:

FILE: RVA-IKE

MEDFORD AREA PUBLIC SCHOOL DISTRICT

DATE ADOPTED: January 17, 2008 **FILE SECTOR:** RURAL VIRTUAL ACADEMY
DATE REVISED: February 18, 2016 **POLICY TITLE:** PROMOTION CRITERIA Pre-K-12
DATE REVISED: January 26, 2017
DATE REVISED: May 17, 2018
DATE REVISED: May 20, 2019
DATE REVISED:

Promotion and retention will be determined by using guidelines established by Medford Area Public School District policy RVA-IKE. The initial decision whether there will be retention or advancement shall rest with the teacher(s) primarily responsible for the student's education, the RVA administrator overseeing the student's RVA teacher and the parent(s)/guardian(s) of the student. These provisions include but are not limited to: academic achievement, intelligence, attendance, self-image, attitude, experiential background and social/emotional maturity.

Before a decision to retain a student is made, the RVA administrator, RVA teacher and appropriate team members consisting of: school psychologist(s), school counselor(s), social worker(s) and/or IEP team members shall ensure that appropriate communication regarding the student's educational or related difficulties has taken place between the school and the parent(s)/guardian(s) at appropriate times. Promotion or retention due to social/emotional maturity may not always solve a student's school achievement concern.

These guidelines are designed to encourage early identification and interventions for those students who have academic, behavioral, and/or emotional difficulties. Written confirmation will be sent to the parent(s)/guardian(s) and placed in the student's cumulative file regarding the final decision at the end of the school year.

In the event there is disagreement regarding promotion/retention that cannot be resolved, the parent(s)/guardian(s) reserves the right to appeal the decision to the RVA Governance Board for final determination.

CROSS REFERENCE: IKF
LEGAL REFERENCE: Wis. Stat. 118.33 (6)(b)

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MEDFORD AREA PUBLIC SCHOOL DISTRICT

DATE ADOPTED: January 17, 2008 FILE SECTOR: RURAL VIRTUAL ACADEMY
DATE REVISED: February 18, 2016 POLICY TITLE: PROMOTION CRITERIA Pre-K-12
DATE REVISED: January 26, 2017
DATE REVISED: May 17, 2018
DATE REVISED: May 20, 2019
DATE REVISED:

STUDENT PROMOTION/RETENTION GUIDELINES Pre-K-12

Grades for students in grades 3-12 will be scaled using the following evaluation system "A-F" as reporting marks. Percentage scale as follows:

A	93 – 100%
A-	90 – 92.99%
B+	87 – 89.99%
B	83 – 86.99%
B-	80 – 82.99%
C+	77 – 79.99%
C	73 – 76.99%
C-	70 – 72.99%
D+	67 – 69.99%
D	63 – 66.99%
D-	60 – 62.99%
F	0 – 59.99%

Letter grades have a corresponding weight utilized to formulate a grade point average. Grade point scale as follows:

A	4.00 points
A-	3.67 points
B+	3.33 points
B	3.00 points
B-	2.67 points
C+	2.33 points
C	2.00 points
C-	1.67 points
D+	1.33 points
D	1.00 point
D-	0.67 points
F	0 points - indicates failure
E	0.33 points - indicates passing on effort
INC	0 points - indicates incomplete work
P	0 points- indicates completed work

All approved Advanced Placement (AP), dual-credit or Wisconsin Institute of Higher Education classes are weighted. Students will receive one additional grade point for these courses. Grade point scale as follows:

A	5.00 points
A-	4.67 points
B+	4.33 points
B	4.00 points
B-	3.67 points
C+	3.33 points
C	3.00 points
C-	2.67 points
D+	2.33 points
D	2.00 point
D-	1.67 points
F	0 points - indicates failure
E	0.33 points - indicates passing on effort
INC	0 points - indicates incomplete work
P	0 points- indicates completed work

“E” grades may be awarded under special circumstances by the RVA teacher to any student regardless of actual grade percentage or academic performance. An “E” grade is considered a passing grade and is weighted at 0.33 grade points.

Incomplete (“INC”) grades indicate that a student did not complete enough work in a course to be awarded a grade.

Pass (“P”) grades may be awarded to students for completion of school requirements that have no effect on grade point average. A “P” grade indicates that the student has completed the school requirement for grade advancement or graduation. Credit may be awarded for a student receiving a “P” grade.

If an individual student’s course content and/or assessments is modified, (not accommodated), to exclude more than 25%, they will be awarded a “P” or “E” grade as determined by course instructor and RVA administration.

Students enrolled in grades Pre-K-2 will receive grade marks and comments on completed work. These grades will be reported using the following scale:

ADV:	Advanced
PRO:	Proficient
BAS:	Basic
MIN:	Minimal

PROMOTION/RETENTION GUIDELINES

- Students that have met the promotion criteria established by the RVA shall be promoted to the next grade unless a parent/guardian presents prevailing information that this promotion will be detrimental to the student's educational well-being.
- A student in grade 8 must not fail 3 or more core courses for the year. If this occurs, there is access to alternative criteria to secure promotion to grade 9.
- A student in grade 12 who has not met the graduation requirements will be recommended for retention and provided access to alternative criteria to secure graduation.
- Retention consideration must include the understanding that in those rare cases when retention is effective (short term or long term), they usually occur in early primary grades. Retention in intermediate grades may be considered under certain circumstances.
- A student may not repeat a grade more than once (unless there are exceptional circumstances).
- Summer education experiences or tutoring do not necessarily guarantee promotion, but should be considered as alternative criteria.

RETENTION PROCEDURES

- Parent-teacher conferences should be held when necessary throughout the year to explore all avenues of preventive action and remedial assistance.
- Per statute, no student may be promoted from grade 4 to grade 5 unless the student has satisfied the grade 4 RVA promotion criteria.
- Per statute, no student may be promoted from grade 8 to grade 9 unless the student has satisfied the grade 8 RVA promotion criteria.
- A parent/guardian conference will be scheduled when promotion criteria was not attained.
- A staffing team will be formed to gather data and investigate retention. Normally this team will include, but not be limited to, a classroom teacher, school counselor, school psychologist and principal.
- Concluding the parent/guardian conference, staffing team investigation and reviewing the evidence collected, a decision to either promote or retain will be determined by the RVA administrator. The RVA administrator will provide a copy of the intention letter to the parent(s)/guardian(s), appropriate staff and the student's cumulative file.
- If the parent(s)/guardian(s) do not agree with the retention, they will be asked to specify their reasons. These comments will become part of the student's cumulative folder.
- Administrative level retention decisions may be appealed to the RVA Governance Board. The RVA Governance Board decision is the final determination.

RETENTION CONSIDERATIONS

In making a retention decision, the following factors shall be considered. It is important that all points be weighed and that retention not be tied to a single factor. Objective data evaluation should be utilized to help determine the potential degree of success for retainees.

- Academic Achievement: A student's progress in various curriculum areas (reading, mathematics, language, etc.) should be considered in relation to district expectations.
- Academic Achievement Data: Consideration should be given to the student's performance on both state and local standardized tests scores.
- Intelligence: Consideration should be given to each student's ability to achieve.
- Attendance: Consideration should be given to each student's attendance/ participation pattern during the previous and present school years. Excessive absences due to serious illness or injury without appropriate tutorial assistance may be a contributing cause for retention. Failure to participate, as outlined in state statute, can be cause to either retain a student or remand them back to their resident district for other school placement.
- Self-Image: A student's perception of self should be considered. Such factors as age, physical size, and a sibling in the same grade should be weighed.
- Attitude: The student's overall feelings about school and the student's feelings about repeating the grade should be carefully considered. In addition, consideration should be given to parent(s)/guardian(s) receptivity toward retention.
- Experiential Background: A student coming from a limited background and having little knowledge of common objects, verbal expression, and/or a broad spectrum of information gathered through their own experience, may benefit by repeating a grade thus obtaining additional time to absorb instructional material. If a student is unable to communicate in English and is not acquiring new language skills, retention may not solve the student's educational concerns.
- Social/Emotional Maturity: Consideration should be given to each student's ability to emotionally cope with retention and promotion. If a student is socially immature, they may benefit from additional growth time.

**MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY**

DATE ADOPTED: March 20, 2014 **FILE SECTOR:** RURAL VIRTUAL ACADEMY
DATE REVISED: June 23, 2016 **POLICY TITLE:** COMMENCEMENT EXERCISES
DATE REVISED: January 26, 2017
DATE REVISED:

It will be the policy of the Rural Virtual Academy (RVA), under the direction of the Medford Area Public School District Board of Education and RVA Governance Board, to have high school commencement exercises with the following guidelines:

- Students are eligible to participate in the commencement exercise once they have met all the graduation requirements of the RVA.
- Parent(s)/guardian(s) and/or adult students will be informed, in writing as to the student's eligibility to participate in the commencement exercise, location, date and time of the ceremony.
- Participation in the virtual school commencement exercises is not a requirement.
- A diploma will only be issued after all graduation requirements are met.
- Foreign exchange students that have been here for the full academic senior year will be recognized at commencement exercises as a special guest with administrative approval.
- For students with disabilities, the Individual Education Program (IEP) team is responsible for determining whether a student has completed a course of study that makes them eligible to receive a diploma. Students meet graduation requirements when they complete a standard or modified course of study and/or IEP transition goals. Even if the student with disabilities will continue their education program until the end of the school year in which they reach age 21, the IEP team may recommend that the student would benefit from participation in commencement exercises with his or her peers. They will not receive a signed diploma until the standard or modified course of study and/or the IEP transition goals have been completed.
- Students will participate in an RVA commencement exercise only one time.
- Students graduating early as outlined in policy RVA-IKFA will be allowed to participate in the next commencement exercise after graduation.
- Appropriate dress for commencement exercises will be determined by school administration.
- No student may be under the influence of or distribute alcohol or controlled substances. Students who violate this provision shall be prohibited from participating in or attending commencement exercise.

CROSS REFERENCE: RVA-IKF, RVA-IKFA
LEGAL REFERENCE:

**MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY**

DATE ADOPTED: December 17, 2009 **FILE SECTOR: RURAL VIRTUAL ACADEMY**
DATE REVISED: June 23, 2016 **POLICY TITLE: TESTING PROGRAM**
DATE REVISED: January 26, 2017
DATE REVISED:

Rural Virtual Academy (RVA) shall establish and maintain a testing program which can be used, communicated and interpreted by school staff.

The testing program will provide:

- Assessment of the RVA's educational programs for purposes of reporting to the RVA governance board and Medford Area Public School District the overall status of the RVA and charting the growth of its students by grades and curricular areas in accordance with the RVA charter.
- Tests as required by state and federal law. Reports shall be available to the public in accordance with state law.
- Information used to provide appropriate educational experiences for students in areas such as remediation and acceleration, or any other areas of specialized help.
- Appropriate accommodations and alternative assessments where necessary and as indicated in the student's individualized education program (IEP). Decisions regarding the testing of Limited-English Proficient (LEP) students shall be made in accordance with the law.

Parent(s)/guardian(s) shall be notified yearly of the standardized testing schedule and shall be provided with information regarding their child's performance on state academic assessments as soon as practicably possible after the assessment results are received from the Department of Public Instruction.

Parent(s)/guardian(s) requesting to opt their child(ren) out of the state required testing are permitted to do so by completing the form RVA-IL-E.

RVA shall not discriminate in the testing program on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures. This does not, however, prohibit the use of special testing or counseling materials or techniques to meet the individualized needs of students.

CROSS REFERENCE: RVA-IKE and RVA-JB

**LEGAL REFERENCE: 118.13, 118.30, 121.02 (l)(r)(s) Wis. Stats., PI 8.01(2)(r)(s),
PI 9.03(1), PI 13 of the Wis. Admin. Code, & No Child Left Behind Act of 2001**

State Testing Opt Out Form

The state examinations our students participate in each year serve as an indicator of our student's academic performance. Results of the exam are reported to the Wisconsin Department of Public Instruction for the purpose of school and district accountability.

Under current state law, parent(s)/guardian(s) are allowed to opt their children out of state testing. Please understand, should you elect to opt your child(ren) out of state testing, their score will be reported as a "non-tested student" when calculating overall achievement of students in the Rural Virtual Academy.

If you choose to opt your child(ren) out of the test(s), please sign the "Opt Out" form and return it to the school **no later than two weeks before the scheduled test(s)**. **Email correspondence sent from parents will constitute a signed request.**

Opt out forms are valid for the current school year only. You must complete a new opt out form each year.

Parent/Guardian Exemption Form

Student(s) Name: _____ Grade Level(s): _____

- Test (check box):
- Access for ELL (Grades K – 12)
 - ACT Aspire (Grades 9 – 10)
 - ACT (Grade 11)
 - ACT WorkKeys (Grade 11)
 - DLM (Grades 3 – 11)
 - Forward Exam (Grades 3 – 8 & 10)

I do not want my child(ren) to participate in the above state test(s). I understand that my child(ren)'s score on the exam(s) will be recorded as "not tested" and will be reflected as such on the school's accountability reports generated by the Department of Public Instruction.

If you have any questions, contact RVA school administration by calling: 1-888-801-2666.

Parent / Guardian Signature

Date

MEDFORD AREA PUBLIC SCHOOL DISTRICT SCHOOL BOARD POLICY HANDBOOK

April 6, 2022

FIRST READING

Policy Code	Policy Title
RVA-JB	Equal Educational Opportunity

**MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY**

DATE ADOPTED: March 15, 2007
DATE REVISED: October 26, 2009
DATE REVISED: August 18, 2016
DATE REVISED:

FILE SECTOR: RURAL VIRTUAL ACADEMY
POLICY TITLE: EQUAL EDUCATIONAL
OPPORTUNITY

The Rural Virtual Academy (RVA) is committed to equal educational opportunity for all students.

It is the RVA policy of the RVA, pursuant to state and federal laws, that no person, on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability may be denied admission to any school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program.

Students who have been identified as having a disability, under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, shall be provided with reasonable accommodations in educational services or programs. Students may be considered disabled under this policy even if they are not covered under the Medford Area Public School District's (MAPSD) special education policies and procedures.

The RVA 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 RVA Administrator. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, released 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.

It shall be the responsibility of the RVA Administrator or his/her their designee to examine existing policies and develop new policies where needed to ensure that the RVA does not discriminate pursuant to federal and state law. The RVA Administrator or his/her their designee shall ensure that an employee is designated annually to receive complaints filed under state laws and/or regulations Title IX of the Education Amendments, and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. That employee shall assure adoption of a complaint procedure to resolve complaints alleging violation of these laws and assure that an evaluation of the RVA's compliance with state law is completed in accordance with state regulations.

CROSS REFERENCE: Medford Area Public School District Special Education Handbook
LEGAL REFERENCE: Sec. 118.13, Wis. Stats, Department of Public Instruction (PI 9)
Wis. Admin. Code, Title IX of the Education Amendments,
Section 504 of the Rehabilitation Act of 1973, Title VI (Civil Rights Act of 1964), Americans with Disabilities Act of 1990 (ADA),
Individuals with Disabilities Education Act (IDEA), and Civil Rights Act of 1991

MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY

DATE ADOPTED: March 15, 2007
DATE REVISED: October 26, 2009
DATE REVISED: August 18, 2016
DATE REVISED:

FILE SECTOR: RURAL VIRTUAL ACADEMY
POLICY TITLE: EQUAL EDUCATIONAL
OPPORTUNITY

STUDENT DISCRIMINATION COMPLAINT PROCEDURES

If any person who either lives within the district boundaries of the ~~Medford Area Public School District~~ MAPSD or open enrolls to attend the ~~Rural Virtual Academy~~ RVA through MAPSD believes that the school district or any part of the school organization has inadequately applied the principles and/or regulations of Title VI, Title IX, Section 504, the Americans with Disabilities Act, or in some way discriminates on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, parental or marital status, sexual orientation, physical, learning, mental or emotional disability, ~~she/he~~ **they** may bring forward a complaint to the district administrator at the district office, 124 W. State St. Medford, WI or contact ~~him/her~~ them by telephone: 715-748-4620. If the complainant is uncomfortable with the district administrator acting as the discrimination officer, or if the district administrator is allegedly involved as a party to, or the focus of the complaint, the complainant may present the complaint to MAPSD Board of Education (BOE) president or ~~his/her~~ **their** designee.

Persons belonging to RVA consortium districts outside of ~~Medford~~ **MAPSD** will be referred to their resident district for compliance to local district policy and procedure for filing a complaint.

INFORMAL PROCEDURE

The person who believes ~~she/he~~ **they** has **have** a valid basis for complaint shall discuss the concern with the district administrator, who shall in turn investigate the complaint and reply to the complainant in writing within ~~twenty~~ 20 school/business days. If this reply is not acceptable to the complainant, ~~she/he~~ **they** may initiate formal procedures according to the steps listed.

FORMAL COMPLAINT PROCEDURE

Step I: A written statement of the complaint shall be prepared by the complainant and signed. This complaint shall be presented to the district administrator within ten school/business days of receipt of the written reply to the informal complaint. The district administrator shall further investigate the matters of the complaint and reply in writing to the complainant within ~~fifteen~~ 15 school/business days. If the grievance begins at this step (I), the ten days for district response shall instead be ~~twenty-five~~ 25 school/business days. If the complainant is uncomfortable with the district administrator acting as the discrimination officer, or if the district administrator is allegedly involved as a party to, or the focus of the complaint, the complainant may present the complaint to the MAPSD Board of Education **BOE** president or ~~his/her~~ **their** designee.

Step II: If the complainant wishes to appeal the decision of the district administrator, ~~she/he~~ **they** may submit a signed statement of appeal to the MAPSD Board of Education **BOE** president or ~~his/her~~ **their** designee within ten school/business days after receipt of the district administrator's response to the grievance. The MAPSD Board of Education **BOE** president or ~~his/her~~ **their** designee shall meet with all parties involved, formulate a conclusion, and respond in writing to the complaint within ~~fifteen~~ 15 school/business days.

Step III: If the complainant remains unsatisfied, ~~she/he~~ they may appeal through a signed, written statement to the full MAPSD ~~Board of Education~~ BOE within ten school/business days of his/her ~~their~~ receipt of the MAPSD ~~Board of Education~~ BOE president or his/her ~~their~~ designee response to Step II. In an attempt to resolve the complaint, the MAPSD ~~Board of Education~~ BOE shall meet with the concerned parties and their representatives at the next regular MAPSD ~~Board of Education~~ BOE meeting or within ~~twenty~~ 20 school/business days of the receipt of such an appeal. A copy of the MAPSD ~~Board of Education~~ BOE's disposition of the appeal shall be sent by the MAPSD ~~Board of Education~~ BOE clerk to each concerned party within ~~fifteen~~ 15 school/business days of this meeting.

Step IV: The complainant shall be notified of the right to appeal a negative determination, by the board, within ~~thirty~~ 30 days to the Department of Public Instruction, Equal Educational Opportunity Office, ~~PO Box 7841, Madison, WI 53707.~~

COMPLAINT PROCEDURE - SPECIAL EDUCATION

Discrimination complaints relating to the identification, evaluation, educational placement or the provision of free appropriate public education of a student with disabilities shall be processed in accordance with established appeal procedures outlined in the MAPSD's special education handbook.

COMPLAINT PROCEDURE - FEDERAL PROGRAMS

Discrimination complaints related to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction.

MAINTENANCE OF COMPLAINT RECORDS

The district administrator shall keep records of all formal and informal complaints for the purpose of documenting compliance and past practices. The records shall include information on all levels of the complaint and any appeals. The records shall include:

- ~~1.~~ The Name of the complainant and his/her ~~their~~ title or status.
- ~~2.~~ The Date the complaint was filed.
- ~~3.~~ The Specific allegation made and any corrective action requested by the complainant.
- ~~4.~~ The Name(s) of the respondents.
- ~~5.~~ The Levels of processing followed, and the resolution, date and decision-making authority at each level.
- ~~6.~~ A Summary of facts and evidence presented by each party involved.
- ~~7.~~ A Statement of the final resolution and the nature and date(s) of any corrective or remedial action taken.

DISSEMINATION OF DISCRIMINATION COMPLAINT PROCEDURES

The adopted discrimination grievance procedures shall be disseminated to students, parent(s)/guardian(s), employees and others. The information shall be published in student, parent/guardian and staff handbooks and other appropriate times and places.

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