

MEDFORD AREA PUBLIC SCHOOL DISTRICT

Board of Education Policy Committee Meeting

District Office

124 W. State Street

Medford, WI 54451

May 11, 2022
11:00 a.m. – 1:00 p.m.

AGENDA

Policies for Second Reading

RVA-JB Equal Educational Opportunity

(Motion to accept 2nd reading)

Policies for First Reading

RVA-JE Virtual School Attendance/Participation

RVA-JEB Entrance Age

RVA-JECBB Transfer/Home-Based Students

RVA-JHG Child Abuse/Neglect Reporting

Consideration

Editorial Changes

Any other policy business that may arise.

Next Meeting Date: Wednesday, June 1, 2022

**MEDFORD AREA PUBLIC SCHOOL DISTRICT
SCHOOL BOARD POLICY HANDBOOK**

May 11, 2022

SECOND 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

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

It is RVA policy, 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 the RVA 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.

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 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 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 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, 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 MAPSD or open enrolls to attend the 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, they may bring forward a complaint to the district administrator at the district office, 124 W. State St. Medford, WI or contact 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 their designee.

Persons belonging to RVA consortium districts outside of 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 they 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 20 school/business days. If this reply is not acceptable to the complainant, 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 10 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 15 school/business days. If the grievance begins at this step (I), the 10 days for district response shall instead be 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 MAPSD BOE president or their designee.

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

Step III: If the complainant remains unsatisfied, they may appeal through a signed, written statement to the full MAPSD BOE within 10 school/business days of their receipt of MAPSD BOE president or their designee response to Step II. In an attempt to resolve the complaint, MAPSD BOE shall meet with the concerned parties and their representatives at the next regular MAPSD BOE meeting or within 20 school/business days of the receipt of such an appeal. A copy of MAPSD BOE's disposition of the appeal shall be sent by MAPSD BOE clerk to each concerned party within 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 30 days to the Department of Public Instruction, Equal Educational Opportunity Office.

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 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:

- Name of the complainant and their title or status.
- Date the complaint was filed.
- Specific allegation made and any corrective action requested by the complainant.
- Name(s) of the respondents.
- Levels of processing followed, and the resolution, date and decision-making authority at each level.
- Summary of facts and evidence presented by each party involved.
- 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.

MEDFORD AREA PUBLIC SCHOOL DISTRICT SCHOOL BOARD POLICY HANDBOOK

May 11, 2022

FIRST READING

Policy Code	Policy Title
RVA-JE	Virtual School Attendance/Participation
RVA-JEB	Entrance Age
RVA-JECBB	Transfer/Home-Based Students
RVA-JHG	Child Abuse/Neglect Reporting

MEDFORD AREA PUBLIC SCHOOL DISTRICT

DATE ADOPTED: April 16, 2009 **FILE SECTOR: RURAL VIRTUAL ACADEMY**
DATE REVISED: August 18, 2016 **POLICY TITLE: VIRTUAL SCHOOL**
DATE REVIEWED: **ATTENDANCE/PARTICIPATION**

Each student enrolled in the Rural Virtual Academy (RVA) will be required to be in full attendance and communication with the RVA Teacher and/or Administrator. Communication is the key to the success of student achievement in the RVA. It is the inherent responsibility of the student or home mentor to contact the RVA Teacher and/or online support teacher to seek additional academic support or to clarify misunderstood information. Frequent communications in the form of one-on-one, on or offsite tutoring, telephone conversations, two-way email correspondence or interactive online correspondence with the RVA Teacher, Administrator and/or assigned online instructor constitutes full-time enrollment. Home visits are allowed upon request and students will be required to attend the office of the RVA for occasional mandatory testing, educational or technical support unless the absence is excused by the RVA Teacher/Administrator.

Students who are determined to be not in attendance may be considered truant. Prior absences for which written verification was not made to the RVA Administrator of a legal excuse may be counted as truant absences from school. Truant school days refer to any absence of part or all of one or more days from school during which the RVA Administrator has not been notified by the parent(s)/guardian(s) of the legal cause of such absence of the student.

As determined by State Statute a student's failure to fully participate will result in the student being removed from the virtual school through the following process:

- Whenever a student attending a virtual charter school fails to respond appropriately to a school assignment or directive from instructional staff within 5 school days, the governing body of the virtual charter school shall notify the student's parent(s)/guardian(s).
- The third time in the same semester that a student attending a virtual charter school fails to respond appropriately to a school assignment or directive from instructional staff within 5 school days, the governing body of the virtual charter school shall notify the student's parent(s)/guardian(s), Medford Area Public School District, the school board of the student's resident school district and the department.
- The school board that contracted for the Medford Area Public School District (MAPSD) Board of Education may transfer the student to his or her resident school district.
- If the student is a resident of MAPSD, the school board may assign the student to another school or program within that school district.

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- If the school board transfers or assigns a student, it shall notify the student's parent(s)/guardian(s) and the department (118.40 (8)(f)(g)).
- The parent(s)/guardian(s) of a student transferred to the student's resident school district may appeal the transfer to the department within 30 days after receipt of the notice to transfer.
- The department shall affirm the school board's decision unless the department finds that the decision was arbitrary or unreasonable.

Truancy also means intermittent attendance carried on for the purpose of defeating the intent of the state attendance statutes. The responsibility for regular school attendance of a student rests upon the child's parent(s)/guardian(s) or legal custodian(s).

In support of this responsibility, the RVA will extend all possible and appropriate modifications to assist in the successful participation in school for every student. The RVA Teacher will document contact time and maintain accurate attendance data. The RVA Administrator and Governance Board reserve the right to determine effective attendance rates and participation in the program. The RVA Administrator and Governance Board also reserves the right to enforce local attendance policies and dispositions up to and including dismissal of students from the RVA.

CROSS REFERENCE:

LEGAL REFERENCE: §118.15 Compulsory School Attendance, 118.16 School Attendance Enforcement, & 118.40 (8)(g) Pupil's Failure to Participate

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

DATE ADOPTED: November 20, 2014 **FILE SECTOR:** RURAL VIRTUAL ACADEMY
DATE REVISED: August 18, 2016 **POLICY TITLE:** ENTRANCE AGE
DATE REVISED:

Children who meet the age requirements of this state shall be enrolled in pre-kindergarten, kindergarten, and/or first grade at the beginning of the school year. Upon enrollment of a child in pre-kindergarten, kindergarten, or first grade, required documents including but not limited to a birth certificate and immunization records, shall be submitted in accordance with state and federal law and board policy.

The RVA shall enroll in pre-kindergarten, kindergarten and first grade only those children who have become four, five and six years of age respectively on or before September 1 in the year ~~he/she~~ **they** proposes to enter school. A child whose birthdate does not meet the date requirements may apply for early admission to pre-kindergarten, kindergarten or first grade. Applicants for early admission must meet the standards, conditions and procedures adopted by the RVA Governance Board and Wisconsin law.

The RVA shall enroll in 9th grade those students who have successfully completed through grade level promotions all prior grades levels. Applicants for advanced admission into 9th grade must meet the standards, conditions, and procedures adopted by the RVA Governance Board.

Consortium district's have the right to refuse or accept applications for early entrance or grade level promotions based upon individual local school district policy and procedures.

CROSS REFERENCE:

LEGAL REFERENCE: §115.79, 118.14, 120.12, 252.04, Wis. Stats. PI 36.06 Wisconsin Administrative Code

If the applicant is open enrolled, or applying for early entrance to 9th grade in the RVA under open enrollment, the ~~Medford Area Public School District~~ MAPSD may approve the application and assign the student to either 9th grade or if the student is evaluated and found not ready, assign the student to the age or readiness appropriate grade level.

- A personal interview with the parent(s)/guardian(s) will be held with the RVA Administrator or designee to determine the reason(s) for requesting early or advanced admission of his/her child. Grade level teacher(s) and school student services personnel may also be involved with this interview. Pending consensus that early or advanced admission would be in the best interest of the child, early or advanced entrance into the RVA may be granted following the completion of a written application and personal interview.
- Should a consensus not be reached, or upon the request of the parent(s)/guardian(s), RVA Administrator or designees, appropriate screening programs, record requests or evaluations may be utilized to further determine academic, social, physical, and emotional readiness for school or grade level. These screeners, record requests and/or evaluations will be at no cost to the parent(s)/guardian(s).
- After the screening, review of appropriate records and/or formal evaluation has been completed; parent(s)/guardian(s) and RVA Administrator will meet and review recommendations. If there is no consensus in the recommendations, the RVA Administrator or designee will determine if the child is to be accepted for early or advanced admission.
- A parent(s)/guardian(s) may appeal the decision of the RVA Administrator or designee to the RVA Governance Board who will review the case and render a decision. The Governance Board's decision will be final.

RURAL VIRTUAL ACADEMY

APPLICATION FOR EARLY ADMISSION TO
PRE-KINDERGARTEN/ KINDERGARTEN/ 1st GRADE/ 9th GRADE

Name: _____ Sex: _____ Birthdate: _____

Father's Name: _____

Mother's Name: _____

Address: _____

City/State: _____ Zip Code: _____

Telephone Number: Home _____ Work: _____

What is your resident school district? _____

I am requesting that my child be permitted early admission to pre-kindergarten/ kindergarten/ 1st grade/ 9th grade. If requested, I give permission for my child to be evaluated and tested by a certified school psychologist and other school personnel, where appropriate, at no cost to me.

Additionally, this is my reason for request: _____

Signature of Parent(s)/Guardian(s)

Date

Signature of Parent(s)/Guardian(s)

Date

Signature of Principal

Date Received

(Attach any pertinent interview notes)

Date of interview

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

DATE ADOPTED: January 26, 2017 FILE SECTOR: RURAL VIRTUAL ACADEMY
DATE REVISED: POLICY TITLE: TRANSFER/HOME-BASED
STUDENTS

Students transferring from other state approved public school systems, including open enrollment students, out-of-state public systems, approved private schools as defined and provided for in Wisconsin Statutes, or home-based educational programs as defined and provided for in Wisconsin Statutes are required to provide Rural Virtual Academy (RVA) with or sign a release for a transcript or other record of academic accomplishments and attendance, behavioral records, health records, and any other records as may be determined to be necessary for placement by the Medford Area Public School District (MAPSD).

All transfer students must meet the requirements of Wisconsin Statutes pertaining to high school graduation along with RVA graduation requirements before becoming eligible for a diploma from the MAPSD or consortium school district.

Students transferring into the RVA from any participating consortium school districts may have different graduation requirements and transfer rules to comply with. All students must reference consortium school district policies to ensure all requirements are met in order to graduate and receive a diploma from their consortium school district.

**CROSS REFERENCE: RVA-JIA, RVA-JECBB-R, RVA-JECBD, RVA-JECBE, RVA-IKA, &
 RVA-IKF**
**LEGAL REFERENCE: §118.33, 118.16, 118.165, 115.001(3)(g), 118.15, 118.30, 48.60,
 118.14, and P.I. 18.**

MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY

DATE ADOPTED: January 26, 2017 FILE SECTOR: RURAL VIRTUAL ACADEMY
DATE REVISED: POLICY TITLE: TRANSFER/HOME-BASED STUDENTS

PLACEMENT OF TRANSFER/OPEN ENROLLMENT STUDENTS

- The RVA reserves the right to determine grade placement of all students entering or re-entering the school system, including open enrollment students. Principals, with the assistance of the guidance counselors and other appropriate personnel shall determine all grade placements of students.
- Consideration shall be given to the grade level which the student has attained at the time of entry or re-entry, number of approved credits obtained and/or records of standardized achievement testing.
- If records are not available or do not contain appropriate information upon which to base placement, the student shall be administered an achievement test which shall be considered, along with administration or counselor interviews in placing the student.
- Assignment to special education shall be based upon federal and state regulations for children with disabilities.
- Upon receipt of a transfer student's records, the administrator his/her designee shall review the records and determine which courses meet the requirements for credit in the RVA. These shall be considered approved courses and recorded on the official transcript. ~~He/she~~ **They** shall also determine what letter grade will be assigned to each course. If there is insufficient evidence to determine a grade using the RVA grading system, and credit is to be awarded, a pass/fail grade will be assigned.
- If parent(s)/guardian(s) appeals the student placement based upon the belief that the placement is inappropriate, the placement may be reviewed by the RVA Governance Board and that decision will be considered final by all parties.

PLACEMENT OF HOME-BASED PRIVATE EDUCATIONAL PROGRAM TRANSFERS

- Any student who has been in attendance in a Home-Based Private Educational Program, (hereafter referred to as HBPEP), for a period of ninety 90 days or more and seeks to enter or re-enter the RVA will be requested to furnish administration with the following documentation of the HBPEP:
 - A copy of the school calendar that verifies each school term of the HBPEP instruction consisted of at least the minimum prescribed by Wisconsin statutes.
 - Copies of the sequential curriculum that was taught in the mandated subject areas as prescribed by Wisconsin statutes.
 - Records of student performance for each course taken.

Upon receipt of any of the above documentation, school administration will place the student at the appropriate grade level. If school administration does not feel there is sufficient information upon which to base a placement, ~~he/she~~ they may administer an achievement test, the results of which shall be considered along with administration and/or counselor interviews in determining grade level placement.

- If parent(s)/guardian(s) appeal student placement based on the belief that the placement is inappropriate, the placement may be reviewed by the RVA Governance Board and that decision will be considered final by all parties.
- Courses taken while in a HBPEP shall be recorded on the student's permanent record as pass/fail only. Grades and grade point averages from HBPEP instruction will not be used in determining class standing or scholarship eligibility.

CROSS REFERENCE: RVA-JIA, RVA-JECBB-R, RVA-JECBD, RVA-JECBE, RVA-IKA, & RVA-IKF
LEGAL REFERENCE: §118.33, 118.16, 118.165, 115.001(3)(g), 118.15, 118.30, 48.60, 118.14, and P.I. 18.

MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY

DATE ADOPTED: March 16, 2017 FILE SECTOR: RURAL VIRTUAL ACADEMY
DATE REVISED: POLICY TITLE: CHILD ABUSE/NEGLECT
REPORTING

Because of their sustained contact with school-age children, school employees are in an excellent position to identify abused or neglected children and to refer them for treatment and protection.

It is the RVA policy of the Rural Virtual Academy (RVA) that any staff member who has reasonable cause to suspect that a child seen in the course of his/her their professional duties has been abused or neglected or threatened with abuse or neglect shall report to the child's resident county human services department, following the procedures as outlined in RVA-JHG-R.

It is not the responsibility of school personnel to prove that the child has been abused or neglected, nor to determine whether the child is in need of protection. School personnel shall not contact the child's family or any other person to determine the cause of any suspected abuse or neglect.

No district employee shall be discharged from employment for making such a report. In addition, state law guarantees immunity from any civil or criminal liability that may result from making a report on child abuse or neglect. State law also provides for the protection of the identity of any individual who makes such a report.

CROSS REFERENCE: RVA-JHG-R, JO, & JOB
LEGAL REFERENCE: Sec. 48.02, 48.981 & 118.32 Wis. Stats.

MEDFORD AREA PUBLIC SCHOOL DISTRICT
RURAL VIRTUAL ACADEMY

DATE ADOPTED: March 16, 2017
DATE REVISED:

FILE SECTOR: RURAL VIRTUAL ACADEMY
POLICY TITLE: CHILD ABUSE/NEGLECT
REPORTING PROCEDURES

Definitions

For purposes of implementing board of education policy, the following definitions will be used:

Child - Any person under 18 years of age.

Child Abuse - "Abuse" means any of the following:

- Physical injury inflicted on a child by other than accidental means.
- Sexual intercourse or "sexual contact" under §940.225(5)(a), 948.02, 948.025, or 948.085;
- Sexual exploitation of a child; as defined under §948.05;
- Permitting, allowing, or encouraging a child to engage in prostitution as defined in §944.30;
- Causing a child to view or listen to sexual activity under §948.055;
- For purposes of sexual arousal or gratification, either causing a child to expose genitals or pubic area or exposing genitals or pubic area to a child under §948.1;
- Manufacturing methamphetamine in violation of §961.41(1)(e) under any of the following circumstances:
 - With a child physically present during the manufacture.
 - In a child's home, on the premises of a child's home, or in a motor vehicle located on the premises of a child's home.
 - Under any other circumstances in which a reasonable person should have known that the manufacture would be seen, smelled, or heard by a child.
- Emotional damage which the child's parent(s)/guardian(s) or legal custodian has neglected, refused, or been unable for reasons other than poverty to obtain necessary treatment or to take steps to ameliorate symptoms.

Child Neglect - "Neglect" means failure, refusal or inability on the part of a caregiver for reasons other than poverty, to provide necessary care, food, clothing, medical or dental care or shelter so as to seriously endanger the physical health of the child.

Reporting and Follow-up Procedures:

- Any employee of the RVA who, in the performance of his/her **their** professional duties, either suspects or who has good reason to believe that child abuse/neglect has or will occur should, as soon as possible, contact, in person or by phone, the child's resident county human services department and inform the agency of the facts and circumstances contributing to the suspicion of child abuse or neglect or to a belief that abuse will occur. This may be done by the employee or in concert with an RVA administrator, guidance counselor, or school psychologist; however, it is clearly the legal obligation of the suspecting educator to make the referral. If no referral is made, ~~he or she is~~ **they are** legally responsible. The following information will be required:
 - Your name, position, relationship to the child, the school phone number.
 - Child's name, home address and age.
 - Parent(s)/guardian(s) name, address, work place, names and ages of siblings.
 - Description of suspected child abuse and neglect or the threat of child abuse or neglect, statements of the child, statements allegedly made by the child to others, and any surrounding circumstances and conditions in the home of which the reporter is aware.
- Concurrent with the submission of the referral, at the first available opportunity, the staff member will inform an RVA administrator, guidance counselor or school psychologist of the referral.
- Any person reporting a case may also request an immediate investigation by the sheriff or police department if the person has reason to suspect that the child's health or safety is in immediate danger.
- Any personal interview or physical inspection of the child shall be conducted in a professional manner; in the presence of at least one other staff member and in compliance with c. 118.32, §948.50(2)(b) prohibiting strip searches.
- All district personnel will cooperate in every way possible during the course of the investigation by outside agencies and in providing appropriate assistance to the child involved.
- Any repeated suspicions involving the same child should follow the same procedure.
- Resolve doubts in reporting in favor of the child.