

**DPI Pupil Nondiscrimination Self-Evaluation Report 2023-24  
Medford Area Public School District**

**Approved by the School Board in:  
May 2024**

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## 2023-2024 Five-Year Self Evaluation of the Status of Nondiscrimination and Equality of Educational Opportunity

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### **I: Contributors to the Pupil Nondiscrimination Self-Evaluation Cycle Report**

The following individuals were responsible for the development, writing, and/or review of the Pupil Nondiscrimination Self Evaluation Cycle Report:

<b>Name</b>	<b>Position</b>
Patrick Sullivan	District Administrator
Laura Lundy	Director of Curriculum and Instruction
Joseph A. Greget	Director of Special Ed and Student Services
Jill Lybert	MASH High School Principal
Andrew Guden	MASH Assistant Principal
Justin Hraby	MAMS Middle School Principal
Jodi Butler	MAMS Assistant Principal
Daniel Miller	MAES/SES Elementary Principal
Richelle Crank Woller	MAES/SES Assistant Elementary Principal
Nicole Gebert	Administrative Assistant/Parent
Becky Goodrich	Human Resources Administrative Assistant

## **II: District Overview**

The Medford Area Public School District is one of three school districts located in Taylor County, Wisconsin. Taylor County is situated in central Wisconsin. With a total land area of 980 square miles and a population of 19,913 (2020), the person/square mile ratio is 20.4 (U.S. Census Bureau, 2020). In 2022, Taylor County had a per capita personal income (PCPI) of \$50,045. This PCPI was 81.4 percent of the state average of \$61,475 (Source: U.S. Department of Commerce, Bureau of Economic Analysis). The Medford Area Public School District is located in the county seat of Medford. Medford is an industrial based community, being home to three national industries and a location for manufacturing for several others. The public school district encompasses 350+ square miles. The district is a Grade PK - 12 system, of which the public middle / high school are fed into by two local parochial schools (PK - 6 Catholic school and a PK - 8 Lutheran school). The district operates five buildings and one virtual school. One building houses central office administration and staff. There is a grades 9 - 12 high school, a grades 5 - 8 middle school, two grades PK - 4 elementary schools, and a grades PK – 12 virtual school. The district had an annual budget of \$39,013,072 for the 2023-24 school year and a per pupil cost of \$11,154 (this is \$4,846 less than the 2023-24 state average). In September, 2023, the total district enrollment was reported as 3,158 students. 1,597 students were female and 1,561 students were male. Of the students reported, 0.57% were of Asian descent, 1.14% were Black, 7.35% were of Hispanic origin, 0.38% were of American Indian descent, 0.13% were of Pacific Islander descent, 2.34% were of two or more ethnic backgrounds and 88.09% were white.

## **III: School Board Policies and Administrative Procedures**

### **III: Findings for School Board Policies and Administrative Procedures:**

Medford Area Public School District has written and approved policies covering all areas of school operations, including, but not limited to school sponsored programs and activities. This includes a policy prohibiting discrimination against pupils on the basis of any and all the protected categories listed in §118.13. The policies lay out prohibition of discrimination against pupils in the areas set forth in PI 9.103. In addition, the district has an effective complaint procedure for receiving, investigating and promoting corrective action, should there be an alleged complaint under §118.13. Board policies are revised by the district according to policy BFG (Policy Review and Evaluation). This policy requires the board of education to review particular sections of the policy book annually.

Medford Area Public School District School Policy JB Early Educational Opportunity states:  
*Medford Area Public School District is committed to the equal educational opportunity for all students in the district. It is MAPSD policy, pursuant to state and federal laws, that no person, on the basis of sex, race, color, religion, national origin, ancestry, creed, 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 co-curricular, student services, recreational, or other programs.*

*Children of homeless individuals and unaccompanied homeless youth residing in the district 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.*

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

*The district shall provide for the reasonable accommodations of a student's 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 limited to, exclusion from participation in an activity, alternative assignments, released time from school to participation 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 district administrator or their designee to examine existing policies and develop new policies where needed to ensure that MAPSD does not discriminate pursuant to federal and state law. The district 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 and Section 504 of the Rehabilitation Act of 1973 and the ADA. The employee shall assure adoption of a complaint procedure to resolve complaints alleging violation of these laws, assure that an evaluation of the district's compliance with state law is completed in accordance with state regulations.*

[MAPSD School Board Policy JB-R Equal Educational Opportunity](#) focuses on Student Discrimination and Complaint Procedures. This policy states: *Any person who believes that MAPSD or any part of the school organization has inadequately applied the principles and/or regulations of Title VI, Title IX, Section 504, the ADA or in some way discriminates on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, parental or marital status, sexual orientation, physical, learning, mental, or emotional disability may bring forward a complaint to the district administrator at the district office at 124 West State Street in Medford or contact them by telephone at 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 the focus of the complaint, the complainant may present the complaint to the BOE president or their designee. Policy JB-R has further information on informal and/or formal complaint procedures, complaint procedures connected to Special Education, complaint procedures connected to Federal Programs, maintenance of complaint records, and dissemination of discrimination complaint procedures.*

### MAPSD Board Policy JBA: Student Harassment/Bullying

MAPSD will maintain and ensure a learning environment free from any form of harassment/bullying or intimidation toward and between students. MAPSD consistently and vigorously addresses harassment and bullying so that there is no disruption to the learning environment and learning process. Policy clearly defines types of harassment (student harassment, sexual harassment, bullying, cyber bullying); prohibition on bullying behavior; procedure for reporting/retaliation; procedure for investigating reports of bullying; sanctions and supports; disclosure and public reporting; and prevention. JBA-R has detailed information on student harassment and bullying appeal procedures. JBA-R-E has local school Harassment/Bullying Report and Harassment/Bullying Investigation Forms which assists any staff members at a school site who may receive a report about harassment/bullying from a student.

MAPSD has additional policies which directly and indirectly impact other areas of Equal Educational Opportunities for all. This includes:

- [Policy JEC](#): School Admission - covers all aspects of requiring no discrimination in admissions to any school, class, program or activity or facilities usage.
- [Policy JF](#): Student Rights and Responsibilities - covers the areas of having a right to an education, freedom of expression, and tolerance for views and opinions of others.
- [Policy JOB](#): Confidentiality/Student Information Disclosure - focuses on the MAPSD obligation under both state and federal law to be aware of incidents involving harassment or discrimination where a student's right to a free and appropriate public education may be compromised.
- [Policy EFF](#): Family Services Account Charges and Collections which includes meals, milk, ala carte items, and CLC services.
- [Policy IL](#): Testing Program - establishment and maintenance of a testing program which can be used, communicated, and interpreted by school staff.
- [Policy JL](#): Student Awards and Scholarships - no discrimination in acceptance and administration of gifts, bequests, scholarships and other aids, benefits or services to students from private agencies, organizations, or persons on any basis.

### **Specific Board of Education policies include:**

#### Policy File Number:

[BFG](#): Policy Review and Evaluation

[JB](#): Equal Educational Opportunity

[JB-R](#): Equal Educational Opportunity  
Student Discrimination Complaint Procedures

[JBA](#): Student Harassment/Bullying

[JBA-R](#): Student Harassment/Bullying Appeal Procedures

[JEC](#): School Admissions

[JF](#): Student Rights and Responsibilities

[JFC](#): Code of Classroom Conduct

[JFC-R](#): Code of Classroom Conduct

#### Date of Revision:

February 21, 2022

September 28, 2020

September 28, 2020

August 28, 2023

August 28, 2023

September 28, 2020

October 26, 2020

November 30, 2020

November 30, 2020

	Applies to Students in Pre-K to 12	
<a href="#">JOB:</a>	Confidentiality/Student Information Disclosure	August 23, 2021
<a href="#">EFF:</a>	Family Services Account Charges/Collections	September 21, 2017
<a href="#">IL:</a>	Testing Program	May 22, 2023
<a href="#">JI:</a>	Student Awards and Scholarships	June 28, 2021

Pupil nondiscrimination policies are published annually in the district Welcome Back to School Booklet, which is mailed to all school district families/households. In addition, the nondiscrimination policy is published in the local newspaper. The policy designates which employees are to receive, investigate and take corrective action in resolving pupil discrimination complaints. The titles of such persons are published annually in the Welcome Back Booklet, the newspaper and on our website. The forms are included in all parent/student and staff handbooks and course selection handbooks which are reviewed annually. In addition to the policy, guided by §118.13, there are a number of other policies included by the school district which make reference to or include within their body, the pupil nondiscrimination language. Policies which are required by state statute to include that do so. Other policies make reference to both the state statutes and the policy code used for district recording.

All administration, teaching staff, support staff and student body have been made aware of the importance of nondiscrimination as it relates to the quality of school climate. Policies and procedures are in place to ensure pupil harassment will be identified and readily dealt with. Knowledge and awareness has come about through the study and advice of the policy committee, student groups, administrative recommendation and community involvement. The district's complaint procedure clearly explains where and how complaints should be filed, time limits and the process used to investigate such complaints. It further outlines for the complainant the appeal procedure should he/she be dissatisfied with local resolution of his/her complaint. The district's policies, as they appear in handbooks and legal notices, are explained both by administration and the board of education to staff, students and community members.

### **III: Recommendations for School Board Policies and Administrative Procedures:**

The district will continue to educate staff on the importance of nondiscrimination, regularly update handbooks, and follow current policies and procedures when complaints are brought to the district.

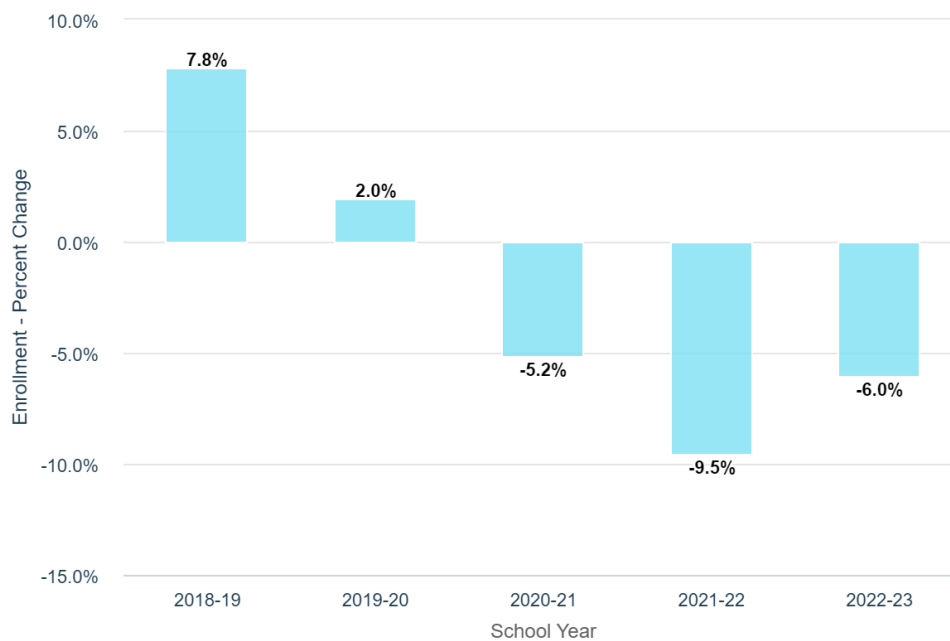
## IV. Enrollment Trends in Classes and Programs

### IV.1 Finding for PreK Enrollment

According to WISEdash, our number of 4K students in the Medford District has been on a downward trend for the past five years. (Graphs 1A-1B)

One possible reason for this trend was in 2020-21, Holy Rosary, a private school in our area, added an all day, five day 4K program. This schedule was more convenient for parents when compared to our two day a week program.

**Graph 1A: PreK Trends from 2018-19 to 2022-2023**

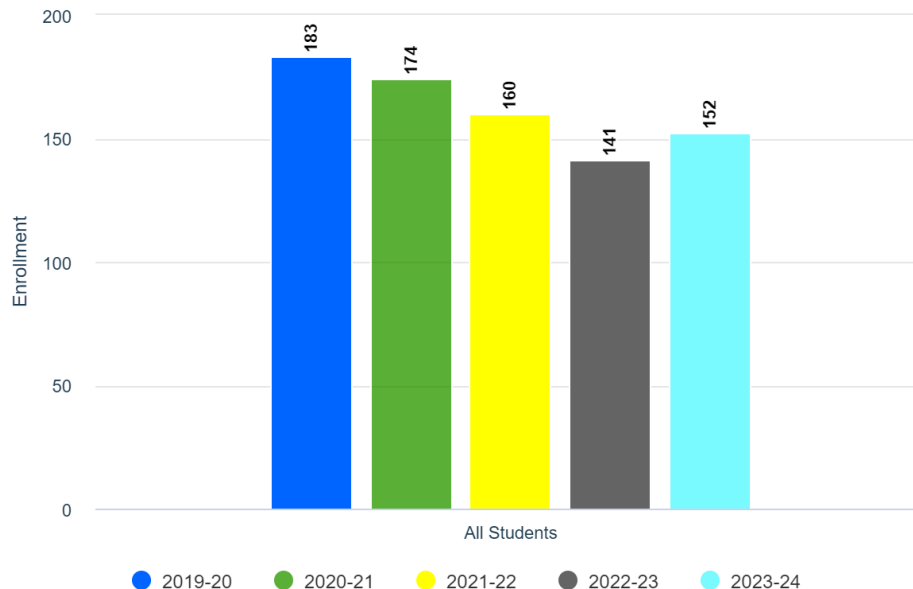


**Graph 1B: PreK Trends from 2018-19 to 2022-2023**

School Year	Student Count	Enrollment Change
2018-19	152	7.80
2019-20	155	1.97
2020-21	147	-5.16
2021-22	133	-9.52
2022-23	125	-6.02

## IV.1 Recommendation for PreK Enrollment

Starting in 2023-2024, the Medford Area Public School District recommended changing our 4K program to a five-day, all day program. With the addition of an all day, five days a week program, our 4K numbers have increased this year by eleven students.



## IV.2 Finding for Subgroups for SwD, ELL and EconDis

**Students with Disabilities (SwD):** On average, the number of Students with Disabilities has been increasing over the last 10 years, with some fluctuations from year to year. The overall trend is upward, with an average annual growth rate of approximately 3.24%. (Graph 2A)

**English Language Learners (ELL):** The trend for English Language Learners has also shown fluctuations over the last 10 years, but the overall trend is relatively flat, with an average annual growth rate of approximately 2.14%. There were periods of growth and decline, resulting in a relatively stable trend.

**Economically Disadvantaged (EconDis):** The number of Economically Disadvantaged students has exhibited variations over the last 10 years, with an overall upward trend. The average annual growth rate is approximately 0.45%. This category has shown more modest growth compared to the other two categories.

In summary, SwD has seen the most significant growth over the past 10 years, while ELL has had a relatively stable trend with less overall growth. EconDis has also shown growth but at a slower rate compared to SwD. These trends provide an overview of how these categories have evolved over the past decade, taking into account variations from year to year.



**Graph 2A**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
EconDis	40.5%	40.4%	39.3%	32.5%	35.6%
SwD	12.8%	13.4%	14.1%	12.6%	14.8%
ELL	1.9%	1.9%	2.2%	1.6%	1.6%

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
EconDis	41.7%	42.1%	44.1%	47.5%	42.7%
SwD	14.7%	15.4%	15.0%	15.9%	17.5%
ELL	2.4%	2.6%	2.4%	2.9%	2.2%

#### **IV.2.a Recommendation for Subgroups for SwD, ELL and EconDis**

Continue to keep SwD and ELL students in classrooms with their peers in order to ensure everyone is receiving grade level or as close to grade level instruction. Our English Language Learner Department has increased in services and staffing over the past 5 years as we now have ELL teachers at each level plus two ELL assistants. We offer Cultural Family Nights and Parent Training each school year. We have previously offered Taylor County Cultural Fairs for our school and community. Our ELL teachers provide direct remedial and inclusion language proficiency lessons for students; consultation for teachers; English Learning Plans for each student; and interpretation/translation for parents and teachers.

Work to increase support for our students with disabilities (SwD) and English Language Learners (ELL) as the number of students increases through the addition of qualified staff and researched based programming. Student Services Teams are in place in each building level to screen, refer, identify, and problem solve on all students. These teams include: Principals, School Social Workers, School Counselors, School Nurses, School Psychologists, and Teachers.

The school district spent the 16-17 school year planning for the implementation of the PI 26 Education for Employment - Academic and Career Planning model at the onset of the 17-18 school year.

Student Services staff attend IEP meetings for students with disabilities. Guidance Counselors, School Social Workers, School Nurse, and/or Program Support Teachers serve as Section 504 case managers for students in Grades K-12. The Director of Special Education/Student Services, School Psychologist, and/or Special Education Case Manager represent the school district as a Local Educational Agency (LEA) Representative at each IEP meeting which they attend. High school counselors meet with all students and provide information,

recommendations, and materials that emphasize the courses, programs, roles, and careers which are open to everyone regardless of gender, race, national origin, or disability.

Director of Student Services is the primary chairperson and Pupil Services Staff have active membership on countrywide councils including: Taylor County Transition Advisory Council, Taylor County Mental Health Awareness Council, Taylor County Literacy Council, Taylor County Drug Opposition Partners, and Taylor County Early Childhood Council.

#### **IV.2.b Recommendation for Subgroups for SwD, ELL and EconDis:**

In order to improve student academic achievement for elementary and middle school students the district added before and after school care, tutoring and engaging clubs/activities for all students in both of our elementary schools and our middle school, especially those subgroups of SwD, ELL, and EconDis students through a CCLC grant.

#### **Medford Elementary Schools (MAES and SES) - Before and after school care program Introduction and Program Description:**

Medford and Stetsonville elementaries began formal CCLC Program in September 2023. Prior to this our after school care was more of a child care format with no formal programming. This new model is open and offered to all students in Grades Prek to 4. We provided before and after school programming Mondays through Fridays during the 23-24 school year. Program model included: before and after-school care, extra-curricular clubs, school and family engagement, specially designed tutoring, and social emotional opportunities.

Our Nita M Lowey CCLC Programming was created to address 3 primary key needs identified through (1) state and local assessment data of students, (2) Youth Risk Behavior Survey results which identified students who did not feel connected to the school and struggled with mental health concerns, and (3) parent and student surveys which identified a lack of adult supervision outside of regular school hours.

**Medford Elementary (MAES) CCLC** Students Served-Days and Hours attended by MAES students. Average Daily Attendance was 160 students. (Graph 4A)

**Graph 4A: MAMS CCLC Daily Attendance**

Reporting Period	1-29 Days	30-59 Days	60-89 Days	90+ Days		
School Year 2023-2024	206	64	59	90		
Reporting Period	< 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270+ Hours

Reporting Period	1-29 Days	30-59 Days	60-89 Days	90+ Days		
School Year 2023-2024	206	64	59	90		
School Year 2023-2024	153	66	75	102	23	0

### **MAES CCLC Student Demographics**

#### Race and Ethnicity:

- 0.91% are Black not of Hispanic origin
- 0.23% are American Indian/Alaskan Native
- 4.34% are Hispanic
- 91.32% are White not Hispanic Origin
- 0.23% are Asian
- 2.97% are Two or More Races

#### Economic status of students who attend our CCLC program include these percentages:

- 53.46% pay full price
- 8.06% pay reduced price
- 38.48% are free for school lunches

#### Registration by Special Needs

- 19.18% were identified having a special needs based on their IEP or 504 plan

#### Language Proficiency

- 1.91% were limited in English Proficiency

#### Gender:

- Male = 48.45%
- Female = 51.55%

**Stetsonville Elementary(SES) CCLC:** Students Served-Days and Hours attended by SES students. Average Daily Attendance was 62 students. (Graph 4B)

### **Graph 4B: SES CCLC Daily Attendance**

Reporting Period	1-29 Days	30-59 Days	60-89 Days	90+ Days		
School Year 2023-2024	71	22	21	36		
Reporting Period	< 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270+ Hours

Reporting Period	1-29 Days	30-59 Days	60-89 Days	90+ Days		
School Year 2023-2024	71	22	21	36		
School Year 2023-2024	47	22	20	40	19	2

### **SES CCLC Student Demographics**

#### Race and Ethnicity:

- 2.01% are Black not of Hispanic origin
- 1.34% are American Indian/Alaskan Native
- 4.7% are Hispanic
- 88.67% are White not Hispanic Origin
- 0.67% are Asian
- 2.01% are Two or More Races

#### Economic status of students who attend our CCLC program include these percentages:

- 54.67% pay full price
- 8.67% pay reduced price
- 36.67% are free for school lunches

#### Registration by Special Needs

- 16.67% were identified having a special needs based on their IEP or 504 plan

#### Language Proficiency

- 100% were limited in English Proficiency

#### Gender:

- Male = 46.67%
- Female = 53.33%

### **Medford Area Middle School (MAMS) - Before and after school care program**

#### **Introduction and Program Description:**

Medford Area Middle School began our formal CCLC Program in September 2022. This was open and offered to all students in Grades 5 to 8. We provided before and after school programming Mondays through Fridays during the 22-23 school year. Program model included: before and after-school care, extra-curricular clubs, school and family engagement, specially designed tutoring, and social emotional opportunities.

Our Nita M Lowey CCLC Programming was created to address 3 primary key needs identified through (1) state and local assessment data of students, (2) Youth Risk Behavior Survey results which identified students who did not feel connected to the school and struggled with mental health concerns, and (3) parent and student surveys which identified a lack of adult supervision outside of regular school hours.

**Medford Area Middle School (MAMS) CCLC** Students Served-Days and Hours attended by MAMS students. Average Daily Attendance was 177 students. (Graph 4C)

**Graph 4C: MAMS CCLC Daily Attendance**

Reporting Period	1-29 Days	30-59 Days	60-89 Days	90+ Days		
School Year 2022-2023	275	75	64	144		
Reporting Period	< 15 Hours	15-44 Hours	45-89 Hours	90-179 Hours	180-269 Hours	270+ Hours
School Year 2022-2023	177	119	103	133	21	5

### **MAMS CCLC Student Demographics**

Race and Ethnicity:

- 1.07% are Black not of Hispanic origin
- 1.25% are American Indian/Alaskan Native
- .72% are Hispanic
- 96.42% are White not Hispanic Origin
- .18% are Asian
- .36% are Native Hawaiian or Other Pacific Islander

Economic status of students who attend our CCLC program include these percentages:

- 55.28% pay full price
- 10.91% pay reduced price
- 33.81% are free for school lunches

Registration by Special Needs

- 15.92% were identified having a special needs based on their IEP or 504 plan

Language Proficiency

- 2.86% were limited in English Proficiency

Gender:

- Male = 52.06%
- Female = 47.94%

### **IV.3.a Finding for Enrollment Trends for Medford Area Senior High School (MASH) Enrollment in Honors, AP, PLTW & Transcribed Courses [Link to MASH Class Data](#)**

Several trends can be observed over the past five years, when comparing the number of females and males taking high level courses at MASH. (Graph 5A)

**Graph 5A: MASH Enrollment Trends by Gender for Honors, AP, PLTW & Transcribed Courses**

	Males (M) vs. Females (F)									
	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	M	F	M	F	M	F	M	F	M	F
<b>AP Courses</b>	87	78	60	80	52	89	78	107	85	124
<b>PLTW Courses</b>	59	9	48	12	25	6	51	12	29	4
<b>Honors Courses</b>	240	331	230	362	248	357	254	324	250	334
<b>Transcribed Courses</b>	204	242	289	237	234	295	276	241	180	241

#### **AP Courses:**

- Overall, there is an increasing trend in enrollment for both males and females over the five years.
- Female enrollment tends to be consistently higher than male enrollment in AP courses across all years.

#### **PLTW Courses:**

- The enrollment numbers for PLTW courses are generally lower compared to AP, Honors, and Transcribed Courses.
- There is some fluctuation in enrollment numbers for both males and females over the years, but no clear trend is evident.

#### **Honors Courses:**

- Similar to AP courses, there is an increasing trend in enrollment for both males and females in Honors courses over the five years.
- Female enrollment tends to be higher than male enrollment in Honors courses as well, although the gap is narrower compared to AP courses.

#### **Transcribed Courses (TC):**

- Enrollment in Transcribed Courses shows more fluctuation compared to AP and Honors courses.
- There is a slight decline in enrollment for both males and females in the last year (2023-2024), compared to the previous years.

Overall, the data suggests a positive trend in enrollment in advanced and honors-level courses (AP and Honors), with higher participation rates among females. PLTW courses show lower enrollment overall, and enrollment in Transcribed Courses exhibits more variability over the years.

### IV.3.a Recommendation for MASH Enrollment Trends by Gender for Honors, AP, PLTW & Transcribed Courses

Research reasons for the higher enrollment of females vs males in Honors and AP courses and higher enrollment of males in PLTW courses.

**IV.3.b Findings for Enrollment Trends by Subgroups of Special Education (S) and Minorities (M) in Honors, AP, PLTW & Transcribed Courses** (Graph 5B) Analyzing the data for Special Education (S) and Minorities (M) across the years in various courses shows a much lower enrollment of special education students and minorities when compared to overall enrollment.

**Graph 5B: MASH Enrollment Trends by Subgroup for Honors, AP, PLTW & Transcribed Courses**

	Special Education (S) and Minorities(M)									
	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	S	M	S	M	S	M	S	M	S	M
AP Courses	13	1	5	0	6	1	11	3	18	1
PLTW Courses	2	3	7	2	1	2	2	2	2	0
Honors Courses	28	6	37	2	41	1	32	4	36	5
Transcribed Courses	20	48	53	34	34	34	32	24	34	17

#### AP Courses:

- There's a fluctuating trend in enrollment for both Special Education and Minorities.
- Special Education enrollment varies with a peak in 2019-2020 and a slight decrease afterward.
- Minorities also show variability, with enrollment reaching its highest point in 2023-2024.
- Overall, both groups show some participation in AP courses, though the numbers are relatively low.

#### PLTW Courses:

- Special Education enrollment in PLTW courses varies, with no clear trend over the five years.

- Minorities show some enrollment in PLTW courses, with fluctuations across the years.
- Overall, the participation of both groups in PLTW courses seems limited, with low numbers in each year.

**Honors Courses:**

- Both Special Education and Minorities show participation in Honors courses, but the numbers are relatively low compared to the total enrollment.
- Special Education enrollment fluctuates over the years, while Minorities' enrollment shows an increasing trend, particularly notable from 2020-2021 onwards.

**Transcripted Courses:**

- There is some fluctuation in enrollment for both Special Education and Minorities in Transcripted Courses over the years.
- Special Education enrollment remains relatively stable, with some variation.
- Minorities' enrollment in Transcripted Courses shows some variability, with the highest enrollment in 2020-2021.

Overall, while both Special Education and Minorities show some participation in advanced courses (AP and Honors) and other courses (PLTW and Transcripted), the numbers are relatively low compared to the overall enrollment. Minorities show some increasing trends in enrollment in Honors courses over the years, indicating a potential positive shift in participation.

**IV.3.b Recommendation for Enrollment Trends by Subgroups of Special Education (S) and Minorities (M) in Honors, AP, PLTW & Transcripted Courses**

Additional efforts may be needed to ensure equitable access and support for these groups in advanced and specialized educational programs.



## **V. Methods, Practices, Curriculum and Materials Used in Instruction, Counseling, and Pupil Assessment and Testing**

### **V.1 Findings for Instruction:**

Medford Area Public School District mission is to ensure that all students learn according to School Policy IA: Instructional goals. MAPSD's vision is that we expect all students to learn at high levels. We will work collaboratively with colleagues, students, and parents to challenge and support all individuals to achieve success. To achieve this end, goals for MAPSD shall be aligned with district strategic plan goals 1-5: Strategic Goal 1: Academic Skills; Strategic Goal 2: Physical/Mental/Social/Emotional Health; Strategic Goal 3: Alcohol and Other Drug Abuse; Strategic Goal 4: Life Skills; and Strategic Goal 5: Operations/Technology.

MAPSD has Policy Section I (Policy Section A to RVA) dedicated to Instruction. There are policies on: Instructional Goals, Organization of Instruction, School Year, Curriculum Adoption, Teaching about Religion and Religion in School, Education for Employment, Physical Education, Human Growth and Development Instruction, Program for Children with Disabilities, Programs for Gifted and Talented, Title I Program, Title I Parent Involvement, Homeless Children and Youth, School Age Parent Program, Limited English Proficiency Students, Alternative School Programs, Programs for Students at Risk, Summer School, Class Sizes, Educational Materials Selection and Adoption, and other areas which are under the category of instruction.

Our instructional practices, materials, curriculum, and methodologies promote the teaching of diversity and multiculturalism. The board's Foundations and Basic Commitment policy section recognizes the importance of nondiscrimination in all facets of the district's programs and services. The district's Educational Philosophy policy (AD) includes a belief statement supporting the uniqueness of each student. Finally, the Educational Materials Section and Adoption policy (IIA) provides for the selection of resources that provide a representative view of many religions, ethnic and cultural groups and contributions of such to our American heritage. The district has specific board policies, as mentioned above, that address the selection of educational materials and teaching resources. The policies address philosophy, procedure, and the appeal process. The policies provide that materials selected shall depict, in an accurate and balanced way, the cultural diversity and pluralistic nature of our society. The district has a material evaluation form used by staff piloting new teaching material to facilitate implementation of these policies. It requires users to indicate if the instructional materials contain biased illustrations or stereotypical family/career roles. This standard is applied to the adoption of all new educational materials. The new teaching resources adopted by the board, during the curriculum cycle, are purchased for all classrooms. Neither ability grouping or tracking are used in our district and all students have access to the same educational materials. We offer students multiple opportunities to examine various career paths through programs such as Home Grown Success, Reality Fair, and a Reverse Job Fair.

### **V.2 Findings for Counseling:**

The Medford Area Public School District employs a balanced Student Services Staff. Medford Area Senior High School Pupil Services Staff includes: 2 School Guidance Counselors, 1

School Psychologist, 1 School Social Worker, 1 School Nurse, and a Police Liaison officer. Medford Area Middle School Pupil Services Staff includes: 1 School Guidance Counselor, 1 School Psychologist, 1 School Social Worker, and 1 School Nurse. Our Elementary Level (MAES and SES) includes: 1 School Counselor, 1 School Social Worker, 1 School Psychologist, and 1 School Nurse. We have seen an increase in the employing of Pupil Services Staff over the past five years thanks to federal and state grants (Drug Free Communities, ESSER, and Mental Health Awareness Training).

Medford Area Public School District partners with Counseling Connection and Aspirus to offer mental health counseling for school age students in school and/or at clinic sites for students in our CARES Counseling Model Partnership (Counseling for All to Reach Emotional Success). There are licensed mental health counselors who have time in each school building to provide support. We have two of our own school mental health providers who also are working on their community mental health counseling license (SES Counselor and MAMS School Social Worker) that also provide mental health counseling.

Our counseling model is comprehensive in terms of offering evidenced based practice: SOS Signs of Suicide (Grades 6-8, 10), Second Step (K-8), DPI Mental Health Literacy Units of Instruction (Grade 4), Character Strong (Grade 9-12), SBiRTS (Grades 9-12), and Zones of Regulation (Grades PK-4). We implement the Wisconsin Comprehensive School Counseling Model for Grades PK-12 by licensed school counselors. Universal, targeted, and intensive level of school counseling guidance services are provided for all students in our school district. Counseling topics address cultural diversity, disabilities awareness, bullying prevention, safe students, and more topics encompassing all students. We have had guest speakers in the past including one on the LGBTQ+ population which was offered through a zoom presentation and in-person as part of district inservice.

We remain active in gauging parent participation and engagement for all students through our Special Education Advisory Council, Nita M Lowey CCLC Advisory Council, and Parent Teacher Organizations.

### **V.3 Findings for Pupil Assessment and Testing:**

Medford Area Public School District School Policy IL: Testing Program: *MAPSD has established and maintained a testing program which can be used, communicated, and interpreted by school staff. Our testing program provides:*

- *Assessment of MAPSD educational program for purposes of reporting the overall status of the district and charting the growth of its students by grades, curricular areas, and schools.*
- *Interpretations for use by staff in making program improvement decisions at the student, classroom, building, and district levels. The district testing program includes tests as required by state and federal law. Testing results shall be made available to the public in accordance with state law*

- *Information which will be used to provide appropriate educational experiences for students in areas such as remediation, gifted and talented, Title 1 and any other areas of specialized help.*

*Students with disabilities participate in state-required testing, with appropriate accommodations and alternative assessments where necessary and as indicated in the student's IEP. Decisions regarding the testing of LEP students are made on an individual basis in accordance with board policy and established procedures.*

*Parents and/or guardians 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 possible after the assessment results are received from DPI.*

*MAPSD does not discriminate in the testing program on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or pregnancy 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.*

*Under current state law, parents or guardians are allowed to opt their child(ren) out of state testing. If a parent/guardian elects to opt their child out of state testing, their score will be reported as a "non-tested student" when calculating overall achievement of MAPSD students.*

School Policy: ILBA - State Mandated Test Participation for Students with Disabilities: Policy ILBA emphasizes that MAPSD shall provide students with disabilities the same opportunity to acquire and demonstrate competence in basic skill areas through the state assessment program. In accordance with state and federal special education law, all questions regarding the participation of an individual student with disabilities in statewide assessments shall be addressed through the IEP Process. IEP teams are responsible for determining whether students with disabilities will participate in general education assessment with or without testing accommodations or an alternate assessment with or without accommodations; Wisconsin Forward Test, ACT Aspire, and ACT assessments with or without accommodations or in the alternate assessment called the Dynamic Learning Map assessment.

### **V.1 - 3 Recommendations for Methods, Practices, Curriculum and Materials Used in Instruction, Counseling, and Pupil Assessment and Testing**

We currently do not have an analysis tool to evaluate if we are following our policies and mission. It is recommended that the district develop a tool, such as an exit survey, to evaluate our success in this area. This analysis tool should include students who utilize the after school program. We will continue to utilize the WI Indicator 14 Survey results.

## VI: Trends and Patterns of Disciplinary Actions, Including Suspensions, Expulsions, and Handling of Pupil Harassment

Medford Area Public School District (MAPSD) is committed to maintaining a favorable academic atmosphere by encouraging the cooperation of every person in the school community to create a positive learning climate and proper order in classrooms. Students must come to school ready and willing to learn, abiding by the rules of behavior established by the Board of Education, administration, and classroom teachers as outlined in student handbooks and in district policies. Parent(s)/guardian(s) are made aware of their child's misbehaviors as any student engaging in dangerous, disruptive, or unruly behavior interfering with a teacher's ability to teach effectively is not tolerated. Any student who engages in such behavior may be subject to removal from class and placement procedures as outlined in this policy. In addition, the student may be subject to other disciplinary action following established BOE policies and school rules.

There are different levels of discipline depending on the offense and the number of times the student has offended. The first offense for minor infractions is an office visit with the student receiving further instruction on expectations and rules of the school/classroom. Visiting with the counselor or staff social worker may also be utilized during this time. Additional offenses may include detention, in-school suspension or out-of-school suspension. Major infractions may be elevated to in-school or out-of-school suspensions on the first offense. Expulsion is used as a final consequence for major offenses. Parents are included in communication about infractions and consequences promptly.

### VI.1: Elementary (MAES & SES) Disciplinary Data by Gender

**Graph 6A: MAES & SES Discipline Data by Gender**

<b>Medford Area Elementary School (MAES)</b>					
School Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Office Discipline Referral	431 Females= 59 Males= 372	243 Females= 34 Males= 209	274 Females= 69 Males= 205	303 Females= 66 Males= 205	494 Females= 166 Males= 328
In School Suspension	0	0	1	0	0
Out of School Suspension	1	2	1	0	1
Expulsion	0	0	0	0	0
<b>Stetsonville Elementary School (SES)</b>					
School Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Office Discipline	248	211	195	248	151

Referral	Females= 36 Males= 212	Females= 35 Males= 170	Females= 30 Males= 165	Females= 85 Males= 163	Females= 39 Males= 112
In School Suspension	4	4	2	0	0
Out of School Suspension	1	0	2	2	0
Expulsion	0	0	0	0	0

### **MAES/SES Trends and Patterns of Disciplinary Action:**

Looking at the data provided for the Medford Area Elementary Schools (MAES & SES) over the five school years, several trends can be observed regarding disciplinary actions.

#### **Office Discipline Referrals (ODR):**

- The number of ODR's by building continue to run well under the 50th percentile as measured by the SWIS system.
- In 2022-23 MAES saw an increase in ODR's and SES saw a decrease. We can attribute this to a change in leadership at both buildings. This perceived lack of support in one building and increase in support in the other has been addressed for the 2023-24 school year.
- Our data indicates a gender disparity with a higher number of male students receiving ODR's compared to female students in each year.

#### **In-School Suspension (ISS):**

- There is a noticeable decrease in the number of students receiving in-school suspension over the years.
- Our philosophy for ISS shifted over ten years ago in the MAES building when we adopted PBIS and worked to help staff understand the need to keep students in the classroom to assure they are getting access to core curriculum. As a result, student behaviors are addressed quickly to reduce the amount of missed instruction.
- Although PBIS was also adopted by SES ten years ago, recent changes in administration philosophy finally happened with a change in staffing only 5 years ago.
- Although not noted in the chart, this data also indicates a gender disparity with a higher number of male students receiving ISS than female students each year.

#### **Out-of-School Suspension (OSS):**

- Out-of-School suspensions are rarely used at the elementary level due to our PBIS system and our goal of keeping students in school to have the greatest impact on changing behavior.
- The number of students receiving OSS decreased in our SES building due to a change in leadership philosophy and buy-in to the PBIS philosophy.

- As with other behavioral data we still see that there is a gender disparity with more male students receiving OSS compared to female students.

Overall, the trends suggest a positive direction regarding disciplinary actions, with decreasing numbers of students receiving both in-school and out-of-school suspensions. Our ODR data also continues to give us confidence that we are addressing behaviors, while at the same time not being over-reliant on major consequences like ISS or OSS to change behavior. Instead, we can use positive reinforcement strategies to address behavior and keep kids in the classroom learning.

#### **VI.1: Recommendation for MAES/SES Trends and Patterns of Disciplinary Action:**

The gender disparity in disciplinary actions highlights a potential area for further exploration and targeted support for specific student populations

#### **VI.2: Middle School (MAMS) Disciplinary Data by Gender**

**Graph 6B: MAES & SES Discipline Data by Gender**

<b>Medford Area Middle School (MAMS)</b>					
School Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
In School Suspension	45 students 8 female 37 male	48 students 8 female 40 male	60 students 7 female 53 male	46 students 4 female 42 male	86 students 14 female 72 male
Out of School Suspension	14 students 6 female 8 male	9 students 0 female 9 male	18 students 2 female 16 male	27 students 3 female 24 male	24 students 4 female 20 male
Expulsion	0	4*	0	0	0
*Students expelled were put on expulsion orders which were to be followed until the end of their educational careers upon graduation from the Medford district.					

#### **VI.2: MAMS Trends and Patterns of Disciplinary Action:**

Looking at the data provided for Medford Area Middle School (MAMS) over the five school years from 2018-2019 to 2022-2023, several trends can be observed regarding disciplinary actions such as in-school suspensions, out-of-school suspensions, and expulsions.

In-School Suspension (ISS):

- There is a noticeable increase in students receiving in-school suspension for the 2022-23 school year, but the previous four years had maintained fairly equal numbers.
- The data also indicates a gender disparity with a higher number of male students receiving ISS than female students each year.

Out-of-School Suspension (OSS):

- With the 2019-20 year as an outlier (the year school closed early for COVID), the number of students issued Out-of-School suspensions was fairly equal.
- The number of students receiving OSS decreased from 27 in the 2021-2022 school year to 24 in the 2023-2024 school year.
- Again, there is a gender disparity with more male students receiving OSS compared to female students.

Expulsions:

- There are expulsions only reported in the 2019-20 school year which may indicate a shift in disciplinary measures or a change in the severity of behaviors leading to expulsion in that year.

Overall, the trends suggest a consistent report of students receiving both in-school and out-of-school suspensions.

**VI.2: MAMS Recommendations for Improvement and Implementation Strategies:**

The sudden increase in ISS in the most recent period may warrant further investigation into underlying causes and potential interventions to address behavioral issues effectively. Additionally, the gender disparity in disciplinary actions highlights a potential area for further exploration and targeted support for specific student populations. At MAMS our guidance counselor and special education staff have started social skills groups to help with some behavioral support. MAMS also has on-site counseling services Monday, Tuesday, and Thursday through the CARES model, in addition to regular counseling services provided by our guidance counselor and social worker.

**VI.3: High School (MASH) Disciplinary Data by Gender**

**Graph 6C: MASH Discipline Data by Gender**

Medford Area Senior High (MASH)					
School Year	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
In-School Suspension	17 students 7 female 10 male	12 students 3 female 9 male	28 students 7 female 21 male	59 students 18 female 41 male	55 students 11 female 44 male
Out of	16	16	34	24	33 students

School Suspension	students 6 female 10 male	students 6 female 10 male	students 7 female 27 male	students 5 female 19 male	4 female 29 male
Expulsion	0 students 0 female 0 male	0 students 0 female 0 male	0 students 0 female 0 male	1 students* 1 female 0 male	1 students* 0 female 1 male
*Students expelled were put on expulsion orders which were to be followed until the end of their educational careers upon graduation from the Medford district.					

### VI.3: MASH Trends and Patterns of Disciplinary Action:

Looking at the data provided for Medford Area Senior High (MASH) over the five school years from 2018-2019 to 2022-2023, several trends can be observed regarding disciplinary actions such as in-school suspensions, out-of-school suspensions, and expulsions.

#### In-School Suspension (ISS) Trends:

- A significant increase in ISS from 2018-2019 to 2021-2022, followed by a slight decrease in 2022-2023.
- A notable increase in female students receiving ISS in the last two years.

#### Out of School Suspension (OSS) Trends:

- An increase in OSS from 2018-2019 to 2020-2021, followed by a decrease in the last two years.
- Notable fluctuations in the number of female students receiving OSS.

#### Expulsion Trends:

- The first instances of expulsion occurred in the last two years, with one female and one male student each.

#### Overall Trends:

- ISS shows an overall increase, particularly in the last two years.
- OSS has some fluctuations but shows a decrease in recent years.
- The first instances of expulsion occurred in the last two years, involving both female and male students.

It's important to note that these trends are based solely on the numbers provided and do not account for underlying reasons or contextual factors that may influence disciplinary actions.

### VI.3: MASH Recommendations for Improvement and Implementation Strategies:



Further analysis may be required to understand the causes behind the trends listed above.

#### **VI.4: Expulsions:**

File: [JGE](#)

Policy Title: Student Expulsion

*Medford Area Public School District Board of Education (BOE) may expel a student from school when it finds a student:*

- *guilty of repeated refusal or neglect to obey school rules or regulations;*
- *knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;*
- *engaged in conduct while at school or while under the supervision of a school authority which endangered the property, health or safety of others;*
- *while not at school or under the supervision of a school authority, engaged in conduct which endangered the property, health or safety of others at school or under the supervision of a school authority or endangered the property, health or safety of any employee or board of education member of the school district in which the student is enrolled;*
- *who is at least 16 years old, repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct does not constitute grounds for expulsion as outlined above; and/or*
- *satisfies the interest of the school to demand the student's expulsion.*

*Any time school officials determine that a student has possessed or used any firearm, bomb, explosive, or similar destructive device while at school or while under the supervision of a school authority, an administrator may refer the student and the incident to law enforcement or another representative of the criminal or juvenile justice system. An administrator must also suspend the student, commence expulsion proceedings and the BOE may expel the student on a case-by-case basis, provided that any such modification is documented in writing. The requirements of this paragraph (1) do not apply to a student who is legally hunting in the school forest, as described above in this Policy; and (2) shall be construed and implemented in a manner that is consistent with the requirements of the Individuals with Disabilities Education Act. Expulsion procedures shall be carried out in accordance with state and federal law.*

#### **VI.4: Expulsion Findings:**

Based on our findings, the majority of students will follow through with our district's orders and expectations. If a student is expelled the district provides alternate educational opportunities. A student may be reinstated under an expulsion order until the date of graduation. This expulsion

order is implemented to provide support and help students remain successful. It may include requirements such as: Random Drug Testing, Counseling, Credit Recovery, Community Service, and AODA assessment. If a student violates their expulsion order they may be required to go before the BOE and/or be fully expelled.

#### **VI.4: Expulsion Recommendations for Improvement and Implementation Strategies:**

Due to our limited number of expulsions the district will continue with current practices.

#### **VI.5: Handling of Pupil Harassment:**

Medford Area Public School District follows board policy to ensure a learning environment that is safe and comfortable for all students and staff. MAPSD addresses harassment and bullying through board policy JBA: Student Harassment/Bullying. This policy lists specific types of harassment/bullying as student harassment, sexual harassment, bullying, and cyberbullying. Student harassment includes any behavior towards students based in whole or in part, on sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Sexual harassment includes any deliberate, repeated, or unwanted physical sexual contact, sexually explicit statements, or remarks which are objectionable or offensive or that cause discomfort. Bullying is intentional behavior, with words or actions, that causes fear, intimidation, or harm because of an imbalance of power. This repeated behavior may be based upon a perceived identifying characteristic, such as sexual orientation, gender, or physical attributes, but is not limited to them. Bullying behavior can be:

- Physical (e.g. assault, hitting or punching, kicking, theft, threatening behavior)
- Verbal (e.g. threatening or intimidating language, teasing or name-calling, racist remarks)
- Indirect (e.g. spreading cruel rumors, intimidation through gestures, social exclusion)

Cyberbullying includes the use of a network system to harass, intimidate, or bully a student. This includes the use of any informational technology including cell phones, computers, and gaming sites.

Any staff member who witnesses or has evidence of harassment/bullying is obligated to report it to the building principal or assistant principal. Students (as witnesses, or victims) are encouraged to report instances to a student support team member and/or teacher. Building leaders investigate instances of harassment/bullying and record information on our district Harassment/Bullying Investigation Form. Once the investigation is complete, parents of all students involved are notified of actions taken. If the student (victim or perpetrator) has an IEP, the IEP team may reconvene to determine if changes need to be made in the student's IEP. Students engaging in harassment or bullying may be subject to consequences including counselor meetings, detention, suspension, or expulsion. Staff found to be guilty of engaging in harassment or bullying will be subject to disciplinary actions up to dismissal. Incidents of harassment and bullying are reported to the school board twice per year.

## **VII: Participation Trends and Patterns and School District Support of Athletic, Extra-Curricular and Recreational Activities**

Athletic, extra-curricular and recreational activity program types and program enrollment data were reviewed and desegregated on the basis of sex, race and academic status. Data was compared to the overall school enrollment to find patterns or trends, which would pinpoint problems in discrimination or equity issues.

### **VII.1: Findings for Athletics and Extra-Curriculars:**

- Boys and girls are being treated equitably and fairly in the number of athletic programs available to them (high school - 13 female/12 male, middle school – 8 female / 8 male).
- The difference in the number of boys and girls participating is in the nature of the sports themselves, in addition to the fact that the district provides programs if there is enough interest. Attached is a copy of the athletic participation at both our high school and middle school for a number of years.
- Participation rates or academic extracurricular activities, in general, reflect our population **(there was a 5.9% minority population in our high school participation in extracurriculars and a 12% minority population district-wide).**
- Provision of uniforms, equipment and supplies is done through a rotating basis or on an as needed basis.
- Scheduling of games and practice times are on a 50-50 split with a rotation of Monday – Friday, except for Wednesday.
- Selection of specific sports and levels of competition accommodate the interests and abilities of all to the extent allowed by WIAA and school policy.
- Special accommodations are available to students with disabilities.
- Rules and/or policies are available to sanction or organize a club for groups wishing to seek school-approved status.
- Procedures for choosing courts for homecoming, winter carnival or prom reflect an equitable selection. All are determined by student vote.

The district adopted a student Code of Conduct in the 2014-15 school year for the high school. This code of conduct is used for both athletic and extracurricular/recreational activities. The current Code of Conduct was revised in 2019.

In analyzing the total number of unduplicated males vs. females participating on high school athletic teams during the last number of years, the overall numbers were as follows: (Graph 7A)

**Graph 7A: Total number of athletic teams based on gender**

	2018-19	2019-20	2020-21	2021-22	2022-23
Male	159	178	172	170	186
Female	159	155	147	177	171

There were 12 male sport teams and 13 female sport teams during the 2022-23 school year. All policies and criteria for awarding letters to athletes were found to be objective, reasonable and without bias. The lettering process is monitored by the athletic director to assure compliance with policies as published in the student handbook. All students may purchase and wear letter jackets, whether or not they participate in athletics or other co-curricular programs.

**VII.1: Recommendations for for Athletics and Extra-Curriculars:**

Although our current enrollment numbers appear to be equitable, our facilities are not. The Board of Education is attempting to rectify the situation by adding additional female locker rooms.

## **VIII: Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement Provided or Administered by the District**

### **Academics**

Academic Excellence Awards programs were initiated and devised to celebrate the scholarship and academic attainment of students who excel in the classroom. It is parallel to the attention and recognition given to students that participate in athletic programs. Awards are earned as follows:

#### **Senior Graduation Award**

Cum Laude is a Latin term that means with honor. It is used to refer to students who have met high academic standards and taken challenging and rigorous coursework. There are three honors that are bestowed on graduates: Cum Laude, which means with honors; Magna Cum Laude, which means with great honor; and Summa Cum Laude, which means with greatest honor. Graduates receiving one of the Laude awards will be given a corresponding medal to wear at graduation.

In order to receive the Cum Laude award, a student must achieve in the following manner:

**Summa Cum Laude:** 4.0 and above cumulative grade point average

**Magna Cum Laude:** 3.800 – 3.999 cumulative grade point average

**Cum Laude:** 3.500 – 3.799 cumulative grade point average

Take ten (10) semesters of honors or AP courses (excluding Honors Algebra). This was initially prorated for graduating classes, as follows:

2015 – 4 semesters of honors or AP courses

2016 – 6 semesters of honors or AP courses

2017 – 8 semesters of honors or AP courses

2018 and subsequent classes – 10 semesters of honors or AP courses

#### **Honor Rolls**

- Academic Distinction: 3.800 grade point average and above, based on current semester grades
- High Honors: 3.500 – 3.799 grade point average, based on current semester grades
- Honors: 3.00 – 3.499 grade point average, based on current semester grades

#### **Academic Letter**

Students who earn placement on the Academic Distinction or the High Honor Roll for two semesters, accumulated any time during their Medford Area Senior High career, will receive an academic letter award. A letter “M” will be awarded for the first two semesters of achievement and subsequent two semester blocks of achievement will be recognized by bars to be pinned on the letter.

National Honor Society (NHS) selection recognizes those students that have met staff criteria of scholarship, leadership, service and character. NHS status is recognized in the spring of each year.

### **Scholarships**

The Medford Area Public School District, in comparing itself to other school districts in Wisconsin of comparable size, found that involvement and practices in promoting and awarding scholarships to graduating seniors is very similar to those of other school districts. The scholarship committees judged the individual applications on their relative merits of quality, meeting of criteria and required references. The management and promotion of these scholarships are subject to the district’s nondiscrimination policy, as required by Wisconsin Statutes §118.13 and federal law.

### **Athletics**

All coaches of Medford Area Senior High athletic teams uniformly notify athletes at the beginning of their respective seasons as to what are the conditions and criteria for receiving a letter at the end of the season. Honoring athletic teams occurs during seasonable evening banquets where letters, participation awards and special recognitions are presented to the athletes in the presence of parents and community.

### **Academics**

Information about academic letters, National Honor Society, Honor Roll and other academic award opportunities are accessible to all parents and students via the student handbook that is distributed at the beginning of each school year. Application materials, eligibility criteria and award information are free of bias, discrimination or stereotyping.

### **VII.2: Findings for Awarding Scholarships and Other Forms of Recognition:**

The district provides many opportunities for scholarships and recognition based on academic achievement and the classes students choose (honor, AP, etc.). However, it does not track how many students from different subgroups receive these awards and scholarships. Therefore, it is difficult to analyze data related to this practice.

### **VII.2: Recommendation for Awarding Scholarships and Other Forms of Recognition:**

Although there is no data collected based on subgroups, it is believed that the practices used to select these awards are equal. One recommendation would be to create a data collection system to better analyze this area.

## **VIII: School District Efforts to Achieve Equality of Educational Opportunity and Nondiscrimination**

### **VIII: Findings for School District Efforts to Achieve Equality of Educational Opportunity and Nondiscrimination**

The programs and procedures that Medford has implemented in order to achieve equitable opportunities for underrepresented students are the following:

#### **Districtwide Response to Intervention (Rtl)**

1. Medford's Rtl system, which includes ongoing assessments and decision rules, are designed to create a fluid system of interventions for those students who struggle academically. Student data is used by a data team to place students into intervention and data is used to track progress, with the ultimate goal of exiting a student from intervention.
2. Interventions are also designed to be "in addition to" and in alignment with the regular academic curriculum. Therefore, students are rarely taken out of regular education in order to provide additional support, but instead students receive the regular course plus intervention

#### **Districtwide Philosophy of Student Placement**

##### **Elementary and Middle School students**

1. All students in PreK - 8 are assigned on-grade level core level courses of ELA, math, science and social studies with highly qualified teachers.
2. The only exception is If a student is identified with significant cognitive disabilities as outlined by DPI: "Under [ESSA](#), states are required to provide guidance on identifying students with the most significant cognitive disabilities. In Wisconsin, a student with the most significant cognitive disability: typically characterized as functioning at least two and a half to three standard deviations below the mean in both adaptive behavior and cognitive functioning; **and** performs substantially below grade level expectations on the academic content standards for the grade in which they are enrolled, even with the use of adaptations and accommodations; **and** a student who requires extensive, direct individualized instruction and substantial supports to achieve measurable gains, across all content areas and settings." These students take core courses designed using the Alternate Academic Achievement Standards called Essential Elements.

##### **High School students**

3. All high school students are required to take the same core classes in 9-11th grade.
  - a. 9th grade students take English 9, Human Geography and Physical Science.
  - b. 10th grade students take English 10, US Government and Biology
  - c. 11th grade students take English 11, US History and Chemistry.



4. These courses are offered at three different levels (regular, honors and advanced placement) and have been aligned with the different levels of difficulty based on the ACT continuum, starting with grade level standards and then increasing with difficulty.
5. Students are allowed to choose the level they want to enroll into. There are no prerequisites, thereby allowing students equal access to the grade level curriculum or a more challenging curriculum that is designed around the next grade level ACT standards..
6. The alignment of topics also allows for flexibility and fluidity between regular, honors and AP courses. Therefore, it is easier for a student who is finding success in a regular class, to move to a more challenging level during the school year.

#### **VIII: Recommendations for School District Efforts to Achieve Equality of Educational Opportunity and Nondiscrimination**

The district's mission is to ensure all students learn at high levels. However, there is not a system in place to review if this is happening in each building every year. Therefore, the recommendation would be to include this as a building wide goal for the principal and/or the leadership team at each school.

## **IX: School District Technology, Including Electronic Communications by School District Staff**

### **IX: Findings for School District Technology**

All students in 1st grade through senior year have a dedicated one-on-one device. All certified and support staff also have devices. There is internet access at all schools and alternate school locations.

**MEDFORD AREA PUBLIC SCHOOL DISTRICT DATE ADOPTED: July 19, 2001**

**FILE SECTOR: SCHOOL-COMMUNITY DATE REVISED: July 19, 2007**

**RELATIONS DATE REVISED: June 20, 2013 POLICY**

**TITLE: INTERNET SAFETY**

**DATE REVISED: June 22, 2020**

**INFORMATION TECHNOLOGY - PUBLIC**

**FILE SECTOR: INSTRUCTION**

**POLICY TITLE: INTERNET SAFETY / INFORMATION TECHNOLOGY - PUBLIC**

**DATE REVISED: JUNE 22, 2020**

### **IX: Recommendations for Improvement and Implementation Strategies:**

Continue to maintain our one to one devices for all students and work with our community and state to bring better broadband access to all students, especially in our most rural areas.

## **X: Summary of Recommendations for improvement in Equity of Educational Opportunities in the Medford School District**

### **III: Recommendations for School Board Policies and Administrative Procedures:**

The district will continue to educate staff on the importance of nondiscrimination, regularly update handbooks, and follow current policies and procedures when complaints are brought to the district.

#### **IV.1 Recommendation for PreK Enrollment**

Starting in 2023-2024, the Medford Area Public School District recommended changing our 4K program to a five-day, all day program. With the addition of an all day, five days a week program, our 4K numbers have increased this year by eleven students.

#### **IV.2.a Recommendation for Subgroups for SwD, ELL and EconDis Enrollment**

Continue to keep SwD and ELL students in classrooms with their peers in order to ensure everyone is receiving grade level or as close to grade level instruction as possible. Our English Language Learner Department has increased in services and staffing over the past 5 years as we now have ELL teachers at each level plus two ELL assistants. We offer Cultural Family Nights and Parent Training each school year. We have previously offered Taylor County Cultural Fairs for our school and community. Our ELL teachers provide direct remedial and inclusion language proficiency lessons for students; consultation for teachers; English Learning Plans for each student; and interpretation/translation for parents and teachers.

Work to increase support for our students with disabilities (SwD) and English Language Learners (ELL) as the number of students increases through the addition of qualified staff and researched based programming. Student Services Teams are in place in each building level to screen, refer, identify, and problem solve on all students. These teams include: Principals, School Social Workers, School Counselors, School Nurses, School Psychologists, and Teachers.

#### **IV.2.b Recommendation for Subgroups for SwD, ELL and EconDis:**

In order to improve student academic achievement for elementary and middle school students the district added before and after school care, tutoring and engaging clubs/activities for all students in both of our elementary schools and our middle school, especially those subgroups of SwD, ELL, and EconDis students through a CCLC grant.

#### **IV.3.a Recommendation for MASH Enrollment Trends by Gender for Honors, AP, PLTW & Transcribed Courses**

Research reasons for the higher enrollment of females vs males in Honors and AP courses and higher enrollment of males in PLTW courses.

#### **IV.3.b Recommendation for Enrollment Trends by Subgroups of Special Education (S) and Minorities (M) in Honors, AP, PLTW & Transcribed Courses**

Additional efforts may be needed to ensure equitable access and support for these groups in advanced and specialized educational programs.

### **V.1 - 3 Recommendations for Methods, Practices, Curriculum and Materials Used in Instruction, Counseling, and Pupil Assessment and Testing**

We currently do not have an analysis tool to evaluate if we are following our policies and mission. It is recommended that the district develop a tool, such as an exit survey, to evaluate our success in this area. This analysis tool should include students who utilize the after school program. We will continue to utilize the WI Indicator 14 Survey results.

#### **VI.1: Recommendation for MAES/SES Trends and Patterns of Disciplinary Action:**

The gender disparity in disciplinary actions highlights a potential area for further exploration and targeted support for specific student populations

#### **VI.2: MAMS Recommendations for Improvement and Implementation Strategies:**

The sudden increase in ISS in the most recent period may warrant further investigation into underlying causes and potential interventions to address behavioral issues effectively. Additionally, the gender disparity in disciplinary actions highlights a potential area for further exploration and targeted support for specific student populations. At MAMS our guidance counselor and special education staff have started social skills groups to help with some behavioral support. MAMS also has on-site counseling services Monday, Tuesday, and Thursday through the CARES model, in addition to regular counseling services provided by our guidance counselor and social worker.

#### **VI.3: MASH Recommendations for Improvement and Implementation Strategies:**

Further analysis may be required to understand the causes behind the trends listed above.

#### **VI.4: Expulsion Recommendations for Improvement and Implementation Strategies:**

Due to our limited number of expulsions, the district will continue with current practices.

#### **VII.1: Recommendations for for Athletics and Extra-Curriculars:**

Although our current enrollment numbers appear to be equitable, our facilities are not. The Board of Education is attempting to rectify the situation by adding additional female locker rooms.

#### **VII.2: Recommendation for Awarding Scholarships and Other Forms of Recognition:**

Although there is no data collected based on subgroups, it is believed that the practices used to select these awards are equal. One recommendation would be to create a data collection system to better analyze this area.

### **VIII: Recommendations for School District Efforts to Achieve Equality of Educational Opportunity and Nondiscrimination**

The district's mission is to ensure all students learn at high levels. However, there is not a system in place to review if this is happening in each building every year. Therefore, the

recommendation would be to include this as a building wide goal for the principal and/or the leadership team at each school.

**IX: Recommendations for Improvement and Implementation Strategies:**

Continue to maintain our one to one devices for all students and work with our community and state to bring better broadband access to all students, especially in our most rural areas.

**Overall Summary of Feedback**

Feedback was obtained from multiple stakeholders through posting of this report on the district website, facebook page, and email. Feedback was documented and will be reviewed further by administration on how to address the concerns and recommendations. There appears to be ongoing interest in supporting our LGBTQ+ population of students, reviewing behavioral data at the high school level, making sure there are resources for the higher end population of students (e.g. PLTW and AP course students), peer support programs, and annual training on diversity and equality.