

Medford Alternative High School

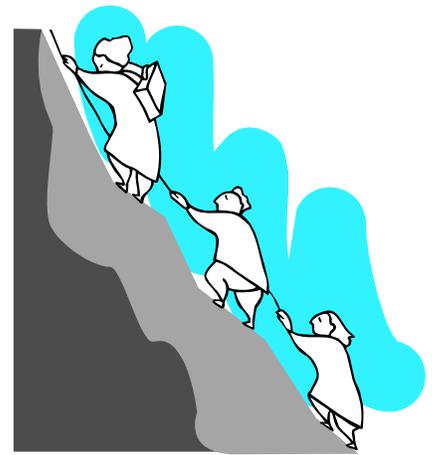


Student Handbook

2015-2016

Medford Area Public School District

There are many hurdles to overcome for the members of the Medford Alternative High School, such as Credit deficiency, truancy problems and school alienation.



Yet in our individualized, self-paced environment, students are reaching their goals. They are completing each competency in their academic subjects, learning the skills to acquire and keep a good job, and gaining valuable experience in the working world.



Students are also involved in various volunteer activities. The instructional staff serves as coaches and cheerleaders, helping each student conquer each hurdle that lies between them and a high school diploma.



Mission Statement

To equip at-risk students with the skills they need to succeed in school and in life (the work environment).

Medford Alternative High School (MAHS)

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MAHS Program Staff

Administration:

- ▶ The Medford Area Public School District's Alternative Education Principal coordinates the MAHS program. While specific program procedures are delegated to staff, the Alternative Education Principal processes MAHS referrals, maintains program evaluation data, participates in parent-teacher-student meetings, acquires necessary resources, and provides staff support/professional development.

Instructional Staff:

- ▶ The Medford Alternative High School is presently staffed by a licensed teacher and teacher assistant. Instructional staff fulfill a variety of responsibilities as individuals as an instructional team, given their off-site location and alternative delivery model. Roles and responsibilities include:
 1. Teach and facilitate learning of basic academic skills;
 2. Develop individualized education plans for students and monitor student progress;
 3. Provide emotional and academic support to students through immediate feedback and guidance;
 4. Document student completion of competencies and communicate progress to parents;
 5. Record and monitor attendance;
 6. Participate in student entrance interviews;
 7. Document work experience hours of students;
 8. Attend weekly meeting with Alternative Education Principal to review student progress and program procedures;
 9. Serve as primary contact with internet curriculum provider; and
 10. Participate in graduating students' exit interviews.

MAHS Program Goals

The MAHS Program will:

1. Increase student recognition of the importance of attendance and appropriate work attitudes for success in school and at work
2. Facilitate student acquisition of basic academic and independent living skills
3. Help students evaluate their post-secondary options, including career and educational choices
4. Increase student awareness of the relationship between school, community, work, and career opportunities
5. Promote positive growth in MAHS students' self-efficacy

MAHS Referrals & Eligibility

The program will serve approximately 20 students at a time, in grades 11-12, who are “at-risk” or whose learning needs have not been met in the traditional high school setting. Students at-risk are defined as pupils who are two or more of the following:

- one or more years behind their age group in the number of high school credits attained,
- two or more years behind their age group in basic skill levels,
- habitual truants, as defined in § 118.16(1)(a),
- parents,
- adjudicated delinquents,
- 8th grade pupils whose score in each subject area on the examination administered under §118.30(1m)(am)1 was below the basic level, 8th grade pupils who failed the examination under §118.30 (1m)(am)2 and 8th grade pupils who failed to be promoted to the 9th grade.
- Other extenuating circumstances.

Upper classmen who are 50% behind in credit accumulation and display indicators of school alienation (non-attendance, minor behavioral incidents, etc.) will be given first priority for admittance to MAHS

High school students may be referred to the Medford Alternative High School program by their resident district guidance office. Initially school counselors meet with the student and his/her parents to (review possible MAHS eligibility and the program agreement,) which must be signed by both the student and parent/guardian. An entrance interview involving the MAHS instructor, Alternative Education Principal, parents/guardian, and student, is held to introduce the program requirements, determine eligibility, and gauge the students' level of commitment to obtaining a high school diploma. To be successful in the MAHS program, students must be motivated to:

- LEARN,
- ATTEND REGULARLY,
- DEVELOP WORK SKILLS, and
- GRADUATE WITH A DIPLOMA!

Attendance

Regular and prompt attendance is necessary to students' successful completion of the MAHS competencies and diploma attainment. Class attendance promotes efficient goal completion and results in a work ethic that is important to success in post-education employment. Similar to individuals in the work force, students are expected to be on time for their work (school) and attend regularly. Therefore, class attendance is an important element of the program.

Truancy

Following a student's first truant absence, the Medford Police Department issues a truancy warning letter to the student and his/her parent/guardian. A second truant absence results in a truancy citation referral. Habitual truants are referred to the District Attorney.

Excused absences

An absence will be excused if the parent calls before class begins, and sends a note within 48 hours of the student's return to class. Students are allowed **five (5) excused absences per semester**. Medical and legal absences will be accepted with a note from the doctor or court. Medical and legal excuses are not part of the 5 excused absences per semester.

Unexcused absences

If the teacher does not receive the required phone calls or notes, the absence is unexcused. If the student goes over the **five (5) excused absences per semester**, any absence (except for doctor or legal absences) becomes unexcused. **Unexcused absences result in truancy citations, court appearances, and fines.**

18 Year Old T.A.P. Students

MAHS students who are 18 years of age and are a habitual truant or are absent beyond the allowable number of days (5 excused absences per semester) will be withdrawn from the Medford Alternative High School and resident high school. Such students may re-apply for entrance into MAHS at the conclusion of the current school quarter. A parent must still call and write notes for 18-year olds who live with their parent/s. Unexcused absences are not subject to truancy citations, but can result in dismissal from the MAHS program.

School Calendar

The MAHS program follows the school calendar of the Medford Area Public School District. Students are not to report to school on any teacher inservice days or school cancellation due to bad weather issued by the Medford Area Schools. School will close, start late or release early if conditions make it unsafe to keep or take students' at, to and from school. The following radio stations will carry all Medford Area School District school closing information.

Medford	Eau Claire	Wausau
WIGM - AM 1490 WKEB - FM 99.3	WAXX - FM 104.5	WIFC - FM 95.5

Medford Area Public School District 2015-16 School Calendar

August					September					October				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
3	4	5	6	7		1	2	3	4				1	2
10	11	12	13	14	LD	8	9	10	11	5	6	7	8	9
17	18	NT	NT	21	14	15	ER	17	18	12	13	14	PLC/PT	16
24	IN	IN	27	28	21	22	23	24	25	19	20	21	22	23
31	2 floating RDs in the summer				28	29	30			26	27	28	29	30

November					December					January				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
2	3*	4	5	6		1	2	3	4					NYD
9	10	11	12	13	7	8	9	10	11	4	5	6	7	8
16	17	18	19	20	14	15	16	17	18	11	12	13	14	15
23	ER	25	TG	27	21	22	23	CE	CD	18	19*	20	21	IN/RD
30					28	29	30	NYE		25	26	27	28	29

February					March					April				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1	2	3	4	5		1	2	3	4					1
8	9	10	11	12	7	8	9	10	11	4	5	6	7	8
15	16	17	ER	19	14	15	16	17	18	11	12	13	14	15
22	23	24	25	26	21	22	23	24*	GF	18	19	20	21	ER
29					28	IN/RD	30	31		25	26	27	28	29

September 1, 2015.....Students' First Day of School
 [Red] [Green].....No School for Students
 *(Q – Nov. 3, Jan. 19, March 24, and June 3).....End of Quarter/Semester
 IN.....Inservic for Teachers
 NT.....New Teacher Inservice Day
 RD.....Teacher Record Day
 ER [Blue] (Sept. 16, Nov. 24, Feb. 18, April 22, and May 17)).....Early Release (1.5 hours)
 June 3, 2016.....Students' Last Day of School
 June 3 or June 6, 2016.....Teacher Checkout

May				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	ER	18	19	20
23	24	25	26	27
MD	31			

Teaching Days (44+ 44+ 45+ 47) includes P/T Conferences on Oct. 16 180.0
 Parent/Teacher Spring Conferences (Time: 3:45 – 6:30 p.m. -- MAES/SES – March 3;
 MAMS/MASH – March 10)..... 0.5
 Inservice (Aug. 25, Aug.26, ½ on Jan 22, ½ on March 29)..... 3.0
 Teacher Record Days (½ on Jan. 22, ½ on March 29 and 2 floating day in the summer)..... 3.0
 Total..... 186.5

June				
M	T	W	T	F
		1	2	3*
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Parent/Teacher Conferences on October 15: 1:00 to 8:00 p.m. in all buildings

No School for Students

Sept. 7
 Oct. 15, 16
 Nov. 25, 26, 27
 Dec. 23, 24, 25, 28, 29, 30, 31
 Jan. 1, 22
 Feb. 19
 March 25, 28, 29
 April
 May 30

Open Houses

MAES (PK – 4) August 25 @ 4:00 – 5:30 p.m.
 SES (PK – 4) August 25 @ 4:00 – 5:30 p.m.
 MAMS (5 – 8) August 25 @ 5:00 – 6:30 p.m.

Snow / Inclement Weather or Health Related Cancellation

The first two (2) days lost to such would not be rescheduled.
 All other days would be made up at the end of the school year.

February 19, 2016, may be used as a make-up day.

The board may also consider adding minutes to the day to meet DPI requirements.

Pat Sullivan
 District Administrator, Medford Area Public School District

12/19/14
 Date Approved

MAHS Competencies & Program Requirements

Upon entrance into the Medford Alternative High School, an individual study plan is developed based on a student's high school credit status and passed courses. MAHS students must achieve competency as evidenced by an 80% accuracy level in all competency areas in which high school credit has not been obtained. The competency requirements are as follows:

Career Development

- Interest and aptitude tests
- Resume, reference, and application
- Mock interview
- Computer skills
- Employability Skills
- Financial Literacy

Health/Phy. Ed.

- First aid and CPR
- Nutrition and fitness
- Drug/alcohol and stress
- Current health issues
- Wellness
- Parenting
- Physical activity log

Academic Competencies

- Social Studies
- Science
- Math
- English

Successful Work Experience and/or Community Service

- 15 hours a week
- 270 hours each semester

Service Learning

- 10 annual hours of service learning (part of the required work hours)

Performance Assessment

Students establish weekly competency goals which they review with instructors. All assignments must be completed with a score of 80%. Evidence of the students learning, i.e. projects, written work, logs, and exam reports, is maintained by students within a portfolio. The portfolio system serves as assessment and documentation of students' learning and mastery of competencies at the 80% accuracy level. It is reviewed by an exit committee prior to graduation and receipt of a diploma.

Earning the Diploma

Students completing all MAHS program requirements receive a diploma endorsed by Medford Area Public Schools and a transcript of their coursework. Classes are given a pass/fail grades; therefore, the GPA that a student has at entry to the MAHS, will be the GPA at graduation. The diploma is issued the same day as the local school district's graduation or as arranged with students/parents, but no earlier than the graduating day of the student's high school class. Students completing MAHS competencies earlier than their graduating class' high school completion must continue to turn in verification of 15 work hours each week and wait for their diploma until the end of the school year.

Post-Secondary Education

Many students that graduate from MAHS pursue post-secondary education. Please note that due to MAHS not giving letter grades, students will usually need to attend a technical/community college before entering a 4-year college.

Successful Work Experience

The purpose of the work experience/community service competency is to develop employability skills such as punctuality, working well with others, effective communication skills, problem-solving, and creative thinking. Through work experience or community service, MAHS students should be able to demonstrate job responsibility, dependability, and effective use of time. With a positive work experience, students achieve not only employability and work ethic skills but, most importantly, a positive self-image and confidence.

Students at the Medford Alternative High School are required to complete and verify 270 hours each semester (15 hours a week) that they are enrolled.

- Jobs must be approved by Mr. Everhard.
- Working for family members will not count towards work hours.
- Paystubs will be accepted as verification.
- If a student does not receive a paystub, he or she will need to have a verification form signed by the employer each week.

Turn in work hours each week, or depending on your pay periods, every other week. **Hours will not be accepted if they are over one month late.** Hours worked over summer vacation are not counted toward the work requirement.

If you do not secure a paid position, you will be required to volunteer 15 hours a week and have a verification form signed by your supervisor.

Although it is the student's responsibility to obtain a work experience, we are glad to help in the following ways:

- Suggest places that are hiring
- Assist students with applications and resumes
- Practice interviews
- Contact community organizations about volunteer opportunities

These hours—equivalent to three hours each school day—make up half of the student's school day. This is the reason students at the Alternative High School only attend class for three hours a day. If a student does not have a job or volunteer position, they may be required to attend both class sessions until they find another work opportunity.

Our job coach will contact each employer or supervisor once a month to discuss the students' work performance. These contacts may include:

- Letters
- Phone calls
- Personal visits
- Employer evaluations

We will always ask how our students are doing at work, and whether there are any skills that need improvement. We will work on these employment skills during class as needed.

We have community organizations that ask for volunteers during the school year. These opportunities may take place outside of the scheduled school hours. If you are behind in work hours, you will be required to work on these projects.

Students must complete 270 work hours for each semester they are enrolled, and **obtain positive employer evaluations** in order to pass this requirement and become a high school graduate.

Fraudulent hours will result in a meeting with instructor and principal. All questionable hours will be removed from student's record and student will be required to make up double the hours that were falsified.

Medford Alternative High School

Individualized Learning Plan

The Wisconsin Department of Public Instruction has determined what core classes must be completed in order to earn a high school diploma. Students prove competency in each of these classes by earning a C or more at the high school or completing the class with a score of at least 80% or more at the alternative high school.

Subject	Date Completed
Math (6 semester classes required)	
Pre-Algebra A	
Pre-Algebra B	
Algebra A	
Algebra B	
Consumer Math	
Geometry	
Science (6 semester classes required beginning for 2015 grads)	
Physical Science A	
Physical Science B	
Biology A	
Biology B	
Chemistry A	
Earth Science (elective)	
English (8 semester classes required)	
Students are assigned a specific Reading Skills class based on their reading level. Students are required to read a book and complete a book project every semester.	
Reading Skills	
Writing Skills	
Writing for the Workplace	
Short Stories	
Survivor Literature	
Focus on a Single Author	
Biography/Autobiography	
GradPoint English	
GradPoint English	

Subject	Date Completed
Social Studies (6 semester classes required)	
World Civilization	
Geography	
US History A	
US History B	
US History C	
Civics	
Elective - History of the Holocaust	
Physical Education	
Phy-Ed (three semesters required)	
Life Skills (all are required)	
Sophomore Health	
Financial Literacy	
CPR (certification is required each year)	
Employability Skills	
Senior Seminar	
Service Learning (10 hrs. required each year)	
Sophomore Requirements	
Sophomore Research Paper	
Extra Elective	
Successful Work Experience (requirements include 270 verified work hours each semester and successful employer evaluations)	

Medford Alternative High School GEDO2 Personalized Learning Pathway

Name: _____

Subject	Initial TABE Scores	Final TABE Scores
Reading		
Math		
Language		

GEDO2 students must have a 9th grade reading level.

	GED Ready Score and Date	Date Taken	Score
Reasoning through Language Arts			
Mathematical Reasoning			
Social Studies			
Science			

Required Competencies

	Test or Course	Date Completed
Civics		
Employability		
Health		
Personal Finance		

Work Experience (15 hours per week)

Hours Completed	Date

MAHS Behavior Expectations

In order to guarantee students the learning climate they deserve, MAHS utilizes an assertive discipline approach. MAHS operates on the belief that all students have the right to learn, and MAHS will ensure that students' rights to learn without disruption are taken seriously. The staff has high expectations for students, and offers a great deal of support and individual attention.

Routine classroom discipline is handled by the instructor and/or the program assistant when appropriate. New students are placed on the MAHS Point System (see the following page) the first two weeks of school to assure compliance with MAHS behavioral expectations. Should a student present a continuing pattern of disciplinary problems, they will be removed from the program.

MAHS students and staff adhere to the student behavior policies set forth by the Medford Area Public School District. Policies addressing academic honesty, student conduct, equal educational opportunity, student harassment, attendance/truancy, possession of tobacco products, student possession/use/sale/being under the influence of and/or distribution of controlled substances, student use of beepers, antisocial/criminal activities of students, use of laser devices, control of lockers/facilities, school disruptions, and hazing are contained in the "student planner" and reviewed with students annually. In accordance with Medford Area Public School District policy, MAHS students are subject to code of conduct, suspension, and/or expulsion procedures for behavior infractions.



MAHS Points for Probation Period

Name of Student: _____ Date: _____

During the first 2 weeks the student will monitor his/her productivity in MAHS through the following system.

There are certain behaviors and requirements which are important for success in the program and on the work site. The student using the MAHS POINT system will document for ten days whether he/she is displaying those behaviors.

At the end of each week, the student and the teacher will discuss the student's progress towards these desired behaviors and set goals for the next week. At the end of the first two weeks, the teacher will decide if the student has successfully completed the probation period.

Week 1					
Behavior	Day 1	Day 2	Day 3	Day 4	Day 5
Came to school					
Came on time					
Behaved on break					
On-task					
Cooperative					
Respectful of teachers and other students					
Worked hard in class					
Work hours					
TOTAL					

1 - Week Evaluation

Student Comments:

Teacher Comments:

Goals for next week:

Week 2					
Behavior	Day 6	Day 7	Day 8	Day 9	Day 10
Came to school					
Came on time					
Behaved on break					
On-task					
Cooperative					
Respectful of teachers and other students					
Worked hard in class					
Work hours					
TOTAL					

2 - Week Evaluation

Student Comments:

Teacher Comments:

Goals for next week:

____ Student has successfully completed the probation period.

____ Student has not successfully completed the probation period.

If the student has failed to demonstrate most of the desired behaviors, a second meeting with administration will be held to review the student's placement in the MAHS Program.

MAHS Referral and Data Sheet

Name: _____ Parent/Guardian: _____

Address: _____ Date of Birth: _____

Telephone Number: _____

School: _____ # of Years in High School: _____

Credits: _____ as of _____
(date) Date of Graduation: _____

Does student qualify for free or reduced lunch? Yes _____ No _____

Student given brochure: _____ (date) Parents Contacted: _____ (date)

Has student been involved with any other programs? Yes _____ No _____

Which Ones? _____

Has student been tested for a disability? Yes _____ No _____

Does student receive special education services? Yes _____ No _____

Does student have a 504 Accommodation Plan? Yes _____ No _____

Is student currently under a court order? Yes _____ No _____

Has a county social worker been assigned to the student? Yes _____ No _____

If so, provide name of social worker: _____

Why are you referring this student?

WKCE Proficiency Levels

Reading _____
Enhanced Language _____
Mathematics _____
Science _____
Social Studies _____

NWEA Testing Results

Reading _____
Mathematics _____
Language Arts _____

Student/Parent Contract Signed (date): _____

Referred by: _____ Date: _____

Medford Alternative High School

This sheet must be read by both the student and parent/guardian.

Attendance:

1. Students in MAHS must attend fifteen hours a week and conform to the program's attendance policy.
2. Students will be on time for school everyday unless excused by the teachers.
3. Students who are habitually absent will have a meeting with the Alternative Education Principal to discuss their continued enrollment in the program

Behavior:

1. Behavior which is distracting to other students and/or unproductive (that is, interfering with or delaying the learning process) will not be tolerated in MAHS.
2. Students engaged in the above behaviors will be asked to leave immediately. Parent/guardian will be contacted.
3. Cheating, damage to equipment and unauthorized use of computers are grounds for immediate dismissal from MAHS and reimbursement for damaged materials.
4. Repeated behavior problems will result in dismissal from MAHS.

Academic Performance:

1. Upon entry into the program, the teacher will determine what components of the program the student will begin with to attain competency-based diploma.
2. Students must be engaged in work leading to the attainment of the program competencies.
3. Students who refuse to do the work required for a particular competency will be dismissed from MAHS.

We understand and agree to the above rules for _____'s participation in the Medford Alternative High School

Name of Student

Parent /Guardian Signature

Daytime Phone

Date

Student Signature

Daytime Phone

Date

MEDFORD AREA PUBLIC SCHOOL DISTRICT

DATE ADOPTED:	October 11, 1990	FILE SECTOR:	STUDENTS
DATE REVISED:	September 19, 1996	POLICY TITLE:	STUDENT USE OF TWO-WAY
DATE REVISED:	June 19, 1997		COMMUNICATION DEVICES
DATE REVISED:	July 18, 2002		
DATE REVISED:	August 17, 2006		
DATE REVISED:	October 27, 2008		
DATE REVISED:	May 20, 2010		
DATE REVISED:	February 19, 2015		

Grades PK-8

Student use or possession of communication devices such as cellphones, walkie talkies, etc. on school premises owned or rented by or under the control of the Medford Area Public School District is prohibited except that a student may use or possess these devices for the purpose of communicating outside the instructional day. During the instructional day all communication devices shall be stored in the student's locker / storage area and turned off. Use may be permitted during the instructional day if the administration finds that such a device is required for medical, school, educational, vocational, or other legitimate needs. Decisions on requests for exception to this prohibition will be made on a case-by-case basis by a building administrator or his/her designee. Communication devices are not allowed to be used under any circumstances in locker rooms and/or bathrooms.

Any student found violating this policy may be required to surrender the communication device and be subject to disciplinary action.

Grade 9-12

The Medford Area Senior High school understands the appropriate use of 21st century technology devices. Furthermore, it is the district's desire that all students learn and use appropriate technology etiquette. Electronic communications devices covered by this policy include, but are not limited to, cellular phones and other wireless hand-held devices, MP3 player (iPods), cameras, and paging devices.

Student use of electronic communication devices is allowed before and after school, during passing periods in the hallways, Honors Study Hall and lunch periods. The expectations for student use of electronic devices within classrooms will be determined by each classroom teacher. Use of electronic communication devices are prohibited in bathrooms and locker rooms at all times. The use of electronic communication devices while on field trips or other school sponsored activities will be at the discretion of the advisor/coach. Electronic communication devices may never be used in a manner that will cause disruption to the educational environment or invade the privacy of another individual. The school district will not be responsible for loss, damage, or theft of any electronic or digital device brought to school.

Students violating this policy shall be subject to school disciplinary action and possible legal referral, if applicable. The building principal and his/her designee shall be responsible for enforcing this policy.

CROSS REFERENCE:

LEGAL REFERENCE: §118.258 & 120.13(1) Wis. Stats.

MEDFORD AREA PUBLIC SCHOOL DISTRICT

DATE ADOPTED:	June 17, 1980	FILE SECTOR: STUDENTS
DATE REVISED:	February 16, 1989	POLICY TITLE: ATTENDANCE/ TRUANCY
DATE REVISED:	July 17, 1997	
DATE REVISED:	May 18, 2000	
DATE REVISED:	January 15, 2009	
DATE REVISED:	September 16, 2010	
DATE REVISED:	September 18, 2014	

STUDENT ATTENDANCE

In accordance with state law, all students between 6 and 18 years of age, and students enrolled in a five-year old kindergarten program, must attend school full-time until the end of the semester in which the child becomes (18) years of age, unless they have a legal excuse, fall under one of the exceptions outlined in the state statutes, or have graduated from high school.

It is the responsibility of any person having under his/her control such a student to ensure regular attendance during the full period and hours that school is in session until the end of the semester of the school year in which the student becomes 18 years of age. Adult students over the age of 18, open enrollment and/or any other transfer or tuition students are expected to be in regular attendance.

It is the responsibility of the parent(s)/guardian(s) to notify the school of student absences in accordance with established district procedures. It is the responsibility of the principal or designee to determine whether the absence is acceptable (excused) or not acceptable (truant). When students are absent from school, their activities are the responsibility of their parent(s)/guardian(s).

Ordinances and/or legislation developed at the municipal, county or state level shall be adhered to as they affect school attendance.

CROSS REFERENCE: EBBA, ID, IGBG, IGBH, IGBI, and IKE
LEGAL REFERENCE: §118.15 & 118.16 Compulsory School Attendance, School Attendance Enforcement, Truancy Committee and Plan

MEDFORD AREA PUBLIC SCHOOL DISTRICT

DATE ADOPTED:	February 16, 1989	FILE SECTOR:	STUDENTS
DATE REVISED:	August 20, 1998	POLICY TITLE:	ATTENDANCE/ TRUANCY
DATE REVISED:	May 18, 2000		GUIDELINES
DATE REVISED:	January 15, 2009		
DATE REVISED:	September 16, 2010		
DATE REVISED:	September 18, 2014		

SCHOOL ATTENDANCE OFFICER

"School Attendance Officer" means an employee designated by the board of education to deal with matters relating to school attendance and truancy.

The district administrator shall designate a person in each building of the district to serve as attendance officer. This person will deal with all matters relating to school attendance and truancy.

Each building principal shall adopt specific procedures for handling absences in accordance with district attendance policies. A written copy of these procedures shall be provided for each student and/or his/her parent(s)/guardian(s).

Each teacher shall submit daily attendance reports to the attendance officer on all students under his/her charge.

Each school shall determine daily which students enrolled in school are absent from school and whether that absence is excused or truant in accordance with board of education policy and procedures and state statutes.

The district administrator, and/or the school attendance officer, may visit any place of employment in the school district to ascertain whether any minors are employed there contrary to state law. The school attendance officer shall report any cases of illegal employment to the proper school authorities and to the Department of Workforce Development.

The school attendance officer shall have access to information regarding the attendance of any student between the ages of six (6) and eighteen (18) years who is a resident of the district or who claims or is claimed to be in attendance at a private school program located in the district.

The school attendance officer, under the discretion of the district administrator, may contact home-based private educational programs in an attempt to discover whether such programs meet the program criteria established by law. All such contacts should be documented.

The school attendance officer shall release student record information to appropriate agencies for purposes outlined in state law and board of education policy.

EXCUSED ABSENCES

The responsibility for a child's regular school attendance rests upon the child's parent(s)/guardian(s).

No absence shall be recorded when a student is physically away from school because he/she is participating in school sponsored, and/or teacher chaperoned, field trips, athletic events, workshops, contests, etc.

In order for a student to be excused the parent(s)/guardian(s) must provide written verification which is to be submitted to the principal or attendance officer in advance of the absence, or prior to re-admittance to school. The only exception is if an eighteen year old lives independently from their parent(s)/guardian(s) in which case he/she will be allowed to provide his/her own written rationale for the absence.

The school attendance officer or designee is authorized to approve a legal excuse for a student if that student is not in proper physical or mental condition to attend school or an educational program, requires medical or dental treatment which

cannot be scheduled outside of the school day, or is under a quarantine imposed by a public health officer. The parent(s)/guardian(s) must submit a written statement from a physician or licensed practitioner as proof of the physical or mental condition or treatment of the student. This written excuse shall state the period of time (not to exceed 30 days) for which it is valid.

A child may be excused by his/her parent(s)/guardian(s) in writing prior to the child's absence, for no more than 10 days in a school year.

The school attendance officer or designee is authorized to approve a legal excuse for any student for the following reasons upon written verification from a parent(s)/guardian(s). A student may be excused under this provision for not more than 10 days in a school year for any of the following reasons:

- (1) A court appearance or other legal procedure which requires the student's presence.
- (2) A death in the immediate family or funerals for relatives or close friends.
- (3) Attendance at special events of educational value (i.e., college visits, job fairs).
- (4) Illness for which a medical appointment or treatment was not sought.
- (5) An emergency in the family or other crisis which requires the absence of the student because of family responsibilities.
- (6) Religious holiday.
- (7) Special circumstances that show good cause and which are approved by the school attendance officer or designee.
- (8) Serving as an election official.

Under this provision, after a student has missed 10 days in a given school year, he/she may be required to provide a medical excuse from a physician for future absences to be excused. If no medical documentation is provided, the absence may be considered truant.

TRUANT ABSENCE

"Truancy" means any absence of part or all of one or more days from school during which the school attendance officer, principal, or teacher has not been notified by the parent(s)/guardian(s) of the legal cause of such absence of the student. This also means intermittent attendance carried on for the purpose of defeating the intent of the state attendance statutes (118.15).

Students who are absent without an acceptable reason shall be considered truant.

The school attendance officer, or designee, shall notify the parent(s)/guardian(s) of a student who has been truant, of the student's truancy and direct the parent(s)/guardian(s) to return the student to school not later than the next day on which school is in session or to provide an excuse. The notice under this paragraph must be given before the end of the second school day after receiving a report of a truant absence. The notice may be made by personal contact, mail or telephone call of which a written record is kept. Notice by personal contact or telephone call shall be attempted before notice by mail is given.

HABITUAL TRUANT

"Habitual truant" means a student who is absent from school without an acceptable excuse, based on the district attendance policies, for part or all of 5 or more days on which school is held during a school semester.

The parent(s)/guardian(s) of a student who is a habitual truant shall be notified by certified or registered mail when the student initially becomes a habitual truant. The notice shall include the following:

- (1) A statement of the parent's/guardian's responsibilities under state law to cause the student to attend school regularly.
- (2) A statement that the parent(s)/guardian(s) or student may request program or curriculum modifications for the student and that the student may be eligible for enrollment in a program for students at-risk.
- (3) A request that the parent(s)/guardian(s) meet with appropriate personnel to discuss the student's truancy. The notice must include the name of the school personnel with whom the parent(s)/guardian(s) should meet, a date, time, and place for the meeting, and the name, address, and telephone number of a person to contact to arrange a different date, time, or place. The date for the meeting must be within five school days after the date that the habitual truancy notice

has been sent to the student's parent(s)/guardian(s). The date for the meeting may be extended for an additional five school days, with the consent of the student's parent(s)/guardian(s).

- (4) A statement of the penalties under state law and county ordinance that may be imposed on the parent(s)/guardian(s) if he/she fails to cause the student to attend school regularly as required by state law.

A referral may be brought against a student for habitual truancy or against his/her parent(s)/ guardian(s) for failure to cause the student to attend school regularly. The school attendance officer shall provide evidence that appropriate school personnel have, within the school year during which the truancy occurred, attempted all of the following:

- (1) Met with the student's parent(s)/guardian(s) to discuss the student's truancy or attempted to meet with the student's parent(s)/guardian(s) and received no response or were refused. This does not apply if the required parent(s)/guardian(s) meeting is not held within 10 school days after the date the habitual truancy letter was sent.
- (2) Provided to the student an opportunity for educational counseling to determine whether a change in the student's curriculum would resolve the student's truancy, and have considered curriculum modifications possible within the current school program.
- (3) Evaluated the student to determine whether learning/emotional problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems. The student need not be evaluated if test administered to the student within the previous year indicate that the student is performing at his/her grade level.
- (4) Conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, taken appropriate action or made appropriate referrals to community agencies.

Items (2), (3), and (4) above do not apply if the school attendance officer provides evidence that appropriate school personnel were unable to carry out the activity due to the student's absences from school.

All of the above will be documented by the attendance officer and the student's counselor and made available for the court.

The district's truancy plan shall be followed when dealing with habitual truants. This plan shall be reviewed and, if necessary, revised every two years consistent with state law requirements.

MAKE-UP ASSIGNMENTS AND EXAMINATIONS

All students with absences shall be given the opportunity to make up examinations and work missed in accordance with the guidelines outlined below. Credit in a course or subject shall not be denied solely because of a student's truant absence from school.

It is the student's responsibility to contact the teacher(s) to make arrangements for making up work missed during an absence from school. Students have the obligation to obtain understanding, and retain for future reference and use, all materials presented during their absence.

EXCUSED ABSENCES

- (1) Students who are absent from school with the **prior written permission of their parent(s)/guardian(s)** are required to make up work missed during the absence. Students shall obtain this make up work from their teacher(s) before the absence. The arrangements for making up course work and examinations shall be the same as for other excused absences.
- (2) Students who are absent from school for reasons that are determined to be **excused** by the school attendance officer or designee shall be given the opportunity to make up work missed when they return to school. The respective teacher shall identify make-up work. If any question arises as to the appropriateness and/or feasibility of making up a particular assignment, the teacher shall discuss with the building principal the extent to which make-up work and/or substitute assignments are possible. A student has one day to make up work for each day absent. The principal or designee has discretion to extend make-up opportunities if warranted by extenuating circumstances.
- (3) Examinations missed during an excused absence shall be taken at a time mutually agreed upon by the student and the teacher as outlined in the student handbook.

TRUANT ABSENCES

All students with truant absences shall not be given the opportunity to make up work missed with the exception of the following:

- (1) Credit in a course or subject shall not be denied solely because of a student's truant absence from school.
- (2) Students with truant absences shall be permitted to make up major examinations (quarter, semester, or grading period). Examination make-up date(s) shall be determined by administrator/teacher discretion. Students in these circumstances shall be prepared to make up exams within the number of days absent or a grade of zero may be recorded.
- (3) A student will receive a zero for class participation for all classes missed if participation grades were given the day the student was absent.

This policy shall apply to the regular school year. Separate attendance procedures may be established for summer sessions.

STUDENT WITHDRAWALS

Students may be excused from regular school attendance prior to the time that they graduate or that they have reached 18 years of age under the following conditions:

1. Any student who is 16 years of age may be excused from regular school attendance by the board of education upon the student's request and with the written approval of the student's parent(s)/guardian(s) if the student and the parent(s)/guardian(s) agree, in writing, that the student will participate in a program or curriculum modification leading to the student's high school graduation. Possible modifications include the following:
 - a) Modifications within the student's current academic program.
 - b) A high school work training program if available.
 - c) Enrollment in an alternative public school or program in the district.
 - d) Home study consisting of correspondence courses or other independent study type courses approved by the school and arranged for by the student and/or his/her parent(s)/guardian(s).
 - e) Enrollment in any public educational program outside the district, subject to the approval of the district, and pursuant to a contractual agreement between school districts.
2. Any student who is 17 years of age may be excused from regular school attendance by the board of education upon the student's request and with the written approval of the student's parent(s)/guardian(s) if the student and his/her parent(s)/guardian(s) agree, in writing, that the student will participate in a program or curriculum modification (as listed above) leading to the student's high school graduation or leading to a Wisconsin High School Equivalency Diploma.
3. Any student who is 17 years of age or over shall be excused from regular attendance if the student began a program leading to a high school equivalency diploma in a secured correctional facility, a secured student caring institution, a secure detention facility or a juvenile portion of a county jail, and the student and his or her parent(s)/guardian(s) agree that the student will continue to participate in such a program.
4. A written agreement shall be drawn up between the student, his/her parent(s)/guardian(s), the board of education, and a representative of the High School Equivalency Program or other programs leading to the student's high school diploma. This agreement shall be drawn prior to the student's admission to such program(s). The agreement will state the services to be provided, the time period needed to complete the program and how the student will be monitored.
5. The board of education, or their designee, will monitor the written agreement at least once each semester. If the board of education, or their designee, determines that the student is not complying with the agreement, the principal will notify the student and his/her parent(s)/guardian(s), in writing, that the agreement may be modified or suspended in 30 days. If the agreement is suspended the parent(s)/guardian(s) will be notified, in writing, and if the student does not return to school, the student may be considered truant.

MEDFORD AREA PUBLIC SCHOOL DISTRICT

DATE ADOPTED: January 19, 2004
 DATE REVISED: October 23, 2006
 DATE REVISED: October 27, 2008
 DATE REVISED: *policy will be considered by the Board of Education for second reading on 8/20/15*

FILE SECTOR: STUDENTS
 POLICY TITLE: STUDENT DRESS

The Medford Area Public School District Board of Education is committed to student safety, providing a high quality learning environment and preventing learning distractions. Students are encouraged to dress for success promoting common respect and projecting an image of high self-esteem, confidence and school and community pride.

Benefits of cohesive student dress:

- Encourages expression of student individuality through personality and academic achievement not outward appearance.
- Focuses on academics not fashion.
- Promotes inclusiveness and school pride.
- Decreases bullying.

School administration will determine if student dress is appropriate and the consequences for wearing inappropriate clothing. These guidelines will appear in the student handbooks. Refer to each building's student handbook for details.

CROSS REFERENCE: JFC

LEGAL REFERENCE: §120.13(l) Wis. Stats.