

Medford Area & Stetsonville  
Elementary  
Schools



2015 - 2016  
Student/Parent Handbook  
for  
**MAES & SES**

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## **MEDFORD SCHOOL DISTRICT POLICIES AND FORMS**

<b><u>Code</u></b>	<b><u>Policy Title</u></b>
EEAA	Student Transportation / Route Requests
IGBAB	Independent Educational Evaluations
IIBGA	Internet Safety/Telecommunications Services
IIBGAB	Internet Safety / District Website
IKE	District Promotion Criteria K-12
ILBA	State Mandated Test Participation for Special Education Students
JB	Equal Educational Opportunity
JBA	Student Harassment
JE	Attendance / Truancy Policy
JECC	Assignment of Student to Schools
JECD	Assignment of Student to Classes
JFC	Code of Classroom Conduct
JFCF	Hazing
JFCG	Possession of Tobacco Products by Students
JFCH	Student Possession, Use, Sale, Being Under the Influence of and / or Distribution of Alcohol or Prescription Drugs
JFCM	Student Use of Two-Way Communication Devices
JFCN	Antisocial or Criminal Activities by Students
JFCP	Use of Laser Devices
JFGA	Control of Lockers and Facilities
JFI	School Disruptions
JHCA	Control of Pediculosis (Lice) and Scabies
JHCD	Administration of Prescription and Non-prescription Medications
JICA	Student Dress
JL	Student Gifts
JO	Student Records
JP	Children of Divorced / Separated Parents
KGBA	Weapons in School
KGC	Use of Tobacco on School Premises
KNAJA	Police-School Liaison Officer

## MEDFORD AREA AND STETSONVILLE ELEMENTARY SCHOOLS WELCOME YOU

### ***To the parents of students attending Medford Area Elementary and Stetsonville Elementary Schools:***

The staff and I welcome all students and parents to Medford Area Elementary School (MAES) and Stetsonville Elementary School (SES). We are anticipating an exciting year of excellence and are pleased you have made a commitment to be a vital part of our school community. We will always be committed to providing a quality education for all students, and we will focus on student achievement and instructional strategies that best meet the needs of all our students. We will also continue to make all our decisions at MAES & SES based on what is best for children.

To assist us in the learning process of your child, we need your involvement and support. We know you will continue to join in our commitment to work as a team to enhance the total education of your child(ren).

The staff and I are anxious to meet and work with you. Please visit the school and be a part of the learning. We have an open door policy and welcome your suggestions and assistance. This is your school!

Sincerely,

Dan Miller  
Elementary Supervisor

Medford Area Elementary School  
1065 W Broadway  
Medford, WI 54451  
(715) 748-2316

Stetsonville Elementary School  
W5338 County Rd A  
Stetsonville, WI 54480  
(715) 678-2600

# Medford Area Public School District

## VISION:

*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.*

## MISSION:

*To ensure that all students learn.*

## PRIORITIES:

1. *Improve efficiency of staffing*
2. *Commit to technology*
3. *Create community support for programs and resources*
4. *Commit to curriculum updates and upgrades*
5. *Embrace all opportunities for improvement*
6. *Maintain quality programs with declining enrollment*

## MEDFORD AND STETSONVILLE ELEMENTARY

### MISSION:

*We believe the mission of the Medford and Stetsonville Elementary School staff, along with the help of parents and community, is to promote the attainment of each child's fullest potential in intellectual, physical, social and emotional development. By providing a stimulating educational environment, we will help each child become a productive, caring individual, equipped with the problem solving skills necessary for success in a changing world.*



# MEDFORD AREA PUBLIC SCHOOL DISTRICT

## *PUBLIC NOTIFICATION OF NONDISCRIMINATION POLICY*

It is the policy of the Medford Area School District that no person may be denied admission to any public school in this district or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extra-curricular, extra-curricular, pupil service, recreational, or other program or activity because of the person's sex, race, color, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap as required by §118.13, Wis. Stats. This policy also prohibits discrimination as defined by Title IX, Title VI of the Civil Rights Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

The district encourages informal resolution of complaints under this policy, however, a formal complaint resolution procedure is available to address allegations of violations of the policy in the Medford Area School District.

Any questions concerning this policy should be directed to: Pat Sullivan, District Administrator, Medford Area Public School District, 124 W State St, Medford, WI 54451.

## *SPECIAL EDUCATION SCREENING AND REFERRAL PROCEDURES*

Any person aware of a child between the ages of birth through 21 who may be experiencing physical, mental, emotional or learning problems may call the Director of Special Education at 715-748-4620, to initiate screening services that will determine if a referral for special education is appropriate. In addition the Director of Special Education, any teacher or administrator would be able to assist in making a referral.

### **Referral Procedure**

The Medford Area Public School District shall solicit and receive referrals of students with suspected disabilities from all persons who have reasonable cause to believe that such needs exist. Specific state criteria will be adhered to in determining eligibility for specific handicapping conditions. Referrals of suspected children with disabilities shall be made to the Director of Special Education at 715-748-4620.

Special education and related services are provided to children with disabilities who are residents of the Medford Area Public School District, age 3-21 and who have not graduated from high school. Eligibility for special education is determined through an individualized education program team evaluation.

## A CODE OF ETHICS FOR STUDENTS

The Medford Area Public School District supports the families' responsibility for character development in children and encourages the nurturing of the following traits:

Respect - exhibit a high regard for all people as well as the physical world around us.

Responsibility - demonstrate good judgment and accountability for one's actions while accepting both positive and negative consequences.

Honesty - tell the truth to one's self and to others.

Self Control - exercise restraint over one's own impulses, emotions or desires for the good of self and/or others.

Tolerance - acknowledge beliefs or practices differing from or conflicting with one's own.

Courage - willingness to do the right thing even when facing rejection.

Compassion - show kindness and caring for others and their needs.





MEDFORD AREA PUBLIC SCHOOLS

**ADMINISTRATIVE STAFF**

Pat Sullivan . . . . .District Administrator  
Jeffrey Albers. . . . .Director of Business Services  
Laura Lundy. . . . .Director of Curriculum & Instruction  
Joseph Greget . . . . . Director of Pupil Services/Special Education  
Dennis Hinderliter. . . . .Network Engineer  
Dan Miller . . . . .Elementary Supervisor  
Donald Everhard. . . . .Associate Elementary Supervisor  
Annie Schindler. . . . . Psychologist  
Susan Eloranta. . . . .Guidance Counselor  
Jill Koenig. . . . .District Nurse

**BOARD OF EDUCATION**

Dave Fleegel . . . . .President  
Paul Dixon . . . . . Vice President  
Jeff Peterson . . . . .Treasurer  
Cheryl Wibben . . . . . Clerk  
Brandon Brunner . . . . .Member  
Mark Reuter. . . . . Member  
DeDe Strama. . . . . Member  
Mark Temme . . . . . Member  
Barb Knight . . . . .Member



## MEDFORD AREA ELEMENTARY STAFF

### ELEMENTARY SUPERVISOR

Dan Miller

### ASSOCIATE ELEMENTARY SUPERVISOR

Donald Everhard-Building location/  
Stetsonville Elementary

### EARLY EDUCATION/PRE-K

Amber Fettes (Early Childhood/Pre-K)  
Brittany Zenner (Pre-K)  
Angela Harrell (Pre-K)  
Marsha Klingbeil (Pre-K)

### KINDERGARTEN

Kris Anderson  
Carol Couillard  
Kathy Hackbarth  
Robert Komanec  
Stacy Leonard  
Susan Zenner

### GRADE 1

Dawn Brandner-Heier  
Lindsey Ried  
Christina Laduron  
Roxanne Robida  
Kelsie Drake

### GRADE 2

Amber Athanasiou  
Diane Nelson  
Margo Swedlund  
Carla Brost

### GRADE 3

Jacque Grunewald  
Lisa Jiskra  
Scott Woller  
Matt Hawley  
Ashley Jochimsen-McCarron

### GRADE 4

Rachel Mildbrand  
Julee Klemm  
Elizabeth Orth  
Brandon Marcis  
Sadie Jensen

### ART

Mary Lou Czerniak

### ENGLISH LANGUAGE LEARNERS (ELL)

Lucia Albrecht

### GIFTED & TALENTED

Jennifer Shipman

### GUIDANCE

Sue Eloranta

### INTERVENTION

Amy Wildberg-Reading Specialist  
Jayne Haenel-Math Specialist  
Shelly Crank-Woller – Behavioral Specialist  
Kim Fechhelm - Reading  
Mary Fliehs - Reading

### LIBRARIAN

Cathy Retzer

### MUSIC

Lori Kollmer

### PHYSICAL EDUCATION

Sue Fitzgerald  
Jason Rappe

### SPECIAL EDUCATION

Sheryl Balciar (Speech/Language Pathologist)  
Sarah Faude (Cognitive Disabilities)  
Mike Daniels (Physical Therapist)  
Misty Galli (Emotional Behavioral Disabilities)  
Eliza Decker (Speech/Language Pathologist)  
Annie Schindler (School Psychologist)  
Caroline Radlinger (Occupational Therapist)  
Kathleen Schumacher (Cognitive Disabilities)  
Tasha Mallak (Emotional Behavioral Disabilities)  
Brenda Ann McNary  
Meghan Jansen (Interpreter)

## MEDFORD AREA ELEMENTARY SUPPORT STAFF

### **ASSISTANTS**

Jill Dixon  
Kathie Shaw  
Kathy Jo Breeze  
Linda Ziembo  
Nancy Hemmer  
Nancy Higgins  
Paula Klemm  
Tamara Pearson  
Tammy Damm  
Wendy Plawski

### **CUSTODIAL**

Becky Weir (Head Custodian)  
Dave Sova  
Ray Synol  
Marty Cipar

### **FOOD SERVICE**

Nancy Smith (Taher)  
Kathy Kenyon (Head Cook)

### **VOLUNTEER COORDINATOR**

Cheryl Knoll

### **School Nursing Assistant/Home Resource Assistant**

Barb Schultz

### **SECRETARIAL**

Pam Leader  
Barb Noeldner

## STETSONVILLE ELEMENTARY STAFF

### **ELEMENTARY SUPERVISOR**

Dan Miller

### **ASSOCIATE ELEMENTARY SUPERVISOR**

Donald Everhard – Building location/  
Stetsonville Elementary

### **EARLY EDUCATION**

Amanda Langdon (Pre-Kindergarten)

### **KINDERGARTEN**

Peggy Czerniak  
Lori Nelson

### **GRADE 1**

Robyn Renderman  
Jeanne Huml

### **GRADE 2**

Melissa Gehrke  
Nicole Buechel

### **GRADE 3**

Lisa Vanusek-Hartl  
Tammy Ott

### **GRADE 4**

Amanda Becker  
Katie Losiewicz

### **ART**

Mary Lou Czerniak

### **ENGLISH LANGUAGE LEARNERS (ELL)**

Lucia Albrecht

### **GIFTED & TALENTED**

Jenny Shipman

### **GUIDANCE**

Sue Eloranta

### **LIBRARIAN**

Cathy Retzer

### **MUSIC**

Lori Kollmer

### **PHYSICAL EDUCATION**

Sue Fitzgerald

### **SPECIAL EDUCATION**

Andree Brushaber (Cross Categorical)  
Mike Daniels (Physical Therapist)  
Ann Jochimsen (Speech/Language Pathologist)  
Caroline Radlinger (Occupational Therapist)

### **INTERVENTION**

Karen Dallas - Reading  
Jayne Haenel – Math  
Amy Wildberg - Reading

### **ASSISTANTS**

Marsha Duellman (Spec. Ed Assistant)  
Wendy Fritz (Library/Tech Assistant)  
Tammy Lange (Spec. Ed Assistant)  
Linda Sackmann (Pre-K Assistant)  
Sue Smith (Spec. Ed Assistant)  
Lynn Venzke (Math Remediation Assistant)  
Jenel Waldhart (Reading Assistant)

### **CUSTODIAL**

Kevin Liegl (Head Custodian)  
Rita Salzman

### **FOOD SERVICE**

Patty Neitzel (Head Cook)  
Nancy Smith (Taher)

### **School Nursing Assistant/Home Resource Assistant**

Barb Schultz (at MAES)

### **SECRETARY**

Jerri Suchomel

## Medford Area Public School District 2015-2016 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					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. . . . . Student's First Day of School  
 . . . . . No School for Students  
 \*(Q – 11/3/15, 1/19/16, 3/24/16, 6/3/16) . . . . . End of Quarter/Semester  
 IN . . . . . Inservice for Teachers  
 NT . . . . . New Teacher Inservice Day  
 RD . . . . . Teacher Record Day  
 ER (9/16, 11/24, 2/18, 4/22, 5/17 . . . . . Early Release (1.5 hours)  
 June 3, 2016. . . . . Students' Last Day of School  
 June 3 or 6, 2016. . . . . Teacher Checkout

Teaching Days (44 + 44 + 45 + 47) (includes P/T Conferences on Oct. 15). . . 180.0  
 Parent/Teacher Spring Conf. (Mar. 3.-MAES/SES, Mar.10-MAMS/MASH . . . . . 0.5  
 Inservice ( Aug. 25, Aug. 26,, ½ day on Jan.22, and ½ day on March.29..... . . 3.0  
 Teacher Record Days (½ da. Jan. 22 & ½ da. on Mar. 29 & .2 floating day in summer) . .3.0  
 Total. . . . .186.5

**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  
 Mar. 25, 28, 29  
 Apr.  
 May 30

**\*\*Snow or Inclement Weather Cancellation**

The first (2) days lost to such would not be rescheduled. All other days would be made up at the end of the school year. Feb. 19, 2016, may be used as a make-up day.

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.

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			

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<sup>th</sup>: 1:00-8:00 p.m. in all buildings**

## **SCHOOL HOURS**

No student should plan to be at school before 7:00 a.m. as supervision is not available. All students involved in after school activities should leave the school as soon as school is dismissed. Students must be in the building for the entire school day unless excused by the building administrator. A written request stating the reason from the student's parent/guardian is required before any request for early dismissal or late arrival will be considered. Classes at MAES begin at 8:25 a.m. and the school day ends at 3:22 p.m. Classes at SES begin at 8:05 a.m. and the school day ends at 2:55 p.m. All students arriving late or leaving early must check in/out at the office.

## **BEFORE SCHOOL PROCEDURE**

1. All students shall not arrive at school before 7:00 a.m. Supervision is not available prior to 7:00 a.m.
2. At MAES: The doors open at 7:30. If you need to drop your child off earlier, arrangements can be made with the CLC program. Please contact the office in advance. Students who arrive by bus transportation will go directly to the commons area. At 8:00 a.m., students will walk quietly down the halls and go directly to their classrooms. Students eating breakfast should wash their hands and go to the commons.
3. At SES: All students should report to the gym. After the first bus arrives (approx. 7:40 a.m.) students will be dismissed to their classroom and those eating breakfast should wash their hands and report to the gym. Students being dropped off at SES between 7:00 and 8:00 a.m. should be dropped off in the East parking lot, NOT the circular driveway in front since busses are using this area.

## **DURING SCHOOL HOURS CHILD PICK-UP PROCEDURE**

Any child being picked up during school hours (8:25-3:15 at MAES or 8:00-2:55 at SES) must be signed out in the office. Therefore, anyone coming to pick-up a child needs to report to the office and the office will get the child from the classroom.

## **DISMISSAL PROCEDURES**

1. All grades will be dismissed either by means of the P.A. system or a series of bell signals.
2. Teachers will walk their classes to the bus each night.
3. Every student will be expected to board the bus unless the classroom teacher/office has been informed of a change by the parents/guardians.

## **AFTER SCHOOL PROCEDURE**

1. Parents are expected to wait in the south entry area at SES and in the Commons area at MAES to pick up their child(ren) unless the classroom teacher has made special arrangements for a parent to come to his/her room early. Classes are in session until 2:55 p.m. at SES and 3:22 p.m. at MAES.
2. Students waiting for parents to pick them up after school cannot go outside the building without supervision. Students are expected to wait in the areas listed above or in the school office until their parent arrives. All students not picked up by 3:15 at SES and 3:45 at MAES will go to CLC. CLC will bill accordingly. If you have a disabling condition that prevents you from entering the building, please notify the office and your child will be escorted to you.
3. If your child is walking home they will not be allowed to leave until after the busses have been dismissed.

## **COMMUNITY LEARNING CENTER (CLC)**

The Medford Area Elementary Community Learning Center (CLC) offers before and after school services to children in grades Pre-Kindergarten through Fourth while the Stetsonville Elementary Community Learning Center offers **after school services only** to children in grades Pre-Kindergarten through Fourth. CLC provides the following services: tutoring, homework help, remediation, enrichment activities, technology training, recreational arts and multi-cultural educational activities, character development and much more.

CLC will be open Monday through Friday during the school year. Before school hours at MAES are 6:45 a.m.-7:30 a.m. After school hours are from the end of the regular school day until 5:30 p.m. at both schools. It is not mandatory for students to stay until 5:30 p.m. - parents may pick their child(ren) up anytime after the end of the regular school day.

Please contact Donald Everhard at 678-2600 for more information regarding the MAES and SES CLC programs.

## **ATTENDANCE TIME GUIDELINES**

Any student arriving at school after 9:30 a.m. (SES) and 10:00 a.m. (MAES) or leaving before 1:30 p.m. (SES) and 2:00 p.m. (MAES) and will be counted one half day absent. If a student has been absent, a parental note must be sent with the student upon return. Please note that a phone call is appreciated, but it does not replace a parental note. For additional information regarding attendance procedures, see Policies JE and JE-R.

## **ARTICLES PROHIBITED IN SCHOOL**

Any item brought to school which interferes with the learning environment may be subject to confiscation by staff. Items which can be legally returned to the student or responsible adult will be given back at an appropriate time. Please refer to the School District's Board Policies regarding other prohibited items such as weapons.

## **MATERIALS STUDENTS NEED FOR ELEMENTARY SCHOOL**

***NOTE: ALL ITEMS CLEARLY MARKED WITH THE CHILD'S NAME, ESPECIALLY THE BACKPACK AND CLOTHING ITEMS.***

Pre-Kindergarten: Regular sized backpack, a complete change of clothes (shirt, underwear, socks & pants), a travel size pillow and towel for rest time all in a bag labeled with the student's name.

Kindergarten: Paint shirt, a large school bag/backpack, gym shoes with non-marking soles to be kept at school for gym class (all items clearly marked with name), a 24 count box of crayons, Fiskars scissors (blunt end) for MAES only, #2 yellow pencils (sharpened), 6 large glue sticks and one large pink eraser, and 1 box of Kleenex.

Grade 1: Twelve sharpened pencils (standard #2), 24 count box of crayons, scissors, 2 pink erasers, 6 large glue sticks, a 5" x 8" pencil box, one wide ruled 70 ct. notebook, set of washable markers, one canister of disinfecting wipes, a large school bag/backpack (without wheels – they will not fit in the lockers), one large box of Kleenex, 8 dry erase Expo markers, gym shoes with non-marking soles, one white cotton sock, one box of Dixie cups (MAES only) a deck of playing cards, girls bring box of Zip Lock gallon-size bags, boys bring a box of Ziplock quart-size bags. PLEASE, NO folders, trapper keepers or pencil sharpeners.

Grade 2: Forty #2 pencils (sharpened), 1 two-pocket folder, 3 one-subject wide ruled spiral notebooks, 1 white Elmer's glue bottle, 8 large glue sticks, 1 box of 24 count crayons, colored pencils, Crayola markers, 1 Fiskars scissors, 1 yellow highlighter, 2 large pink erasers, 12 inch ruler, 1 pencil box, 1 large box of Kleenex, 2 dry erase markers, 1 box of snack or quart-size Zip Lock bags, 1 pack of 3x3 post-it notes, 1 basic 4-function calculator, gym shoes (no black soles). PLEASE, NO pens or trapper keepers.

Grade 3: #2 pencils (10 pack-more needed throughout year) (no mechanical pencils) 1 pack of 3x3 post-it notes, a large eraser, two pocket folders (PLEASE, NO trapper keepers) 4 composition notebooks-wide ruled, crayon box or zipper pencil pouch, colored pencils (12 count), crayons (24 count), markers (10 count), 4 large glue sticks, 1 twelve inch ruler with metric, 2 highlighters, 1 large box of Kleenex, 1 large backpack, scissors, expo dry erase markers (black), clean old sock for dry erase board (MAES only), a deck of playing cards and gym shoes with non-marking soles, 1 box Zip-top plastic bags (boys-quart size/girls-sandwich size).

Grade 4: Pencils, erasers, spiral notebooks (3 for MAES/4 for SES) scissors, pen, colored pencils or crayons, markers, a pencil pouch or small plastic in-desk case for small items, glue, ruler, a backpack or book bag, 3 pocket folders, 1 large box of Kleenex, gym shoes with non marking soles, a highlighter, 1 pack of 3x3 post it notes, 2-4 thin black dry erase markers, a clean sock to erase white boards. PLEASE, NO Trapper Keepers or binders. A folder will be provided for organization.



## **GRADING SCALE**

MAES & SES Grading Criteria for Grades K-4 ( <i>This grading system was approved by the Medford BOE in the fall of 2006</i> )
--

E. . . . . Exceeding Benchmark
B. . . . . Benchmark Achieved
I. . . . . Not quite reaching benchmark
N. . . . . Needs Improvement

## **HOMEWORK**

It is the policy of the elementary schools to assign homework throughout the school year. Homework will be assigned when:

- \*a child was absent from school.
- \*additional practice is necessary for the child to acquire the new skill.
- \*assignments were not completed on time and must be made up.
- \*a student needs an opportunity to review previously learned skills.
- \*a student needs to complete a project that is intended as a long term assignment.

## **BOOKS**

Students will be bringing their books home to be covered. Please help them. Plain brown wrapping paper is sufficient. Any books lost or damaged must be paid for by the student.

## **I.M.C. (LIBRARY)**

The Instructional Media Center (I.M.C.) or library contains print and non-printed materials chosen to support the school's curriculum and to help the students develop the lifelong habit of reading. The media specialist is available to assist students and teachers in selecting materials.

The I.M.C. is available for student use from 8:00 a.m. to 3:00 p.m. A computerized circulation system is used for the borrowing of materials. Each student is assigned a borrower's computer card, which is kept in the I.M.C. for checking out materials.

Books may be borrowed for a period of two weeks and renewed if necessary. Magazines may be borrowed for one week. Reference books are available for overnight check out. The number and type of materials which students may borrow varies with grade level.

A fine is not charged for overdue material; however, overdue material must be returned before anything else can be borrowed. Students are expected to pay for the cost of lost or damaged materials before the end of the school year.

### **CARE OF SCHOOL PROPERTY**

Students are responsible for the proper care of all books, supplies and furniture supplied by the school.

Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item prior to the end of the school year.

### **LOCKERS**

The school's lockers are made available and are assigned to students for use as a storage area for books and clothing only. It is important to recognize that the lockers remain the property of the school. The school, therefore, reserves the right to periodically inspect the contents of any locker to insure that lockers are being used as prescribed. The building administrator or designee may inspect any locker when there are reasonable grounds to suspect that the locker is being used improperly. No student should open any locker but the one to which they are assigned. No padlocks or tape are allowed. If you have trouble with your locker, report it to the teacher immediately.

### **PARENT-TEACHER CONFERENCES**

Formal Parent-Teacher Conferences will be scheduled. However, parents may feel free to confer with teachers at any time that is convenient. It is advisable to make arrangements for such conferences. Call the school office at the following number: MAES at 748-2316 or SES at 678-2600.

### **SCHOOL FIELD TRIPS, INCENTIVE PROGRAMS, ETC.**

If any parent objects to the content of a school event, field trip, incentive program, assembly, etc., due to personal beliefs or religious convictions, they must inform the building administrator. Efforts will be made to provide an alternative situation for your child. It is recommended that your child remain in school but can be kept home with prior approval for the duration of the activity as an excused absence.

### **STUDENT PICTURES**

School pictures are taken each Fall and Spring in all elementary schools. Parents will receive a notification of dates, procedures and photo options well in advance of picture day. Please note that school pictures are to be paid in advance.

## **DISCIPLINE PHILOSOPHY**

The school believes all students can behave at school and have a responsibility to behave in a manner which allows teachers to teach the students to learn and which does not violate the best interest of any person in the school.

The school believes pupil conduct control should be maintained with procedures which will advance the purpose of education while remaining consistent with applicable state law and established Board of Education School Policy. In order to provide students a calm, safe, secure environment for education, this school supports these rules and discipline procedures.

## **DISCIPLINE PROCEDURES**

Positive Behavioral Intervention Supports (PBIS)

# Positive Behavioral Intervention Supports



**R**espect/**R**esponsibility/**S**afety/**F**un

*Enhancing the capacity of schools and families to develop and sustain the use of Positive Behavioral Intervention Support with all children.*

## **Medford & Stetsonville Elementary Schools**

### ***What is PBIS?***

PBIS is a framework for providing a continuum of evidence based behavioral practices for improving academic and behavioral outcomes for all students. The focus of PBIS is to create positive learning environments that teach and reinforce positive social development, and to decrease the number, intensity, and severity of challenging behaviors. The effectiveness of PBIS has been demonstrated in school and home settings, and across age levels.

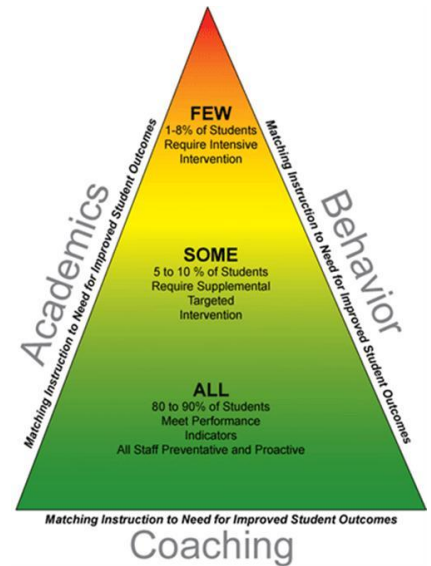
### ***Guiding Principles of PBIS***

Academic achievement and behavioral competence are the results of school personnel and families working together to provide a continuum of support which includes:

1. School-wide interventions for all learners (Universal/Tier I)
2. Specialized interventions for learners who are at risk for academic or social failure due to behavior challenges (Targeted/Tier II)
3. Individual interventions for students with intense/chronic behavior challenges (Intensive/Tier III)

## **Raider Pride**

- Expectations for students' behavior are defined on a school-wide behavior matrix and are posted school wide on shields.
- Appropriate student behavior is taught and re-taught as needed.
- Positive student behaviors are acknowledged by earning individual shields.
- School wide celebrations are earned when the large shield is filled with individual shields. This enhances students' sense of belonging to our school community.
- Discipline is implemented consistently using Office Discipline Referrals (ODRs)
- Each student at MAES/SES makes a difference. Student behavior is monitored by everyone in the school community.



## **What kinds of outcomes result from PBIS?**

Data gathered in schools from across the country have reported significant positive outcomes, including:

- Reduced ODRs
- Decreased use of reactive, punishment-based consequences, including suspension.
- More time spent on academic instruction, less time spent addressing behavior.
- Efficient and effective use of limited resources.
- Improved school climate.

## **How Parents Can Help with PBIS?**

Here are a few suggestions for how you can support PBIS at home:

- Talk to your child about their school day including questions about what they learned and if they had a good day.
- Ask your child about PBIS. Ask them if they or their class has received shields.
- Let your child's teacher know if any changes occur that might affect behavior at school.
- When talking with your child, focus on the positive. Try to praise your child for the things they do well.
- Surround your child with positive role models.

## **PBIS Leadership Team at MAES/SES**

Each school has a PBIS leadership team that is dedicated and represents a group of teachers, support staff, and administration that meets regularly to address and to analyze implementation and fidelity of the PBIS approach within our school community.

PBIS Coordinator: Joseph Greget  
SWIS Coordinator: Dan Miller  
External Coach: Don Everhard  
Internal Coaches: MAES – Richelle Crank-Woller  
SES – Sue Eloranta

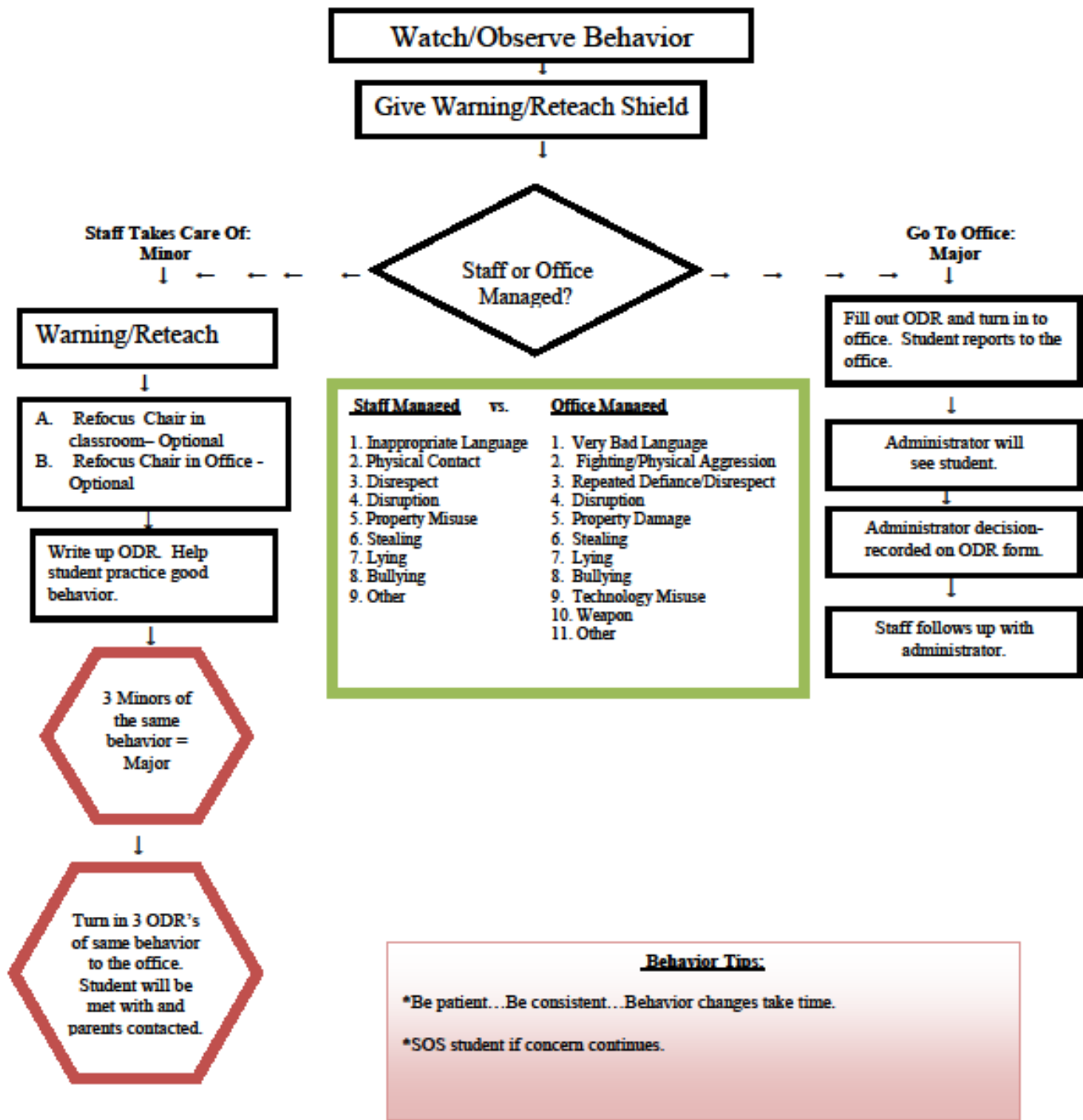
## Medford/Stetsonville Elementary Behavior Matrix Settings

	All Settings & Community	Hallways	Cafeteria	Playground	Bathroom	Bus	Crosswalk	Classroom
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Listen to others and make good choices</li> </ul>	<ul style="list-style-type: none"> <li>• Use inside voice</li> </ul>	<ul style="list-style-type: none"> <li>• Use inside voice</li> <li>• Be polite and use good manners</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to adults on duty</li> </ul>	<ul style="list-style-type: none"> <li>• Quietly wait your turn</li> <li>• Give others privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the driver</li> <li>• Use inside voice</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to adults</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom teacher expectations</li> </ul>
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>• Be prepared</li> <li>• Do your work</li> </ul>	<ul style="list-style-type: none"> <li>• Hands and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up your area</li> </ul>	<ul style="list-style-type: none"> <li>• Check weather signs and dress as needed</li> <li>• Pick up Equipment</li> <li>• Line up when whistle blows</li> </ul>	<ul style="list-style-type: none"> <li>• Use toilet, sink and paper towel correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in marked areas</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom teacher expectations</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> <li>• Follow Safety Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Walk and watch where you are going</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands before eating</li> <li>• Walk carefully with your tray</li> <li>• Walk quietly to class when bell rings</li> </ul>	<ul style="list-style-type: none"> <li>• Get help from an adult when needed</li> <li>• Use equipment as intended and play by the rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Go to bathroom</li> <li>• Wash hands</li> <li>• Exit</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in your seat until bus has stopped</li> <li>• Wait for bus in marked areas</li> </ul>	<ul style="list-style-type: none"> <li>• Look both ways then cross</li> </ul>	<ul style="list-style-type: none"> <li>• Follow classroom teacher expectations</li> </ul>
<b>Fun</b>	<ul style="list-style-type: none"> <li>• Greet one another</li> <li>• Be courteous</li> </ul>	<ul style="list-style-type: none"> <li>• Smile</li> <li>• Be helpful</li> </ul>	<ul style="list-style-type: none"> <li>• Include others in conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns, share and include others</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of self</li> </ul>	<ul style="list-style-type: none"> <li>• Visit quietly with neighbor</li> </ul>	<ul style="list-style-type: none"> <li>• Visit quietly with neighbor</li> </ul>	<ul style="list-style-type: none"> <li>• Participate</li> </ul>

# T-Chart of Behavior

Teacher Managed Behaviors		Office Managed Behaviors	
Minor Problem	Definition	Major Problem	Definition
1. Inappropriate Language	Student engages in low-intensity instance of inappropriate language, name calling or use of words in an inappropriate way.	1. Abusive Language	Student delivers verbal messages that include swearing or using language in a threatening manner.
2. Physical Contact	Student engages in non-serious, but inappropriate physical contact.	2. Fighting/Physical Aggression	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
3. Defiance	Student engages in brief or low-intensity failure to respond to adult requests.	3. Repeated Defiance	Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions.
4. Disrespect	Student engages in low-intensity, failure to treat others with care and courtesy, not being polite or using manners.	4. Repeated Disrespect	Student engages in repeated or severe failure, to treat others with care and courtesy, not being polite or using manners.
5. Disruption	Student engages in low-intensity, but inappropriate disruption.	5. Disruption	Student engages in behavior causing a major disruption.
6. Property Misuse	Student engages in low-intensity misuse of property.	6. Property Damage	Student participates in an activity that results in destruction or disfigurement of property.
7. Stealing	Student has taken someone else's property (ex. pencil, eraser)	7. Stealing	Student has taken, or passed on, someone else's property
8. Lying	Lying to avoid consequences or to blame others.	8. Lying	Student intentionally delivers message that is untrue about serious situations (ex. inappropriate touching, physical abuse, etc.)
9. Other	Student engages in any other minor problem behavior not listed.	9. Bullying	Student delivers disrespectful messages (verbal or gestural) to another person that includes threats intimidation, obscene gestures, pictures, or written notes.
		10. Technology Misuse	Student engages in inappropriate (as defined by school) use of music/video players, camera, and/or computer.
		11. Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.
		12. Other	Student engages in any other major problem behavior not listed.

## Medford/Stetsonville Elementary Schools Behavior Decision Flowchart



Revised: 07.18.13

## Medford/Stetsonville School Office Discipline Referral Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ (in 15 minute intervals) Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Referring Staff: \_\_\_\_\_ IEP: yes or no

### Location (choose one)

- |                                     |  |   |
|-------------------------------------|--|---|
| <input type="checkbox"/> Classroom  | <input type="checkbox"/> Bathroom        | <input type="checkbox"/> Art Room       |
| <input type="checkbox"/> Playground | <input type="checkbox"/> Gym             | <input type="checkbox"/> Computer Lab   |
| <input type="checkbox"/> Commons    | <input type="checkbox"/> Library         | <input type="checkbox"/> Music Room     |
| <input type="checkbox"/> Hallway    | <input type="checkbox"/> Bussing         | <input type="checkbox"/> Other Location |
| <input type="checkbox"/> Cafeteria  | <input type="checkbox"/> Stadium (Media) |   |

### Minor Behavior or Major Behavior (only choose one minor or one major)

- | Minor Behavior                                       | Major Behavior   |
|--|--|
| <input type="checkbox"/> Inappropriate Language      | <input type="checkbox"/> Abusive/Inappropriate Language  |
| <input type="checkbox"/> Physical Contact/Aggression | <input type="checkbox"/> Physical Aggression             |
| <input type="checkbox"/> Defiance                    | <input type="checkbox"/> Defiance                        |
| <input type="checkbox"/> Disrespect                  | <input type="checkbox"/> Disrespect                      |
| <input type="checkbox"/> Disruption                  | <input type="checkbox"/> Lying/Cheating                  |
| <input type="checkbox"/> Property Misuse             | <input type="checkbox"/> Bullying                        |
| <input type="checkbox"/> Other Behavior              | <input type="checkbox"/> Fighting                        |
| <input type="checkbox"/> *Minors filed with teacher. | <input type="checkbox"/> *3 Minors (same behavior)=Major |

### Possible Motivation (must choose one)

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Obtain Peer Attention   | <input type="checkbox"/> Avoid Tasks/Activities | <input type="checkbox"/> Other Motivation   |
| <input type="checkbox"/> Obtain Adult Attention  | <input type="checkbox"/> Avoid Peer(s)          | <input type="checkbox"/> Unknown Motivation |
| <input type="checkbox"/> Obtain Items/Activities | <input type="checkbox"/> Avoid Adult            |   |

### Other Involved in Incident (only choose one)

- None     Peers     Staff     Teacher     Substitute     Unknown     Other

### Administrative/Teacher Decision (choose one)

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Time in Office          | <input type="checkbox"/> Time Out/Detention         | <input type="checkbox"/> In-School Suspension ( ___ hrs)     |
| <input type="checkbox"/> Loss of Privilege       | <input type="checkbox"/> Restitution                | <input type="checkbox"/> Out-of-School Suspension ( ___ hrs) |
| <input type="checkbox"/> Conference with Student | <input type="checkbox"/> Community Service          | <input type="checkbox"/> Bus Suspension                      |
| <input type="checkbox"/> Parent Contact          | <input type="checkbox"/> Individualized Instruction |  |

### Brief explanation (50 words or less)



## **BUS RIDER RULES**

### **GENERAL RULES**

1. Parents and pupils must realize that the ride to and from school on a bus is a privilege, not a right.
2. Obey your driver. Your school bus is a classroom on wheels and the driver's wishes must be respected.
3. Misbehavior of any kind will not be tolerated. Pupils who continually misbehave can be put on report or denied the privilege of riding.
4. Students observed hitting, throwing, using sharp objects or any object to injure others or damage property can also lose their riding privilege.
5. Parents will be responsible for their children's conduct when it involves property or personal damage to others while riding a public school bus.

### **PREVIOUS TO LOADING**

6. Use a safe route walking to the bus stop. If you walk along a road to reach your bus stop, walk facing traffic if at all possible.
7. Get to the bus on time. Avoid having to run to catch the bus.
8. While waiting for the bus, stay off the street or road. Stay back to allow the bus to enter the loading zone. No pushing or crowding.

### **LOADING**

9. Always use the hand rail when getting on or off the bus. Be especially careful in winter when slippery conditions exist.
10. Take your designated seat on the bus, or follow the loading and unloading pattern set up by the driver. When seat belts exist, they must be worn.
11. Keep the aisles clear. Do not pile books, instruments and other belongings in the aisles. Avoid bringing articles on the bus that you cannot hold while you are seated. Keep feet and legs out of aisles. Animals and birds are not allowed on the bus.

### **RIDING**

12. Do not open windows without the permission of the driver.
13. Keep hands and legs inside the bus at all times. Do not throw objects out of the windows.
14. Eating on the bus is not allowed, unless upon a special occasion when the entire load will be allowed to eat with the permission of the driver.
15. Treat bus equipment as valuable furniture in your home. Damage to bus equipment must be paid for by the offender. Do not bring pencils, protractors, or other sharp objects on the bus that are not cased in some type of holder, pouch or pocket.
16. There must be complete silence on the bus when it stops at a railroad crossing.
17. Refrain from loud talking or yelling. Your voice can drown out danger signals for the driver.
18. Remain in your seat at all times when the bus is in motion.
19. Absolutely no horseplay on the school bus. Horseplay is distracting and adds to accident producing conditions.

### **UNLOADING**

20. Use the same procedure when leaving the bus as when you entered it.
21. Do not cross immediately in front of the bus. Cross the road at least 10 feet ahead of the bus so the driver can see you and signal you that it is safe to cross.
22. Riders are not permitted to ride buses other than those assigned. Riders are not permitted to leave their bus at other than regular stops unless the driver has a note from the parent or a school official authorizing it.
23. Inform the driver if possible, when a rider will be absent.

### **CURRICULAR TRIPS**

24. The above rules apply to students on any curricular trip authorized by the school.
25. Students will respect the wishes of the chaperons assigned by the school district.

## **BICYCLES**

Bicycle racks are provided for those who ride bicycles to school. Be sure to park your bicycle in the racks and not on the grounds nearby.

Keep off the grass on the way to and from the parking area. Never touch or use another person's bicycle without his or her permission.

Bicycle riding carries certain responsibilities; therefore, students should develop good riding habits.

1. Ride on the right side of the street and in a single line.
2. Remember that a bicycle built for one means no extra passengers.
3. Use hand signals - those driving behind you would appreciate it.
4. Obey all traffic signs - all good drivers do.
5. All bike riders must wait until the last bus leaves before leaving the parking lot.

## **FOOD SERVICE**

Students may participate in a nutritious breakfast served every morning. Serving begins after the first bus arrives. The cost is \$1.30 per meal, 30 cents for reduced and free for families on free lunch. Parents will fill out a short form at the beginning of the school year stating if their child(ren) can eat breakfast or not. If a parent marks no and the child wants breakfast on a particular morning we will call to reconfirm your breakfast decision.

Students may purchase a hot lunch for the cost of \$2.20 per meal, 40 cents for reduced and free for families on free lunch, or bring a sack lunch from home to eat at school. Any extra milk can be purchased at 40 cents per carton and will be billed to your families lunch account. Early Education/Pre-K, Kindergarten, First grade and Second grade students will be offered a milk/snack break and their family lunch account will be billed accordingly.

The parents of students with a negative balance (money owed) in their accounts are notified of the situation. Credit for lunches cannot exceed \$10.00 and parents are notified of the situation.

## **OUTSIDE RECESS POLICY**

All students are expected to go outside during recess unless the classroom teacher receives a note or call from the parent/guardian requesting inside recess because of health concerns. We have inside recess during rain, heavy snow or a wind chill temperature below zero. The building administrator may schedule a shorter recess on cold weather days if the wind chill is not a factor.

## **PHYSICAL EDUCATION**

Students must have separate tennis shoes for physical education class. Shoes with black soles are not to be used for physical education. Physical education shoes may be kept in school if desired. Girls may want to wear slacks on the days they have physical education. All students must attend physical education unless a written permit is received by the teacher from the parent or family doctor.

## **HEALTH**

Students who become ill during the day are to notify their teacher. The school officials will notify the parents/guardians if they feel the student should not remain in school. The school nurse may be contacted if there are any questions about your child's health. A school nurse is located at the Senior High School at 748-5951 or at MAES at 748-2316.

## **HEARING SCREENING**

Individual audiometric hearing tests are given annually by our nurse to students in grades K, 1, 2 and Special Education classes with the help of volunteers. The nurse will make referrals to parents for needed medical attention. The nurse will continue to do individual screening at the request of the teacher or parent/guardian during the school year.

## **VISION SCREENING**

The vision check is given yearly to all students K-4 and Special Education classes, by our district nurse, with the help of volunteers. The nurse rechecks those pupils who appear to have vision problems and makes referrals to parents/guardians for needed medical attention. Vision checks will be given upon request of a parent/guardian or teacher throughout the year.

## **ADMINISTRATION OF MEDICATION**

It is the policy of the Medford Area Public School district to authorize designated school personnel to administer medication to pupils under specified conditions and, therefore, immunizing these designated school personnel from civil liability. The parent must provide written documentation of need to the school nurse or building administrator on official school forms. Physician authorization is also required. These forms can be acquired at the elementary school buildings. Prescription medication will only be administered with written instructions and consent from a child's parent/guardian and physician. For safety purposes all prescription and nonprescription medication must be transported to the school in the original container. Please see District Policies JHCD, JHCD-R and JHCD-R-E for more information.

## **COMMUNICABLE ILLNESS**

The building administrator, teachers and the school nurse have the responsibility to send home any child who is unclean or who displays symptoms of a potentially communicable illness. Parents/guardians will always be notified by phone before a child is sent home. Parents/guardians are to contact the school or school nurse if your child has an outbreak of any communicable illness, (Communicable Disease Policy JHCC) such as chicken pox, scarlet fever, lice, scabies or pinkeye.

## **STUDENT ACCIDENTS**

Parent/guardian or student must report any accident that the student may have at school to the classroom teacher. The teacher is required to fill out an accident form and turn it into the building office. If the student gets hurt when there is not a teacher available, report it immediately to the main office.

## **DRESS CODE POLICY**

Responsibility for personal appearance shall normally rest with students and parents/guardians. A student's dress or grooming should not, however, disrupt the learning process within the classroom or school.

- A. Any fashion (dress, accessory or hairstyle) that is distracting from the learning process, presents a safety risk, displays suggestive, offensive, obscene, sexually degrading or racially motivated graphics or statements or pertains to drugs, alcohol or tobacco products is not permitted.
- B. Hats/caps should be removed on entering the building.
- C. Unless directed by staff for purposes of an approved school activity, shoes must be worn at all times.
- D. Parents will be reminded of proper winter clothing in a letter sent home annually with the students. Required Winter Clothing: boots, coats, hats or ear muffs, mittens or gloves.

If there is a disagreement between students and/or parents and the staff regarding the appropriateness of clothing, the building administrator will use her/his discretion to make the decision.

## **LOST AND FOUND**

Students who find lost articles are asked to take them to the office, where they can be claimed by the owner. Each year, a number of clothing and personal items are found, placed on the "lost and found" area and never claimed by the students. We alert students to our monthly display of "lost and found" items. Any items left over at the end of the year are washed and donated to the Indianhead Agency. It is very helpful if you label your child's/children's articles of clothing with his/her name. This will help us return items to their rightful owners.

## **SUBSTITUTE TEACHERS**

Our school is fortunate in having capable people to help us whenever our regular teaches are ill or attending conferences. A substitute teacher is an important visitor whose impression of our school will be carried into the community. Let us be certain that these are good impressions by being polite, helpful and considerate as you would be with your regular teacher.

## **VOLUNTEER PROGRAM**

The Medford Area Public School District has a volunteer coordinator whose main function is to recruit parents and community members to help at school. There are a variety of tasks (checking papers, reading to students, cutting out letters, etc.) available for volunteers to complete. If you are interested, please contact the school office to pick up a District Volunteer Application. All volunteers must meet the district criteria to be a part of this program. We welcome volunteer help!

## **SCHOOL TELEPHONE**

The school telephone is for business purposes only. Pupils will not be permitted to use the phone except in cases of emergency. All emergency uses of the telephone will be cleared through the building administrator's office.

## **FIRE DRILL**

1. Know which exit to use.
2. Walk rapidly - **DO NOT RUN.**
3. No talking during a fire drill.
4. First two students hold outside doors.
5. Last person leaving building or room close door.
6. Remain outside well away from the building.

Fire drills are held at various times. They are among the most important exercises in which you can participate. Drills can save lives, and this is an occasion when disturbances of any kind will not be tolerated. Instructions will be given to you in the area about fire drills. Listen for orders and obey them explicitly.

To prevent confusion, rules have been prepared. Know them so you may help your teacher in organizing for an orderly evacuation.

## **CRISIS INTERVENTION PLAN**

The Medford Area Public School District has a district-wide coordinated plan to handle a number of crisis situations (intruder in the building, suicide, bomb threat, sudden death, etc.) Please feel free to review this manual or ask questions of the team head if you have concerns. The contact person for each school is the building administrator.

## **SEVERE WEATHER PLAN**

The following plan is established so that we might be better prepared in case of severe weather in our area. The chances for severe weather in our area are significant enough so that we must prepare and train our school population to "be prepared". This preparation should offer some degree of assurance that we can control our chances of safety in the event of severe weather.

We will do all we can to combat confusion and hysteria during such times. The first rule that must be complied with is "no talking". Idle and seemingly innocent remarks can be exaggerated into screams and terror and result in mass hysteria. We must safeguard against this.

Each room has a particular severe weather station to go to. When the warning is announced, we will proceed immediately, without question, to these stations and remain there quietly until an all-clear announcement is given.

If the warning comes during the evening, we should follow the same plan. Staff members should unlock doors and remain in the assigned area to keep order.

Evening visitors should be ushered to the same assigned areas if they are present during such a warning.

Once students and staff are in assigned areas, all teachers shall take roll call for their particular groups to assure that all children are accounted for. A staff member will check with each group and report to the building administrator.

## CANCELING SCHOOL DUE TO BAD WEATHER

Each winter seems to bring its share of bad weather days when safety demands special precautions and sometimes even results in school being canceled. Please consider the following during these times. (You may wish to keep this letter for further reference):

1. Make arrangements now in respect to where your children should go if you are not at home when school is canceled. Older children usually can be home by themselves if a key is available to get into the house. Younger children, however, may need alternate shelters, such as the home of a neighbor, relative, or trusted friend.
2. If there is a delayed start, or school is in session and you believe school should have been called off because of conditions in your area, you should decide if you want to send your children to school. The decision to have or not to have school is based on the conditions in the district as a whole. Your individual case may be unique and you are the best judge.
3. Sometimes school will be delayed one or two hours so that we have more time to make a decision as to whether or not school should be canceled for the entire day. On days of delayed starts, both the school buses and school will start one hour or two hours later than usual. School closings and delayed starts will be announced as close to 6:30 a.m. as possible.
4. If school is canceled during the day, hot lunch will be served before the students leave if at all possible. This is important should a bus become stranded on the way to drop off your child.
5. Please do not call the school before the decision is made to close school. As soon as the decision is made, the radio stations are contacted and they in turn broadcast all closings as soon as they are received. The radio stations have also asked us to please ask parents not to call the radio station. A potentially dangerous problem can develop when our telephone lines get jammed with incoming calls from parents and we are not able to make or receive the necessary telephone calls to gather information to make a decision. Before a decision is made, many calls must be made by administration between buildings, outside agencies and communications networks.
6. The following radio stations will carry all Medford Area School District school closing information:

Medford **WKEB** FM 99.3  
Eau Claire **WAXX** FM 104.5

Wausau **WIFC** FM 95.5  
Chippewa Falls **WWIB** FM 103.7

Local TV Channels: 7, 9 and 13

## WITHDRAWAL AND TRANSFER

The procedure for withdrawal or transferring is as follows:

1. Secure the authorization withdrawal or transfer note from the parent or guardian.
2. Obtain appropriate forms from the building administrator's office.
3. Have the forms filled out by teachers. Return all school books and property.
4. Take completed forms to the building administrator's office for final clearance.
5. Pay all outstanding lunch accounts and other balances.

### MEDFORD AREA PUBLIC SCHOOL DISTRICT

#### LEGAL NOTICE

1. Pupil Records: The Medford Area Public Schools maintain student records in the interest of the student to assist in providing appropriate educational experiences. Two classes of records are maintained: behavioral records and progress records. Progress records mean those pupil records which include the pupil's grades, a statement of the courses the pupil has taken, the pupil's attendance record and records of the pupil's school extra-curricular activities. Behavioral records means those pupil records which include psychological tests, personality evaluations, records of conversations, any written statement relating specifically to an individual pupil's behavior, tests relating to achievement or measurement of ability, the pupil's physical health records and any other pupil records which are not progress records. Student's records are confidential. Personally identifiable information from student records may not be released to any party without the written consent of parent or adult student, except to a court under order or subpoena, or to employees of the school district, Department of Public Instruction or state and local health officials having a legitimate interest in them.

The school district may disclose directory data to any person/organization upon request. Directory data means those pupil records which include the pupil's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received and the name of the school previously attended by the student. A parent, guardian or adult student may request that all or any part of this directory data may be released without prior consent of the parent, guardian or adult student. If you wish to exercise your option to keep directory data confidential, please notify the office of the school district administrator. Address a written request indicating the type of directory data to be kept confidential to:

District Administrator  
Medford Area Public Schools  
124 W State St  
Medford, WI 54451

A parent or adult student will be shown and provided copies of the student's records upon request. Records are kept at the following locations:

<u>Student</u>	<u>Location (address)</u>
K-4 Medford Area Elementary	1065 W Broadway
K-4 Stetsonville Elementary	W5338 County Rd A, Stetsonville, WI 54480
5-8 Medford Area Middle School	509 E Clark St
9-12 Medford Area Senior High	1015 W Broadway

Request to view, obtain copies, and/or release records should be addressed to those named above. Progress records are maintained permanently. Behavioral records are destroyed one year after graduation or last date of attendance, unless permission is granted for maintenance by the parent or adult student. Personally identifiable information no longer needed will be destroyed upon request of parent or adult student.

Student records are transferred to another school or school district upon receipt of written notice from an adult student, a parent or guardian of a minor child that the student intends to enroll in the other school or school district, or upon written notice from the other school or school district that the student has enrolled. Parental consent is not required for the transfer.

Parents or adult students may request that information contained in education records which is inaccurate or misleading or violates the privacy or other rights of the student or parents be amended. If the district refuses to amend the records, the parent or adult student is entitled to a hearing regarding the request to amend the education records. A copy of the school district's student records policy may be obtained by writing the District Administrator.

Parents and adult students have the right to file complaints concerning alleged violations of their rights with regard to education records under Section 438 of the Family Educational Rights and Privacy Act with the U.S. Department of Education. Written complaints should be addressed to:

The Family Educational Rights & Privacy Act Office (FERPA Office)  
U.S. Department of Education  
330 Independence Avenue, SW  
Washington, D.C. 20201

## **2. Access to Public Records:**

The Medford Area Public School District Board of Education has designated Patrick Sullivan, District Administrator, as the legal custodian of the Medford Area Public School District.

The public may obtain information and access to records, make requests for records, or obtain copies of records in the custody of the Medford Area School District at the following place and times:

Place: Medford Area School District Office  
124 West State Street  
Medford, WI 54451

Times: 8:00-4:00 p.m./Monday-Friday

The Medford Area Public School District is authorized by law to impose a fee on the requester which does not exceed the actual, necessary and director cost of reproduction and transcription of the record, unless a fee is otherwise specifically established by law. A list of such fees is available at the Medford Area Public School District Office.