

BACK TO SCHOOL

MEDFORD AREA
PUBLIC SCHOOL
DISTRICT
2019-20



School Starts:

Grades 1 – 9

Tuesday,
September 3

Pre-Kindergarten,
Kindergarten and
Grades 10 – 12

Wednesday,
September 4

School Start and Dismissal Times

| | |
|------|--|
| SES | Start Time..... 7:55 a.m. Dismissal Time 3:07 p.m. |
| MAES | Start Time..... 8:15 a.m. Dismissal Time 3:34 p.m. |
| MAMS | Start Time..... 7:52 a.m. Dismissal Time 3:20 p.m. |
| MASH | Start Time..... 8:03 a.m. Dismissal Time 3:27 p.m. |

Medford Area Public School District 2019-20 School Calendar

21-22 New Teacher Inservice
27 MAES & SES Open House 4:00 – 5:30pm
27 MAMS Open House 4:30 – 6:00pm
27-28 Teacher Inservice

| August | | | | | | |
|--------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | NT | NT | 23 | 24 |
| 25 | 26 | IN | IN | 29 | 30 | 31 |

| September | | | | | | |
|-----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | LD | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | ER | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

3 Grades 1-9 First Day of School
4 PK, K & 10-12 First Day of School
24 Early Release

16 Early Release
17 No School - Parent Teacher Conferences All Schools 1:00 – 8:00pm
18 No School

| October | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | ER | PT | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| November | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | ER | 27 | TG | 29 | 30 |

1 End of 1st Quarter
26 Early Release
27-29 No School

23-31 No School

| December | | | | | | |
|----------|----|-----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | CE | CD | 26 | 27 | 28 |
| 29 | 30 | NYE | | | | |

| January | | | | | | |
|---------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | NY | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | IN | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

1 No School
16 End of 2nd Quarter
17 No School Teacher Inservice

13 Full School Day; Parent/Teacher Conferences MAMS/MASH 3:45 – 6:30pm
20 Early Release

| February | | | | | | |
|----------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | PT | 14 | 15 |
| 16 | 17 | 18 | 19 | ER | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

| March | | | | | | |
|-------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | PT | 13 | 14 |
| 15 | 16 | IN | 18 | ER | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

12 Full School Day; Parent/Teacher Conferences MAES/SES 3:45 – 6:30pm
16 End of 3rd Quarter
17 No School Teacher Inservice
18-20 No School

9 Early Release
10 No School

| April | | | | | | |
|-------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | ER | GF | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

| May | | | | | | |
|-----|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | ER | 16 |
| 17 | 18 | 19 | 20 | 21 | IN | 23 |
| 24 | MD | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

15 Early Release
22 Students' last day of school / Teacher checkout / End of 4th Quarter
22 Graduation – Simek Center 7:00pm

1 First day of summer school
26 Last day of summer school

| June | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |

| July | | | | | | |
|------|----|----|----|----|----|----|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

The first two days lost to snow / bad weather will not be rescheduled.
 All other days will be made up after May 22.
 The school board may also consider adding minutes to the day to meet DPI requirements

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Change of Information

If your family has a change of address, phone number or employer (and phone number) during the year, please contact your child(ren)'s school and provide them with that information. We ask to be updated so that in case of an emergency, we have the correct information so that we can contact you as soon as possible.



Pick Up / Drop Off Information

Prior to Open House, check with Krug Bus Service

(715-748-3194) to verify your child's pick up / drop off information.

Each year students are picked up and dropped off at home, unless otherwise informed.

Because of changing households, you must check this information each year.

Please turn in all Transportation Forms to Krugs Bus Service prior to August 28.

E-Mails

From time to time, contacts are made to parents through e-mail. If you have an e-mail address to share with staff, please include this on your child(ren)'s student registration form.

If your e-mail address has changed, you are able to update that information through Family Access. To do this, please follow the steps below:

1. Log onto Family Access
2. Select Account Info (upper right of screen)
3. Type in your new email address in Home Email
4. Select "Save"



This information will then be saved and is available to your child's teacher(s) and school.

Remind

Would you like to receive a text message informing you that school has been cancelled due to inclement weather or some type of emergency? If you do, sign up for Remind 101 and receive a message from the District Administrator.

To receive messages via text, text **@notify** to **81010**. If you are having trouble with 81010 try texting **@notify** to **920-843-9580**. You can opt-out of messages at any time by replying **@LEAVE** to the message.

Or to receive messages via email, send an email to notify@mail.remind.com. To unsubscribe, reply with 'unsubscribe' in the subject line.

It is possible that this will be used for other uses as well, such as parent teacher conference reminders, etc.

Note: If you changed your cell phone number from last year, you will have to "reapply" to receive these messages.



Volunteers

If you are interested in volunteering in one of our schools, please visit the district's website (www.medford.k12.wi.us) / family Resources / Resources and Services / Volunteer Opportunities or Prospective Families & Staff / Other Resources / Volunteer Opportunities. If you have any questions regarding this volunteer screening, please contact Becky Goodrich at 715-748-4620 x 528.

Early Release Day Procedures

The 2019-20 calendar calls for six (6) early release days when students are dismissed 1.5 hours early. The following will be followed:

1. Professional Learning Communities (PLC) time is designated from 2:10 to 3:50 p.m. at the various schools (all certified staff will attend).
2. All certified staff will have a 7:30 a.m. – 3:50 p.m. work day.
3. There will be no CLC programs or athletic practices on these dates at MAMS.
4. Athletic practices, rehearsals and other activities will not begin prior to 3:50 p.m. on those days at MASH.
5. Building principals will decide whether or not a teacher assistant is required to stay for Early Release activities.
6. CLC programs at MAES and SES will begin immediately after the students are dismissed. The afternoon charge for CLC programs on Early Release Days is \$6.25.



Food Service

Food Service information is located on page 24. The application for Free/Reduced Meals is located on pages 64 - 68 (in the Forms Section of this booklet).

Medford Area Public School District recently adopted a policy on Family Services accounts that are used to pay for your children's food service purchases and Community Learning Center (CLC) participation. Our district uses Skyward software, which utilizes a computerized prepayment system for school meals and CLC participation.

Each student has an individual PIN/ID to deduct purchases from a family account. The system works the same way as a checking account. Your family must maintain a positive balance in order for your child to draw purchases from it. You are encouraged to send regular payments on a weekly or monthly basis to cover anticipated meals and CLC fees. The money remains in your account until your children draw from it.

Families do not need to write individual checks for each student in their family. Funds can be deposited into your family account in three ways:

- **Online** - Payments can be made online via credit/debit card or electronic transfer from your bank account by using Family Access. Go to our website, www.medford.k12.wi.us and click on the Family Access icon (🔑) located in the upper right hand corner of the page. If you do not have your username and password, contact Brenda at 715-748-4620 x535. A 1.75% convenience fee per transaction is assessed for online payments.
- **At School** - Cash or check deposits can be made in person or sent with your child to school. Please indicate the student name on your payment. Checks can be made out to MAPSD (Medford Area Public School District).
- **In the Mail** - Send to 124 West State Street, Medford, WI 54451. Checks should be made payable to MAPSD. Please include your child's name when sending a payment

Payments made at school prior to 8:30 a.m. are credited to your account at the end of each day. Please allow up to 24 hours for online payments to be processed.

To review Medford Area Public School District's Meal Charge Policy, and the penalties for neglecting to maintain a positive balance, please visit www.medford.k12.wi.us/district/policies.cfm, Section E: Support Services, Policy EFF.

Please contact Brenda Smola if you have questions. Her email is smolabr@medford.k12.wi.us and phone is 715-748-4620 x535. If you think your child may qualify for free or reduced price school meals, applications are available on our website, in each school building office and by using Family Access.

Milk and Snacks

Extra milk or milk for milk breaks and snacks will be deducted from your Food Service Account.

Credit Card Payments

The district accepts credit card payments for Food Service Accounts via Family Access.



Student Pictures

Lifetouch National School Studios will be taking student photographs for the 2018-19 school year. Pictures will be taken on the following dates:

MASH – Tuesday, September 10, 2019

MAMS – Tuesday, September 10, 2019

MAES – Tues. / Wed., September 17 - 18, 2019

SES – Tues. / Wed., September 17 - 18, 2019

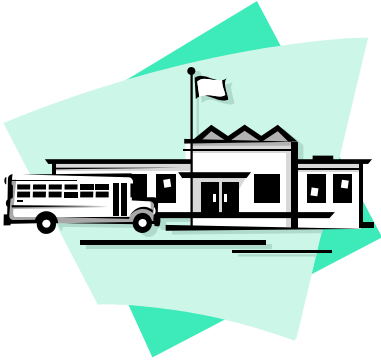
M/W PK students at MAES & SES – Wed., Sept. 18

T/Th PK students at MAES & SES – Tues., Sept. 17

Retake pictures are scheduled for October 23 at MAMS and MASH. Retake pictures are also scheduled for October 22 and October 23 at MAES and SES

Spring pictures are scheduled for: MAES and SES – Wednesday, April 16, 2020

Annual Meeting
Monday, October 28, 2019
6:00 p.m.
Medford Area Public School District
District Office – Board Room



Board of Education

| | | |
|----------------------|----------------------|--------------|
| Dave Fleegel..... | President..... | 715-748-0611 |
| Paul Dixon..... | Vice-President | 715-748-2031 |
| Brian Hallgren | Treasurer | 715-965-0352 |
| Cheryl Wibben | Clerk | 715-965-2561 |
| OraLee Dittrich..... | Member..... | 715-748-2496 |
| Barb Knight | Member..... | 715-748-4794 |
| Mark Reuter | Member..... | 715-748-0724 |
| DeDe Strama | Member..... | 715-748-8112 |
| Mark Temme..... | Member..... | 715-748-2307 |

Administrative Team

| | | |
|-----------------------|---|-----------------------|
| Pat Sullivan..... | District Administrator..... | 715-748-4620 ext. 523 |
| Laura Lundy..... | Director of Curriculum & Instruction | 715-748-4620 ext. 525 |
| Audra Brooks..... | Director of Business Services | 715-748-4620 ext. 526 |
| Joseph Greget..... | Director of Students Services & Special Education | 715-748-2316 ext. 324 |
| Jill Lybert | MASH Principal..... | 715-748-5951 ext. 423 |
| SuAnn Schroeder | MASH Assistant Principal | 715-748-5951 ext. 426 |
| Al Leonard | MAMS Principal | 715-748-2516 ext. 223 |
| Justin Hruby..... | MAMS Assistant Principal..... | 715-748-2516 ext. 225 |
| Dan Miller | Elementary Principal..... | 715-748-2316 ext. 323 |
| Don Everhard | Assistant Elementary Principal | 715-678-2600 ext. 123 |
| Charles Heckel | RVA Administrator | 715-748-4620 ext. 823 |
| Sara Holewinski..... | RVA Principal..... | 715-748-4620 ext. 825 |

District Contacts

| | | |
|--------------------------|---|-----------------------|
| Andy Guden..... | Grades 7 – 12 Activities Director..... | 715-748-5951 ext. 484 |
| Dennis Hinderliter | Technology Engineer | 715-748-5951 ext. 493 |
| Dave Makovsky | Director of Buildings and Grounds | 715-748-5951 ext. 452 |
| Athena Podolak | Director of Marketing..... | 715-748-4620 ext. 881 |

Visit our website at www.medford.k12.wi.us

Medford Area Senior High

Grades 9 - 12

2019 Early Registration

| | |
|---------------------------|------------------------|
| Thursday, August 15..... | 8:00 a.m. – 8:00 p.m. |
| Friday, August 16 | 8:00 a.m. – 12:00 noon |
| Monday, August 19..... | 8:00 a.m. – 4:00 p.m. |
| Tuesday, August 20..... | 8:00 a.m. – 4:00 p.m. |
| Wednesday, August 21..... | 8:00 a.m. – 4:00 p.m. |

Another school year is just about to begin and early registration dates for students at Medford Area Senior High have been set as above.

If you are unable to attend Early Registration, students will pick up their schedules in their Homeroom on the first day of school, which is Tuesday, September 3, 2019, for Freshmen and Wednesday, September 4, 2019, for Grades 10 – 12.

Counselors will also be available during the above dates should anyone need assistance, and all class changes must be made during the early registration period. All students who are scheduled for mentorship / apprenticeship must meet with the School-to-Work Supervisor during early registration in his/her office.

Registration Fees

In order for students to receive their schedule, they must bring their completed Student Registration Form (**signed by parent / guardian**) and a \$6.00 Registration Fee for Handbooks, Class Dues & Student Council Activities.

Student Fees

Please review the Student Fees Policy (JN), found on page 49.



Padlocks

Padlocks may be purchased during early registration or any time during the school year for a cost of \$6.00. **Only locks purchased from MASH may be used.**

Student Dress Code

To maintain student safety, prevent learning distractions and encourage a high quality learning environment, the Medford Board of Education adopted guidelines regarding dress and attire.

Breakfast / Lunch Programs

The breakfast & lunch program is a family food service account system. Payments and purchases for all family members are under one family account. Payments are accepted at all school buildings or via credit/debit card using the Family Access portal located on our website. All students will receive a 5-digit pin number for purchases. For high school students, breakfast cost is \$1.60/day or \$8.00/week. The regular school lunch cost is \$2.80/day or \$14.00/week. Extra milk will cost \$0.40. Reduced priced breakfast cost is \$0.30/day or \$1.50/week and reduced priced lunch cost is \$0.40/day or \$2.00/week. An application for free and reduced meals is included in the back of this packet or you can fill out the form electronically at: www.medford.k12.wi.us - Family Access / Food Services / Add Application. Only one completed form per family / household needs to be returned to determine if you qualify.

Note: If you qualify for free and reduced meals, extra entrée or ala carte items your child purchases are charged to your account at full price

All Sports Booster Club Passes

All Sports Booster Club Athletic Passes will also be available for \$20.00 for a Single Adult Pass or \$40.00 for a Family Pass. Ticket prices have been \$4 each for regular season events.



MASH Marching Band

Freshman Marching Clinic

| Date | Time | Place |
|--------------------|------------------|----------|
| Monday, August 12 | 9 a.m. – 12 noon | Room 226 |
| Tuesday, August 13 | 9 a.m. – 12 noon | Room 226 |

Freshmen: There will be a \$20 fee for marching uniform supplies which will be due at the first day of marching clinic on August 12.

Freshmen participating in football will take part in their freshmen marching clinic during the Drumline times.

It is strongly recommended that all freshmen attend this clinic because many of the marching fundamentals are taught during this time.

Drumline Rehearsals

| | | |
|--------------------|------------|----------|
| Monday, August 12 | 1 – 2 p.m. | Room 226 |
| Tuesday, August 13 | 1 – 2 p.m. | Room 226 |

All Percussionists are strongly encouraged to attend these rehearsals.

Combined Rehearsal – Grades 9 – 12 (all band members)

| | | |
|----------------------|-------------|----------|
| Wednesday, August 14 | 9 – 11 a.m. | Room 226 |
| Thursday, August 15 | 9 – 11 a.m. | Room 226 |
| Wednesday, August 21 | 9 – 11 a.m. | Room 226 |
| Thursday, August 22 | 9 – 11 a.m. | Room 226 |
| Thursday, August 29 | 9 – 12 a.m. | Room 226 |



Uniform Checkout

| Date | Time | Place | Who |
|----------------------|------------------|--------|--|
| Monday, August 12 | 8 – 11 a.m. | Rm 226 | Seniors / Juniors / Raiderettes / Drum Major |
| Tuesday, August 13 | 8 – 11 a.m. | Rm 226 | Sophomores |
| Wednesday, August 14 | 11 a.m. – 1 p.m. | Rm 226 | Freshmen |

Performance Dates

| | | |
|---|-----------|----------|
| Sunday, August 18 Athens Parade | 11 a.m. | Room 226 |
| Friday, August 23 FB Game vs Rice Lake | 5:45 p.m. | Room 226 |
| Friday, August 30 FB Game vs Chippewa Falls | 6 p.m. | Room 226 |
| Friday, September 6 FB Game vs Ashland | 6 p.m. | Room 226 |
| Friday, September 20 Homecoming Parade | 2 p.m. | Downtown |
| Friday, September 20 FB Game vs Rhinelander (Homecoming) | 6 p.m. | Room 226 |
| Friday, October 11 FB Game vs Mosinee (Band Night / Senior Night) | 6 p.m. | Room 226 |
| Sunday, October 27 Harvest Days Parade | 2 p.m. | Downtown |

ALL PERFORMANCES ARE REQUIRED AS PART OF THE GRADE FOR BAND.

If you have any questions, feel free to call Mr. Wernberg at 715-748-5951 or 715-223-9185 or Mrs. Junk at 715-748-5951 or 608-448-8053.

MASH Sports

Mandatory Fall Parent Meeting: There will be a **mandatory** meeting for all parents of Fall Sport athletes on Monday, August 5, at 6:30 p.m. in the Red/White Theater at MASH. Topics to be discussed will include: Athletic Code FAQ's, Concussion Information, Important Dates, and other important information. Athletic paperwork and payment of athletic fees can also be taken care of at this time. Sport specific meetings (locations TBA) will take place after the Fall Parent Meeting. If you have questions, please contact Andy Guden at 715-748-5951 ext. 484 or email gudenan@medford.k12.wi.us.

Cross Country Practice for both boys and girls will be on Monday, August 19, at 8:00 a.m. Athletes should meet in the downstairs locker room hallway, dressed and prepared to run. Contact Coach Wellman with questions (wellmke@medford.k12.wi.us).

Frosh Football Equipment handout (all equipment provided, except shoes) strength and conditioning testing, and team meeting will be on Monday, August 5, from 7:45-11:00 a.m. Athletes should meet in the Team Room. Contact Coach Breneman with any questions (dbreneman68@gmail.com).

Var / JV Football Equipment handout, strength and conditioning testing, and a team meeting will be on Monday, August 5, from 7:45 a.m. - 11:00 a.m. Athletes should meet in the Team Room. Bring running shoes, lifting clothes, shorts, and cleats. Practice will begin on Tuesday, August 6, from 7:45 a.m. - 1:00 p.m. Contact Coach Wilson with any questions (wilsote@medford.k12.wi.us).

Boys Soccer All boys should report to the Raider football/soccer field at MASH on Monday, August 19 at 3:30 p.m. Contact Coach Bilodeau with questions (nathanb@forwardbank.com).

Girls Swim There will be a **MANDATORY** meeting for all swimmers on Monday, August 12 at 6:00 p.m. at the MASH pool. Swim practice will begin on Tuesday, August 13, from 6:00-8:00 a.m.; dry land practice from 8:00-9:00 a.m. The remainder of the practice schedule will be provided at the mandatory meeting. Contact Coach Berends with questions (betsy.l.berends@gmail.com).

Girls Tennis Practice will begin on Tuesday, August 13, from 8:30-10:30 a.m. for all girls interested in playing tennis. Girls should report to the tennis courts at MASH with a racket (if they own one), shoes, and a filled water bottle. Individuals will be split, based upon level of play, beginning Wednesday, August 14. Varsity will practice from 8:30-10:00 a.m.; JV/Freshmen at 10:15-11:45 a.m. In case of rain, girls are to report to the MASH cafeteria. Contact Coach Bucki with any questions (buckija@medford.k12.wi.us).

Volleyball All girls should report to the MASH gym on Monday, August 19 (all setters at 3:00-6:30 p.m., and everyone else from 3:30-6:30 p.m.). Practice will be in the afternoon all week; however the JV practice time is subject to change. Bring workout clothes, knee pads (mandatory), and water bottles. Contact Coach Schreiner with any questions (cherschrein@aol.com) or 715-573-0451.

Reminder: All necessary athletic forms must be received in the MASH office **prior to the start of MASH athletic practices.**



Athletic and Co-Curricular Participation Fees

Students are assessed a participation fee for athletic and co-curricular activities as follows:

- \$60 per student, per sport
- \$240 per family cap on participation fees
- \$10 - \$15 per co-curricular activity (dependent upon the advisor pay)

Fee waiver forms are available and can be requested at the MASH office. If you have any questions regarding participation fees, please contact Andy Guden at MASH (715-748-5951 ext. 484).



- Athletes at MASH are only allowed to participate in one sport per season.
- Athletes must have physical or alternative year cards, along with parent consent forms and concussion information sheets signed prior to practicing. Return forms to the high school central office as soon as possible.

Medford Area Middle School

Grades 5 - 8

2019 Early Registration

| | |
|----------------------|------------------------|
| Tuesday, August 20 | 12:00 noon – 8:00 p.m. |
| Wednesday, August 21 | 8:00 a.m. – 4:00 p.m. |
| Thursday, August 22 | 8:00 a.m. – 12:00 noon |

Another school year is just about to begin and early registration dates for students at MAMS have been set as above. Parents will need to accompany their child(ren) to pick up schedules and complete the registration process. The following is what we will need for each grade:

Grade 5 & 6:

1. Completed, signed registration form.

Grade 7:

1. Completed, signed registration form.
2. Phy-ed uniform, which can be picked up in the main office.

Grade 8:

1. Completed, signed registration form.
2. Phy-ed uniform, which can be picked up in the main office.
3. Pick up Chromebook and case in the library.
4. Chromebook permission form.

If you are unable to attend Early Registration, students will be able to pick up their schedules from the main office with your **signed** student registration form and any other fees that are required, any time after 1:00 p.m. on Monday, August 26, during open office hours.

Otherwise students will pick up their schedule in the auditorium on the first day of school, which is Tuesday, September 3, 2019. You will still be held accountable for the **completed** student registration form and any other forms that are required.

Middle School Orientation

For New Students to the District
Will be held on Tuesday, August 20, at 2:00 p.m.
Please meet by the main office.

Open House / Parent Building Tours

Grades 5 – 8 Open House
Tuesday, August 27
4:30 – 6:00 p.m.

5th & 6th grade students/parents may go directly to the classrooms, if you know that information.

Grade 5 Parent Building Tours
Tuesday, August 20
6:00 p.m. (A – K) and 7:00 p.m. (L – Z)

Please report to the main entrance.

MAMS 9th Hour (After School CLC)

Starting Date: Oct 7th

Dates: Monday, Tuesday, Thursday each week.

Time: 3:30 - 5:00 pm

Cost: \$3.75 for students with normal priced lunches. \$2.50 for students with reduced/free lunch prices.

MAMS will be offering after school programming for all students in grades 5 - 8. Various classes will be offered on a rotating basis throughout the school year. Structured Study Hall will always be offered. Snacks will be provided. Check the MAMS website for specific class offerings and dates they will be offered.

Physical Education Uniforms

- 7th and 8th grade students are **required** to wear a uniform for class participation. The school district will provide one uniform to each student. Any replacements of the uniform will be at the student 's expense. Sweatshirts and sweatpants may also be required for outside activities.
- 5th and 6th grade students **do not** have a required dress code, except for tennis shoes.

MAMS Book Fair

Date: Monday, October 7 – Wednesday
October 16

Time: 7:45 – 3:20 p.m.
and

Date: Thursday, October 17

Time: 1:00 – 8:00 p.m.



Grade 8 Football

First practice will begin on Monday, August 12, from 6:00 – 7:00 p.m. at the MAMS Big gym. Equipment will be handed out that evening. A practice schedule for the remainder of the season will be handed out at that time. Please check the website for additional information.

Grade 7 - 8 Volleyball

First practice will begin on Monday, August 19, from 8:00 - 10:00 a.m. at MAMS. Please check the website for further practices, etc.

Grades 6 – 8 Girls Swim

First practice will begin on Wednesday, August 21, from 3:30 - 5:00 p.m. at the MASH pool . Please check the website for the information letter, practice schedule, etc.

Grades 6 – 8 Cross Country

First practice will begin on Tuesday, August 20, from 8:00 – 9:30 a.m. at MAMS, room C102. Please check the website for further information, practice schedule, etc.

Grade 5 / 6 Girls Basketball

First practice will begin on Friday, September 6, after school in the Small Gym at MAMS. 5 & 6 GBB is an intramural sport. There will only be inter-squad games. The game schedule will be handed out at the first practice. Please check the website for further information.

7th grade football

Contact Kim Wojcik at 715-560-0306 for information.

Boys 6/7/8 Soccer

This is not a school sponsored event. Please contact Jeff Long at jefferlong@gmail.com for information.



All MAMS Students:
Report to the auditorium at 8:05 a.m. on
Tuesday, September 3, 2019

MAMS Class Lists (Grades 5 and 6)

Mr. B. Komanec – Grade 5

Peyton Boelk, Hudson Crabb, Austin Czarnecki, Stacey Dassow, Carter Dombroski, Fletcher Frombach, Jayda Fryklund, Ethan Fuchs, Lydia Gingerich, Anthony Graf, Abigail Henline, Sierra Jensen, Cooper Klingbeil, Erin Kreklau, Kadence LaBrec, Willow Mayberry, Mason Moore, Briallynn Neitzel, Alan Scheel, Gabriella Smith, Adler Steinman, Cohen Thompson, Samantha Wagner, Kaylee Zettler

Mrs. H. Leiby – Grade 5

Chloe Borman, Brevin Brahmer, Landon Bunkelman, Ashlyn Butkus, Madeline Clark, Colton Dassow, Katie Dassow, Avalynn Drost, Draven Dums, Damian Ferrell, Brett Hamm, Forest Hartl, Carson Ingersoll, Sophie Koester, Ethan Kollmansberger, Isabelle Mathews, Brody Peche, Jacoby Petznick, Peyton Ried, Aubrey Scheinoha, Justin Schwarz, Connor Spanbauer, Lauren Stark, Delilah Whetstone, Jenna Zawacki

Mr. D. Nelson – Grade 5 Samantha Balciar, Alec Bartelt, Kayla Baumgartner, Evanelle Beidel, William Byrd, Ella Capobianco, Katelyn Dassow, Christopher Dunn, Tanner Eloranta, Aurora Fallos, Brody Fechhelm, Lucas Geiger, Ryder Kraschnewski, Logan Langdon, Maggie Langreck, Garrett Laska, Kaylee Miller, Wyatt Reeve, Garrett Rymer, Shyanne Sterzinger, Cash Thums, Richard Weber, Kadence Weix, Cheyanne Zettler

Mrs. C. Pernsteiner – Grade 5 Axel Brushaber, Cash Carbaugh, Dazie Cynor, Wyatt Dahl, Kallie Doberstein, Miah Faulkner, Kella Gebert, Teagen Hanson, Dravyn Krug, Josephine Krug, Preston Netzer, Wyatt Peil, Laila Porath, Christian Preuss, Kodi Rappe, Alexander Rodriguez-Steffen, Emmalee Scheinoha, Masen Sperl, Aaron Troyer, Isaac Ulrich, Rachel Varney, Autumn Venzke, Liselle Weiler



Mrs. C. Rachu – Grade 5

Macy Athanasiou, Hope Bahire, Rhys Buskerud, Willow Dassow, Callie Fuse, Nevin Gripentrog, Lindsey Kauffman, Arden Kautzer, Lilyana Kujawa, Jordan Lavin, Mya Matthias, Kaitlyn Pester, Marah Schilling, Xander Schmidt, Alexis Schultz, Milady Sempritt Navarro, Jordan Smart, Axl Spanbauer, Alexis Stickney, Fischer Thums, Ayden Tyznik, Kian Vernon, Haley Wesle, Arick Wiitala

Mrs. L. Shear – Grade 5

Parker Breezee, Marcus Decker, Jacob Doyle, Leah Faude, Taylor Klingbeil, Lea Jeanne Kohn, Bristol Kraemer, Nevaeh Kriston, Jacob Leao, Avery Losiewicz, Caden Olson, Annalee Roder, Raylin Rothmeier, Blaine Searles, Mylo Smola, Colbie Sromek, Max Sromek, Blake Thorson, Claire Tyznik, Cade Wellman, Bridget Wesle, Nathaniel White, Seth Williams, Annaleigh Zoellick

Mrs. M. Swedlund – Grade 5

Easton Ackerman, Morgan Adams, Shelby Bach, Trace Breezee, Marshall Buechel, Isaac Damm, Morgan David, Ellie Eckert, Isabelle Ernest, Parker Fogo, Hayden Gilge, Damian Halverson, Madelyn Henline, Tristan Humphreys, Liam Johnson, Luke Klivickis, Valentin Lopez, Faith Ludwig, Abbie Marzinske, Hank Paul, Mallory Petersen, Luke Semrau, Diana Silva, Maniah Sosa, Sabrina Underwood

Mr. V. Berndt – Grade 6

Hailey Bakkestuen, Jonathan Bartnik, Savannah Baxter, Aidan Beidel, Isabell Curtis, Zachary Gosse, Kailyn Haenel, Keegan Hettinga, Hunter Jochimsen, Chloe Kapit, Oliver Koffler, Carli Kostner, Zayleah Leonhardt, Logan Lopez, Kaden Miller, Alexander Poetsch, Broden Schilling, Leila Sigmund, Nevaeha Tress, Masyn Warner, Elijah White

Mrs. L. Keefe – Grade 6

Kevin Baldiviezo, William Bartnik, Isabella Baur, Jaxon Fallos, Chase Grube, Ava Hartl, Ryne Hickson-White, Shane Kiselicka, Nicholas Krause, Anastasia Kujawa, Lexi Kunze, Bayley Metz, Talan Mitchell, Evan Pagel, Aliyah Pilgrim, Hayden Spangler, Taylor Spinler, Ruthie Steinman, Zoey Stiel, Reese Travis, Madalyn Weber

Mrs. K. Kohn – Grade 6

Adalyn Dittrich, Hannah Egle, Ethan Emmerich, Kayden Fischer, Easton Gebert, Benjamin Grube, McKay Gurney, Blake Hinde, Rylee Hraby, Riley Johnson, Jayda Margraf-Cee, Olivia Matthias, Chlorissa Peiffer, Domanic Spencer, Sophia Steinman, Jolie Steliga, Makenna Tlusty, Cristian Torres Munoz, Keagan Trudell, Alexa Zvolena

Mr. M. Mann – Grade 6

Ryan Bach, Antonin Daino, Ronald Faude, Jasmine Fetting, Jordyn Fryklund, Brian Gomez Cisneros, Abigail Harris, Cullen Jones, Hayden Kalmon, Max Klussendorf, Tanner Kunze, Kayelee Lindahl, David McNamar, Jordan Olson, Karsten Olson, Cole Pernsteiner, Jennifer Quiroz Olea, Angieiris Rosa Navarro, Kaylee Spreen, Justin Wiitala

Mrs. E. Rachu – Grade 6

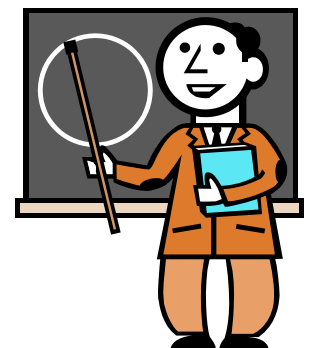
Ella Ackerman, Storm Adams, Finley Arndt, Kaelynn Balciar, Ashton Behling, Ilsa Brunner, Wyatt Doriot, Kaena Farris, Ryker Hallam, Nicholas Hanson, Ezra Hillebrand, Roger Mann, Corey McVicker, Keegan Neitzel, Leah Perlman, Aedan Schreiber, Nathan Schuld, Hayden Strebig, Jessika Torres, Hailey Yunek, Alexis Zuleger

Mr. G. Shipman – Grade 6

Addison Brahmmer, Jaeden Brandner, Evan Czarneski, Dominic Frelchowski, Keagan Gehrke, Macie Geiger, Jaeden Grant, Carson Grissman, Audree Haakenson, Tyler Hartwig, Kayleigh Husser, Addison Juedes, Sadie Kapfhamer, Mark Lohff, Ariella Lubahn, Carlito Martinez, Brody Paulson, Logan Rouiller, Oliver Swiantek, Blake Tischendorf, Laura Wegerer, Felicity Ziehlke

Mrs. A. Stibbe – Grade 6

Will Daniels, Abby Devine, Ethan Eisner, Sawyer Elsner, Jairo Espino Alvarado, Tallula Hahn, Parker Hill, Ronald Hoernke, Laney Hraby, Lindsay Kahn, Braeden Kraegenbrink, Tabitha Kuenne, Morgan Liske, Evan Lopez, Payton Lueth, Odessa Peterson, Taytene Raasch, Issac Terrones, Andrew Tyskiewicz, Keaton Waldhart, Dominic Washa



Project GOALS

The Medford Area Middle School will continue Project GOALS (Goals, Organization, Attitude, Learning, and Success) our study skills system for the 2019-20 school year. We would like each student to carry a Project GOALS 3-ring binder. The purpose of the Project GOALS binder is to: 1) Help students complete all homework assignments; 2) Establish a communication system between home and school so that parents know what and when assignments are due and; 3) Have necessary materials readily available so students can successfully participate in class each day and study for tests. The outcome of improving organizational and study skills is **better grades and more learning!** The school will provide an assignment notebook for the student to write his/her assignments in.

Students are encouraged to use backpacks to transport books and supplies between school and home. During school time, students are asked to carry only their binder and the books they need for their next class. Student organization, health, and school safety support this procedure. Special permission to use your backpack in school can be obtained from Mr. Leonard.

Listed below are the materials that should be included in the Project GOALS binder. Paper, folders, notebook, and pencil pouch should be placed in the binder on the rings. Due to the use of Chromebooks in classrooms, we will require each student to have their own ear buds also.

Grade 5 / Grado 5

- 3-ring binder, zippered, metal rings, (1-1/2" - 2" preferred)
- 4 pocket folders
- 12 pencils
- 5 wide-ruled spiral notebooks (single subject)
- 1 pencil pouch with holes
- 1 large eraser or cloth/old sock
- 1 package pens (blue or black)
- 2 red pens
- 4 dry-erase markers
- 1 yellow highlighter
- 12-count colored pencils
- 1 Glue Stick
- Scissors
- 1 container of Lysol wipes
- 1 box Kleenex
- 2 sets of ear buds (to stay at school)



- 3 Carpetas con anillos de metal(1-1/2" -2" de preferencia con cremallera)
- 4 folders con bolsas interiores(solapas)
- 12 Lápices
- 5 cuadernos de raya ancha (wide-ruled spiral single subject)
- 1 bolsa para guardar los colores y lápices con 3 agujeros para colocarla en la carpeta
- 1 borrador grande para pizarrón o un calcetín viejo.
- 1 paquete de plumas(azul y rojo)
- 4 marcadores para pizarrón (dry-erase Expo markers).
- 1 marcatextos amarillo
- 1 caja de colores de lápices con 12 pzas
- 1 pegamento de barra (glue stick)
- 1 tijeras
- 1 contenedor de toallitas Lysol
- 1 caja de kleenex
- 2 sets de audifonos

Grade 6 / Grado 6

- 3-ring binder, zippered, metal rings, (1-1/2" - 2" preferred)
- 6 pocket folders
- 3 spiral notebooks (single subject)
- 1 pencil pouch with holes
- 1 large eraser or cloth / old sock to erase whiteboards
- 12 pencils
- 1 pen (blue or black)
- 4 dry-erase markers
- 12-count colored pencils
- 12-count colored markers
- 1 highlighter
- 1 12-inch ruler
- 1 Glue Stick
- Scissors
- Calculator
- 1 box of Kleenex
- 1 set of ear buds (to stay at school)



- 3 Carpetas con anillos de metal(1-1/2" -2" de preferencia con cremallera)
- 6 folders con bolsas interiores(solapas)
- 3 cuadernos de raya/ (single subject notebooks)
- 1 bolsa para guardar los colores con 3 agujeros para colocarla en la carpeta
- 1 borrador grande para pizarrón o un calcetín viejo.
- 12 lapices
- 1 plumas(azul o negra)
- 4 marcadores para pizarrón(dry-erase Expo markers).
- 1 caja de colores de lápices con 12 pzas
- 1 caja de marcadores
- 1 pegamento de barra(glue stick)
- 1 marcatextos
- 1 regla de 12 pulgadas(in)
- 1 tijeras
- 1 calculadora
- 1 caja de kleenex
- 1 audifonos



Grade 7 / Grado 7

3-ring binder, zippered, metal rings, (1-1/2" - 2" preferred)
6 pocket folders
4 spiral notebooks (single subject)
1 pencil pouch with holes
1 box pencils
1 large eraser
2 pens (blue or black)
4 dry erase markers
1 12-inch ruler
1 yellow highlighter
12-count colored pencils
Calculator
2 boxes Kleenex
1 set of ear buds (to stay at school)



3 Carpetas con anillos de metal(1-½" -2" de preferencia)
6 folders con bolsas interiores(solapas)
4 cuadernos de raya/ single subject notebooks)
1 bolsa para guardar los colores con 3 agujeros para ponerla en la carpeta
1 caja de lapices
1 borrador grande
2 plumas(azul o negro)
4 marcadores para pizarrón(dry-erase Expo markers)
1 regla de 12 pulgadas(in)
1 marcatextos amarillo
1 caja de colores de lápices con 12 pzas
1 Calculadora
2 caja de kleenex
1 audifonos

Grade 8 / Grado 8

3-ring binder, zippered, metal rings, (1-1/2" - 2" preferred)
6 pocket folders
4 spiral notebooks (single subject)
1 pocket folder with fasteners
1 pencil pouch with holes
1 box pencils
1 large eraser
2 pens (blue or black)
Calculator
2 boxes of Kleenex
1 set of ear buds (to stay at school)



3 Carpetas con anillos de metal(1-½" -2" de preferencia con cremallera)
6 folders con bolsas interiores
4 cuadernos de raya/ single subject notebooks)
1 folder con bolsas y broches interiores
1 bolsa para guardar los colores con 3 agujeros para ponerla en la carpeta
1 caja de lapices
1 borrador grande
2 plumas(azul o negro)
1 Calculadora
2 caja de kleenex
1 audifonos

Materials and rules will be discussed with students and parents in the fall. One of the major communication tools between staff, parents, and students is the assignment notebook. All students are expected to write their daily assignments down for each class every day. Thank you for your cooperation! If you have any questions, please feel free to call me at the Medford Area Middle School at 748-2516.



Open House – Early Education

(includes EC and Pre-Kindergarten)

Tuesday, August 27

4:00 p.m. for Monday / Wednesday Classes (Group 1)

4:45 p.m. for Tuesday / Thursday Classes (Group 2)

If you are unable to attend on August 27:

Tuesday, September 3

10:00 a.m. and 1:00 p.m. presentations

Open House – Kindergarten

Tuesday, August 27

4:00 – 4:45 p.m. presentations

If you are unable to attend on August 27:

Tuesday, September 3

10:00 a.m. and 1:00 p.m. presentations

Open House – Grades 1 - 4

Tuesday, August 27

4:00 – 5:30 p.m.

Pick Up / Drop Off Information

Prior to Open House, check with Krug Bus Service (715-748-3194) to verify your child's pick up / drop off information.

Each year students are picked up and dropped off at home, unless otherwise informed. Because of changing households, you must check this information each year. Find form on page 74.

Please turn in all Transportation Forms to Krugs Bus Service prior to August 15.

Grades 1 - 4:

School Begins on

Tuesday, September 3, 2019

Kindergarten:

School Begins on

Wednesday, September 4, 2019

Early Childhood & Pre-Kindergarten:

School Begins on

Wednesday, September 4, 2019



Medford Area Elementary School

and

Stetsonville Elementary School

Grades EC/PK - 4

MAES Recess and Lunch Schedules

| | Recess | Lunch |
|----------|-------------------------------|---------------|
| Group 1 | Kindergarten 10:20 – 10:45 | 10:40 – 11:20 |
| Group 2 | PK & Grade 1 10:50 – 11:15 | 11:20 – 11:50 |
| Group 3 | Grades 2 11:20 – 11:45 | 11:50 – 12:20 |
| Group 4a | Grade 3 11:50 – 12:20 | 12:20 – 12:50 |
| Group 4b | Grade 4 12:00 – 12:30 | 12:30 – 1:00 |

SES Recess and Lunch Schedules

| | Recess | Lunch |
|---------|--------------------------------|---------------|
| Group 1 | PK, K & Gr. 1 11:25 – 11:55 | 12:00 – 12:25 |
| Group 2 | Grades 2 – 4 12:00 – 12:25 | 12:30 – 12:55 |

General Information

- Any questions regarding the district's early childhood program should be directed to Dan Miller at 715-748-2316 ext. 323.
- If your PK – Grade 4 child is not registered, please contact the Elementary Principal, Dan Miller, at 715-748-2316 ext. 323, as soon as possible.
- PK – Grade 2 Snack / Milk Break
Students will be billed daily through the food service account. Students will be billed \$0.20 per day for a snack and \$0.40 per day for milk directly from their food service account. All families, even those on Free or Reduced Lunch are billed the daily snack fee.
- The school's Breakfast Program will start on Wednesday, September 4, 2019, at both Medford and Stetsonville Elementary Schools.
- Please have your child bring their necessary school supplies and lunch money the night of Open House.



Medford Area Elementary School Class Lists

Children enrolled in Early Childhood, Pre-Kindergarten will begin on Wednesday, September 4, 2019

The Medford Area Public School District has a Full Day / Every Other Day Pre-Kindergarten Program. Groups of children will attend either on Monday and Wednesday (Group 1) or Tuesday and Thursday (Group 2). These days of the week were selected based upon maximum number of days of instruction in the 2018-19 school calendar. Fridays will be reserved for our Parental Outreach Activities, Parent-School Communication, IEP meetings and Professional Development for teachers.

Any questions regarding the district's Pre-Kindergarten Program should be directed to Dan Miller at 715-748-2316 ext. 323. Early Childhood (K3) questions should be directed to Anne Fleegeel at 715-748-4620 ext. 534. Also, please check out our web page for Early Education, found at www.medford.k12.wi.us/district/early-ed.cfm

Mrs. A. Fettes – Pre-Kindergarten (Monday / Wednesday Group)

Kaylonnie Anderson, Elise Couillard, Sylvia Drost, Raven Gaffron, Caleb Graun, Aubrianna Johnson, Austen Mertens, Hailey Mertens, Vehanna Miller, Rayna Rodman, Kaiden Sislo, Hank Steen, Alana Studinger

Mrs. A. Fettes – Pre-Kindergarten (Tuesday / Thursday Group)

Elouise Arnold, Hanna Blasel, Elizabeth Brandt, Thomas Cady, Zeagan De La Cruz, Rayna Didier, Huck Dums, Marshall Gilles, Gavin Lamberty, Jihun Leiby, Ryan Mulroy, Carson Myers, Trytan Paczkowski, Estella Tracey

Ms. A. Reader – Pre-Kindergarten (Monday / Wednesday Group)

Caleb Akey, Ruby Anderson, Samuel Behnke, AidaJade Beidel, Marshall Bush, Remi Carlson, Griffin Dassow, Millie DiTusa, Christian Fuchs, Asher Grinker, Alleigh Juan, Kendall Cullen, Desiray Spencer, Barrett Volk

Ms. A. Reader – Pre-Kindergarten (Tuesday / Thursday Group)

Kyle Blair, Orion Branowitz, Jo Broeckert, Mason Cota, Caleb Crabb, Karter Drake, Liliith Halverson, Charlie Harder, Arabella Henkel, Carles Jacobo, Raelynn Jensen, Sabrina Johnson, Ava Jones, Caleb Mayer, Otto Ranum

Mrs. B Zenner – Pre-Kindergarten (Monday / Wednesday Group)

Dayton Boehlen, Joseph Byrd, Emmett Dray, Antonio Guzman Rogers, Harper Halopka, Easton Hettinga, Harrison Keeling, Harper Klinger, Sydney Lang, Exzana Lekie, Emily Metz, Owen Preuss, Shane Schaaf, Milas Schultz, Behrett Vail, Emilia Walton

Mrs. B. Zenner – Pre-Kindergarten (Tuesday / Thursday Group)

Cason Balsis, Haven Balsis, Zane Brost, Jax Christianson, Parker Eisner, Phoebe Graumann, Piper Graumann, Brynn Hackbarth, Mallory Hackbarth, Callyn Kloth, Avery Lange, Ryan Larson, Myla Mallak, Qyntynne Moss, Liesel Mueller, Grace Reinhart

Kindergarten

Will begin on Wednesday, September 4, 2019

Ms. C. Budimlija – Kindergarten

Adalyn Akey, Charlotte Gruny, Adelynn Gustum, Taytum Judnic, Marek Konop, Alexis Kopp, David Krampota, Addison Krug, Joshua Mellady, Kyle Melvin, Grace Moodie, Gavin Moore, Josiahas Rarig, Riley Rinehart, Jaden Searer, Kailyn Storck, Danielle Sutheimer, Layla Switlick, Vincent Wendt, Austin Ziembo

Mrs. K. Hackbarth – Kindergarten

Phoebe Frank, Brandon Gomez Cisneros, Anthony Grant, Bailey Harder, Evan Henrichs, Aliyah Kautzer, Mikhail Martin, Paxton McCune, Alaina Newberry, Oakley Orheim, Priscila Parra Marquez, Abby Perez Martinez, Amelia Rogers, Amelia Sackmann, Brynlee Siverling, Jace Vach, Kolbe Viergutz, Braxton Weiland, Braeden Ziehlke

Mrs. S. Leonard – Kindergarten

Brynlee Bunkelman, Gabriel Cheever, Keoni Collier, Silas Fettes, Miranda Frank, Paisley Gowey, Adalyn Hackbarth, Talon Judnic, Anna Lasee, Toren Liske, Jerry Mueller-Roiger, Blake Reinhart, Trace Schmitt, Sofia Schnabel, Arawyn Shottliff, Olly Smola, Bennett Sperl, Johannes van der Berg, Caleb Wesle, Aryana Williamson

Mrs. M. Olson – Kindergarten

BraeLyn Anderson, Levi Carrasquillo, Robert Chaffee, Mylo DiTusa, Grayson Dombroski, Jackson Hall, Brantley Komanec, Jackson Laher, Zoey Malchow, Annilee Mann, Addisyn McCarron, Joshua Metz, Avery Mitchell, Beau Preschler, Caston Roesler, Nathia Sosa, Erica Stahnke, Gabriella Towne, Koda Wagner

Ms. S. Zenner – Kindergarten

Adelin Aguilera Gonzalez, Alexis Blasel, Samantha Draeger-Untiedt, Camren Frahmman, Sawyer Gebhardt, Ellie Harder, Croix Hartl, Remington Hempel, Jayce Higgins, Kira Huotari, Austin Jarchow, Brynlee Klemm, Hank Knoll, Kailey Krug, Emmett Mueller, Finnegan Murphy, Darin Quintanilla, Shay Wiegel, Jaxson Wright

**Grades 1 – 4**

Will begin on Tuesday, September 3, 2019

**Mrs. A. Athanasiou – Grade 1**

Jaishon Arndt, Lucas Byrd, Zarianna De La Cruz, Bennett Eloranta, Shea Graf, Holland Gurney, Jeremiah Hamm, Harmonie Hardy, Charli Harris, Maridith Hoefs, Jacob Hruby, Brenton Kayhart, Bayha Kloth, Alexander Korallus, Corbyn Miller, Myla Reisdorf, Kiara Ruiz, Amiah Samuelson, Mavery Schultz

Mrs. K. Bunkelman – Grade 1

Abigail Abbiehl, Trevor Blasel, Aurelia Brushaber, Oliver Daniels, Haylee Emmerich, Alex Fogo, Carmen Grissman, McKenna Hanke, Grace Ingersoll, Mateo Lukewich, Allison Metz, Hudson Ness, Kasen Orth, Kenzy Pester, Terrence Preschler, Isaac Rinehart, Reika Sterzinger, Gaige Williams

Mrs. C. Laduron – Grade 1

Kimberley Blair, Yahir Carmona Santos, Denise Cifuentes, Aldahir Cisneros Priego, David Frenzel, Jayda Hartl, Brayden Haynes, Gavin Hernandez, Aubree Jensen, Levi Kmiecik, Raylan Lange, Renezema McElwain, Ethan Melvin, Carly Mildbrand, Kailah Miller, Milayna Pestana-Groholski, Michelle Phillips, Darrien Richardson, Ashton Schult, Rylee Walton

Mrs. E. Orth – Grade 1

Romeo Bueno Hoefflerle, McKenna Hoewisch, Jasper Jones, Jett Jones, Addison Judnic, Lily Kalepp, Isabelle Keeling, Caleb Leiby, Jacob Lubahn, Silas Luther, Reese Mabie, Lillian Nemitz-Coleman, Charley Peterson, Peyton Preuss, Margaret Schwarz, Victoria Scoles, Tyce Sperl, Trinity Washa

Mrs. L. Ried – Grade 1

Knox Alexander, Benjamin Behnke, Aubrey Carter, Blake Curran, Ava Cwikla, Arbor Dassow, Kree Doriot, Korbin Drake, Hank Dums, Evelyn Faude, Theo Fryklund, Hunter Gingerich, Ruby Holtman, Layla Laduron, Carol Loucks, Gunner Moore, Nala Rose Moose, Carmella Roiger, Henry Troyer

**Ms. J. Englebert – Grade 2**

Taytem Brahmer, Xander Branowitz, Lexi Bunkelman, Braxtyn Cyborowski, Sofia Dahl, Tanner Gebauer, Miles Jensen, Macie Juedes, Makenzie Kmiecik, Clairia Miecek, Caden Miller, BrookeLynn Peiffer, Amelia Ranum, Parker Ried, Greyson Rudolph, Hudson Schilling, Paxson Siverling, Ruger Spanbauer, Marcella Svejda, Ellie Vach, Charlotte van der Berg, Branch Walton

Ms. S. Felland – Grade 2

AJ Arndt, Jordyn Bottlemy, Jayden Carrasquillo, Kataryna Dahl, Connor Dye, Chase Faulkner, Crandel Harder, Nakiaya Johnson, Brantley Kasperek, Breckyn Klemm, Alayna Korallus, Colletta Mann, Andrew Martinez Rogers, Destiny Mason, Paige Mayer, Quinn Netzer, Cayleigh Olson, Kyron Roberts, Luke Sherman, Alexander Smith, Mckenzie Smith, Issac Steinke

Mrs. N. Lang – Grade 2

Ava Akey, Angel de Jesus Cisneros Priego, Nicole Dassow, Eli Draeger, Betty Lou Hempel, Hannah Hill, Hattie Hill, Jackson Hinde, Lukas Hofmann, Isabella Hruby, Ryker Kalmon, Theodore Lammar, Ivan Lopez Alonso, Harper McCune, Noah Mitchell, Arianna Nealey, A'Dhron Ostrowski, Lydia Schaefer, Annie Sperl, Graysen Stockwell, Layla Weiler, Lincoln Yaeger

Ms. N. Miller – Grade 2

Nathan Brandl, Talon Cooley, Wyatt Crass, Jax Gosse, Avery Grant, Andrew Harries, Riley Higgins, Maximus Holtman, Anthony Husser, Trevor Kautzer, Diane Lopez, Elsie Meyer, Emma-Jean Nemitz, Tristin Nemitz, Nicole Niggemann, Bailey Olwell, Kloe Peche, Graci Troiber, Hank Volk, Olivia Weaver, Connor Ziembo

Mrs. D. Nelson – Grade 2

Damion Anderson, Kinsley Bach, Billy Butcher, Kami Clark, Amelia Denzine, Christine Dray, Gabriel Gil, Benett Gruny, Lydia Gruny, Garrison Harder, Madelyn Johnas, Maizy Johnson, Matthew Mellady, Harper Michetti, Asher Moodie, Myles Moss, Bentley Peterson, Leah Reynolds, Henry Rinehart, Brooke Stahnke, Tristan Webb



Mrs. J. Grunewald – Grade 3

Riley Cota, Saige Fettes, Citori Gebert, Luke Hartl, Savannah Huotari, Bently Kayhart, Everlly Kloth, Emmersyn Kozey, Mason Long, Oliver Ludwig, Kason Myszka, Landon Preuss, Brayden Pronschinske, Korbyn Schultz, Braden Sperl, Bristol Sterzinger, Elle Strasburg, George Troiber, Ally Zawacki, Carter Ziehlke

Mrs. L. Jiskra – Grade 3

Riley Allen, Sada Carstensen, Emmerson Daino, Demi De La O Hernandez, Olivia Emmerich, Merrill Gurney, Hunter Haynes, Ximena Hernandez Camacho, Noah Hettinga, Lenoira Kent, Gavin Kerstner, Carter Klingbeil, Zelaki Krug, Andrew Mann, Brody Matthias, Lynna Salegio, Olivia Schaefer, Kyra Scheithauer, Rylee Travis, Aubree Viergutz, Alayna Weiland, John Weimer

Mrs. A. Jochimsen-McCarron – Grade 3

Bryce Athanasiou, Michael Barden, Sophia Denzine, Allan Guden, Joana Hanish, Charlee Harder, Autumn Hartl, Shelby Hempel, Grayson Hernandez, Yamilet Huitron-Baltierrez, Brianna Jacobo Nevarez, Brayden Lang, Josiah Lopez, Kierra Mallien, Aryan Martin, Carson Olson, Treyton Pilgrim, Lexi Semrau, Jaspzy Smola, Eva Strebeg

Mrs. T. Weissmiller – Grade 3

Grace Brandner, Annalee Bull, Carissa Carter, Ashlyn Dassow, Logan Fogo, Mia Fortin, Ryder Gilles, Brock Graun, Landon Hayes, Parker Judnic, Elizabeth Kingdom, Carter Klinger, Jack Koshak, Emily Leao, Raylyn Liske, Jackson Lueth, Nicholas Mann, Brynlee Perrin, Logan Schmidt, Avary Sigmund, Cashton Storck

Mr. S. Woller – Grade 3

Riley Adams, Carmyn Alexander, Nacole Butt, Bentley Cooley, Eden Dassow, Karson Ecklund, Kate Eisner, Emma Fronk, Maddox Hamm, Keedun Harvey-Mueller, Hudson Klingbeil, Eli Koffler, Benjamin Metz, Kamiya Meyer, Dawson Rappe, Paisley Ried, Evan Rinehart, Jaxson Rudolph, Anna Scott, Avery Stark, Amelia Tessmann

Mrs. K. Anderson – Grade 4

Olivia Abbiehl, Konrad Bach, Austin Crabb, Grady Crass, Sophia Downes, Xena Giegerich, William Harris, Darcy Hesper, Johnathan Hoverson, Olivia Kochendorfer, Bret Larson, Samuel Lubahn, Jaylin Lynch, Trucker Matthias, Wyatt Meyer, Austin Ried, Preston Sauer, Laney Sauter, Josslyn Schellinger, Briley Schilling, Lily Schwartz, Joslyn Tischendorf, Asher Wagner, Arabella Wehe

Mrs. S Jensen – Grade 4

Brock Anderson, McKenna Bakkestuen, Arturo Carmona, Kyllian Dellich, Jack Doriot, Eva Draeger, Matthew Eckert, Ada Freiberg, Kathryn Gierl, Paige Hernandez, Sawyer Hoops, Tanner Hubbard, Gavin Kautzer, Ahrlen Lekie, Colton Long, Elyn Mabie, Lizbeth Martinez, Ayden Mock, Easton Mosentine, Tristan Newberry, Allison Rogers, Ian Roiger, Sophie Sperl, Hadalye Ziehlke

Ms. J. Klein – Grade 4

Ace Arndt, Benjamin Byrd, Alyssa Doriot, Naomi Frischman, Christopher Gonzalez, Landon Haynes, Raina Hillebrand, Liam Johnas, Sophie Jones, Teagen Kloth, Restyn Kraschnewski, Rylan Kraschnewski, Yahir Lopez Alonso, Myles Mason, Beck Mayrer, Gabriela Munoz-Henkel, Otto Olson, Andrew Paff, Eli Rinehart, Jack Rodman, Cora Semrau, Dereck Thompson, Jacen Torres, Ethan Winter, Eve Wojcik

Mrs. R. Mildbrand – Grade 4

Carson Adams, Briella Anderson, Jacob Fleegel, Remington Frahm, Dylan Frey, Jordyn Grant, LuElla Hoefs, Luke Klapatauskas, Connor Klivickis, Symarra Kraus, Ashlyn Kropp, Breanna Lemke, Riley Lingen, Rowan Lukewich, Makenna Matthias, Johnathan Mueller, Brock Newberry, Ruchi Panchal, Marcella Pizarro, Joey Schilling, Greta Seidel, Ian Stickney, Ty Thorson, Judah Wipf, Phoenix Yaeger

Mr. S. Strama – Grade 4

Madelyn Brandner, Lauren Cady, Devin Dassow, Delaney Frahm, Peyton Hartl, Preston Heier, Lily Hoernke, Ethan Jones, Ariana Kapfhamer, Hailey Lavin, Paige Lissner, Jackson Mayer, Kenna Miller, Tori Nicks, Corbyn Radlinger, Alexander Richardson, Ryan Schwarz, Michael Standke, Rylan Stockwell, Brody Switlick, Naomi Thomas, Alexis Werner, Averie Werner, Sean Wieland, Will Wojcik



Stetsonville Elementary School Class Lists

Children enrolled in Early Childhood, Pre-Kindergarten and Kindergarten will begin on Wednesday, September 4, 2019



Mrs. C. Couillard – Pre-Kindergarten (Monday / Wednesday Group)

Brody Brandner, Aubree Decker, Avery Frappier, Mazee Graff, Rebecca Kohn, Gunnar Lemke, Dexter Nelson, Tanner Neuman, August Olson, Brady Reinhart, Logan Rymer, Jaxson Sackmann

Mrs. C. Couillard – Pre-Kindergarten (Tuesday / Thursday Group)

Shawn Brandt, Lindy Burger, Rylee Emmerich, Jaxon Gebert, Luke Lemke, Payton Rieck, Crew Sherman, Oakley Sperl, Henry Steevens, Piper Trudell, Kyra Wolf

Mrs. B. Behling – Kindergarten

Elizabeth Balk, Ivy Beidel, Zaybel Clarkson, Sofi Eisner, Payson Erickson, Cooper Erl, Emma Faber, Cheyenne Kujawa, Summer Lewis, Emmett Machon, Eli Nuernberger, Makenna Pernsteiner, Gavin Staab, Savanna Szydel, Dray Vermaat

Mrs. L. Nelson – Kindergarten

Chloe Bucki, Lamea Bunkelman, Lucas Chepeck, Colton Gebhardt, Brynlee Larson, Jase Lyman, Baylee Mudgett, Macee Rehbein, Savannah Seidl, Jaxson Snyder, Jayden Spinler, Ally Steinke, Marty Thums, Sofia VanHecker, James Walls

Grades 1 – 4

Will begin on Tuesday, September 3, 2019

Ms. A. Langdon – Grade 1

Noah Auman, Felix Bahire, Nicholas Blasel, Jackson Brunner, Kendyl Cahoon, Uniya Etsitty, Colton Johnas, Archer Kesan, Aubree Kirchner, Samantha Kohn, Grace Lemke, Jayden Markgraf, Cryndalin Neitzel, Johnathan Neitzel, Jameson Netzer, Alyssa Pagel, Corynn Scharenbrock, Sawyer Seidl, Lily Belle Sislo, Lexi Steele

Mrs. P. Czerniak – Grade 1

Rachel Austin, Silas Bohn, Flora Budimilija, Coralie Deyo, Julia Duellman, Danielle Eisner, Gunnar Fuchs, Noah Geiger, Peyton Hoffman, Jared Houston-Brown, Chloe Krueger, Morgan Lyman, Draven Nelson, Jak Nuernberger, Julian VanHecker, Cole Vetterkind, Olivia Wert, Samuel Whetstone, William Wiemer

Mrs. N. Buechel – Grade 2

Courtney Bach, Autumn Blackburn, Chloe Cahoon, Zayden Clarkson, Dylan Emmerich, Caleigha Friedel, Porter Fuchs, Ryder Kauffman, Nicholas Langdon, Brycen Larson, Owen Machon, William Mundt Jr, Isla Netzer, Alyssa Neuman, Brynlee Pagel, Chet Paul, Krista Ramos Olea, Maximus Szydel, Jensen Viellieux-Gartmann, Madeline Viergutz, Kyleigh Wert

Mrs. T. Ott – Grade 3

Savanna Brunner, Ulayna Etsitty, Austin Faber, Penny Friedel, Owen Geiger, Kinnley Gowey, Paxton Hamland, Wyatt Hartwig, Braxton Larson, Bella Lemke, Max Losiewicz, Oliver Nuernberger, Renae Rymer, Trista Shore, Xander Steele, Sterling Szydel, Kyley Turner, Maggie Wallace-Szydel

Ms. L. Vanusek-Hartl – Grade 3

Bradin Brunner, Xander Cynor, Stormie Dums, Logan Fisher, Kaylee Gebert, Savannah Hebert, Kendra Krueger, Hunter Lageman, Holden Mayberry, Evan Molina, Coraline Neitzel, Chelsea Neuman, Emillie Snyder, Emma Steinke, Stanley Thums, Destiny Whetstone, Owen Zick

Ms. A. Becker – Grade 4

Kayne Adams, Kaesyn Albertson, Mason Anderson, Elizabeth Bartnik, Ethan Duellman, Schanon Frahm III, Aliyah Galan, Angus Hamland, Colton Kauffman, Mia Kops, Braxten Kummer, Cayden Margraf-Cee, Kayliannah Marsh, Madison Matkke, Lydia Miller, Payton Neitzel, Isiah Wallace-Szydel, Ian Weber, Jay Worden

Mrs. K. Losiewicz – Grade 4

Ava Adams, Emily Aldinger, Dominick Anderson, Thomas Austin, Brooke Buechel, Chelsea Dick, Jake Erl, Corbyn Fuchs, Francisco Garcia Pinto, Rylee Hartwig, Tyler Kmosena, Gavin Koplin, Brayden Larson, Genesis Olavarria Hernandez, Eric Paul, Mayson Peterson, Melany Ramos Olea, Colton Spanbauer, Levi Zuleger



Materials Children Need for Elementary School / Niños de Materiales Necesitan para Escuela Primaria para 2019-2020

Note: Backpacks and clothing items should be clearly marked with the child's name.

Note: los Petates y los artículos de ropa deberían ser claramente marcados con el nombre del niño.

| Grade Level | Needed Supplies (English) | Needed Supplies (Spanish) |
|------------------------|--|---|
| Early Education | <p>Regular sized backpack, a complete change of clothes (in a bag labeled with the student's name), 1 box of Kleenex, a small / travel-size pillow, and towel for rest time.</p> <p>One of our goals in Pre-K is to foster independence. When picking out everyday school shoes, please consider Velcro or slip on shoes that your child is able to put on and take off independently. This is an important self-help skill that we work diligently on during the school year and your help is appreciated.</p> | <p>Mochila de tamaño regular, un cambio completo de ropa (en una bolsa con el nombre del estudiante), una caja de Kleenex, una almohada de tamaño de viaje y una toalla para la siesta.</p> <p>Una de nuestras metas en Pre-K es fomentar la independencia. Al escoger los zapatos de la escuela todos los días, por favor, considere comprarles unos zapatos con Velcro para que su hijo sea capaz de ponerse los y quitárselos de forma independiente. Esta es una habilidad de autoayuda importante que trabajamos diligentemente durante el año escolar y su ayuda es apreciada.</p> |
| Kindergarten | <p>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), two packs of 24 count box of crayons, Fiskars scissors (blunt end), twelve #2 pencils (sharpened), one large pink pearl eraser, six large (0.74 oz.) glue sticks, one box of Kleenex, one box of Ziploc bags – any size(boys only), and container of disinfectant wipes (girls only).</p> | <p>Camisa de pintura, una mochila / mochila escolar grande, zapatillas de gimnasia con suelas que no dejan marcas para guardar en la escuela para la clase de gimnasia (todos los artículos claramente marcados con el nombre), dos paquetes de 24 cajas de crayones, tijeras Fiskars (extremo romo), doce lápices n. ° 2 (afilados), una goma de borrar rosa perla grande, seis barras de pegamento grandes (0.74 oz.), una caja de Kleenex, una caja de bolsas Ziploc - cualquier tamaño (solo para niños) y un recipiente con toallitas desinfectantes (solo para niñas).</p> |
| Grade 1 | <p>24 #2 yellow pencils sharpened, 24 count box of crayons, scissors, six large glue sticks, a 5" x 8" pencil box, set of washable markers, one canister of disinfecting wipes, a large backpack, one large box of Kleenex, 8 black dry erase Expo markers, gym shoes with non-marking soles, one white cotton sock to be used as a dry erase board eraser, girls bring a box of Ziploc gallon size bags, boys bring a box of Ziploc quart size bags, and a watercolor paint set of 8 colors (MAES only). Please only send items on the list.</p> | <p>24 lápices amarillos # 2 con punta, 1 caja de 24 crayones, tijeras, 6 lápices adhesivos de pegamento grandes, 1 caja para guardar colores de 5 "x 8", 1 caja de marcadores lavables(washable markers), un recipiente de toallitas desinfectantes, una mochila grande, 1 caja grande de Kleenex, 8 Expo marcadores(dry erase), tenis para el gimnasio con suela que no marque, un calcetín de algodón blanco que se utilizará como borrador de pizarra, las niñas deben traer una caja de bolsas Ziploc de tamaño galón, los niños deben traer una caja de bolsas Ziploc de un cuarto (quart) y un paquete de pinturas de acuarelas con 8 colores (sólo MAES). Por favor envíe solamente artículos en la lista.</p> |
| Grade 2 | <p>Twenty #2 pencils sharpened, 1 two-pocket folder, 2 one-subject wide-ruled spiral notebooks, 6 large glue sticks, 1 box of 24 count crayons, colored pencils, markers, scissors, 1 yellow highlighter, 2 large erasers, pencil box, box of Kleenex, 6 black dry erase markers, 1 pack of 3 x 3 post-it notes, a clean old sock to use as an eraser, gym shoes (no black soles), 2 containers of disinfectant wipes, and a deck of playing cards. PLEASE, NO pens or Trapper Keepers.</p> | <p>Veinte lápices n. ° 2 afilados, 1 carpeta de dos bolsillos, 2 cuadernos de espiral de un solo tema de regla ancha, 6 barras de pegamento grandes, 1 caja de crayones de 24 colores, lápices de colores, marcadores, tijeras, 1 marcador amarillo, 2 gomas de borrar grandes, lápiz caja, caja de Kleenex, 6 marcadores negros de borrado en seco, 1 paquete de 3 x 3 notas post-it, un calcetín viejo y limpio para usar como borrador, zapatillas de gimnasia (sin suelas negras), 2 contenedores de toallitas desinfectantes y una plataforma de jugar a las cartas. POR FAVOR, NO hay bolígrafos o tramperos.</p> |

| | | |
|-----------------------|--|--|
| <p>Grade 3</p> | <p>Pencils (10 pack – more as needed), 1 pack of Post-It Notes, 1 large eraser, 1 crayon box or zipper pencil pouch, 1 ruler (12-inches & centimeters), 1 (12 count) colored pencils – SES only, 1 box of markers (10 count), 1 large box of Kleenex, 4-8 Expo dry erase markers, fine tip, 2 pocket folders, 3 notebooks (wide-ruled), 2 highlighters, crayons (24 count), 4 glue sticks, 1 backpack, 1 kids scissors, 1 whiteboard eraser or 1 clean sock, 1 pair tennis shoes, and 1 box of Zip-loc bags quart size (boys only), and 1 Clorox Wipes(girls only)</p> <p>School supplies may need to be replenished throughout the school year.</p> | <p>Lápices (10 para iniciar el año escolar, pero se necesitan más), 1 paquete de notas de Post-It, 1 goma de borrar grande, 1 caja o bolsa para guardar colores , 1 regla (12 pulgadas y centímetros), 1 caja de lápices de colores con 12 piezas, - SES solamente, 1 caja de marcadores con 10 piezas, 1 caja grande de Kleenex, 4-8 marcadores de borrado en seco Expo, punta fina, 2 carpetas de bolsillo, 3 cuadernos (de regla ancha), 2 resaltadores, 1 caja de crayones con 24 piezas, 4 barras de pegamento, 1 mochila, 1 tijeras para niños, 1 borrador de pizarra o 1 calcetín limpio, 1 par de zapatos tenis, 1 caja de bolsas Zip-loc de tamaño cuarto de galón (solo para niños) y 1 toallitas Clorox (solo para mujeres)</p> <p>Utiles escolares pueden necesitar ser reemplazados durante el año escolar.</p> |
| <p>Grade 4</p> | <p>24 #2 pencils sharpened, eraser, 3 spiral notebooks, 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, 1-2 large boxes of Kleenex, gym shoes with non-marking soles, a highlighter, 1 pack of 3 x 3 post-it notes, a sock (black preferred) or eraser to erase white boards, 1 set of ear buds/headphones (to stay at school), 4-8 Expo dry erase markers, one box of Ziploc bags – any size(boys only), and container of disinfectant wipes (girls only) PLEASE, NO Trapper Keepers or binders. A folder will be provided for organization.</p> | <p>24 #2 lápices afilados, borrador, 3 cuadernos de espiral, tijeras, bolígrafo, lápices de colores o crayones, marcadores, una bolsa de lápices o estuche pequeño de plástico para artículos pequeños, pegamento, regla, mochila o libreta, 3 carpetas de bolsillo , 1-2 cajas grandes de Kleenex, zapatillas de gimnasia con suelas que no dejan marcas, un resaltador, 1 paquete de 3 x 3 notas post-it, un calcetín (negro preferido) o borrador para borrar pizarras, 1 juego de auriculares / audífonos (para quedarse en la escuela), 4-8 marcadores de borrado en seco de Expo, una caja de bolsas Ziploc, de cualquier tamaño (solo para niños), y un contenedor de toallitas desinfectantes (solo para niñas) POR FAVOR, NO Trapper Keepers o carpetas. Se proporcionará una carpeta para la organización.</p> |

Community Learning Centers

The Medford and Stetsonville Community Centers (CLC) offer after school services to students in Pre-Kindergarten through Grade 6 and are located at MAES, SES and MAMS. The CLC also offers a before school opportunity at MAES. The CLC program includes tutoring and homework help, recreational art activities, multicultural educational activities, character development activities and family / parent nights. Registration forms can be picked up at any of the Medford Area Public School offices. For more information on the Community Learning Centers, contact Don Everhard at 715-678-2600 or view our website at www.medford.k12.wi.us/district/clc.cfm

| | | |
|------------|---------------------------------------|------------------------------|
| MAES: | 6:45 – 7:30 a.m. and 3:34 – 5:30 p.m. | Monday – Friday |
| SES: | 3:07 – 5:30 p.m. | Monday – Friday |
| MAMS ASKS: | 3:20 – 4:15 p.m. | Monday, Tuesday and Thursday |

ASKS is the After School Knowledge Seekers Program for academic assistance (\$1 per session for anyone who attends).

2019-20 Student Fees for the Community Learning Centers

| | | |
|--------|--|--|
| \$1.25 | Per a.m. session | (\$0.50 if qualified for free / reduced lunches) |
| \$3.75 | Per p.m. session | (\$2.50 if qualified for free / reduced lunches) |
| \$6.25 | Per p.m. session on Early Release Days | (\$5.00 if qualified for free / reduced lunches) |

NOTE: If a child is dropped off prior to 6:45 a.m., an early drop off fee will be assessed at the rate of \$4.00 for every five (5) minutes before 6:45 a.m.
 If a child is not picked up by 5:30 p.m., a late fee will be assessed at the rate of \$4.00 for every five (5) minutes after 5:30 p.m.

Please see pages 61 - 62 for a CLC Registration Form.





Health Issues

Student Immunization Law Age/Grade Requirements (JHCB)

The following are the minimum required immunizations for each age and grade level according to the Wisconsin Student Immunization Law. These requirements can be waived for health, religious, or personal conviction reasons. Additional immunizations may be recommended for your child depending on his or her age. Please contact your doctor or local health department to determine if your child needs additional immunizations.

| AGE / GRADE | NUMBER OF DOSES | | | | | |
|---|---------------------------------|--------------------|----------------------|----------------------|--------------------|--------------------|
| Pre-K (ages 2 through 4 years) ¹ | 4 DTaP/DTP/DT ² | | 3 Polio | 3 Hep B ⁶ | 1 MMR ⁷ | 1 Var ⁸ |
| Grades K through 5 | 4 DTaP/DTP/DT/Td ^{2,3} | | 4 Polio ⁵ | 3 Hep B ⁶ | 2 MMR ⁷ | 2 Var ⁸ |
| Grades 6 through 12 | 4 DTaP/DTP/DT/Td ² | 1Tdap ⁴ | 4 Polio ⁵ | 3 Hep B ⁶ | 2 MMR ⁷ | 2 Var ⁸ |

- ¹ Children 5 years of age or older who are enrolled in a Pre-K class should be assessed using the immunization requirements for Kindergarten through Grade 5, which would normally correspond to the individual's age.
- ² D = diphtheria, T = tetanus, P = pertussis vaccine. DTaP/DTP/DT/Td vaccine for all students Pre-K through 12: Four doses are required. However, if a student received the 3rd dose after the 4th birthday, further doses are not required. Note: A dose four days or less before the 4th birthday is also acceptable.
- ³ DTaP/DTP/DT vaccine for children entering Kindergarten: Each student must have received one dose after the 4th birthday (either the 3rd, 4th, or 5th dose) to be compliant. Note: a dose four days or less before the 4th birthday is also acceptable.
- ⁴ Tdap is an adolescent tetanus, diphtheria, and acellular pertussis combination vaccine. If a student received a dose of a tetanus-containing vaccine, such as Td, within five years before entering the grade in which Tdap is required, the student is compliant and a dose of Tdap vaccine is not required.
- ⁵ Polio vaccine for students entering grades Kindergarten through 12: Four doses are required. However, if a student received the 3rd dose after the 4th birthday, further doses are not required. Note: a dose four days or less before the 4th birthday is also acceptable.
- ⁶ Laboratory evidence of immunity to hepatitis B is also acceptable.
- ⁷ MMR is measles, mumps, and rubella vaccine. The first dose of MMR vaccine must have been received on or after the 1st birthday. Laboratory evidence of immunity to all three diseases (measles and mumps and rubella) is also acceptable. Note: A dose four days or less before the 1st birthday is also acceptable.
- ⁸ Varicella vaccine is chickenpox vaccine. A history of chickenpox disease or laboratory evidence of immunity to varicella is also acceptable.

Meningococcal Disease

Each school district must provide the parents/guardians of students enrolled in grades 6 in the district with information about meningococcal disease, including: (1) the causes and symptoms of the disease, (b) how it is spread, and (c) how to obtain additional information about the disease and the availability, effectiveness and risks of vaccination against the disease.

Meningococcal Disease Information – Public health authorities recommend that teenagers and college-bound students be immunized against a potentially fatal bacterial infection called meningococcal disease, a type of meningitis. Meningococcal disease is a rare, but potentially fatal bacterial infection that can cause severe swelling of the brain and spinal cord (meningitis) or a serious blood infection (meningococemia). Meningococcal disease strikes up to 3,000 Americans each year; nearly 30 percent of these cases are among teenagers and college students. Up to 83% of all cases among teens and college students may potentially be prevented through immunization, the most effective way to prevent this disease. A meningococcal vaccine is available that protects against four out of five strains of bacterium that cause meningococcal disease in the U.S. The Centers for Disease Control and Prevention (CDC) and other leading medical organizations recommends that all 11-12 year olds should be vaccinated with meningococcal conjugate vaccine (MCV4). A booster shot is recommended for teens at age 16 to continue providing protection when their risk for meningococcal disease is highest. Teens who received MCV4 for the first time at age 13 through 15 years will need a one-time booster dose at 16 through 18 years of age. If a teenager missed getting the vaccine altogether, they should ask the doctor about getting it now, especially if they are about to move into a college dorm or military barracks.

About Meningococcal Disease. Meningococcal disease is often misdiagnosed as something less serious because early symptoms are similar to common viral illnesses. Symptoms of meningococcal disease may include high fever, severe headache, stiff neck, nausea, vomiting, sensitivity to light, confusion, exhaustion and/or a rash. Teenagers and college students are at increased risk for meningococcal disease compared to the general population, accounting for nearly 30% of all U.S. cases every year. The disease can progress rapidly and can cause

death or permanent disability within 48 hours of initial symptoms. Meningococcal disease is spread through direct contact with respiratory and/or oral secretions from infected persons (for example, kissing or sharing drinking containers). It can develop and spread quickly throughout the body, so early diagnosis and treatment are very important. Even with immediate treatment, the disease can kill an otherwise healthy young person within hours of first symptoms. Of those who survive, up to 20% may endure permanent disabilities, including brain damage, deafness and limb amputations. Lifestyle factors common among teenagers, college students and military personnel are believed to put them at increased risk of contracting meningococcal disease. These lifestyle factors include crowded living situations (for example, dormitories, sleep-away camps), active or passive smoking and irregular sleeping habits. Teens should avoid sharing eating utensils and drinking out of the same container, since infections may spread through this type of close contact. To learn more about meningococcal disease, vaccine information and public health resources, visit the following websites: CDC Meningitis [Additional information @ https://www.cdc.gov/meningococcal/index.html](https://www.cdc.gov/meningococcal/index.html); CDC Meningitis Fact Sheet @ <https://www.cdc.gov/meningitis/>; and CDC Vaccine Recommendations @ <http://www.cdc.gov/vaccines/hcp/acip-recs/vacc-specific/mening.html>.

Notice to Parents of Children Requiring Administrative of Prescription and Non-Prescription Medications (JHCD)

Medford Area Public School District (MAPSD) authorizes designated school personnel to administer medications to students under specified conditions and therefore immunizing these designated school personnel from civil liability. The board of education (BOE) realizes that students will need to receive over-the-counter (OTC) or prescription drugs. The school nurse will supervise the administering of medications to students.

DEFINITIONS

Controlled substances: Pharmaceutical controlled substances are drugs that have a legitimate medical purpose, coupled with a potential for abuse and psychological and physical dependence. They include opiates, stimulants, depressants, hallucinogens and anabolic steroids.

Drug: Means any substances recognized as a drug in the official U.S. pharmacopoeia and national formulary or official homeopathic pharmacopoeia of the U.S. or any supplement for either of them.

Licensed practitioner: Includes physician, dentist, podiatrist, optometrist, physician assistant and advanced practice nurse prescriber licensed in any state.

Nonprescription Over-the-Counter (OTC) Medication: Any non-narcotic drug product which may be sold without a prescription order and is prepackaged for use by consumers and labeled in accordance with the requirements of state and federal law.



It is the student's responsibility, if appropriate, not school personnel, to get their medication at the designated times. Efforts will be made to contact a student who fails to report.

Only limited quantities of any medication are to be kept at school. Said medications are to be kept in a safe place, not accessible to student and checked out only by a district employee or agent designated to administer the medication.

While in school at a school-sponsored activity or under the supervision of a school authority, an asthmatic student may possess and use a metered dose inhaler or dry powder inhaler, if all of the following are true:

- The student used the inhaler before exercise to prevent the onset of asthmatic symptoms or uses the inhaler to alleviate asthmatic symptoms.
- The student has the written approval of the student's licensed practitioner and the written approval of the student's parent(s)/guardian(s).
- The student has provided the school nurse with a copy of the approvals.

While in school, at a school-sponsored activity or under the supervision of a school authority, a student with anaphylactic allergy may possess and use an epinephrine device if all of the following are true:

- The student has the written approval of the student's licensed practitioner and parent(s)/guardian(s).
- The student has provided the school nurse with a copy of the approvals.

The length of time for which a medication is to be administered shall be specified in the written instruction from the prescribing licensed practitioner. Any change in dosage, time to be administered or discontinuance of administration must be in writing, said changes to be at the request of the practitioner only.

Students in grades 9 through 12 on a school sponsored activity may self-carry and self-medicate non-controlled prescription medications. Medication amount must be limited to the prescribed dose plus one, if all the following are true:

- The student has the written approval of the student's licensed practitioner and parent(s)/guardian(s).
- The student has provided the school nurse with a copy of the approvals.

Consent form and prescription related materials must be obtained annually and/or at any time a medication is changed.

Physician Prescribed Medications – Basic Requirements

The state of Wisconsin Medical Examining Board has determined that where medications are administered, the licensed practitioner prescribing the medication has the power to direct, supervise, decide, inspect and oversee the administration of said medication. In order to ensure that the licensed practitioner retain the power to direct, supervise, decide, inspect and oversee the implementation of this service, no medication shall be given to a student by an employee or agent of the BOE unless the following are delivered to the individual(s) responsible for administering the medication.

Written instructions from the prescribing licensed practitioner for the administration of the prescription medication which:

- Identifies the specific conditions and circumstances under which contact should be made with the licensed practitioner concerning the condition or reactions of the student to the prescribed medication.
- Indicates a willingness on the part of the licensed practitioner to accept direct communication (s) from the person(s) administering the medication.
- Is signed by the prescribing licensed practitioner.
- Only a registered nurse may accept verbal orders from a licensed practitioner. In the event the school nurse received a verbal order from a licensed practitioner, a Medication Administration Consent Form will be faxed and completed by the licensed practitioner. The verbal order will be documented in the student's health record.

A written statement from the parent(s)/guardian(s) of the affected student:

- Authorizing school personnel to give the medication in the prescribed dosage. No employee or volunteer, except a health care professional may be required to administer any medication to a student by any means other than ingestion.
- Authorizing school personnel to contact the licensed practitioner directly.

Physician Prescribed Medications – Procedures

Consent form required:

- Medication Administration Consent Form
 - No medications will be administered by school personnel unless and until this form is completed and returned to the school or principal's designee.

Whenever possible, parents should hand-deliver prescribed medications to the school health office. The principal or school nurse reserves the right to require parents to bring medication in as necessary. Medication will be in a pharmacy container, or with a pharmacy label listing:

- Student's full name
- Name of drug and dosage
- Time and quantity to be given
- Licensed practitioner's name

The pharmacy container/label must be verified and match the Medication Administration Consent Form.

Each time prescription medication is brought to the health office or sent home, medication will be counted by a staff member and the quantity will be documented in the student's medication record.

Non-Prescription OTC Medications – Basic Requirements

No medication shall be given to a student by an employee or agent of the BOE unless the following are delivered to the individual(s) responsible for administering the medications.

A written statement from the parent(s)/legal guardian(s) of the affected student:

- Authorizing school personnel to give medication in the recommended therapeutic dosage.
- Medication Administration Consent Form does not require a licensed practitioner's signature unless the dose requested exceeds package instructions.
- Over the counter medication not FDA approved must be accompanied by a licensed practitioner signature for administration at school by school staff.

Non-prescription medications must come in the manufacturer's packaging with a list of ingredients and recommended therapeutic dose in a legible format. All non-prescription medication containers will be labeled with the student's name.

Non-Prescription OTC Medications – Procedure

Designated personnel will administer non-prescription OTC medications only with written instructions and consent from a student's parent(s)/guardian(s) or Medication Administration Consent Form. Non-prescription OTC medications shall be provided to the school by the parent(s)/guardian(s).

- Medication Administration Consent Form required.
- No medications will be administered by school personnel unless and until form is completed.

The Medication Administration Consent Form must be verified that the dose is within the manufacturer's packaging therapeutic dosing.

Students in grades 9 through 12 on a school sponsored activity may self-administer non-prescription OTC medications. Only limited quantities of any medication are to be kept with the student. Said medications are to be kept in a safe place, not accessible to other students.

Students in grades 9 – 12 may self-administer non-prescription OTC medications. Consultation with the student, parent/guardian, licensed practitioner,

school nurse and/or principal may be needed to determine whether the student is capable of self-administering. Only limited quantities of any medication are to be kept at school. Said medications are to be kept in a safe place, not accessible to other students.

Consent form and OTC related materials must be obtained annually and/or at any time a medication is changed.

Training

School personnel authorized by the principal to administer medication to students shall be provided appropriate instructions approved by Wisconsin Department of Public Instruction (DPI) and will be supervised by the school nurse. Determining which individuals should be responsible for medication administration will be the joint responsibility of the principal and school nurse.

No employee or volunteer, except a healthcare professional may be required to administer any medication to a student by any means other than ingestion.

The school nurse will assure that school staff designated to provide medication administration receive DPI approved knowledge training at least every 4 years and perform at least annually a return demonstration of the medication administration procedure to the school nurse to ensure competency.

A staff health training log will document staff training(s) and assignments. This record will be stored in the school nurse's office.

Record Keeping

An accurate and confidential system of record keeping shall be established for each student receiving medication. Each dose of medication must be documented and the school nurse will periodically review such documents.

All medication errors will be documented on the Medication Administration Incident Report and filed in the student's health record.

At the end of the school year, when there is a change in the medication or medication is discontinued all medication forms will be filed in the student's health record.

School personnel authorized by the principal to administer medication to students shall see that the medication is given within 1 hour before or after the time specified by parent(s)/legal guardian(s) and/or licensed practitioner.

Approximately two weeks prior to the end of the school year parent(s)/legal guardian(s) will be notified in writing and/or phone call to pick up any remaining unused medications. Medication/treatment supplies will be destroyed if they have not been picked up within three days from the last day of instruction.

See pages 69 - 70 for Medical Consent and Physician Order – Administration of Medication Forms.

Concussion Insurance

Every high school and middle school in the Wisconsin Interscholastic Athletic Association (WIAA) will be covered by concussion insurance, beginning August 1, 2017.

For years, the WIAA has been at the forefront of addressing the concussion issue. Now the organization that oversees high school sports is taking another step regarding one of the biggest concerns in athletics today.

The WIAA purchased a policy for all of its student athletes, approximately 80,000 annually, providing them with Zero out-of-pocket costs should they suffer a concussion. Wisconsin is the fourth state to provide this coverage for all student athletes. WIAA doesn't want a single student athlete to not be evaluated or treated for a concussion because of the cost.

This coverage provides one more level of support for member schools and their athletes in making school sports as safe as possible.

For more information about this insurance opportunity, please contact the WIAA office at 715-344-8580.



Control of Pediculosis (Lice) (JHCA)

When a student is identified or suspected to be infected with pediculosis (lice), the school nurse, principal or his/her designee will:

- Remove the student from the classroom as unobtrusively as possible to inspect and determine the next course of action.
- Call parent(s)/guardian(s) to inform them of the active infestation and ask that the parent(s)/guardian(s) arrange and provide treatment. Students do not need to be sent home early from school however, the comfort of the student may indicate a need for quick treatment.
- Give the student or parent(s)/guardian(s) written information and oral directions for treatment at home.
- Assist the parent in finding an acceptable treatment option. Treatment with a product that is both a pediculicidal and ovicidal is the most sure way to kill lice and prevent further re-infestation.
- Work with local agencies to arrange support for the family/ student if repeated infestation occurs.
- Document the infestation in the student health record.

Readmission to school:

- The student should return to school after treatment is completed. The school nurse or his/her designee will inspect the student upon readmission to school. He/she will examine the student for head lice and for presence of nits - 1/4" or less from scalp.
- Students with nits only should not be sent home from school, they should be monitored for signs of re-infestation.
- School nurse, principal or his/her designee will recheck the student as needed. The District reserves the right to inspect other known individuals that attend school and are in close personal contact with the student, such as siblings.
- Notification letters may be sent home to alert parent(s)/guardian(s) of students in the classroom where live lice have been found. For any other health concerns, please contact our school nurse at 715-748-5951 ext. 432.



Transportation

The 2019-20 Transportation Handbook is located on our website (www.medford.k12.wi.us), click Transportation. If you do not have computer access, there are books located in each school office. Please be sure to review bus safety with your child.

Rural transportation routes will operate similar to last year's routes. City pick-up will require students to walk to the nearest pick-up point. If streets are under construction, students should walk to the next pick-up point. For the numerous pick up and drop off shuttle points in the City of Medford or the Village of Stetsonville, please contact Krug's at 715-748-3194 the week of August 19 for exact locations, as they do change from year to year.

**Please turn in all
Transportation
Forms to Krugs Bus
Service prior to
August 15.**

Student Transportation / Route Requests (EEAA)

Medford Area Public School District (MAPSD) will provide safe, timely, and economical transportation for all eligible students residing within school attendance boundaries as designated under provisions of the appropriate Wisconsin State Statutes and board of education policies governing student transportation. MAPSD will accommodate transportation needs of district students according to the procedures and conditions established in EEAA-R.

Please see pages 73 - 74 for the Bus Routes – New / Alternate Pick-Up / Drop-Off Form.

Bus Rider Rules

Students are reminded that the bus driver is in charge at all times. The safety of all students on the bus is a great responsibility; therefore, disruptive conduct on the bus will not be tolerated. Students who continually create disturbances will lose the privilege of riding the bus.

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 involved 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 the 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. However, cleanliness will have to be maintained.
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 ten (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.

No balloons or flowers on the bus before or after school. Contact Krug's Bus Service at 715-748-3194 for any bus concerns.



Food Service Information

Food Service Program

The Medford Area Public School District Board of Education will again have the professional food service management services of A'viands. A'viands was established in 2003 and currently serves over 275 locations throughout the United States with the strength of more than 2,400 team members. A'viands implements programs and corresponds with the school's mission and goals. A'viands is committed to providing the Medford Area Public School District with an exciting and nutritionally-balanced school breakfast and lunch program.



Payments

The Medford Area Public School District has a family food service account system. Payments for school breakfast, lunch, snack, extra milk / milk break and a la carte/extra entrée may be made at any school building to cover all family members within the district. The district accepts credit card payments for food service accounts via Family Access.

Free and Reduced Price Applications

Reminder: Application for free and reduced breakfast and lunch prices must be filled out annually. (Find the application on pages 64 - 68)

E-Rate

You may know that the Medford Area Public School District has been participating in the E-Rate Program for the past number of years. The E-Rate Program is a federal program which provides schools and libraries across the country with substantial discounts on their technology services.

These discounts reduce the costs of our internal data lines we use to connect our school buildings. E-Rate also discounts our wireless infrastructure we plan to install. The size of the discounts which we receive is based on the income level of our students' families. Our local public library also benefits since it shares our discount rate. Discounts also save the district and taxpayers a substantial amount of money. We need your help qualifying for the largest discount allowable. If you qualify for Free and / or Reduced Price Meals / Milk, please fill out an application.

Direct Certification: All schools are required to complete direct certification. Households that are receiving FoodShare or W-2 Cash Benefits do not have to fill out an application. School officials will notify you of your child's eligibility and your child will be provided free benefits, unless you tell the school that you do not want benefits. If you are not notified by October 1, 2019, submit an application at that time. Applications are available in this booklet, on line at www.medford.k12.wi.us – Family Access / Food Services / Add Application or at each building.

National School Lunch and Breakfast Program (EFB)

The Medford Area Public school District takes part in the National School Lunch Program.

Eligibility for free and reduced priced meals will be determined in accordance with the Federal National Lunch Program standards published yearly. The district administrator or his / her designee shall coordinate the determination of eligibility.

The Medford Area Public School District announced its policy for children unable to pay the full price of meals served under the National School Lunch Program and School Breakfast Program. Each school office and the district office has a copy of the policy, which may be reviewed by any interested party.

The following household size and income criteria will be used for determining eligibility. Children from families whose annual income is at or below the levels shown are eligible for free and reduced price meals or free milk.

Application forms are being provided to all homes with a notice to parents or guardians. To apply for free or reduced price meals, households must fill out the application and return it to the school. Additional copies are available at the principal's office in each school. The information provided on the application will be used for the purpose of determining eligibility and may be verified at any time during the school year by school or other program officials. Applications may be submitted at any time during the year.

To obtain free or reduced price meals for children for whom households receive food stamps or Wisconsin Works (W-2) benefits, an adult member needs only to list the names of the school children, give food stamp or W-2 case number for each child, sign his / her name and return the application to the school office.

For the school officials to determine eligibility for free or reduced price meals of households not receiving food stamps or W-2, the households must provide the following

Breakfast, Lunch, Snack & Milk Prices

Breakfast

| | |
|---------------|-----------------|
| Gr. PK-4..... | \$1.40 per meal |
| Gr. 5-8 | \$1.50 per meal |
| Gr.9-12 | \$1.60 per meal |
| Adult | \$1.95 per meal |
| Reduced | \$0.30 per meal |

Snack

| | |
|---------------|------------------|
| Gr. PK-2..... | \$0.20 per snack |
|---------------|------------------|

Milk (extra milk or milk breaks in grades PK-2)

| | |
|------------------------|-----------------|
| All Grade Levels | \$0.40 per milk |
|------------------------|-----------------|

Lunch

| | |
|-------------------|-------------------|
| Gr. PK-4..... | \$2.50 per meal |
| Gr. 5-8 | \$2.65 per meal |
| Gr. 9-12 | \$2.80 per meal |
| Extra Entrée..... | \$2.20 per entrée |
| Adult | \$3.85 per meal |
| Reduced | \$0.40 per meal |

Free and reduced meals and milk are available for those who qualify financially. Application forms may be picked up at the school buildings or on pages 64 - 68 in this book. For more information, please visit www.medford.k12.wi.us.

Note: If you qualify for free and reduced meals, any extra entrée or ala carte items your child purchases are/is charged to your account at full price.

information requested on the application: names of all household members, and the social security number of the adult household member who signs the application. In lieu of a social security number, the household may indicate that the signer does not possess a social security number. Also, the income received by each household member must be provided by amount and source (wages, welfare, child support, etc.).

Under the provisions of the free and reduced price meal, the district will review applications and determine eligibility. If a parent or guardian is dissatisfied with the ruling of the official, he / she may wish to discuss the decision with the determining official on an informal basis. If the parent / guardian wishes to make a formal appeal, he / she may make a request either orally or in writing to: Pat Sullivan, 124 West State Street, Medford, WI 54451, 715-748-4620 ext. 523.

If a hearing is needed to appeal the decision, the policy contains an outline of the hearing procedure.

If a household member becomes unemployed or if the household size changes, the family should contact the school. Such changes may make the household eligible for reduced price meals or free meals or free milk if the household income falls at or below the levels shown, and they may reapply at that time.

In certain cases, foster children are also eligible for these benefits. If a household has foster children living with them and wishes to apply for free or reduced price meals, the household should complete an application for a family of one or contact the school for more information.

The information provided by the household on the application is confidential. Public Law 103-448 does authorize the release of student free and reduced price school meal eligibility status to persons directly connected with the administration and enforcement of federal or state educational programs. In the operation of the child nutrition programs, no child will be discriminated against because of race, color, national origin, sex, age or disability. If any member of a household believes they have been discriminated against, they should write immediately to the USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY).

Any questions regarding the application should be directed to the determining official, Barb Noeldner, 1065 West Broadway, Medford, WI 54451 or call 715-748-2316.

Children need healthy meals to learn. Medford Area Public School District offers healthy meals every school day. Breakfast costs are: PK-4 \$1.40, Grades 5-8 \$1.50, Grades 9-12 \$1.60; lunch costs are PK-4 \$2.50, Grades 5-8 \$2.65, Grades 9-12 \$2.80. Your children may qualify for free meals or for reduced price meals. Reduced price is \$0.30 for breakfast and \$0.40 for lunch.

Please see pages 64 - 68 for the Free / Reduce Price Information and Application Form

(Please note: The form consists of 4 pages (64 - 68) – all of which must be completed and returned for consideration.)

School Nutrition Program by A'viands

Our goal at A'viands is to enhance your nutrition services program. A'viands provides age-appropriate nutritious meals, nutrition education materials, and special events as part of your school nutrition program.



Concepts

Elementary Offerings:

- Classic Meal
- Alternate Hot Option
- Entrée Salad
- Nutrition Bar



Middle School Offerings:

- Classic Meal
- Bravo (Pizza)
- The Grille
- The Deli
- World Flavors
- Good to Go
- Nutrition Bar



High School Offerings:

- ClassicZone
- Bravo (Pizza)
- Hot Spot (Grill)
- eDeli
- The Edge (Rotating Station)
- Good to Go
- Nutrition Bar



Nutrition Bar

The Nutrition Bar is offered with reimbursable meals. A'Viands Nutrition Bar offers a variety of fresh fruit and veggie options.

Newton's Culinary Kids

Newton's Culinary Kids provides nutrition education interaction for elementary students with A'viands chefs. We focus on involving the kids in the preparation of various healthy snacks and dishes, either in the classrooms or cafeteria.

Chef on Demand

Chef on Demand brings chefs to your school, preparing made-to-order dishes for both K – 12 and faculty. Our purpose is to engage students, teaching the importance and value of cooking fresh and wholesome food from scratch.



Nutrition Education

A'viands provides many nutritional education programs for students at all levels. Programs include:

- **Fresh Picks** – information and activities focus on a different fruit or vegetable every month.
- **Nutrition News** – features articles on nutrition and fitness geared toward high school students.
- **Farm to School** – brings fresh local products into the schools.
- **Meatless Mondays** – optional vegetarian choices with a sustainable outlook.
- **Healthier US School Challenge** – recognition to schools which have created healthier environments.
- **Ask a Dietician and Ask a Chef** – students, parents, school employees can e-mail and ask questions about nutrition, cooking and healthy eating, which are answered by Summit dietitians and chefs.

Medford Area Public School District

Annual Notifications, Important Policies & Procedures

All policies can be viewed on our webpage: www.medford.k12.wi.us / District / District Policies.



Academic Honesty

The Medford Area Public School District students are expected to demonstrate honesty and integrity. This includes, but is not limited to: test taking, homework, class assignments, and the original creation of projects, papers, compositions, and research. All work submitted by students should be a true reflection of their effort and ability.

The following behaviors are examples (non-inclusive) of violations of the academic honesty policy:

- Cheating on a test.
- Plagiarism – using the ideas of another as one’s own without acknowledgement of the source (downloading materials from the internet, using an author’s ideas without crediting the author or the source).
- Submitting another person’s work as one’s own.
- Copying another student’s work (test, quiz, homework, project, etc.).
- Allowing another student to copy your work.

Classroom teachers are responsible for documenting offenses in their classes.

First Offense in a class

- Zero for educational product.
- The student will not be given an opportunity to make up the assignment or complete extra credit.
- File Code of Conduct Form.

Second Offense in a Class

- Zero for educational product.
- The student will not be given an opportunity to make up the assignment or complete extra credit.
- File Code of Conduct form.
- Offer a conference with parents, teacher and student.
- Notification of incident to the building principal and counselor.
- Recommend review for removal from National Honor Society, if applicable.

Antisocial or Criminal Activities by Students (JFCN)

The Medford Area Public School District recognizes that the commission of antisocial acts or criminal acts by individual students or groups of students interferes with the mission of the school district.

The Medford Area Public School District Board of Education further recognizes that the presence of gangs, gang activities, and gang affiliations can cause a disruption of or interfere with school and school activities.

As a result, student antisocial or criminal activities will not be tolerated and will be reported to and monitored by school administrators.

Violation of this policy will subject students to appropriate disciplinary action which may include suspension or expulsion.

Assignment of Students to Classes (JECD)

Assignments of students to classes within schools in the Medford Area Public School District shall be the responsibility of the building principal working in cooperation with the professional staff. The Medford Area Public School District Board of Education has the authority to assign students to grade level, teacher and class. Parents should be involved as appropriate.

Assignment of Students to Schools (JECC)

Medford Area Public School District elementary students (PK-4) will be assigned to attend Medford or Stetsonville School based on enrollment projections for district PK-4 programs and a desire to balance class sizes.

In an effort to balance class sizes, volunteers will be sought first.

If voluntary re-assignments are insufficient, a list will be generated for potential transfers.

Those meeting one or more of the following criteria will be removed from the list of potential transfers:

- Any child who requires special programming which is not available in the building students are to be transferred to.
- Any child who has a legal residence that is not conducive to transportation to the building students must be transferred to.

Those remaining on the list will be ranked in order determined by their legal residence in ease of transportation determined by the district’s transportation carrier.

The district administrator and/or his/her designee will make the final determination.

Siblings of those assigned PK-4 student, may by parent request, attend the same building as that assigned student if an appropriate program/class, and space in that program/class, is available.

A student who has been designated by the district as a re-assigned student, and does not enroll in the Medford Area Public School system during that term, will be considered as re-assigned at any future date of enrollment in the district.

Residence Changes Within the District During the School Year

Children of families, whose residence changes within the district, from either Medford to Stetsonville or Stetsonville to Medford may, at the parent’s request, complete the year in the same school in which they started. The following year the children will be assigned to attend the appropriate school, based on the location of their residence and district needs.

The district administrator or his/her designee is empowered to assign students to schools outside their established attendance areas and to grant exceptions to attendance areas for individual students at the written request of parents or guardians when there are unforeseen circumstances such that the district administrator or his/her designee deems the exception would be in the best interest of the student and the district.

Attendance and Truancy Policy (JE)

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.

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.

Children of Divorced/Separated Parents (JP)

The Medford Area Public School District shall maintain neutrality between parent(s)/guardian(s) who are involved in an action affecting the family, unless otherwise directed by court order. It is the responsibility of the parent(s)/guardian(s) to notify the district of any such court order.

The residence of the parent(s)/guardian(s) enrolling a student in school shall be considered to be the student's residence for school purposes unless a court order or other satisfactory documentation is presented which specifies otherwise.

Either parent(s)/guardian(s) of any student enrolled in a school subject to district control may be provided all report cards, notices of school activities, disciplinary reports, conference appointments or summaries, or other student records unless otherwise expressly curtailed or restricted by a provision of a court order which has been provided to the principal. Either parent(s)/guardian(s) may also participate in all activities, including conferences unless a court order provides otherwise. The school generally will conduct only one meeting for parent(s)/guardian(s) at appropriate times in which both parent(s)/guardian(s) will be permitted to participate.

A student enrolled in the district may be released from school to either parent(s)/guardian(s) unless a court order or other legally binding document has been presented which prohibits such a release. In cases where no court order or other legally binding documents have been presented, the principal may, where the safety or welfare of the student is concerned and for the purpose of exercising reasonable care of the student, notify the other parent(s)/guardian(s) before releasing the student and/or take other action with the approval of the district administrator.

Co-Curricular Code of Conduct

STATEMENT OF PHILOSOPHY

Participation in co-curricular activities is a privilege and should elicit great pride in both the student and their family. Meeting eligibility requirements and accepting the Co-Curricular Code of Conduct earns one the privilege to participate. Students who participate in co-curricular activities will be held to a high standard of academic achievement and personal behavior.

Co-curriculars provide unique opportunities for students to promote their mental, physical, social, and emotional development. By providing strong co-curricular experiences the Medford Area Public School District (MAPSD) extends the privilege of enriching the mind and body to any student meeting district, Wisconsin Interscholastic Athletic Association (WIAA), and any applicable governing body's requirements. Students who comply with this code of conduct demonstrate a desire to dedicate themselves to self-improvement as well as to enhance the best interests of fellow teammates, coaches and school. If accepted, this privilege carries certain responsibilities, and this co-curricular code presents these responsibilities.

RATIONALE

STATE OF WISCONSIN Council on Alcohol and Other Drug Abuse (April 2010) Recommendations for educational institutions include:
Youth participation in co-curricular activities is a privilege, not a right. Wisconsin educators and youth would benefit from the adoption and consistent enforcement of a single statewide Code of Conduct for co-curricular activities. Each school district has the right to restrict participation in co-curricular activities for rule violations across conferences with the goal of a statewide, consistently enforced code.

WISCONSIN STATUTE 125.07(1)(a) Underage and intoxicated persons; presence on licensed premises; possession; penalties.

- No person may procure for, sell, dispense or give away any alcohol beverages to any underage person not accompanied by their parent, guardian or spouse who has attained the legal drinking age.
- No licensee or permittee may sell, vend, deal or traffic in alcohol beverages to or with any underage person not accompanied by their parent, guardian or spouse who has attained the legal drinking age.
- No adult may knowingly permit or fail to take action to prevent the illegal consumption of alcohol beverages by an underage person on premises owned by the adult or under the adult's control. This subdivision does not apply to alcohol beverages used exclusively as part of a religious service.
- No adult may intentionally encourage or contribute to a violation of sub. (4) (a) or (b).

WISCONSIN STATUTE 961

The possession or use of illegal drugs; including marijuana and all classified street drugs and controlled substances are illegal for all and punishable by criminal arrest and prosecution. Prescription drug possession or use of without a medical authorization is against the law and punishable by criminal arrest and prosecution.

- ❖ SUPREME COURT Sport and athlete specific Athletic Codes of Conduct and drug testing have been upheld five times by the Supreme Court of the United States of America. That is referred to as a shutout! The basis for that support is due to the fact that in athletics we must insure the health and safety of those that partake in high level physical activities.

ELIGIBILITY

WIAA and conference rules will be followed explicitly in the MAPSD athletic program. These rules are in effect from the time a student begins their academic/activity career until their academic/activity career or student eligibility has ended. No MAPSD student can participate in any co-curricular activity, practice, or be issued equipment/school property until the following criteria have been met:

- Enrollment in the MAPSD according to WIAA guidelines.
- A current physical fitness form or alternate year card to participate in physical co-curriculars as determined by a licensed physician, APNP or PA. The physical form must be completed every other year, with April 1st as the earliest day of examination. The alternate year card, with parent(s)/guardian(s) signature is used in the second year of the physical. (Athletes only)
- Signed Activities Code/Parental Permission Form – Every MASH student who plans on participating on a co-curricular/competitive team is expected to attend a Code Meeting with their parent(s)/guardian(s) during their first competitive year. In all subsequent years, the student should attend a Code Meeting as a refresher. The student and a parent(s)/guardian(s) must sign a Code Renewal/Parental Permission Form every year.
- Emergency medical form each year.
- User Fee has been taken care of.
- Concussion information form (as per state law). (Athletes only)
- Cleared by the Activities Office – verification that all forms and fees have been submitted

WIAA GUIDELINES for Athletic Participation

- An athlete must meet school and DPI requirements defining a full-time student or DPI requirements defining a home based private education student and live within the district's attendance boundary in their primary residence.
- An athlete must remain in good academic standings in order to compete in any sport.
- An athlete must be an amateur in all recognized sports of the Wisconsin Interscholastic Athletic Association in order to compete in any sport.
- An athlete may not receive reimbursement for play in the form of salary, cash or merchandise.
- An athlete may not accept merchandise awards such as jackets, sweaters, watches, rings, billfolds, balls, etc. See exceptions per the WIAA handbook.
- An athlete may not permit the use of their name, picture, or personal appearance, as an athlete, in the promoting of any commercial endeavor.
- An athlete may not play in a competition/event under a name other than their own.
- An athlete may not play in a non-school competition/event at the same time that they are a member of a school team in that sport.
- An athlete shall be suspended from interscholastic athletics (competition/event) for acts at any time (including summer) involving buying, selling, use and/or possession of alcohol, tobacco or other drugs.
- An athlete may not compete if she/he becomes nineteen (19) before August 1 of any school year.

Note: A complete list of WIAA guidelines and procedures for review are available in the main office.

GOALS

Co-curriculars are an integral part of the school experience. They provide learning experiences difficult to duplicate in other school activities. Medford Area Public School co-curricular activities have the following goals:

- To develop leadership skills and responsibility.
- To show team spirit, encourage others and contribute to positive morale.
- To be fair and treat others as one wishes to be treated and to treat all persons respectfully regardless of individual differences; to show respect for legitimate authority (e.g. coaches, officials, captains, advisors).
- To keep commitments to team.
- To offer a wide variety of options to suit all students' abilities and interests.
- To accept responsibility to set a good example for teammates, peers, younger students, fans, and school community.
- To understand the necessity of abstaining from the use of alcohol, tobacco, and other drugs in order to achieve the positive benefits of co-curricular activities.
- To generate a sense of pride and unity in co-curricular programs for students, staff and community.

RESPONSIBILITIES

It is important to understand that participating in co-curricular activities is a privilege and not a right. You are also expected to share in the responsibility of that opportunity. Students participating in co-curricular are responsible to:

Yourself:

Value character by taking responsibility for your personal actions and acting ethically:

- Leading a healthy lifestyle – respecting your health both physically and mentally.
- Valuing excellence in everything you do.
- **Observing a drug and alcohol free lifestyle.**
- Exemplifying teamwork and lacking selfishness.
- Listening/adhering to instructions and rules.
- Being unconditional leaders - not following the crowd.

Your Academics:

Value preparation for your life as an adult by:

- Placing academics first and exhibiting (attaining) good grades.
- Demonstrating academic honesty.

Your School:

Value your role as a leader when involved in co-curricular activity by:

- Being a role model for younger students and setting a good example.
- Investing in, and encouraging teammates.
- Demonstrating school spirit.

Your Community and others:

Value your role in the community as a representative of yourself and your school by:

- Contributing to community pride and helping our programs be known for their character and excellence.
- Being respectful.
- Displaying sportsmanship and teamwork.
- Remaining Positive under any circumstance.

CODE OF CONDUCT RULES

Academic Eligibility

General Information

- A student who is academically ineligible at the beginning of a season can try out and/or practice. However, if the student becomes academically eligible at the end of the next three-week grading period, they may participate in competition/events with the consent of the head varsity coach or advisor and activities director.
- Advisors/coaches must check the eligibility list provided by the administration to be sure all students are eligible.

- Any student has the right to appeal their academic ineligibility based on extenuating circumstances. Such appeals must be made to the principal within five school days of ruled ineligibility. A three-person committee made up of the principal, activities director and a faculty member chosen by the above two shall decide the appeal.
- The scholastic eligibility requirement does not apply to incoming freshmen at the start of the fall season/school year.

Eligibility

- Being eligible to participate in competition/events or try out for a sport or activity means a student must have at least a 1.7 quarter GPA and failing no classes during the previous quarter grading period. The student is ineligible for three weeks from the day the quarterly progress report is released. In order to regain eligibility, they must meet the requirements at the three-week progress report or next grading period.
- While in season if a student has one "F" at any three week progress report period (excluding the quarter report card), that student is still allowed to practice and participate in competitions/events for a three-week period. The probation will begin when the probation list is posted. After three weeks the coach/advisor will check the student's grades. If the student is not passing every class at this time, the student will then be ineligible to participate until the next progress report or grading period.
- If a student receives an "F" on the fourth quarter report card then the minimum ineligibility period for the start of the fall season shall be the lesser of (1) 21 consecutive calendar days beginning with the date of the earliest allowed competition in a sport or (2) one-third of the maximum number of games/meets allowed in a sport (round up if one-third results in a fraction.)

Attendance (JE)

- In order to participate in practice and/or a competition/event, a student must be in attendance the day of and the day after a competition/event at least a half day. Exceptions include a pre-excused absence or an absence due to an emergency situation approved by the activities director or attendance officer.
- Absences due to illness may not exceed a half day in order to participate in practice or a competition/event.
- A student not meeting this requirement shall be suspended from the next competition/event.

Dress (JICA)

Every co-curricular student is expected to maintain appropriate standards of dress and grooming while representing their school or team.

Cellphone Privacy (JFCM)

It is the practice of MAPSD to ensure the privacy of all individuals during the time they occupy locker room facilities at school and during school sponsored events. All cellphones are prohibited in any school locker room. If a cellphone is found the advisor/coach has the right to confiscate the phone. Taking compromising photos could result in disciplinary action.

Transportation

A student is required to travel to away competitions/events with the school and return with the school. Parent(s)/guardian(s) are allowed to provide written consent to the coach/advisor for their child to ride home with them or another parent/guardian. Requests will be submitted to the coach/advisor or the activity/athletic director.

Injury

Every student in a co-curricular activity is required to report any injury, however slight, to the coach at the time it occurs. The coach will fill out an accident report form.

Equipment

Co-curricular students are responsible for any uniforms and/or equipment issued to them. Each co-curricular student is financially responsible for all lost,

damaged (through negligence), or unreturned items issued by school officials in that student's name. Students will not be allowed to participate, practice, or compete in another sport/activity until they have returned or paid for all uniforms and equipment that was issued to them in a previous season.

Quitting

A student who quits or is dropped from a team/activity for disciplinary reasons is not eligible to compete in another activity for the same season without the mutual agreement of both advisors/coaches and the activities director. A student who quits does not receive credit for serving a suspension. Any student who is cut from an activity may compete/participate in another activity during that season.

Honesty Clause

The co-curricular student shall:

- Be truthful.
- Be forthcoming with information.
- Be cooperative.

If an administrator or activities director has a reasonable suspicion that a specific co-curricular student may have violated the district's code of conduct, they may question that student about a possible violation. In responding to any such questioning about their personal actions, it is expected that the student shall answer truthfully. During the questioning process a student may not attempt to mislead or misrepresent themselves, which may impede the investigation. If a student's answer is subsequently found to be untrue, disciplinary action/penalty may be increased.

CODE VIOLATIONS

Level one

Out of Character Behavior

Out of Character Behavior is best defined by the expectations for student conduct as described in but not limited to the responsibilities section and code of conduct rules within this co-curricular code. Out of character also includes engaging in or being an accomplice to any unacceptable conduct contrary to the philosophy of the Co-Curricular Code, the regulations within WIAA, or the ideals, principles and standards of the MAPSD.

Examples are but not limited to:

- Full day in or out of school suspension.
- Displaying disrespectful behavior.
- Academic dishonesty.
- In the presence of illegal consumption of alcohol or drugs.

In the Presence of-Research demonstrates, the more a student has access to and/or is familiar with tobacco, alcohol, and drugs, coupled with the influence of peer pressure, the greater the likelihood that they will use those substances. Similarly, the more often a student is in the presence of others using tobacco, alcohol, or drugs, the greater the likelihood that they may be accused, rightly or wrongly, of the use of these substances. Therefore, if a student is in the presence of alcohol, tobacco or drugs being illegally dispensed or used or are a witness to a hazing or criminal activity, the student must leave and report their attendance to the activities director or principal. The student has 24 hours to report to the activities director or principal. They may leave a detailed voice mail at 715-748-5951, ext. 484 or ext. 423 or e-mail gudenan@medford.k12.wi.us, lyberji@medford.k12.wi.us. **Once the administration begins questioning a student about an incident, the self-reporting opportunity is over.**

This is an example of self-reporting. I (state your full name) attended a gathering where alcohol was being consumed by under-age people. I left immediately at (state the time).

Exactly following these procedures exonerates the innocent student, assuming that the student is not frequently showing up at these parties and that there is no corroborative information to indicate wrongdoing. A student failing to report attendance at a party where alcohol or drugs were illegally dispensed or used

will be judged to have been a party to illegal alcohol or drug use by their presence. It is important to understand that leaving means leaving immediately, or as practical. It is also important to understand that as a member of a team, the student has a responsibility to his individual and team's success to make every effort to encourage teammates present at the party to leave as well.

The intent of the "in the presence of" is not to deny participation with adult family members in gatherings such as weddings, anniversaries or other family gatherings.

Cyber Image Guideline – Any identifiable image, photo, or video that implies a student has been in the possession or presence of illegal alcohol or drugs, or that portrays actual use or out of character behavior or crime, shall be considered confirmation of a violation of the code of conduct. Since there is no way to establish a timeframe when or location where an image was taken, it shall be a responsibility that the student must assume. It should be understood that persons may attempt to implicate a student by taking or manipulating such images in order to place the student in a situation where they might be in violation of the code of conduct. This is another rationale for demanding that students not place themselves in the presence of illegal alcohol or drug use.

CONSEQUENCES for Level One Offense(s)

General Information

- The maximum number of competition/events scheduled will be used to determine the length of the suspension.
- Scrimmages are not considered scheduled competitions/events.
- The number of competitions/events the student is ineligible for will be rounded up if the percentage of the consequence results in a fraction. (2.1 or 2.8 = 3)
- The consequence shall be consecutive, starting with the first scheduled event. Consequences will carry over to the next season the student participates in, should the consequence not be completed during the initial season of ineligibility. The student is expected to continue to practice with their team while serving their penalty and must finish the season in good standing.
- In addition to the level one consequence, captains/officers will be ineligible for one more competition/event and no longer be allowed to be a captain/officer for the remainder of that season.
- A student is not allowed to join a sport in order to work off a co-curricular code violation after that sport/season has held its first practice.
- A student will not be allowed to be on the next dance court they are eligible for.

1st Offense

- May not practice or participate in co-curricular competitions/events for the duration of the time they are suspended from school. As a result of their out of character behavior, the student will be ineligible to participate 10% of that activity/sport's scheduled competitions/events.
- It is possible to receive a level one out of character violation and not be suspended from school. If this occurs, using the maximum number of regular season competitions/events allowed by the WIAA/MAPSD in each sport as the base by which to apply the rule, the student will be ineligible to participate in 10% of that activity/sport's scheduled competitions/events.

2nd Offense

- Using the maximum number of regular season competitions/events allowed by the WIAA/MAPSD in each sport as the base by which to apply the rule, the student will be ineligible to participate in 20% of that activity/sport's scheduled competitions/events.

Subsequent Offense(s)

- Using the maximum number of regular season competitions/events allowed by the WIAA/MAPSD in each sport as the base by which to apply the rule, the student will be ineligible to participate in 50% of that activity/sport's scheduled competitions/events. Scrimmages are not considered scheduled

competitions/events. The exclusion shall be consecutive, starting with the first scheduled event. Exclusion will carry over to the next season the student participates in should the penalty not be completed during the initial season of ineligibility. The student is expected to continue to practice with their team while serving this penalty.

- A student will not be allowed to be on the next dance court they are eligible for.

Level two (JFCH, KGC, JFCIA)

Use or Possession of Alcohol, Tobacco or Drugs, Hazing and Misdemeanor Offenses

The use or possession of alcohol, tobacco (including tobacco related devices or electronic cigarettes) or drugs (including performance enhancing drugs) will not be tolerated at any time. Students who use marijuana for medicinal purposes are not eligible to participate in co-curricular activities.

Hazing is defined as any activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation, membership or affiliation with any co-curricular team. MAPSD does not condone any form. No student, coach, volunteer, or district employee shall plan, direct, encourage, assist or engage in any hazing activity.

Acts that result in the student being arrested by law enforcement will not be condoned. As it has been determined that co-curricular participation is a privilege and not a right, it is to be understood that there will be no obligation on the part of the administration, in response to the arrest of a student, to wait for the judicial process to run its course. Therefore, even while misdemeanor charges are pending and adjudicated, the student may be suspended and participation may be denied.

CONSEQUENCES Level Two Offense(s)

General Information

- The maximum number of competitions/events scheduled will be used to determine the length of the suspension.
- Scrimmages are not considered scheduled competitions/events.
- The number of competitions/events the student is ineligible for will be rounded up if the percentage of the consequence results in a fraction. (2.1 or 2.8 = 3)
- The consequence shall be consecutive, starting with the first scheduled event. Consequences will carry over to the next season the student participates in, should the consequence not be completed during the initial season of ineligibility. The student is expected to continue to practice with their team while serving their penalty and must finish the season in good standing.
- A student who commits a second violation during the same activity/athletic season in which they are serving or have served a 1st offense consequence, the 2nd offense consequence will be added to the 1st offense consequence.
- In addition to the level two consequence, captains/officers will be ineligible for one more competition/event and no longer be allowed to be a captain/officer for the remainder of that school year.
- A student will not be allowed to be on the next dance court they are eligible for.
- A student is not allowed to join a sport in order to work off a co-curricular code violation after that sport/season has held its first practice.

1st Offense – The student will be ineligible to participate in 25% of that activity/sport's scheduled competitions/events.

2nd Offense – The student will be ineligible to participate in 50% of that activity/sport's scheduled competitions/events.

- In conjunction with both 1st offense and 2nd offense consequences, to provide for the safety and health of the individual student and those with whom they participate with and against, a student who uses or is in possession of marijuana or any other controlled/illegal substance will have

to provide, at their expense, medical documentation that they are drug-free prior to resuming participation.

- While serving the suspension, the student will meet with a school counselor at least once.

Subsequent Offense(s) - The student is ineligible to participate in activities/athletics in the MAPSD for the remainder of their high school career. The student may appeal permanent ineligibility to the Co-Curricular Code Violation Committee.

- The activities director will make a recommendation to the Co-Curricular Code Violation Committee which consists of:
 - Administrator from a different building
 - Teacher from a different building
 - Board of Education (BOE) member
- Activities director's recommended period of ineligibility cannot be less than that established for a 2nd offense.
- After hearing testimony from the student and/or parent(s)/guardian(s), the committee will make a final decision either upholding the activities director's recommendation or altering/changing it.

Level three

Acts that result in a student being arrested by law enforcement for felony offenses are viewed as acts that require immediate and permanent suspension from participation. As stated in level two, activity/athletic participation is a privilege and not a right; it is to be understood that there will be no obligation on the part of the administration, in response to the arrest of a student, to wait for the judicial process to run its course. Therefore, even while felony charges are pending and adjudicated, all forms of participation will be denied. A student who reaches level three is ineligible to participate in activities/athletics in MAPSD for the remainder of their high school career until the student has paid their debt to society and the courts consider the sentence served (including probation, community service, etc.).

Special Circumstances and Greater Magnitude of Consequences - The activities director has, at their discretion, the ability to impose a greater magnitude of consequences if they feel a student has been belligerent or defiant, shows no remorse, or has behaved in ways to significantly hinder the investigation of a violation.

INVESTIGATION

The following general procedures will occur if a student is suspected of violating the expectations outlined in this code of conduct.

Any individual or stakeholder may choose to report a violation of the code of conduct verbally or in writing to:

- BOE Members
- Building Administrators
- Activities Director
- Coaches
- Teachers
- Counselors
- Support Staff

All employees who receive violation reports concerning student should immediately report such allegations to the activities director. An investigation to determine the nature of the allegations shall begin immediately.

- The activities director and/or a building administrator will interview the student as to the reason(s) for suspected code of conduct violation(s) in an effort to confirm or refute the allegation. If there are no building administrators available, the activities director may bring in another district employee. After this initial interview, parental notification will be made by the activities director regarding the alleged violation, the outcome of the initial interview, and next steps.
- The building principal will be notified of the allegation and the status of the investigation and will be kept aware of the progress of the investigation.
- In the event the initial interview does not bring resolution to the investigation, the activities director will further investigate through interviews with those who may be aware of the violation(s) first-hand,

those who may have limited knowledge of the violation(s), and/or those who may be involved with such violation(s).

- If there is reasonable evidence of a suspected alcohol or drug violation, a student may be asked to take a timely alcohol or drug test to confirm their recent alcohol or drug status. Furthermore, the student may be required to submit to more frequent testing during their season.
- Failure to provide the results of such a test or to submit to the test will be considered, as far as remedies and consequences are concerned, confirmation of a violation.
- The approved and appropriate remedies and consequences for the type of violation will be applied and enforced.

Confirmation – Confirmation of a violation of the expectations outlined in this code of conduct may be provided by, *but not limited to*, any of the following:

- An admission by the offending student.
- A positive reading for a restricted substance on a breathalyzer or medically conducted drug screening or test.
- Failure to provide the results of a medically conducted drug screening or test.
- Refusal to take a breathalyzer test or medically conducted drug screening or test.
- Evidence, circumstantial or otherwise, that would support the reasonable conclusion that a violation occurred.
- A credible eyewitness account.

Exoneration – Exoneration of an alleged violation may be provided by, *but not limited to*, any of the following:

- A negative reading for the substance in question on a breathalyzer or medically conducted drug screening or test.
- The absence of any credible evidence, either circumstantial or otherwise, that supports a violation occurred.
- Reasonable evidence or conditions that would support the innocence of the students.

Non-Finding – A non-finding in the investigation of a suspected violation may be considered when it is agreed that no reasonable conclusion of guilt or innocence may be determined in a timely fashion. As part of a non-finding determination in an alcohol or drug allegation, the student may be subjected to on-going testing and verification procedures as to their drug free status.

APPEAL PROCESS

If the parent(s)/guardian(s) of a student disagree with the disciplinary action that has been implemented, they have the right to appeal that decision within 72 hours of the finding to the building principal. The appeal must be made in writing. The basis of the appeal must be that written procedures or guidelines were not correctly applied. The decision of whether a student violated the particular rule is not the basis of an appeal as consequences have been given on the basis of an investigation and determination that the student has committed the offense in question. The building principal will inform the student and their parent(s)/guardian(s) of the outcome of the appeal personally and in writing within 72 hours of the appeal. If the parent(s)/guardian(s) are not satisfied with the decision of the building principal, they can appeal in writing to the district administrator within 72 hours. The district administrator shall inform the student and the parent(s)/guardian(s) of their decision within five days. If they are not satisfied with the decision of the district administrator, they can appeal in writing to the BOE within five days. The decision of the board will be final and the board will inform the parent(s)/guardian(s) of the outcome of the appeal. The student may practice during the time of the appeal but may not participate in competitions/events.

ATHLETIC/COMPETITIVE/PERFORMING TEAMS

All Medford Area Senior High (MASH) School students who are competing or performing as a representative of our school are bound by the Rules and Violations Sections of this Code set out by this Co-Curricular Code of Conduct.

For the purpose of this Code, athletic and competitive teams include, but are not limited to:

| | | |
|--------------------------|-------------------|-------------------|
| Band | FFA | Boys/Girls Soccer |
| Baseball | Football | Softball |
| Boys/Girls Basketball | Forensics | Boys/Girls Swim |
| Boys/Girls Cross Country | Golf | Boys/Girls Tennis |
| Boys/Girls Curling | Gymnastics | Boys/Girls Track |
| Choir | Boys/Girls Hockey | Girls Volleyball |
| Dance Team | Math League | Wrestling |
| FBLA/DECA | Science Olympiad | |

PERFORMING ORGANIZATIONS/CLASSES AND NON-COMPETITIVE ORGANIZATIONS

All MASH students who are participating in a school-related organization that is not generally competitive are still bound by the same behavioral expectations set forth in Rules and Violations Section of this Code.

For the purposes of this Code, performing organizations/classes and non-competitive organizations include, but are not limited to:

| | | |
|------------------------|--------------------|--------------------|
| Acapella Group | History Club | NHS |
| Art Club | Interact Club | Pep Band |
| Battle of the Books | International Club | Raider Committed |
| Class Officers | Intramurals | Student Council |
| Chess Club | Jazz Band | Science Club |
| Drama Club/Productions | Library Club | TAAR Club |
| FFA | Musical/ Plays | Weightlifters Club |

Eligibility is not determined by academic grades for any trip or activity.

Consequences for Performing Organizations/Classes and Non-Competitive Organizations:

1st Offense – The student will not be allowed to participate in the clubs/organizations that they belong to for one month starting with the first scheduled event.

2nd Offense – The student will not be allowed to participate in the clubs/organizations that they belong to for two months starting with the first scheduled event.

A student is not allowed to join a club/organization in order to work off a co-curricular code violation after that club/organization has held its first event.

While serving the suspension, the student will meet with a school counselor at least one time.

Subsequent Offense(s) -

Each subsequent offense will result in the following action:

- The activities director will make a recommendation to the Co-Curricular Code Violation Committee which consists of:
 - Administrator from a different building
 - Teacher from a different building
 - BOE member
- Activities director's recommended period of ineligibility cannot be less than that established for a 2nd offense.
- After hearing testimony from the student and/or parent(s)/guardian(s), the committee will make a final decision either upholding the activities director's recommendation or altering/changing it.
- The committee decision may be appealed following established appeals process on page 10 of the Co-Curricular Code of Conduct.

LETTER AWARDS

In order to win an athletic letter or emblem, a student must be a member of good standing at the end of the season of a sport and also fulfill the following

requirements. (All sport seasons end after the team or individuals compete in the WIAA tournament series and are eliminated from further competition/event.)

Baseball – Play in more than one-half of the total innings or participating in at least three-fourths of the varsity games.

Basketball – Play in one more than one-half of the total number of quarters of the season in varsity play.

Cross Country – Run in at least half of the scheduled varsity contests including sectional competition. If a runner on a sectional roster advances to state competition, they will be awarded a letter for their post-season contribution.

Curling – Be a member of the “A” curling team and curl in at least on-half of the curling matches.

Football – Play in one more than one-half of the total number of quarters of the season in varsity play.

Golf – Earn one point more than one-half the number of varsity matches. Awarded one point for winning individual match or fraction of one point if in a match larger than a dual. Awarded one point for winning meet.

Gymnastics – Compete in one-half the meets on optional level.

Hockey – Play in one-half of the varsity games.

Soccer – Play in one more than one-half of the total number of halves of the season in varsity play.

Softball – Play in more than one-half of the total innings or participating in at least three-fourths of the varsity games.

Swimming – Swim in one more than one-half of the total matches. A student must earn 32 points.

Tennis – Earn 15 points. Points may be earned as follows: 1.) One point for participating in either varsity meet (either singles and/or doubles) – (one point possible). 2.) Two points for winning each varsity singles and/or doubles match. (4 points possible per meet).

Track – Win 25 points in scheduled meets. Anyone placing first or second in the sectional meet will receive double letter points.

Volleyball – Play in one-half the matches.

Wrestling – Compete in one more than half of the total number of possible meets and score 25 points during the season. Duals + invitational tournaments + conference meet + sub regional = total of all of these divided by 2 plus 1.

NOTE: A letter may be awarded at the discretion of the coach provided that the athlete qualifies under one or more of the following criteria:

-If at the beginning of the season the coach felt an athlete is a strong candidate for a letter and this athlete is injured and unable to meet the criteria.

-If the athlete is a senior.

-If any team competes at the state level.

A letter may also be awarded to an athlete in an extraordinary circumstance, not covered above, if approved by the activities director.

Numerals – An athlete can receive numerals, providing they complete the season or upon receiving their first letter.

Certificates – An athlete who finishes a season in good standing and has not receive their letter or numeral will be awarded a certificate of participations.

Awarding a Senior Award Plaque

- A senior award plaque is presented to all seniors who will letter in their senior year.
- The senior award plaque will show the total number of major letter awards earned.
- The athlete will receive his award plaque during senior graduation activities.

Manager Letter Award

- Certificate will be awarded after managing the first season of a sport.
- Numerals will be awarded after managing the second season of the same sport.
- A letter may be awarded after managing the third season of the same sport. A manager would be eligible to earn a numeral/letter at the discretion of the coach and the activities director.

SUPPLEMENT TO THE CO-CURRICULAR CODE

Coach's Expectations

The Co-Curricular Code states that each coach will establish in writing their own expectations which are to include student behavior. The supplement is developed to identify unacceptable student conduct which is contrary to the ideals, principles, and standards of the school and district. Although the major portion of this supplement deals with expectations as a member of a team, your behavior as a member of our community and within our school society will be recognized.

CO-CURRICULAR DRUG TESTING (see board policy: JFCIA)

CONFIDENTIALITY

The results of any test administered under the terms of this policy shall be confidential and disclosed only to the student, their parent(s)/guardian(s) and school officials designated by the district administrator, or as otherwise required by law.

Drug testing result sheets will be returned to the principal/administrative designee identifying students by number and not by name. Names of students tested will not be kept in open files or on any computer. Result sheets will be locked and secured in a location that only the principal/administrative designee have access to.

This policy does not affect other current policies, practices or rights of MAPSD in regard to drug and/or alcohol possession and/or use where reasonable suspicion is obtained by means other than drug testing through this policy. Medford Area Public Schools reserves the right to test any student who at any time exhibits cause for reasonable suspicion of drug and/or alcohol usage.

Apart from this co-curricular drug testing program, MAPSD and coaching staff have their own training rules and requirements above and beyond the drug testing. Coaches/advisors have the necessary authority to enforce these rules. Any student who violates a rule or requirement as a member of a team or activity will be subject to the consequences as defined in those rules and requirements.

SELECTION OF STUDENTS FOR TESTING

Students will be selected for drug testing by one of the following methods:

- A selection of students to be tested will be done randomly by the principal/administrative designee. This random testing will occur three times during each of the co-curricular seasons. The day of the week in which students will be tested will change and will not be in any predictable order. Each student participating in a co-curricular program during that season will be assigned a number and five of those numbers will be drawn from the total pool of students available to be tested during that co-curricular season.

- If a student displays behavior or if other reliable evidence exists that causes the principal and/or administrative designee to have reasonable suspicion that the student may be a user or under the influence of controlled substances, the principal/administrative designee will cause the student's name to be added to the list of students randomly drawn under bullet 1 above. The reasonable suspicion conduct will be documented in writing within 24 hours of the observed conduct. If feasible, the reasonable suspicion conduct will be witnessed by at least two staff members. The principal/administrative designee will receive proper training in the detection and objective evaluation of reasonable suspicion conduct.

No student will be given advanced notice or early warning of the testing by any school district employee or any person contracted to provide or facilitate this testing.

TESTING PROCEDURES

The laboratory selected to perform the testing must follow the standards set by the Department of Health and Human Services and must be certified under the auspices of the Clinical Laboratory Improvement Act (CLIA) and a Joint Commission of Accreditation of Health Care Organizations (JCAHO).

The certified laboratory will provide training and directions to those who supervise the testing program, set up the collection environment, and guarantee specimens and supervise the chain-of-custody.

The principal/administrative designee will be responsible for escorting students to the collection site. The student will bring all materials currently in their possession with them to the collection site and will not be allowed to go to their locker.

Upon being selected for testing under this policy, a student will be required to provide a specimen which may include hair, saliva or urine according to the quality control standards and policies of the laboratory conducting the test. The 10 Panel test may include Amphetamines, Methamphetamine, Cocaine, Opiates, Oxycodone, PCP, THC, Barbiturates, Benzodiazepines and Methadone and in addition to a Cotinine (Nicotine) test.

Before the student's specimen is tested by the laboratory, students will agree to fill out, sign and date any form which may be required by the testing laboratory. If a student chooses, they may notify the administrator and the testing facility that they are taking a prescription medication.

If it is proven that tampering or cheating has occurred during the collection, the student will become ineligible for all co-curricular programs for the remainder of the school year. The reason for this ineligibility will also be reported to the parent(s)/guardian(s).

TESTING NEGATIVE

The certifying laboratory will contact the principal/administrative designee within ten days of the testing date if the results are negative. The parent(s)/guardian(s) of a student who tests negative will be notified by mail within five days of the district's receipt of the information.

TESTING POSITIVE

Any positive tests will be screened by the contracted facilitator's Medical Review Officer. Following that, the principal/administrative designee will be notified of a student testing positive. The principal/administrative designee will notify the student and their parent(s)/guardian(s). The student or their parent(s)/guardian(s) may submit any documented prescription, explanation or information which will be considered by the Medical Review Officer in determining whether a positive test can be satisfactorily explained.

The certifying laboratory will contact the principal/administrative designee as soon as possible (usually within 48 hours) but not to exceed ten days of the

testing date if the results are positive. The parent(s)/guardian(s) of a student who tests positive will be notified personally and confidentially by the principal/administrative designee within five days of the district's receipt of the information. In addition, the student or parent(s)/guardian(s) may, within five days of the notification of the positive test result, request that the urine specimen be re-tested by the certified laboratory at full cost to the student or their parent(s)/guardian(s).

If the test is verified positive, the principal/administrative designee will meet with the student and their parent(s)/guardian(s) at a school facility as soon as reasonable after the parent(s)/guardian(s) are first notified of the positive test result by the principal/administrative designee. At this meeting, the student and parent(s)/guardian(s) will be given the names of counseling and assistance agencies that the family may want to contact for help.

CONSEQUENCES

See Page 7-8 of the Co-Curricular Code.

In addition, the MAPSD reserves the right to continue testing at any time during the remaining school year any participating student who tested positive and did not make satisfactory explanation.

FINANCIAL RESPONSIBILITY

Under this policy, MAPSD will pay for all initial random drug tests, all initial reasonable suspicion drug tests, the initial parent(s)/guardian(s) request test and all initial follow-up drug tests. (Once a student has a verified positive test result and has subsequently test negative from a follow up test, any future follow up drug tests that must be conducted as required above, will be paid for by the student or their parent(s)/guardian(s).)

A request for a re-test of a positive urine specimen is the financial responsibility of the student or their parent(s)/guardian(s).



Co-Curricular Drug Testing (JFCIA)

Medford Area Public School District (MAPSD) Board of Education has a strong commitment to the health, safety and welfare of our students. Studies throughout the United States, Wisconsin and Taylor County indicate that education alone, as a preventative measure, is not totally effective in combating substance abuse. The district's commitment to maintaining co-curricular programs in a healthy, safe and secure educational environment requires a clear policy and supportive programs relating to the detection, treatment and prevention of substance abuse.

Participation in co-curricular programs is a privilege. Students involved in co-curricular programs need to be exemplary in the eyes of other students and the community. Furthermore, the district needs to be proactive in ensuring the safety of students participating in co-curricular programs. Therefore, it is the purpose of this policy to prevent students from participating in co-curricular programs while having alcohol or drug residues in their body and it is further the purpose of this policy to educate, help and direct students away from drug and alcohol use toward a healthy and drug free life style. This program seeks to provide needed help for students who have a verified Apositive@ test. The student's health, welfare, and safety are the reason for preventing students from participation in co-curricular programs.

This drug testing policy is not intended to be disciplinary or punitive in nature. No student shall be expelled or suspended from school as a sole result of any verified positive test conducted by the school under this program, other than stated herein.

This policy applies to all MAPSD students in grades 9-12 who participate in co-curricular programs which are approved by the board of education and listed in the current student handbook.

CONSENT FORM FOR DRUG TESTING

Each student shall be provided with a copy of this policy and the consent form which shall be dated and signed by the student and by their parent(s)/guardian(s). It is mandatory that each student sign and return the consent form within ten days of participation in the activity. Signing the consent form, and adherence to its conditions thereafter, shall be a condition of participation in the co-curricular activity. The signed consent form constitutes express permission and agreement that the student will submit to drug testing as set forth in the board of education's policy.

CONFIDENTIALITY

The results of any test administered under the terms of this policy shall be confidential and disclosed only to the student, their parent(s)/guardian(s) and school officials designated by the district administrator, or as otherwise required by law.

Drug testing result sheets will be returned to the principal/administrative designee identifying students by number and not by name. Names of students tested will not be kept in open files or on any computer. Result sheets will be secured in a location that only the principal/administrative designee have access to.

This policy does not affect other current policies, practices or rights of MAPSD in regard to drug and/or alcohol possession and/or use where reasonable suspicion is obtained by means other than drug testing through this policy. MAPSD reserves the right to test any student who at any time exhibits cause for reasonable suspicion of drug and/or alcohol usage.

Apart from this co-curricular drug testing program, MAPSD and coaching staff have their own training rules and requirements above and beyond drug testing. Coaches/Advisors have the necessary authority to enforce these rules. Any student who violates a rule or requirement as a member of a team or activity will be subject to the consequences as defined in those rules and requirements.

SELECTION OF STUDENTS FOR TESTING

Students will be selected for drug testing by one of the following methods:

- A selection of students to be tested will be done randomly by the principal/administrative designee. This random testing will occur three times during each of the co-curricular seasons. The day of the week in which students will be tested will change and will not be in any predictable order. Each student participating in a co-curricular program during that season will be assigned a number and five of those numbers will be drawn from the total pool of co-curricular students available to be tested during that co-curricular season.

- If a student displays behavior or if other reliable evidence exists that causes the principal and/or administrative designee to have reasonable suspicion that the student may be a user or under the influence of controlled substances, the principal/administrative designee will cause the student's name to be added to the list of students randomly drawn under first bullet above. The reasonable suspicion conduct will be documented in writing within 24 hours of the observed conduct. If feasible, the reasonable suspicion conduct will be witnessed by at least two staff members. The principal/administrative designee will receive proper training in the detection and objective evaluation of reasonable suspicion conduct.

No student will be given advanced notice or early warning of the testing by any school district employee or any person contracted to provide or facilitate this testing.

TESTING PROCEDURES

The laboratory selected to perform the testing must follow the standards set by the Department of Health Services and must be certified under the auspices of the Clinical Laboratory Improvement Amendment (CLIA) and Joint Commission of Accreditation of Health Care Organizations (JCAHO).

The certified laboratory will provide training and directions to those who supervise the testing program, set up the collection environment and guarantee specimens and supervise the chain-of-custody.

The principal/administrative designee will be responsible for escorting students to the collection site. The student will bring all materials currently in their possession with them to the collection site and will not be allowed to go to their locker.

Upon being selected for testing under this policy, a student will be required to provide a specimen which may include hair, saliva or urine according to the quality control standards and policies of the laboratory conducting the test. The 10 Panel test may include Amphetamines, Methamphetamine, Cocaine, Opiates, Oxycodone, PCP, THC, Barbiturates, Benzodiazepines and Methadone and in addition to a Cotinine (Nicotine) test.

Before the student's specimen is tested by the laboratory, students will agree to fill out, sign and date any form which may be required by the testing laboratory. If a student chooses, they may notify the administrator and the testing facility that they are taking a prescription medication.

If it is proven that tampering or cheating has occurred during the collection, the student will become ineligible for all co-curricular programs for the remainder of the school year. The reason for this ineligibility will also be reported to the parent(s)/guardian(s).

TESTING NEGATIVE

The certifying laboratory will contact the principal/administrative designee within ten days of the testing date if the results are negative. The parent(s)/guardian(s) of a student who tests negative will be notified by mail within five days of the district's receipt of the information.

TESTING POSITIVE

Any positive tests will be screened by the contracted facilitator's Medical Review Officer. Following that, the principal/administrative designee will be notified of a student's testing Apositive@. The principal/administrative designee will notify the student and their parent(s)/ guardian(s). The student or their parent(s)/guardian(s) may submit any documented prescription, explanation or information which will be considered by the Medical Review Officer in determining whether a Apositive@ test can be satisfactorily explained.

The certifying laboratory will contact the principal/administrative designee as soon as possible (usually within 48 hours) but not to exceed ten days of the testing date if the results are positive. The parent(s)/guardian(s) of a student who tests positive will be notified personally and confidentially by the principal/administrative designee within five days of the district's receipt of the information. In addition, the student or parent(s)/guardian(s) may, within five days of the notification of the positive test result, request that the specimen be re-tested by the certified laboratory at full cost to the student or their parent(s)/guardian(s).

If the test is verified Apositive,@ the principal/administrative designee will meet with the student and their parent(s)/guardian(s) at a school facility as soon as reasonable after the parent(s)/ guardian(s) is first notified of the positive test

result by the principal/administrative designee. At this meeting, the student and parent(s)/guardian(s) will be given the names of counseling and assistance agencies that the family may want to contact for help.

CONSEQUENCES

See Page 7 of the Co-Curricular Code of Conduct.

In addition, MAPSD reserves the right to continue testing at any time during the remaining school year any participating student who tested Apositive@ and did not make satisfactory explanation.

FINANCIAL RESPONSIBILITY

Under this policy, MAPSD will pay for all initial random drug tests, all initial reasonable suspicion drug tests, the initial parent(s)/guardian(s) requested test, and all initial Afollow up@ drug tests. (Once a student has a verified positive test result and has subsequently tested negative from a Afollow up@ test, any future Afollow up@ drug tests that must be conducted, as required above, will be paid for by the student or their parent(s)/guardian(s).)

A request for a re-test of a Apositive@ specimen is the financial responsibility of the student or their parent(s)/guardian(s).

Counseling and subsequent treatment by non-school agencies is the financial responsibility of the student or their parent(s)/guardian(s).



Code of Classroom Conduct (JFC)

The Medford Area Public School District is committed to maintaining a favorable academic atmosphere. Every member of the school community is expected to cooperate in this mission. Staff, including teachers and administration, must work to create positive learning climates and maintain proper order in their classrooms. Students must come to school ready and willing to learn. Students are also expected to abide by all rules of behavior established by the board of education, administration, and their classroom teachers as outlined in the student handbook and referenced policies. Parent(s)/guardian(s) should be aware of their child's behavior in school and are asked to cooperate and consult with the school to prevent or address problems.

The district shall not discriminate in standards and rules of behavior, including student harassment, or in disciplinary measures, including suspension and expulsion, on the basis of sex, race, religion, national origin, color, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability. Discrimination complaints shall be handled in accordance with established procedures.

Student behavior that is dangerous, disruptive or unruly or that interferes with the teacher's ability to teach effectively will not be tolerated. Any student who engages in such behavior may be subject to removal from class and placement as outlined in this policy. In addition, the student may be subject to other disciplinary action in accordance with established board of education policies and school rules.

This Code of Classroom Conduct applies to all students in grades PreK-12 *except* that a student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.

For purposes of this policy only, a "teacher" is defined as a person holding a license or permit issued by the State Superintendent whose employment by the Medford Area Public School District requires that he/she hold that license or permit, including teacher assistants.

For purposes of this policy only, "class/ classroom" is defined as school premises or environment including, but not limited to: buses, classroom, hallways, parking lot, and out of district events (academic and athletic).

I. Reasons for Student Removal from Class

A teacher may remove a student from class for the following reasons:

- A. Dangerous, disruptive or unruly behavior or inappropriate behavior of a serious nature that interferes with the ability of the teacher to teach effectively. This type of behavior may include, but is not necessarily limited to:
 1. Possession or use of a weapon or other item that might cause bodily harm to persons in the classroom.
 2. Being under the influence of alcohol or other controlled substances or controlled substance analogs, or otherwise in violation of Medford Area Public School District student alcohol, tobacco and other drug policies.
 3. Sexual or other harassment, including behavior that interferes with another student's work or school performance or creates an intimidating, hostile or offensive classroom environment.
 4. Fighting or taunting, baiting, inciting and/or encouraging a fight or disruption.
 5. Disruption and intimidation caused by gang or group symbols or gestures, gang or group posturing to provoke altercations or confrontations.
 6. Inappropriate physical contact such as biting, pinching, pushing or striking another person.
 7. Obstruction of classroom activities or other intentional action of a serious nature taken to prevent the teacher from exercising his/her assigned duties.
 8. Interfering with the orderly operation of the classroom by using, threatening to use or counseling others to use violence, force, coercion, threats, intimidation, fear or disruptive means.
 9. Dressing or grooming in a manner that presents a danger to health or safety, causes interference with work or creates classroom disorder.
 10. Repeated disruption or violation of classroom rules, confronting staff argumentatively, or refusing to follow directions.
 11. Behavior that causes the teacher or other students fear of physical or psychological harm.
 12. Physical confrontations or verbal / physical threats.
- B. Other Behavior which may constitute grounds for removal from class include, but are not necessarily limited to the following:
 1. Willful damage to school property or that of another student;
 2. Possession of personal property which is prohibited by school rules and disruptive to the teaching and learning of other; and/or
 3. Repeated use of profanity and obscenities.

When a teacher removes a student from class, the reason must be consistent with provisions outlined above, reasonable, serve a legitimate educational purpose and be nondiscriminatory.

II. Procedures for Removing a Student from Class

When a student is removed from class for a violation(s) of this Code of Conduct, the teacher shall send the student to the building principal or designee and inform him/her of the reason(s) for the student's removal from class. The teacher (using an appropriate form) shall provide a written explanation of the reason(s) to the principal or designee within 24 hours of the student's removal from class.

The principal shall inform the student of the reason(s) for the removal from class and shall allow the student the opportunity to present his/her version of the situation. The principal shall then determine the appropriate educational placement for the student who has been removed from a class as outlined in section III.

The parent(s)/guardian(s) of a minor student shall be notified of the student's removal from class as outlined in section IV.

III. Placement Procedures

A. The building principal or designee shall place a student who has been removed from a class by a teacher in one of the following alternative educational settings:

1. An alternative education program, if available.
2. Another class in the school or another appropriate place in the school as determined by the building principal or his/her designee.
3. Another instructional setting.
4. The class from which the student was removed if the principal or designee determines that readmission to the class is the best or only alternative.

B. When making placement decisions, the building principal or designee should consider the following factors:

1. The reason the student was removed from the class (severity of the offense), the type of placement options available for students in that particular school and any limitations on such placements (costs, space availability, location, supervision).
2. The estimated length of time of placement
3. The student's individual needs and interests.
4. Whether the student has been removed from a teacher's class before (repeat offender).
5. The relationship of the placement to any disciplinary action (e.g., if student suspension from school is required as a result of the student's conduct, is the placement applicable before and or after the suspension?).

The building principal or designee may consult with other appropriate school personnel when making or evaluating placement decisions. A student's parent(s)/guardian(s) may also be consulted regarding student placement decisions when determined by the building principal or designee to be in the best interests of the persons involved or as required by law.

- C. All placement decisions shall be made consistent with established board of education policies and in accordance with state and federal laws and regulations.
- D. The parent(s)/guardian(s) of a minor student shall be notified of a student's placement in an alternative educational setting as outlined in section IV.

IV. Parent(s)/Guardian(s) Notification Procedures

- A. The building principal or designee shall notify the parent(s)/guardian(s) of a minor student when a teacher has removed a student from a class for violation(s) of this Code of Conduct. The initial notice must be attempted by phone and shall be followed, within one day of receipt of written notice from the teacher, by a written parental/guardian notice. The written notification to parent(s)/guardian(s) should be completed on the appropriate form and shall include the reasons for the student's removal from class along with any placement decision involving the student.
- B. If the removal from class and change in educational placement involves a student with a disability, parent(s)/guardian(s) notification shall be made consistent with state and federal laws and regulations.
- C. If the student removed from a class is also subject to additional disciplinary action for the particular classroom conduct (i.e., detention, suspension or expulsion), the student's parent(s)/guardian(s) shall also be notified of the disciplinary action in accordance with legal and policy requirements.

V. Exceptions

Instances may occur when a teacher sends a student to the principal, designee, or office for reasons other than those described in this Code of Conduct (i.e. minor recess playground rule violations, lunchroom rule violations, counseling, etc.). In these cases it shall be the principal's or

designee's determination as to whether a teacher must file a written report and if parent(s)/guardian(s) notification is required.



Complaint Procedure Regarding Federally Funded Programs

Any organization or individual who believes that the Medford Area public school District is in violation of a federal statute or regulation that applies to a federally funded program may file a written, signed complaint with the state. The complaint must include a statement that the state or local district has violated a requirement of a federal statute or regulation and the facts on which the statement is based.

A decision on the complaint will be made within 60 days after the state receives the complaint. If necessary, an independent on-site investigation will be conducted to resolve the complaint. Complaints meeting the requirements enumerated above may be addressed to: Assistant State Superintendent, Division for Learning Support, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707.

Complaints/Concerns (KLD)

Any complaint/concern that cannot be resolved shall be addressed using the following procedures:

1. If the complaint concerns an employee of the district, the procedures as prescribed in policy KLD and KLD-R (Procedures for the Investigation of Complaints Against District employees) shall be followed.
2. If the complaint/concern relates to textbooks or other classroom materials, library or other media materials, and/or any other instructional materials intended to support or implement the curriculum, the procedures in policy IIA and IIA-R (Educational materials Selection and Adoption) shall be followed.
3. If the complaint/concern is other than those addressed in paragraphs 1 or 2 above, the following procedures shall be followed:
 - a. The person with the complaint/concern shall be referred to the building principal and he/she shall attempt to resolve the complaint/concern.
 - b. In the event the matter is not resolved at the building principal level, the concern shall be reduced to writing, signed by the party bringing the same, and presented to the district administrator.
 - c. If the matter is not resolved at the district administrator level, it may be presented to the board of education by the district administrator and the complainant.



Control of Lockers and Facilities – Students (JFGA)

The Medford Area Public School District, pursuant to state and federal laws and regulations, does not discriminate in its provision of district facilities on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability. Discrimination complaints shall be processed in accordance with established procedures.

1. Lockers and other places of storage are offered to students as a convenience, but the ownership and possessory control of these facilities remains with the board of education and its appointed authorities. Any student using a locker or other places of storage does so with the understanding that its use is contingent upon an implied consent for search by the principal or his/her designee as deemed necessary or appropriate.

All lockers and other places of storage on school grounds are deemed to be the property of the school, and as such, are subject to search by the principal or his/ her designee(s) as determined necessary or appropriate

without student notice, without consent, and without a search warrant for weapons, drugs, contraband or any other item that may place any student, employee, or anyone else on the premises in danger.

2. The personal contents of all lockers/other places of storage (e.g., purses, backpacks) may be searched by the principal or his/ her designee when there are reasonable grounds to believe that such search will provide evidence that the student has violated or is violating either the law or school rules (e.g., weapons, drugs, contraband or any other item that may place any student, employee, or anyone else on the premises in danger).
3. The principal or his/her designee may request the assistance of law enforcement in conducting a locker search or place of storage search or search of contents therein if he/she has information that he/she believes to be true that evidence of a crime, stolen goods, drugs, weapons or items of an illegal or prohibited nature are located in a student's locker or place of storage.
4. Any unauthorized item found as a result of a locker search or place of storage search may be given to the parent(s)/guardian(s) of the student, returned to its rightful owner, or forwarded to law enforcement as circumstances may warrant.
5. The school shall maintain passkeys to all lockers and other places of storage so that the school shall have access at all times.
6. Students shall not secure their lockers or other places of storage in any way whatsoever other than the locking mechanism purchased from the school. Personal locks will be cut off.
7. The district shall include a copy of this policy in the student handbooks that are distributed annually to each student enrolled in the district.

Curriculum Adoption (IFD)

The board shall, upon recommendation of the district administrator or his / her designee, consider and adopt or reject new programs and courses when they constitute an addition or a significant alteration in instructional content or approach.

The district administrator or his / her designee shall be responsible for implementing the courses of instruction and shall keep the board of education informed of the district's programs and compliance with state law.

District Promotion Criteria K – 12 (IKE)

The initial responsibility for deciding retention or advancement of a student shall rest with the student's primary teachers, the building principal and the parent(s)/guardian(s) of the student. In making this decision, these persons shall consider the opinion of other trained personnel, the student's educational background, classroom performance, age, emotional and social well-being.

Before a decision to retain a student is made, the building principal and classroom teacher(s) shall ensure that timely communication regarding the student's educational or related difficulties has taken place between the district and the parent(s)/guardian(s).

If the parent(s)/guardian(s) of a student requests retention in grades K-8, the building principal will follow essentially the same steps as if the classroom teacher generated the request.

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

The district administrator, or his/her designee, shall be responsible for the general supervision and management of the promotion of students under this policy. The district administrator or his/her designee, shall determine whether a student has satisfied the criteria in these guidelines. Building level retention decisions may be appealed to the district administrator. In the event that there is a disagreement regarding promotion/retention that cannot be resolved, the district administrator or his /her designee will make the determination. If the parties involved disagree with the district administrator's decision they may appeal it to the board of education for a final determination.

District Report Card

The Medford Area Public School District compiles a School Performance Report annually. Information about academic performance, attendance, enrollment, graduation, post-graduation, discipline, staffing, courses and finance can be located in this report.

Under section 115.38(2) of the state statutes, school boards are required to notify, by January 1 each year, the parent / guardian of each student enrolled in the district of their right to request a school district performance report. The report must be distributed to those parents / guardians who request it by May 1 of each year. The performance report is posted on the district's website upon its completion each year. You can locate a copy of the latest performance report at: www.medford.k12.wi.us / District / Report Card.

If you would like to receive a paper copy of the school district's performance report, please contact Sara Budimilija at 715-748-4620 ext. 522.

The district is also required to provide to parents information regarding the district's "Report Card." This Report Card is compiled by DPI and is also located at: www.medford.k12.wi.us / District / Report Card (select Medford).

Education for Employment (IGAD)

The Medford Area Public School District Board of Education shall provide an education for employment program for elementary and secondary students which has been developed in accordance with state guidelines and has been approved by the State Superintendent of Public Instruction.

All students shall have access to an education for employment program which provides for the following:



1. Career awareness at the elementary grade levels.
2. Career exploration at the middle grade levels. Career exploration shall address stereotyping and may include work based learning experiences and career research identifying personal preferences in relation to future work roles.
3. Career planning and preparation at the high school levels, including all of the following:
 - a. Career research identifying personal preferences in relation to specific occupations and school supervised work based learning experiences.
 - b. Instruction in career decision making and employability skills, including work behaviors.
 - c. Instruction which provides for the practical application of academic skills and applied technologies.
 - d. The study of the practical application of economics and American economic institutions, including entrepreneurship education.
 - e. Pupil access to technical education programs which have a curriculum incorporating accurate national, regional, and state labor market information, including labor market supply and demand.

The district administrator and/or his/her designee shall coordinate the education for employment program in accordance with state laws and regulations. Education for employment program records and reports shall be made as required by the Department of Public Instruction.

Educational Options

Pursuant to Wisconsin State Statute 118.57, the Medford Area Public school District is required to publish a description of the educational options available to the children residing in the district. This information will be distributed to parents in the Fall Student Services Newsletter, with the School Accountability Report. The information and report will also be linked to the district's website.

Elector Registration Information

Pursuant to Wisconsin State Statutes 6.28(2)(b) the following opportunity is provided to eligible students and staff:

The municipal clerk of each municipality shall notify the school board of each school district in which the municipality is located that high schools shall be used for registration pursuant to par. (a). The school board and the municipal clerk shall agree upon the appointment of at least one qualified elector at each high school as a special school registration deputy. The municipal clerk shall appoint such person as a school registration deputy and explain the person's

duties and responsibilities. Students and staff may register at the high school on any day that classes are regularly held. The school registration deputies shall promptly forward properly completed registration forms to the municipal clerk of the municipality in which the registering student or staff member resides. The municipal clerk, upon receiving such registration forms, shall add all those registering electors who have met the registration requirements to the registration list. The municipal clerk may reject any registration form and shall promptly notify the person whose registration is rejected of the rejection and the reason therefore. A person whose registration is rejected may reapply for registration if he or she is qualified. The form of each high school student who is qualified and will be eligible to vote at the next election shall be filed in such a way that when a student attains the age of 18 years, the student is registered to vote automatically. Each school board shall assure that the principal of every high school communicates elector registration information to students.

English Language Learners

The English Language service evaluation process begins when a student arrives in the district whose family has indicated a language other than English on the Home Language Survey. After a copy of this survey has been shared with the English Language teacher in the building, he/she will evaluate the student's language level. If the new student has a cumulative file with ACCESS results from another district, this information will be used on the program evaluation form. If the student does not have English language records in his/her cumulative file, the English Language teacher will administer a language screening assessment.

If you have any questions about the English Language Program or if your child(ren) qualify to receive services, please contact Joseph Greget, Director of Student Services / Special Education at 715-748-2316 x 324.

Equal Educational Opportunity (JB)

The Medford Area Public School District is committed to equal educational opportunity for all students in the district.

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

Children of homeless individuals and unaccompanied homeless youth (youth not in the physical custody of a parent/guardian) residing in the district shall have equal access to the same free, appropriate public education, including comparable services, as provided to other children and youth who reside in the district. Homeless children and youth shall not be required to attend a separate school or program for homeless children and shall not be stigmatized by school personnel.

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

The district shall provide for the reasonable accommodation of a student's religious beliefs with regard to examinations and other academic requirements. Requests for accommodations shall be made in writing and approved by the building principal. Accommodations may include, but not necessarily be limited to, exclusion from participation in an activity, alternative assignments, release time from school to participate in religious activities and opportunities to make up work missed due to religious observances. Any accommodations granted under this policy shall be provided to students without prejudicial effect.

It shall be the responsibility of the district administrator or his/her designee to examine existing policies and develop new policies where needed to ensure that the Medford Area Public School District does not discriminate pursuant to federal and state law. The district administrator or his/her designee shall ensure that an employee is designated annually to receive complaints filed under state laws and/or regulations Title IX of the Education Amendments, and Section 504

of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. That employee shall assure adoption of a complaint procedure to resolve complaints alleging violation of these laws, assure that an evaluation of the district's compliance with state law is completed in accordance with state regulations.

Family Services Account Charges and Collections (EFF)

Medford Area Public School District (MAPSD) family services accounts include meals, milk, ala carte items and CLC services. In order to serve healthy, high-quality meals and CLC services, we must be financially secure.

Parent(s)/guardian(s) play a key role in this effort and are responsible for charges for purchases made by them and their child(ren).

The district's policy is to maintain control over family services accounts that are not kept at a positive balance and to collect negative account balances. Prepayment is required in family services accounts.

USDA regulations allow students other than those who qualify for free meals to be denied a meal if their account balance is negative. Students eligible for free meals will not be denied a meal because of a negative account balance, however they will not be allowed to charge a la carte items. Students eligible for free or reduced price meals shall not be overtly identified, distinguished or served differently than other students. Students that are denied a lunch will be provided a sandwich.

If a negative balance continues and the parent(s)/guardian(s) fails to provide a meal or money, Human Services or other appropriate agency will be contacted to address the student's needs.

Negative family services account balances will impact access to CLC services for all families.

MAPSD does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion or disability.

Parent(s) and Guardian(s) Responsibilities

It is the expectation that parent(s) and/or guardian(s) plan for their child to have sufficient access to food each school day. In addition, parent(s) and/or guardian(s) are encouraged to monitor and manage their family services account, including making prompt payment when necessary.

When a student purchases a family service like a school meal or CLC, the general rule is that payment is due at the time of service.

Students may charge the cost of school meals or CLC service with a negative balance. Upon reaching a negative balance, collection efforts will be initiated with the parent(s)/guardian(s) by a building administrator and/or food service director. Building administrators will be notified of these accounts and make every effort to collect the negative account balance. Upon reaching a negative balance of \$75.00, parent(s)/guardian(s) and students will no longer be able to charge to their family services account.

Ala carte privileges are suspended when the student's balance becomes negative.

Notifications

Every effort will be made by the district to keep parent(s)/guardian(s) informed regarding their family services account. However, it is ultimately the responsibility of the parent(s)/guardian(s) to maintain a positive balance in their account.

Negative balance letters are generated by the Food Service Director and sent home with elementary students on Wednesday.

Automated courtesy calls are generated as follows:

Monday – Negative balances \$20.00 or more

Tuesday – MASH families with negative balances

Wednesday – MAMS families with negative balances

Friday – District families with negative balances

Payment is due immediately upon notice. If these notifications are not successful, a school official will contact the parent(s)/guardian(s). The district

will initiate collection proceedings if the family services account remains negative.

Family Access

Through this online program, parent(s)/guardian(s) have the ability to track activity/ usage, view their balance and deposit funds into their account. The district encourages families to utilize this tool to manage their account.

Food Services Management (EF)

The school breakfast and lunch program is an integral part of the total educational program, and as such shall be governed by the same principals and type of control as any other divisions of the school system.

Students in the Medford Area Public School District (MAPSD) have an opportunity to participate in school breakfast and lunch programs.

MAPSD shall not discriminate in school-sponsored food service programs on the basis of sex, race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.



Graduation Requirements and GED Option #2 (IKF)

Specific requirements for graduation from Medford Area Public School District (MAPSD) will be published each year in the Medford Area

Senior High Handbook. Any changes in the requirements shall be approved by the MAPSD Board of Education (BOE) prior to implementation.

In order for a student to graduate from MAPSD, the student must complete 23.75 credits of study. Of these credits, 15 are required by state statute: 4 credits in English/Language Arts, 3 in Social Studies, 3 in Mathematics, 3 in Science, 1.5 in Physical Education, and .5 in Health Education along with the Civics Test Requirement. In addition, the district requires .25 of Life Management, .5 credit of Financial Literacy, .5 credit of Vocational Education and .5 credits of Fine Arts.

In addition to the 23.75 credits of study required to graduate, students will complete 20 hours total of community service to be recorded over the student's high school career. Required community service hours will be prorated by graduating class; Class of 2020 will serve 5 hours, Class of 2021 will serve 10 hours, Class of 2022 will serve 15 hours, all graduating classes beginning with the class of 2023 will serve 20 hours of community service. Any student moving into the district will have their hours prorated accordingly. Community service hours are subject to the following guidelines:

- Service hours must be fulfilled outside school hours, unless approved by administration.
- The service may not be performed for a relative.
- The service shall be performed without a material reward.
- Attending meetings or being on committees will not qualify as service hours.
- Service hours meeting class requirements will not qualify.
- Students may not use court-ordered community service hours to fulfill the graduation requirement.

Students must be enrolled for four years of high school. Students must have enrolled in a class or have participated in a board-approved activity for each class period of each day or under the direction of a district-approved Individualized Education Program (IEP) or the competency-based alternative educational program.

Study abroad programs which have received prior board approval may be substituted for one of the required four years of enrollment. Students will be required to meet the MAPSD graduation requirements. Coursework and grades earned by resident students as a result of district-approved study abroad programs will be reviewed by the building principal and school counselors to determine if they reflect comparable local coursework requirements. If comparable, that coursework will be incorporated into the transcript being noted

as earned outside of the district on a pass/ fail basis and will apply toward graduation requirements. Such coursework will not be used in determining the student's GPA.

Graduation Requirements for the Medford Alternative High School (MAHS)

Competency-Based Curriculum

High school credits will be reviewed to determine the necessary courses that must be completed for a student to meet the following graduation requirements. In order for a student to graduate and receive a diploma while attending MAHS program, the student must complete:

- Eight semesters of English.
- Six semesters of Social Studies/Social Studies elective.
- Six semesters of Science, including two semesters of physical science and biology, one semester of Chemistry and one semester of a science elective.
- Six semesters of Mathematics.
- Three semesters of Physical Education.
- One semester of Health.
- One semester of Financial Literacy/Consumer Math.
- One semester of College/Career Readiness
- One semester of Employability Skills.
- Five semesters of Electives.
- Other Required Competencies.
 - Civics Exam
 - CPR Course
 - Service Learning/Community Service (20 hours per year).
 - Work Experience: MAHS students are required to complete 15 work hours per week while enrolled in the Alternative School.

Early Graduation Consideration for Competency Based Curriculum:

Students who intend to graduate in less than four years of high school must meet the requirements listed below:

- Students must complete a minimum of three years of high school and be 17 years of age.
- Students must meet all graduation requirements as outlined above.
- Students must notify administration that they intend to graduate early by completing and submitting the required form 30 days in advance.
- Students will be allowed to participate in the next commencement exercise after graduation.

The General Education Development Option #2

The General Education Development Option #2 (GEDO #2) allows authorized school districts to use the GED test battery to measure proficiency in lieu of high school credit for students enrolled in an alternative education program. In order for a student to graduate from MAPSD with a GED Option #2 diploma, the student must:

- Pass four (4) GED tests (Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies) with a score of 145 on each individual test; Medford School District requires that the students take and pass all of the tests or meet the district's credit requirements for each subject area. For example, a student who has adequate credits in math and science must only take the language arts and social studies tests.
- Be at least 17 years of age and be a senior in high school.
- Be at least one year behind their 9th grade class in credits earned.
- Be able to demonstrate an ability to read at or above the 9th grade level or be required to spend additional time on literacy skills.
- Complete College/Career Readiness.
- Complete Employability Class.
- Complete Health requirements.
- Complete Financial Literacy/Consumer Class.
- Complete Civics requirements.
- Complete any additional competencies contained within their instructional plan.
- Complete 15 work hours per week while enrolled in MAHS.

Early Graduation Consideration for GEDO #2:

Wisconsin requires all students to wait until three weeks before their 9th grade class graduates or until they are 18.5 to finish the last test as part of GEDO #2 Program. However, some students have strong reasons, justification, or need to finish testing early, so age waivers for complete testing early can be requested from the state GED/HSED by the administrator. These requests are granted on a very limited basis.

Students who intend to graduate in less than 4 years of high school must request an age waiver and meet the requirements listed below:

- Students must complete a minimum of 3 years of high school and be 17 years of age.
- Students must meet all graduation requirements as outlined above.
- Students must notify the administration/alternative education instructor that they intend to graduate early by completing and submitting the required form.
- Students will be allowed to participate in the next commencement exercise after graduation.

The district administrator or their designee shall be responsible for the general supervision and management of the graduation policy. The district administrator or his/her designee shall determine whether a student has satisfied the criteria in this policy. High school graduation decisions may be appealed to the district administrator. In the event that there is a disagreement regarding the procedure followed to determine the student's eligibility for a diploma, it may be appealed to the BOE for a final determination.

Homeless Children (IGBF)

The McKinney-Vento Act defines homeless children and youth (twenty-one years of age and younger) as:

- Children and youth who lack a fixed, regular and adequate nighttime residence, and includes children and youth who are:
 - sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as double-up);
 - Living in motels, hotels, trailer parks, or camp grounds due to lack of alternative adequate accommodations;
 - Living emergency or transitional shelters;
 - Abandoned in hospitals; or
 - Awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances described above.

Medford Area Public School District provides the following assurances to parent(s)/guardian(s) of homeless children:

- The district liaison for homeless children is the Director of Student Services and Special Education.
- There shall be immediate enrollment and school participation, even if educational and medical records and proof of residency are not available.
- All educational opportunities and related opportunities for homeless students (preschool to age 21), including unaccompanied youth, shall be the same as for the general student population.
- Enrollment and transportation rights, including transportation to the school of origin shall be possible, if requested. "School of origin" is defined as the school the child attended when permanently housed or when last enrolled.
- Written explanation of why a homeless child is placed, other than in a school of origin or school requested by the parent, with the right to appeal within the local dispute resolution process.
- Meaningful opportunities for parent(s)/guardian(s) to participate in the education of their children shall include: special notices of events, parent-teacher conferences, newsletters and access to student records.

For additional information about homeless services and support, please contact our Director of Special Education and Student Services at 715-748-2316 ext. 324.

Human Growth & Development Instruction (IGAI)

Human growth and development (HG&D) instruction shall be made available to students in the Medford Area Public School District.

The district shall provide the parent(s)/guardian(s) of each student receiving human growth and development instruction with a basic outline of the human growth and development curriculum and information on how the parent/guardian may inspect the complete curriculum and instructional materials. The human growth and development curriculum and instructional materials shall be made available for inspection at any time during regular school office hours.

The parent(s)/guardian(s) of a minor student may withhold their son or daughter from any unit(s) or individual lessons of the human growth and development curriculum by filing a written request with the principal and/or teacher. In cases where a student will not be participating in all or part of the human growth and development program, the school will provide the student with alternative assignments of approximately equal difficulty and length. The student shall be graded based on the quality of the alternative assignments.

An advisory committee shall be appointed to develop the human growth and development curriculum and to advise the board on the design, review and implementation of such curriculum. The committee shall consist of parents, teachers, administrators, students, health care professionals, members of the clergy and other residents of the school district.

The human growth and development curriculum shall be evaluated no less than every three (3) years.

Independent Educational Evaluations (IGBAB)

The district recognizes the responsibility to provide each special education student with a free and appropriate public education (FAPE). Furthermore, the district recognizes parental rights regarding independent educational evaluations of special education students as established by Federal regulations.

For purposes of this policy "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services necessary to provide FAPE. A student's parents (or court-appointed legal guardian with complete educational authority) may request and the district will consider the request of an independent educational evaluation under the following limitations and guidelines and in adherence to the procedures outlined in IGBAB-R.

1. The school district is not required to pay for an independent educational evaluation if the district has not completed a district evaluation of the student.
2. If the district has completed an evaluation, upon request for an independent educational evaluation, the district must:
 - a. provide the independent educational evaluation following procedures outlined in IGBAB-R
 - OR
 - b. request a due process hearing for determination that the district evaluation is appropriate.
3. In the event that a due process hearing finds the district evaluation to be appropriate, an independent educational evaluation could be requested and arranged by the parent at parental expense.
4. Only one publicly funded independent educational evaluation request may be submitted for each district evaluation.
5. Parents/ guardians should submit to the district a written request for an independent education evaluation (IEE). However, the district will not deny parents/ guardians a publicly funded IEE because they fail to provide the district with such a written request.
6. Requests for public funding of an independent educational evaluation must be made within one year of the date the results of the school district evaluation were shared with the parents.

Indoor Environmental Quality (IEQ)

The Medford Area Public School District would like to inform staff, students, parents, and the public of the district's indoor environmental quality (IEQ) management plan. The plan was initially developed in 2013 and is reviewed as necessary. The plan was developed as deemed appropriate for the district. Questions and concerns should be directed to the IEQ Coordinator. Copies of the plan are available at the district office for a fee. The district office is located at 124 West State Street, Medford Area Public, 124 West State Street, Medford, WI, 54451-1771.

Internet Safety / District Web Site – Students (IIBGAB)

The Medford Area Public School District may develop, display and maintain a web site on the internet.

1. The district web site shall be developed and controlled under the supervision of staff designated by the district administrator or his / her designee or building principals. No one else is authorized to add, change or alter district web pages.
2. When students have created web pages representing the district, but are not housed on district resources, they are still subject to all telecommunication policies.
3. Identifying students on district web pages:
 - District web sites may include a student's full name, grade or class.
 - Group pictures may be used without identification of individual students.
 - Photos of individual students may be used, but only with permission of the student if 18 or older or the parent / guardian. However, due to the public nature of the activities, participation in extracurricular activities or clubs provides inherent permission to identify students while participating.
4. District web pages may not include any information that indicates the physical location of specific students at specific times, other than attendance at a particular school or participation in activities.
5. District web pages shall meet the criteria established under the district's internet acceptable use policies for content.
6. As specified in board policy, no unlawful copies of copyrighted materials may be knowingly produced or transmitted via the school's equipment, including its web server. This includes all materials published on the web page, including any graphics, audio or video.
7. The staff may use district web pages to provide information to the public on school programs and events, curriculum, policies, staff and student accomplishments, and so on. However, district web pages are not to be used as "personal web space" as these pages are seen as official publications of the district.
8. District web pages shall be maintained and updated on a regular basis.

Any deliberate tampering with or misuse of the Medford Area Public School District network services or equipment will be considered vandalism subject to appropriate disciplinary measures.

Internet Safety / Telecommunications – Students (IIBGA)

The power of electronic networks and resources is transforming the educational culture from one of isolation to one of connectivity. The one characteristic shared by all network sites is the use of common communication protocol to transmit data. The Medford Area Public School District provides telecommunication access for its users. These resources will be integrated where appropriate in the PreK – 12 curriculum. When possible, the community will be partners with the district in telecommunications efforts. As student(s) of the Medford Area Public School District use telecommunication resources, it is essential that each student recognize his / her responsibility in having access to vast services, sites and people. The student(s) is ultimately responsible for his / her actions in accessing telecommunication services, and for adhering to district use policies, procedures and guidelines.

In the environment of a global network, it is impossible to control all materials. The Medford Area Public School District believes that the valuable information and interaction available on this worldwide network far outweigh the possibility that student(s) may procure materials that are not consistent with the educational goals of the district. Our focus is in providing individual student(s) with the understanding and skills needed to use the internet or other telecommunications in ways appropriate to their educational needs.

Through telecommunication access, student(s) may:

- Access global resources;
- Enter into partnerships to enhance their learning options;
- Broaden their problem-solving and decision-making abilities;
- Broaden their research capabilities by using primary materials;
- Develop their higher-level thinking skills;
- Gain an employability skill needed for the 21st century;
- Utilize a personalized, motivational learning opportunity; and
- Differentiate and assess available resources.

Policy Statements

1. Access to the electronic network and resources within the Medford Area Public School District is a privilege, not a right. This privilege will be revoked at any time for deliberate use not consistent with the "Telecommunication Code of Conduct (IIGBA-R) of the district. Furthermore, unacceptable use may result in suspension or revocation of network privileges and possibly other disciplinary action up to and including possible suspension or expulsion from school.
2. Student(s) shall not access or use electronic mail or other computerized communication systems to relay threatening, intimidating, abusive or harassing messages. Such use may result in criminal sanctions consistent with Wisconsin Statutes §947.0125.
3. Student(s) shall not impose their choices on others, access private files, attempt to break the security systems, copy software illegally, or use computer supplies that are not for school-related activities.
4. Student(s) accessing district telecommunication systems may not corrupt network integrity by deliberately allowing inappropriate and / or dangerous files (i.e. viruses) to enter the system.
5. Any use of the network to facilitate illegal activity is prohibited and will be reported to the appropriate authorities.
6. Copyrighted material may not be placed on the network without the copyright owner's permission.
7. Student(s) are responsible for the ethical and educational use of their own accounts. These accounts are to be used only by the authorized owner of the account for the authorized purposes. Student(s) shall not intentionally obtain copies of and / or modify the files or passwords belonging to other users.
8. The district is not responsible for the accuracy or quality of information obtained through its telecommunication services. The district is also not responsible for any damages the student(s) suffers, including loss of data resulting from delays, non-deliveries, miss-deliveries, hardware system programs or service interruptions. Use of any information obtained via district technology is at the user's risk.
9. Cyber bullying involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others. Usage and employment of network systems (data, video, or voice) to harass, intimidate, or bully is described as cyber bullying, and is unacceptable and punishable.
10. Principals may establish additional rules and procedures that they deem necessary to insure proper use of the telecommunications in their buildings.
11. The staff has the responsibility of making the educational goal clearly understood by the student. In addition, it is the responsibility of the staff to inform the student of his / her responsibilities when accessing the networks and the proper etiquette for their use.

Student and Parent Responsibility and Consent

Parents should be advised that even though the district does employ some types of filtering software, it **DOES NOT** have complete control of information on the internet or other telecommunication services. Therefore, the information which students have access to may include material that is illegal, defamatory, inaccurate, visual depictions that are harmful to minors, or potentially objectionable to some people. While it is the intent of the Medford Area Public School District to make internet access or other telecommunication services available to further its educational goals, students may have the ability to access other materials as well. Therefore, all students who access the internet independently via technology provided through the Medford Area Public School District are asked to sign the Student Internet Access Consent (SIAC) Form at the time of initial use. The form will be renewed as students change buildings. In addition, the Telecommunications Code of Conduct, including the Rules for Telecommunications Use, along with any additional building use regulations will be discussed with the students. The building principal or his / her designee may require a written test, and / or a demonstration of personal competency before access is granted.

Since students may have access to material which is beyond the school district's control, a parent or guardian must sign the Student Registration Form requesting that his /her child have or not have individual access to the internet. Parents / guardians have the right to modify permission at any time by contacting the school.

Limited English Proficiency Students (IGBFA)

The Medford Area Public School District Board of Education recognizes that with the district, there may be students whose primary language is not English. With that in mind, the board shall provide appropriate services for district students who possess limited or no command of the English language. The purpose of these services will be to help students acquire English language skills that will enable them to function successfully in an all English classroom and to meet established academic standards.

Medford Schools in Compliance with EPA Guidelines

In compliance with the United States Environmental Protection Agency (EAP) and the Asbestos Hazard Emergency Response Act (AHERA). This is notice that the Medford Area Public School District has an Asbestos Management Plan at the school district office. The plan is available for inspection by the public, parents, and district employees. The district performs six month periodic surveillance of asbestos in January and July and full re-inspections every three years. For more information please contact the district office.

Northern Wisconsin Educational Communication Systems / Early College Credit / Start College Now Program (IGCD)

Medford Area Public School District (MAPSD) Board of Education (BOE) believes that any student who is capable of, and wishes to do advanced level work, should be given the opportunity if the courses are available and prerequisites have been met.

Northern Wisconsin Education Communication Systems (NWECS)

Medford Area Senior High (MASH) juniors and seniors may participate in courses from the Northern Wisconsin Educational Communication Systems (NWECS). NWECS is comprised of area school districts and is a cooperative endeavor to enhance the education of students through the avenue of interactive television (ITV.) Courses are offered from other high schools and from Wisconsin institutions of higher education. Upon passing of college courses, students receive dual credit (high school and college).

MASH students may also participate in courses from Wisconsin institutions of higher education as set forth in §118.55, Wis. Stats., Postsecondary Enrollment Options Program and shall include the following consistent with state statute:

Start College Now Program (SCN)

Beginning in the fall of 2018, the "Start College Now" Program will allow high school juniors and seniors who have a 3.0 overall GPA and a 3.0 GPA for the previous semester the opportunity to take college courses at Wisconsin Technical Colleges. Through this program, students can take one or more courses for which they may earn high school elective credit, post-secondary credit or both.

Early College Credit Program (ECCP)

Beginning in the fall of 2018, high school students at public and private high schools in Wisconsin who have a 3.0 overall GPA and a 3.0 GPA for the previous semester can earn college credit through the ECCP. A student selected for the program may be permitted to enroll in the UW System institution, or an alternative private, non-profit institution of higher education (IHE) to take one or more courses for which the student may earn high school elective credit, post-secondary credit or both.

All courses taken through these programs for high school credit shall be approved in advance by the MAPSD (BOE) or its designee.

A student may not take more than a total of 18 credits under these programs over the period a student is eligible for SCN or ECCP.

Notice of Child Find Activity

The school district must locate, identify, and evaluate all resident children with disabilities attending private schools in the school district, and homeless children. The process of locating, identifying, and evaluating children with disabilities is known as child find. This district conducts the following child find activities each year.

Annually, the district conducts developmental screening of preschool children. Each child's motor, communication, and social skills are observed at various play areas. Each child is weighed and measured, and the child's hearing and vision is checked. The information is used to provide the parent with a profile of their child's current development and to provide suggestions for follow-up activities. Parents learn about community services available to them and speak with representatives of agencies serving families. The information from screening is also used to determine whether a child should be evaluated for a suspected disability. When school staff reasonably believes a child is a child with a disability, they refer the child for evaluation by a school district Individualized Education program (IEP) team.

A physician, nurse, psychologist, social worker or administrator of a social agency who reasonably believes a child brought to him or her for service is a child with a disability has a legal duty to report the child to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made. The referral must be in writing and include the reason why the person believes the child is a child with a disability may also refer the child to the school district in which the child resides. A referral of a child residing in the Medford Area Public School District may be sent to the Director of Special Education at the school district office (124 West State Street, Medford, WI 54451).

The school district gathers personally identifiable information on any child who participates in child find activities. Parents, teachers and other professionals provide information to the school related to the child's academic performance, behavior and health. This information is used to determine whether the child needs special education services. Personally identifiable information directly related to a child and maintained by the school is a pupil record. Pupil records include records maintained in any way including, but not limited to, computer storage media, video and audiotape, film, microfilm and microfiche. Records maintained for personal use by a teacher and not available to others any records available only to persons involved in the psychological treatment of a child are **not** pupil records.

The school district maintains several classes of pupil records.

- "Progress records" include grades, courses the child has taken, the child's attendance record, immunization records, required lead screening records,

and records of school extra-curricular activities. Progress records must be maintained for at least five years after the child ceases to be enrolled.

- “Behavioral records” include such records as psychological tests, personality evaluations, records of conversations, written statements relating specifically to the pupil’s behavior, tests relating specifically to achievement or measurement of ability, physical health records other than immunization and lead screening records, law enforcement officers’ records, and other pupil records that are not “progress records.” Law enforcement officers’ records are maintained separately from other pupil records. Behavioral records may be maintained for no longer than one year after the child graduates or otherwise ceases to be enrolled, unless the parent specifies in writing that the records may be maintained for a longer period of time. The school district informs parents when pupil records are no longer needed to provide special education. At the request of the child’s parents, the school district destroys the information that is no longer needed.
- “Directory data” includes the student’s name, address, telephone listing, data and place of birth, major field of study, participation 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 most recently previously attended by the student.
- “Pupil physical health records” include basic health information about a pupil, including the pupil’s immunization records, an emergency medical card, a log of first aid and medicine administered to the pupil, an athletic permit card, a record concerning the pupil’s ability to participate in an education program, any required lead screening records, the results of any routine screening tests, such as for hearing, vision or scoliosis, and any follow-up to the test, and any other basic health information, as determined by the state superintendent. Any pupil record relating to a pupil’s physical health that is not a pupil physical health record is treated as a patient health care record under sections 146.81 to 146.84, Wisconsin Statutes. Any pupil record concerning HIV testing is treated as provided under section 252.15, Wisconsin Statutes.

The Family Education Rights and Private Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and section 118.125, Wisconsin Statutes, afford parents and students over 18 years of age (“eligible students”) the following rights with respect to education records:

- 1. The right to inspect and review the student’s education records within 45 days of receipt of the request.** Parents or eligible students should submit to the school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The school district will comply with the request without unnecessary delay and before any meeting about an individualized education program, or any due process hearing, and in no case more than 45 days after the request has been made. If any record includes information on more than one child, the parents of those children have the right to inspect and review only the information about their child or to be informed of that specific information. Upon request, the school district will give a parent or eligible student a copy of the progress records and a copy of the behavioral records. Upon request, the school district will give the parent or eligible student a list of the types and locations of education records collected, maintained, or used by the district for special education. The school district will respond to reasonable requests for explanations and interpretations of the records. A representative of the parent may inspect and review the records.
- 2. The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate or misleading.** Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record, the district will notify the parent or eligible student of the decision and the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3. The right of consent to disclosures of personally identifiable information in the student’s education records, except to the extent that federal and state law authorizes disclosure without consent.** The exceptions are stated in 34 CFR 99.31, Family Educational Rights and Privacy Act regulations; Sec. 9528, PL 107-110, No Child Left Behind Act of 2001; and section 118.125(2)(a) to (m) and sub. (2m), Wisconsin Statutes. One exception that permits disclosure without consent is disclosures to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. Also, the district discloses “directory data” without consent, unless the parent notifies the district that it may not be released without prior parental consent.
- 4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA.** The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

Parental Notice for Billing Medicaid for Health-Related Services in Student’s Individualized Education Programs (IEP)



This is the notification of your rights under the Individuals with Disabilities Education Act (IDEA) regarding Medicaid billing. IDEA allows certain services provided under an IEP to be covered by Medicaid. The Wisconsin Medicaid school-based services benefit is a way for school districts to receive additional federal revenue. These services include attendant care services, nursing services, physical therapy, occupational therapy, speech and language services, specialized medical transportation, psychological services, counseling, social work services and developmental testing and assessment.

In order for a school district to request these funds, you, as the parent, must be notified of your rights under IDEA regarding this process. After notification and before a school district may seek recovery of costs, you must sign a consent form that gives the school district permission to bill Medicaid and share student information. This notice is not consent for the school district to bill Medicaid, which is a separate form signed after you have received this notification.

1. A district must obtain your written consent prior to submitting your child’s IEP-health-related costs for Medicaid reimbursement. Consent only needs to be provided once, so you will not have to sign the form each year.
2. The consent form allows the school district to send your child’s education information to Wisconsin’s Department of Health Services (DHS), the state agency that administers Medicaid. The consent form lists the educational records that may be shared with DHS.
3. At any time you decide that you do not want the school district to share your child’s information with DHS or to bill Medicaid for your child’s costs, you can withdraw consent and the school district will no longer include your bill for Medicaid.
4. School districts are required to provide all IEP services at no cost to parents, even if the district cannot bill Medicaid. Parents are not required to sign up for or enroll in public insurance programs in order to receive these services.



5. As a student with a disability, your child will always receive a free appropriate public education (FAPE) while attending a public school regardless of insurance coverage. The school district will never require you to enroll in Medicaid to ensure your child receives FAPE.
6. The school district will never require you to pay for a deductible or co-pay if one is created when the Medicaid bill is filed by the school district.
7. Billing Medicaid for a cost:
 - a. Will not decrease the availability or length of Medicaid coverage time for your child,
 - b. Will not result in you paying for required services outside of school that would have been covered by Medicaid,
 - c. Will not increase your insurance premiums or lead to the discontinuation of benefits or insurance, and
 - d. Will not risk your child's eligibility for home and community-based waivers, based on the total costs of your child's health-related needs.

School districts are strongly encouraged to access Medicaid for student costs as it brings more federal revenue into Wisconsin. If you have not signed a "Consent to Bill Wisconsin Medicaid for Health-Related Special Education and Related Services" form, the school district will be contacting you with a request to sign the form so that Medicaid billing may begin. If you have signed a consent form in the past, this serves as an annual notification to remind you of your rights under IDEA and to stress that accessing Medicaid on behalf of your child does not reduce any of the benefits that you would normally receive under the Medicaid program outside of the school day.

Police-School Liaison Officer (KNAJA)

The Medford Area Public School District Board of Education, in conjunction with the City of Medford, shall sponsor a police-school liaison officer program (PSLO) in the district for the purpose of limiting and preventing juvenile delinquency and to improve community relations by building rapport between students, the police and the community.

The Medford Area Public School District reserves the right to assign, select and discontinue the police-school liaison officer. Police-school liaison officers shall report jointly to the police chief and the district administrator or their designee(s). Building principals shall be responsible for coordinating the efforts of the police-school liaison officers in, and for, their school. The Medford Area Public School District designates the police-school liaison officer as a school district official.

The enforcement of school rules shall be the responsibility of school authorities. The building principal may assign duties to the police-school liaison officer including duties of discipline within the school and enforcement of school rules.

The Police-School Liaison Officer shall abide by the same district policies and regulations as any other special resource person assigned to the district and working at a particular school. The Police-School Liaison Officer shall, however, retain their legal responsibilities in the community as police officers.

The board shall cooperate with the Medford Police Department and the community in the planning, development, implementation, and evaluation of this program.

Possession of Tobacco Products by Students (JFCG)

The possession of tobacco products by students is prohibited at all times on school premises and at all school sponsored events. "School premises" includes all property owned by, rented by, or under the control of the Medford Area Public School District.

Release Time for Religious Instruction (JEFB)

In accordance with state law and established procedure, the Medford Area Public School District Board of Education shall permit students, with the written permission of the parent(s)/guardian(s), to be absent from school not more than one hundred eighty (180) minutes per week to obtain religious instruction outside the school during the required school attendance hours. The board of education may deny the privilege of release time to students who absent

themselves from the religious instruction after requesting the privilege. The time period(s) allotted for the student to be absent from school for the purpose of religious instruction may be determined by the building principal.

Any transportation to religious instruction or from religious instruction to a school in the Medford Area Public School District shall be the responsibility of the parent(s)/guardian(s) or organization sponsoring the religious instruction.

The Medford Area Public School District assumes no liability for a student who is absent from school in accordance with this policy.

Requirements of the Elementary and Secondary Education Act – Professional Qualifications of Classroom Teachers

As a parent / guardian of a student in the Medford Area Public School District, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Wisconsin Department of Public Instruction has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether the Wisconsin Department of Public Instruction has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please contact Pat Sullivan, District Administrator, at 715-748-4620.



School Accountability Report

Pursuant to Wisconsin State Statute 115.385(4), the Medford Area Public School District is required to provide parents of students attending district schools a copy of the school's accountability report which is published by the Wisconsin Department of Public Instruction (DPI) in the fall of each year. This accountability report will be distributed to parents in the Fall Student Services Newsletter. The report will also be linked to the district's website.

School Disruptions (JFI)

Any student acting as an individual or as a member of a group who, through his/her actions, behavior or presence shall disrupt the normal routines of the educational process of the school or who follows a course of conduct which may be reasonably anticipated to become disruptive of the educational process, shall be subject to disciplinary action.

School Performance Report

The Medford Area Public School District compiles a School Performance Report annually. Information about academic performance, attendance, enrollment, graduation, post-graduation, discipline, staffing, courses and finance can be located in this report.

Under section 115.38(2) of the state statutes, school boards are required to notify, by January 1 each year, the parent / guardian of each student enrolled in the district of their right to request a school district performance report. The report must be distributed to those parents / guardians who request it by May 1 of each year. The performance report is posted on the district's website upon its completion each year. You can locate a copy of the latest performance report at: www.medford.k12.wi.us / District / Report Card.

If you would like to receive a paper copy of the school district's performance report, please contact Sara Budimlija at 715-748-4620 ext. 522.

The district is also required to provide to parents information regarding the district's "Report Card." This Report Card is compiled by DPI and is also located at: www.medford.k12.wi.us / District / Report Card (select Medford).

School Wellness (EFA)

Medford Area Public School District (MAPSD) promotes healthy schools by supporting wellness, good nutrition, and regular physical activity as part of the total learning environment. The district supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of students. Improved health optimizes student performance potential.

(MAPSD) supports and promotes a healthy school nutrition environment, which includes the following:

- Quality school meals with an emphasis on nutrient dense foods i.e. whole grains, fresh fruits, vegetables and dairy products.
- Healthy food choices.
- Pleasant eating experiences.
- Nutrition education.
- Opportunities for physical activity within the school day.
- Marketing health and nutrition within the community.

MAPSD will promote knowledge and behavior that improves health, intellectual development and overall quality of life. Students, parents, teachers, school officials including district nurse, community and business leaders must be actively involved in ensuring that the school environment promotes good health.

The district will set forth nutrition guidelines set by the state and federal government for all foods available in each school during the school day. Nutrition guidelines will be based on sound nutrition facts and principles. Foods will be selected with the objective of promoting student health and reducing childhood obesity.

MAPSD assures that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the U.S. Department of Agriculture (USDA), as applicable to schools. School meals will meet at least minimum nutritional standards set forth in federal child nutrition program laws and regulations, including but not limited to the Dietary Guidelines for Americans.

MAPSD will develop and maintain wellness plan that will address nutrition guidelines, nutrition education, physical activity and other school-based activities that are designed to promote student, staff and community wellness. This wellness plan will be reviewed every three years (triennially) by the District Administrator and policy implementation status and follow-up activities will be reported to the school board and administration.

Nutrition Standards

MAPSD promotes nutrition integrity in all school buildings. The School Nutrition Association (SNA) defines nutrition integrity as "a guaranteed level of performance that assures all foods available in schools for students are consistent with recommended dietary allowances and dietary guidelines and, when consumed, contribute to the development of lifelong, healthy eating habits."

To promote nutrition MAPSD encourages:

- Adhering to nutrition standards based on the [Dietary Guidelines for Americans](#) and the current [USDA Food Nutrition Guidelines](#).
- Considering student preferences in menu planning.
- Providing meals with enough calories to support growth.
- Evaluating the nutritional value of foods over a period of time.
- Purchasing food items that meet expected quality and nutrition standards.
- Preparing foods in ways that provide optimal nutrition and student acceptance.
- Carefully selecting other foods offered in addition to meals (competitive foods) to promote nutrition and encourage healthy eating habits.



- Providing a pleasant eating environment.
- Promoting nutrition education.
- Developing cooperative efforts between nutrition professionals and other school / community members.

The school district encourages school administrators, teachers and food service staff to work together to develop and support nutrition policies and procedures aimed at promoting lifelong healthy eating. Nutrition integrity and nutrition education should be an integral part of nutrition policies. MAPSD encourages using the following district nutrition standards as minimal guidelines:

School Meal Program

- Encourage the consumption of nutrient dense food which provide students with calories rich in the nutrient content needed to be healthy.
- Any given food item for sale prior to the start of the school day and throughout the instructional day, will have no more than 30% of its total calories derived from fat.
- Any given food item for sale prior to the start of the school day and throughout the instructional day, will have no more than 10% of its total calories derived from saturated and trans fats combined.
- Nuts and seeds are exempt from these standards because they are nutrient dense and contain high levels of monounsaturated fat. Foods high in monounsaturated fat help lower "bad" LDL cholesterol and maintain "good" HDL cholesterol.
- The full meal hot lunch program will continue to follow the U.S. Government's Nutrition Standards.
- The hot lunch provider will follow the District Nutrition Standards when determining the items in a la carte sales.
- It is recognized that there may be rare special occasions when the school principal may allow a school group to deviate from these Standards.



Individual Sales

All foods and beverages sold individually through vending machines will be subject to the guidelines of the USDA publication [Smart Snacks in School](#). Vending machines will not be in operation during lunch periods for students.

Teacher Incentives

Strong consideration should be given to non-food items as part of any teacher-to-student incentive programs. Should teachers feel compelled to utilize food items as an incentive, they are encouraged to adhere to district nutrition standards.

Special Education Screening and Referral Process

Upon request, the school district is required to evaluate a child for eligibility for special education services. A request for evaluation is known as a referral. When the district receives a referral, the district will appoint an Individualized Education Program (IEP) team to determine if the child has a disability, and if the child needs special education services. The district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private (including religious) schools, elementary schools and secondary schools located in the school district.

A physician, nurse, psychologist, social worker, or administrator of a social agency who reasonably believes a child brought to him or her for services is a child with a disability has a legal duty to refer the child, including a homeless child, to the school district in which the child resides. Before referring the child, the person making the referral must inform the child's parent that the referral will be made.

Others, including parents, who reasonably believe a child is a child with a disability, may also refer the child, including a homeless child, to the school district in which the child resides. Referrals must be in writing and include the reason why the person believes the child is a child with a disability. A referral

may be made by contacting the Director of Special Education at 715-748-2316 ext. 324 or by writing him / her at 124 West State Street, Medford, WI 54451.

Special Needs Scholarship Program

Pursuant to Wisconsin State Statutes 115.7915(5), the Department of Public Instruction (DPI) allows a student with a disability, who meets certain eligibility requirements, to receive a state-funded scholarship to attend a participating private school. Student registration for the Special Needs Scholarship Program (SNSP) for the 2019-20 school year is from July 1, 2019, to June 30, 2020. A list of schools that have registered to participate in program for the 2019-20 school year is available at <http://dpi.wi.gov/sms/special-needs-scholarship>. Questions about the SNSP should be directed to 888-245-2732 ext. 3 or ext. 6.

State Mandated Test Participation for Special Education Students (ILBA)

The Medford Area Public School District shall provide students with disabilities the same opportunity to acquire and demonstrate competence in basic skill areas through the state assessment programs. In accordance with state and federal special education law, all questions regarding the participation of an individual student with disabilities in statewide assessments shall be addressed through the Individualized Education Program (IEP) process.



It is assumed that:

- The IEP team has knowledge of the student's present level of academic achievement and functional performance in reference to the Wisconsin Model Academic Standards, Common Core State Standards, Common Core Essential Elements and/or Extended Grade Band Standards.
- The IEP team has working knowledge of the test format and what skills and knowledge are being measured by the statewide assessments.
- The IEP team is knowledgeable of state testing guidelines and the use of appropriate testing accommodations.

There are multiple alternatives for student's participation in state and district wide assessments. These would include options:

1. Participation in state or district-wide assessments without accommodations.
2. Participation in state or district-wide assessments with accommodations.
3. Participation in an alternative assessment with accommodations.
4. Participation in an alternative assessment without accommodations.

IEP teams are responsible for determining whether students with disabilities will participate in the general education assessment with or without testing accommodations or an alternate assessment with or without accommodations. In a given year, a student must participate in one of these assessments, not parts of both.

IEP teams are responsible for determining whether students with disabilities will participate in the state WKCE test, with or without testing accommodations, or in the Wisconsin Alternate Assessment during Grades 4, 8, and 10 in the areas of Science and Social Studies.

IEP teams are responsible for determining whether students with disabilities will participate in the Badger Exam (Grades 3-8), ACT Aspire (Grades 9-10), ACT Plus Writing (Grade 11) and ACT WorkKeys (Grade 11) assessments/testing with or without accommodations, or in the alternate assessment called the Dynamic Learning Map.

IEP teams will discuss and guide the decision on student participation in regular or alternate assessments through the IEP Form 1-7-A Participation Guidelines for Alternate Assessment. IEP teams should use the Participation Guidelines for Alternate Assessment to facilitate informed and equitable decision-making.

When the IEP team concurs that all three of the criteria below accurately characterize a student's current educational situation, an alternate assessment should be used to provide a meaningful evaluation of the student's current academic achievement.

1. The student has a significant cognitive disability.

2. The student is primarily being instructed using the Common Core Essential Elements and the Extended Grade Band Standards as content standards.
3. The student requires extensive direct individualized instruction and substantial support to achieve measureable gains in the grade- and age-appropriate curriculum.

Test results will not be used as the sole criterion in determining grade promotion, eligibility for courses or programs, graduation, or participation in post-secondary educational opportunities.

Student Academic Standards

Pursuant to Wisconsin State Statute 120.12(13), the Medford Area Public School District considers Student Academic Standards annually at their July Board of Education meeting. A copy of the Curriculum Maps, which teach the district standards to our students, can be found on the district's website at: www.medford.k12.wi.us / District / Staff Resources / Curriculum Maps. If you have any questions regarding the academic standards, please contact Laura Lundy, Director of Curriculum & Instruction at lundyla@medford.k12.wi.us or 715-748-4620 ext. 525.

Student Achievement Level and Academic Growth on State Academic Assessments

Pursuant to ESSA (20 U.S.C. § 6312(e)1B(i)), parents of students who participate in the student achievement testing (at all levels) are provided information on the achievement level and academic growth of their child when the results become available. This information is sent home to parents with a cover letter.

If you have any questions regarding your child's student achievement, please contact Laura Lundy, Director of Curriculum & Instruction at: lundyla@medford.k12.wi.us or 715-748-4620 ext. 525.

Student Dress (JICA)

The Medford Area Public School District 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.

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



Student Fees (JN)

Medford Area Public School District (MAPSD) exists to provide a free public education. MAPSD may charge student fees for certain activities, courses and services which may require additional funding and may assess charges when school property is damaged, lost or stolen. Budgetary constraints imposed by the State of Wisconsin or the current economic environment justify the institution of student fees.

MAPSD will use these principles to guide decisions pertaining to student fees:

- Graduation required coursework, including textbooks, technology and materials will be provided without student fees.
- Non-graduation required coursework and activities may include fees to offset costs for materials, supplies, personal equipment and uniform.

Student fees will be reviewed annually in February by the Board of Education. Fee schedules will be consistent with state and federal laws and regulations.

To encourage all students to participate in school activities regardless of the student's financial situation, the board authorizes the district administrator or his/her designee to waive the payment of part or all of student fees if the student or student's parent(s)/guardian(s) demonstrate an inability to pay such fees. Parent(s)/guardian(s) who claim that the financial conditions of their families are such that they cannot afford to pay established fees may request a fee waiver in accordance with established procedures. (For a copy of the School Fee Waiver form see page 72 or contact your student's principal. If the principal or his/her designee denies the request for a fee waiver, the principal's decision may be appealed to the district administrator, and if denied by the district administrator, to the Board of Education.)

To the right are the student fees that may be assessed and reviewed annually by the Board of Education:

Student Gifts (JL)

The giving or exchange of gifts of significant material value between students and teachers or other personnel is discouraged and may be in violation of state statute.

Gifts of less than significant material value shall not be regarded as violation of the policy; however, the gift should not be elaborate or unduly expensive.

| Description | Fee | Notes |
|---|------------|--|
| Athletic Participation Fee | \$60 | \$240 / family maximum |
| MAMS Band Fees | \$5 – \$12 | Flip folder, price depends on instrument and consumable supplies, i.e. reeds |
| MAMS Band Instrument | 0 | No fee, student purchases their own instrument from vendor |
| MAMS Band Instrument Rental | \$60 | School owned instrument, waived if student is on free / reduced lunch |
| MASH Band Fees | Misc. | Reeds, wax, instrument oil |
| MASH Band Instrument Rental | \$60 | Annual |
| MASH Band Uniform Fee – One-time fee - Everyone | \$20 | Items student keeps – Red Band t-shirt, white spats, white gloves, and garment bag |
| MASH Freshman Band Uniform – Boys Only | \$15 | Boys – white band shirt to be worn under the tux |
| MASH Registration Fee | \$6 | (\$4 Student Council Fee, \$1 Class Dues, & \$1 Annual |
| Co-Curricular Fees | \$15 | HMV, Science Olympiad, Forensics, Dance Team, Drama (Drama Club pays for the Drama Kids) |
| DECA/FBLA | \$13 | State & National Dues – this is in lieu of district co-curricular fees |
| FFA | \$20 | FFA Membership |
| Phy Ed - Bowling | \$35 | Student can take different phy ed classes without bowling |
| Phy Ed – Lifeguard | \$10 | Personal Rescue Mask |
| Advanced Placement Class Fee | \$50 | Per test |
| Show Choir Competition Fee | \$100 | Annual |
| Show Choir Kick Pants | \$10 | Buy their own shoes, nylons & socks |
| Men's Choir Shirt | \$16 | Buy their own black dress pants |
| Women's Choir | | Buy their own shoes & nylons |
| Concert Choir | | Buy their own shoes, nylons & socks |
| Tech Ed Fees | \$20 | Intro to Tech A Class – beginning woods project and CO2 car kit |
| Tech Ed Fees | \$10 | Intro to Tech B Class – beginning metals project |
| Art – 2D Art | \$6 | Spray paint – student's choice |
| Art - Drawing I & II | \$6 | Portion of the Sketchbook for each class |
| Art – Exploration | \$6 | Metals project portion of the class |
| AP Art | \$10 | |
| Art – Metal and Glass | \$6 | |
| Art – Painting I & II | \$6 | Portion of the canvas for each class |
| Art - Photography | \$6 | |
| Art - Pottery I & II | \$6 | Portion of the Raku clay for each class |
| Art – Film & Video | \$5 - \$10 | Students must purchase their own SD card |

Student Harassment/Bullying (JBA)

The Medford Area Public School District Board of Education does not tolerate student harassment including sexual harassment and bullying, in any form and will take all necessary and appropriate action to eliminate it, up to and including suspension or expulsion. It is the policy of the District to maintain and ensure a learning environment free of any form of harassment/bullying or intimidation toward and between students. The District consistently and vigorously addresses harassment and bullying so that there is no disruption to the learning environment and learning process.

Student harassment is behavior towards students based in whole or in part, on sex, race, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability which substantially interferes with a student's school performance or creates an intimidating, hostile or offensive school environment and is considered a form of student discrimination according to state law.

Sexual harassment can be by a person, of the same or opposite gender, and is defined as any deliberate, repeated or unwanted physical sexual contact, sexually explicit derogatory statement, or sexually discriminatory remark which is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's academic performance. Sexual harassment can take the form of, but is not limited to any unwanted sexual or gender related behavior ranging from leering, pinching, patting, offensive jokes, unwanted flirtations, graphic commentaries about a person's body, verbal comments, display of graphic or written sexual material, overt or implicit threats or bribes and subtle or express pressure for sexual activity.

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

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

Cyber bullying involves the use of information and communication technologies such as email, cell phone and pager text messages, instant messaging, defamatory personal web sites, and defamatory online personal polling web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others. Usage and employment of network systems (data, video, or voice) to harass, intimidate, or bully is described as cyber bullying, and is unacceptable and punishable.

Bullying behavior is prohibited in all schools, buildings, property and educational environments, including any property or vehicle owned, leased or used by the school district. This includes public transportation regularly used by students to go to and from school. Educational environments include, but are not limited to, every activity under school supervision.

Students who believe they have been subjected to harassment/bullying or any parents/guardians who believe their child has been subjected to harassment/bullying should report the incident(s) to the building principal/designee.

If a student with a disability, who has an IEP, is being harassed or bullied, the LEA should convene the IEP team to determine whether, as a result of the harassment or bullying, the student's needs have changed and revising the IEP is necessary to ensure the student is receiving meaningful educational benefit.

It is the intent of the Medford Area Public School District to create an atmosphere where complaints will be treated fairly and promptly. If a student or parent/guardian is not comfortable with making a complaint to the principal/designee, the complaint may be made to a guidance counselor, psychologist, teacher or other administrator, with the understanding that incidents must be reported to administration for review and action. The

employee receiving the complaint shall report the complaint to the principal or other administrator. The designated harassment/bullying officer shall be informed of any complaints.

Third party witnesses are strongly encouraged to report observed incidents of harassment/bullying to the administration.

Any employee who has reasonable cause to suspect that a child has been harassed/bullied by an adult, or another student, shall immediately report such suspicion to the building principal. Any employee who observes student to student harassment/bullying of any form shall take reasonable action to stop the harassment/bullying and shall report the incident to the building principal.

The right to confidentiality, of both the complainant and of the accused, will be respected consistent with the district's legal obligations, provided it does not interfere with the district's ability to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

Retaliation against anyone reporting or thought to have reported harassment/bullying behaviors is prohibited. Such retaliation shall be considered a serious violation of the policy and shall be independent of whether a charge or informal complaint of harassment is substantiated. Encouraging others to retaliate also violates the policy.

The administration and staff will inform students that the Medford Area Public School District does not tolerate harassment/bullying in any form and will take all necessary and appropriate action to eliminate it, up to and including suspension or expulsion. Students and staff will be informed of this policy annually and complaint procedures will be made available to any students or parent/guardian wishing to file a complaint.



Student Hazing (JFCF)

For the purposes of this policy "hazing" means any act which serves to persecute or harass with threats or meaningless, difficult or humiliating activity. "Forced activity" means any activity which is a condition of initiation, admission into, or affiliation with a school sponsored organization, regardless of a student's willingness to participate in the activity.



The Medford Area Public School District does not tolerate hazing and will take all reasonable and appropriate action to eliminate it, up to and including suspension or expulsion.

No student may intentionally or recklessly engage in acts which endanger the physical or emotional health or safety of a student for the purpose of initiation, admission into or affiliation with any school sponsored organization. Prohibited acts include, but are not limited to, brutality such as whipping, beating, branding, forced consumption of any substance including food, liquor, and/or drugs, forced confinement or any other forced activity which endangers the physical or emotional health or safety of a student.

Any employee who observes such acts in any form shall take reasonable action to stop the behavior and shall report the incident to the building principal. Any employee who has reasonable cause to suspect that an act of hazing toward a student has taken place, shall immediately report such suspicion to the building principal.

Retaliation against anyone reporting or thought to have reported hazing behavior is prohibited. Such retaliation shall be independent of whether a charge or informal complaint of hazing is substantiated. Encouraging others to retaliate also violates the policy.

The administration and staff will inform students annually that the Medford Area Public School District does not tolerate hazing in any form.

Student Possession, Use, Sale, Being Under the Influence of and / or Distribution of Alcohol, Controlled Substances or Prescription Drugs (JFCH)

No student shall unlawfully manufacture, use, dispense, possess, be under the influence of or distribute alcohol, controlled substances or inappropriate use of prescription drugs on any school premises, in any school-owned or school-approved vehicle, or while involved in any school-sponsored activity. A student may be required to submit to a breath or drug test to determine the presence of alcohol, controlled substances or inappropriate use of prescription drugs if a school official or law enforcement officer has reasonable suspicion that the student has alcohol, a controlled substance or inappropriate use of prescription drugs in their system. Such test shall be administered by a law enforcement officer, or trained school district employee, and shall meet state law requirements. A student may be disciplined for refusing to submit to such test.

All students may be required to submit to a breathalyzer before entering a school sponsored event. All students shall abide by this policy. Any violation of this policy shall result in disciplinary action -- consistent with board of education policies and local, state, and federal law -- up to and including expulsion and referral to law enforcement authorities for prosecution. Any violation of the District's Co-Curricular Code of Conduct shall result in disciplinary action pursuant to the code of conduct as well as this policy.

A copy of this policy shall be distributed annually to all students and their parents.



Student Records (JO)

Student records shall be maintained in the Medford Area Public School District to assist school personnel in providing appropriate educational experiences for each student in the Medford Area Public School District.

The board of education recognizes the need for confidentiality of student records. Therefore, the Medford Area Public School District shall maintain the confidentiality of student records at collection, storage, disclosure and destruction. Student records shall be available for inspection or release only with prior approval of the parent(s)/guardian(s) or adult student except in situations where legal requirements specify release of records without such prior approval.

Building principals shall have primary responsibility for the collection, maintenance, and dissemination of student records in accordance with state and federal laws and established procedures. All persons collecting or using student records shall be provided with information concerning confidentiality policies and procedures.

For purposes of board of education policy and its implementing guidelines, student records will include data kept in any form. Confidentiality provisions shall apply to information maintained in record form and oral exchanges regarding the contents of such record information.

GUIDELINES FOR THE MAINTENANCE AND CONFIDENTIALITY OF STUDENT RECORDS

1. DEFINITIONS

- a. **"Student records"** include all data directly related to an individual student, maintained by the school regardless of record format, other than: [1] notes or records maintained for personal use by teachers or other certified personnel who are required by the state superintendent under s. 115.28 (7) to hold a certificate, license, or permit if such records and notes are not available to others, [2] records necessary for and available only to persons involved in the psychological treatment of a student, and [3] law enforcement unit records.
- b. **"Progress records"** maintained by the school include a statement of courses taken by the student, the student's grades, the student's attendance record, the student's immunization records, any lead screening records required under Wis. Stat. 254.162, and records of the student's extracurricular activities.
- c. **"Behavioral records"** maintained by the school include psychological tests, personality evaluations, records of conversations, any written statements relating specifically to an individual student's behavior, tests relating specifically to achievement or measurement of ability, student physical health care records other than immunization records, or any lead screening records required under Wis. Stat. 254.162, law enforcement officers' records obtained under 48.396(1) or 938.396(1)(b) 2. or (c) 3. and any other student records which are not progress records.
 - [1] The student behavioral records include, but not limited to, referral information [including notices and forms]; signed parental consent or refusal for evaluation; individualized education program team [IEP team] evaluations; individual reports and IEP findings and reports; individualized education programs; placement decisions and signed parental consent or refusal; medical evaluations and prescriptions required to substantiate health treatment services; medical evaluations used to substantiate a disability; and physician's statement required for provision of special education homebound instructional services [see Medford Area Public School District Special Education Handbook].
- d. **"Law Enforcement officer records"** include those records obtained from a law enforcement agency relating to: [a] the use, possession or distribution of alcohol or a controlled substance by a student enrolled in the Medford Area Public School District, [b] the illegal possession of a dangerous weapon by a student, [c] the act for which a juvenile enrolled in the Medford Area Public School District was adjudged delinquent, and [d] an act for which a district student was taken into custody based on the law enforcement officer's belief that he/she violated or was violating any state or federal criminal law. The law enforcement agency may provide such record information to the district on its own initiative or upon request of the Medford Area Public School District Administrator or designee, subject to the agency's official policy. Once the records are received, the student named in the records and the parent(s)/guardian(s) of any minor student named in the records shall be notified of the information.
- e. **"Court records"** include those records received from a court clerk concerning a juvenile enrolled in the Medford Area Public School District who: [a] has had a petition filed with a court alleging that he/she has committed a delinquent act that would be a felony if committed by an adult, [b] has been adjudged delinquent, [c] has school attendance as a condition of his/her court dispositional order, or [d] has been found to have committed a delinquent act at the request of or for the benefit of a criminal gang that would be a felony if committed by an adult, and has been adjudged delinquent on that basis.
- f. **"Student physical health records"** include basic health information about a student, including the student's immunization records, an emergency medical card, a log of first-aid and medicine administered to the student, an athletic permit card, a record concerning the student's ability to participate in an education program, any lead screening records required under Wis. Stat. 254.162, the results of any routine screening test such as for hearing, vision or scoliosis, and any follow-up to such test, and any other basic health information as determined by the designated state superintendent.
- g. **"Student patient health care records"** include all records relating to the health of a student prepared by or under the supervision of a health care provider which are not included in the "student physical health records" definition above.
- h. **"School resource officer records"** include all records maintained by a law enforcement unit of the school district that are created by that law enforcement unit for the purpose of law enforcement. Such records are not student records and shall be maintained separately from student records. School resource officer records shall be disclosed only to the extent other law enforcement officers' records are disclosed.
- i. **"Directory data"**, as designated by the Medford Area Public School District, includes a student'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 school most recently attended by the student.

j. "Parent" means parent, legal guardian or guardian ad litem.

k. "Adult student" means a student who has attained the age

2. ACCESS RIGHTS REGARDING STUDENT PROGRESS AND BEHAVIORAL RECORD INFORMATION.

a. **Parent(s)/Guardian(s)/Adult Student Access to Student Records**

[1] Parent(s)/guardian(s) shall be permitted to review and inspect any student records relating to their minor child, except as provided in [a] below. Student behavioral records shall be shown to the parent(s)/guardian(s) in the presence of a person qualified to explain and interpret the records [i.e., special education designee for special education student behavioral records; building principal for other student behavioral records]. If any student record includes information on more than one child, the parent(s)/guardian(s) of those children shall have the right to inspect and review only the information relating to their child or to be informed of that specific information. Parent(s)/guardian(s) will be provided a single copy of their minor child's records upon request.

[a] A parent(s)/guardian(s), regardless of whether the parent(s)/guardian(s) has legal custody of the student, shall have equal access to the student's medical, dental and school records unless the parent(s)/guardian(s) has been denied access to such records as outlined by state law [e.g. denied periods of physical placement with the student, ordered by the court].

[2] Personally identifiable information from the student records of an adult student may be disclosed to the parent(s)/guardian(s) of the adult student without the written consent of the adult student if the adult student is still considered a dependent of his/her parent(s)/guardian(s) for tax purposes. This may be done unless the adult student has informed the school, in writing, that the information may not be disclosed.

[3] The Medford Area Public School District will respond to parental requests for records without unnecessary delay and in no case more than 45 working days after the request is made.

[4] A list of the types and locations of student records collected, maintained or used by the Medford Area Public School District shall be provided to parent(s)/guardian(s) on request.

[5] For purposes of board of education policy and these procedures, adult students have all the rights accorded to parent(s)/guardian(s) concerning their own records.

b. **Minor student Access to Progress Records** - A minor student may be shown and provided with a copy of his/her progress records upon request.

c. **Access to Progress and Behavioral Records by Persons Other Than Parent(s)/Guardian(s)/Students with Consent** - The Medford Area Public School District shall provide access to a student's behavioral or progress records when a signed authorization by the parent(s)/guardian(s) or adult student that consents to the release of information to another party or agency is presented.

For purposes of these procedures, "informed consent" means written consent that includes all of the following information: [a] the name of the student whose record is being disclosed, [b] the type of information to be disclosed, [c] the name of the person[s] making the disclosure, [d] the purpose of the disclosure, [e] the individual, agency or organization to which disclosure may be made, [f] the signature of the student, if an adult, or the parent(s)/guardian(s) of a minor student, [g] the date on which the consent is signed, and [h] the time period during which the consent is effective.

[1] Upon the written request of an adult student or the parent(s)/guardian(s) of a minor student, the school shall make available to the person named in the permission form the

student's progress records or such portions of his/her behavioral records as determined by the person authorizing the release. Law enforcement officer record information may not be made available under this exception unless specifically identified by the adult student or by the parent(s)/guardian(s) of a minor student in the written request.

[2] Annually, on or before August 15, the Medford Area Public School District shall report to the appropriate community services boards established under sections 51.42 and 51.437 the names of students who reside in the Medford Area Public School District, who are 16 years of age or older, who are enrolled in a special education program, who are not expected to be enrolled in an educational program two years from the date of the report and who may require services under sections 51.42 and 51.437 [community mental health, development disabilities, alcoholism, and drug abuse]. Before filing the report, parent(s)/guardian(s) or adult student consent shall be obtained.

[3] Student Patient Health Care Records: All student patient health care records shall remain confidential. They may be released only to persons specifically designated in state statute or to other persons with the informed consent of the patient or a person authorized by the patient.

d. **Access to Progress and Behavioral Records by Persons Other Than Parent(s)/Guardian(s)/Students without Consent**

- The Medford Area Public School District shall provide access to a student's behavioral or progress records without consent in accordance with any valid court order / ordinances or the following procedures:



[1] Student records shall be disclosed at the request or order of a court. The district shall make a reasonable effort to notify the parent(s)/guardian(s) or adult student of the order in advance of compliance therewith, except as otherwise provided by law.

[2] Student records may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health and safety of any individual.

[3] If school attendance is a condition of a student's dispositional order under 48.3552[b]7 or 938.358[2], the board of education shall notify the county department that is responsible for supervising the student within five days after any violation of the condition by the student.

[4] A law enforcement agency shall be provided a copy of a student's attendance record if the law enforcement agency certifies in writing that the student is under investigation for allegedly committing a criminal or delinquent act and that the law enforcement agency will not further disclose the student's attendance record information except as permitted by law. When a student's attendance record is disclosed to a law enforcement agency for purposes of truancy, the student's parent(s)/guardian(s) shall be notified of that disclosure as soon as practicable after the disclosure.

[5] Student records shall be made available to school officials who have been determined by the board to have legitimate educational interests, including safety interest, in such records. A "school official" is a person employed by the district who is required by the Department of Public Instruction (DPI) to hold a license; a person who is employed by or working on behalf of the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and police liaison personnel); a person serving on the board of education; a person or company with whom the district has contracted to perform a specific task (such as an attorney, auditor, medical consultant or therapist); or a person serving on an official

committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a "legitimate educational interest" if the official needs to review a student record in order to fulfill his/her professional or district responsibility.

A board of education member or Medford Area Public School District employee may not be held personally liable for any damages caused by failure to make student record disclosures to Medford Area Public School District employees as outlined above, unless the person acted with actual malice in failing to disclose the information. The Medford Area Public School District also may not be held liable for any damages caused by nondisclosure, unless the Medford Area Public School District or its agent acted with gross negligence or reckless, wanton or intentional misconduct in failing to disclose the records.

- [a] Law enforcement records, including but not limited to AOD, weapons possession, or delinquency-related record information, received by the district may be made available to those school officials with legitimate educational interests, including safety interest, in the information. If law enforcement record information obtained by the district relates to a district student, the information may also be disclosed to those district employees who have been designated by the board to receive that information for the purpose of providing treatment programs for district students. The information may not be used as the sole basis for suspending or expelling a student from school, or as the sole basis for taking any other disciplinary action against a student, including action under the district's co-curricular code of conduct.
 - [b] Court records obtained by the Medford Area Public School District must be disclosed to Medford Area Public School District employees who work directly with the juvenile named in the records or who have been determined by the board of education to have legitimate educational or safety interests in the information. An employee cannot further disclose the information, and the information cannot be used as the sole basis for suspending or expelling a student from school or as the sole basis for taking any other disciplinary action against a student, including action under the district's co-curricular code of conduct.
 - [c] Student patient health care records may be released upon request without informed consent to a Medford Area Public School District employee or agent, with regard to patient records maintained by the Medford Area Public School District in which he/she is employed or is an agent, if any of the following apply:
 - [1] The employee or agent has responsibility for the preparation or storage of patient health care records.
 - [2] Access to patient health care records is necessary to comply with a requirement in federal or state law.Any record that concerns the results of a test for the presence of HIV or antibody to HIV [the virus which causes acquired immunodeficiency syndrome - AIDS] shall be confidential and may be disclosed to other persons only with the informed written consent of the test subject.
- [6] A fire investigator shall be provided a copy of a student's attendance record if the fire investigator certifies in writing that:
- [a] the student is under investigation for arson,
 - [b] the student's attendance record is necessary for the fire investigator to pursue his/her investigation, and
 - [c] the fire investigator will use and further disclose student's attendance record only for the purpose of pursuing that investigation.
- [7] Student records may be disclosed to a law enforcement agency, district attorney, city attorney, corporation counsel, social welfare

agency, juvenile intake worker, court, private school or another school board for the purposes of providing services to the student before adjudication if the disclosure is pursuant to an interagency agreement and the person to whom the records are disclosed certifies that the records will not be further disclosed.

- [8] Student records shall be provided to a court in response to a subpoena for inspection. The court may turn said records or parts thereof over to parties in the action or to their attorneys if these records would be relevant and material to a witness's credibility or competency. The district shall make a reasonable effort to notify parent(s)/guardian(s) or adult students of the subpoena in advance of compliance therewith, except as otherwise provided by law.
- [9] board of education may provide the state education agency or any other public officer with any information required under Chapters 115 to 121, which covers all aspects of public instruction under the law. The state education agency may secure student or other records which are necessary in connection with the audit and evaluation of state or federal-supported programs or in connection with the enforcement of state or federal requirements which relate to such programs.
- [10] Information from a student's immunization records shall be made available to state and local health officials to carry out immunization requirements.
- [11] Upon request, the board of education clerk shall provide the names of students who have withdrawn from school prior to graduation to the technical college board in which the public school is located or, for verification of eligibility for public assistance, to the Department of Health and Family Services, the Department of Workforce Development or a county department under sections 46.215, 46.22 or 46.23 of the state statutes.
- [12] The district shall, upon request, provide student disciplinary records necessary for purposes of student enrollment in another public school district as permitted by law. These records may include:
 - a. A copy of any expulsion findings and orders or records of any pending disciplinary proceedings involving the student;
 - b. A written explanation of the reasons for the expulsion or pending disciplinary proceedings; and
 - c. The length of the term of the expulsion or the possible outcomes of the pending disciplinary proceedings.
- [13] The school district clerk or his/her designee shall make student records available for inspection or, upon request, disclose the contents of student records to authorized representatives of the Department of Corrections, the Department of Health Services, the Department of Justice, or a district attorney for use in the prosecution of any proceeding or any evaluation conducted under chapter 980 (sexually violent persons commitment), if the student records involve or relate to an individual who is the subject of the proceeding or evaluation. The court in which the proceeding is pending may issue any protective orders that it determines are appropriate concerning student records made available or disclosed under this provision. Any representative of the Department of Corrections, the Department of Health and Family Services, the Department of Justice, or a district attorney may disclose information obtained under this provision for any purpose consistent with any proceedings under chapter 980.
- [14] Notwithstanding their confidential status, student records may be used in suspension and expulsion proceedings and by individualized education program teams under state special education laws, except as provided in 2-d-5 a and b.
- e. If a request is received from the Disability Rights Wisconsin Inc. (DRW) for access to the student records of a student with a mental illness who is receiving care and treatment at school, a student with a disability receiving special education services or a student with a Section 504 accommodation plan, for purposes of investigating



potential claims of abuse or neglect under applicable federal laws, the request shall be handled as follows:

- [1] If the DRW provides proof of parental consent to access the records, the district shall provide DRW such access.
- [2] If DRW does not provide proof of parental consent to access the records, the district shall determine if the conditions for access without parental consent, as defined in applicable federal laws, are met and, if so, provide access to the requested records.

[a] If the student whose records are requested has a mental illness and is receiving care or treatment at school but is not eligible for special education services or a Section 504 accommodation plan, DRW's access to the student's records without parental consent is limited to disclosure only when the following three conditions exist: (1) the potential abuse or neglect places the health or safety of the student in serious and immediate jeopardy, (2) DRW has notified the student's parent(s)/guardian(s) of the potential abuse or neglect and has offered assistance, and (3) the parent(s)/guardian(s) has failed or refused to act.

[b] If the student whose records are requested is receiving special education services or has a Section 504 accommodation plan, DRW has access to the student's records without parental consent when one of two conditions exist: (1) when the DRW has notified the parent(s)/ guardian(s) of the suspected abuse or neglect of his/ her child, has offered assistance and the parent(s)/ guardian(s) has failed or refused to act, or (2) when the potential abuse or neglect places the health or safety of the student in serious and immediate jeopardy.

The records DRW may be able to access from school include both individual student records and investigative records or reports prepared by school district employees.

- [3] If the conditions for disclosure without parental consent are not met or if DRW shows that they have probable cause to investigate suspected abuse or neglect of a student whose identity is unknown but could be determined with further investigation, the district may consider providing DRW with contact information about the student's parent(s) /guardian(s) so that DRW may attempt to obtain consent for access to the records. The building principal shall consult with the district administrator when making this determination.



3. **RELEASE OF STUDENT DIRECTORY DATA**

Except as provided below, directory data may be disclosed to any person after the school has (1) notified the parent(s)/guardian(s) or guardian ad litem, or adult student of the categories of information which it has designated as directory data with respect to each student, (2) informed such persons that they have 14 days to inform the school that all or any part of the directory data may not be released without their prior consent, and (3) allowed 14 days for the adult student or parent(s)/guardian(s) or guardian ad litem of a minor student to inform the school, in writing, that all or any part of the directory data may not be released without their prior consent. Parent(s)/guardian(s) or adult students can restrict the release of student directory data at any time.

- a. If the Medford Area Public School District has followed the notification procedure outlined above, and the parent(s)/guardian(s) does not object to the directory data being released, the board of education clerk shall, upon request, provide the name and address of each student expected to graduate from high school in the current school year to the technical college board.
- b. If the Medford Area Public School District has followed the notification procedure outlined above, and the parent(s)/guardian(s) does not object to the directory data being released, the board of education clerk shall, upon request, provide any representative of a

law enforcement agency, city attorney, district attorney or corporation counsel, county department under sections 46.215, 46.22 or 46.23 or a court of record or municipal court with such directory data information relating to any such student enrolled in the Medford Area Public School District for the purpose of enforcing that student's school attendance, to respond to a health or safety emergency, or to aid in the investigation of alleged criminal or delinquent activity by a student enrolled in the Medford Area Public School District.

- c. If the Medford Area Public School District has followed the notification procedure outlined above, and the parent(s)/guardian(s) or adult student does not object to the directory data being released, the board of education clerk shall, upon request by military recruiters provide secondary school students' names, addresses, and telephone listings. The district shall provide military recruiters the same access to secondary students and student directory data about such students as is provided to post-secondary institutions or prospective employers.
- d. Administrators have the discretion to refuse the release of individual student phone numbers and addresses for the safety of the student. When reviewing student directory data requests, as well as when implementing other provisions of these guidelines, consideration shall be giving to applicable provisions of the public records law and the district's policy and procedures dealing with public records.

4. **STUDENT PARTICIPATION IN SURVEYS**

a. An adult student or the parent(s)/guardian(s) of a minor student shall be notified by the Medford Area Public School District of any student survey containing questions addressing any of the following protected areas: political affiliations or beliefs of the student or parent(s)/guardian(s), mental, or psychological problems of the student or the student's family, sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships (i.e. lawyers, physicians or ministers); religious practices, affiliations, or beliefs of the student or student's parent(s)/guardian(s); or income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program). At least annually, at the beginning of the school year, the district shall notify the parent(s)/guardian(s)/adult student of the approximate dates during the school year when the district will administer student surveys that contain questions about any of the protected areas. Parent(s) /guardian(s)/adult students shall be provided an opportunity to opt out his or her child from participating.

- [1] The district shall obtain written consent from parent(s)/guardian(s)/adult students, before administering required student surveys that contain questions about any of the protected areas and that are funded in whole or in part by U.S. Department of Education funds.
- [2] The district shall offer parent(s) /guardian(s)/adult students an opportunity to opt their child out of participating in activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
- [3] Parent(s)/guardian(s)/adult students have the right to review, upon request, any survey that concerns any of the protected areas of information.



5. **CHALLENGE/AMENDMENT OF STUDENT RECORDS**

a. An adult student, or the parent(s)/guardian(s) of a minor student, shall have the opportunity to challenge the contents of a student's school records by making a written request directly to the building principal, or to the Medford Area Public School District Administrator

in the event the student is no longer enrolled in the Medford Area Public School District. The written request shall: [1] set forth the specific portion of the school record claimed by the challenger to be in error, inaccurate, misleading, or in violation of the student's privacy rights and [2] state the modification[s] requested in respect thereto.

[1] If the request is made to a building principal, the principal shall confer with the Medford Area Public School District Administrator concerning the request.

[2] The Medford Area Public School District Administrator, either from the information provided to him/her by a building principal or from the individual's direct request to the Administrator, shall make a written response to the adult student or parent(s)/guardian(s). This response shall be within a reasonable time of the receipt of the written challenge by the building principal or Medford Area Public School District Administrator.

b. If the district decides not to amend the record as requested, it shall inform the parent(s)/guardian(s) or eligible student of its decision and of his/her right to a hearing. He/she may make a written request for a hearing before the board of education regarding the original challenge. This request shall be directed to the Medford Area Public School District Administrator within a reasonable period of time after the receipt of the Medford Area Public School District Administrator's response.

[1] The Medford Area Public School District Administrator shall, upon receipt of the request for hearing, arrange for a hearing to be held before the board of education within a reasonable time of the receipt of the request therefor.

[2] The board of education shall conduct the hearing, take evidence and make its findings, conclusion and order upon the evidence submitted at the hearing, and shall notify the challenging adult student, or the parent(s)/guardian(s) of a minor student, of such findings, conclusion and decision within a reasonable period of time following the conclusion of the hearing.

[3] If, as a result of the hearing, the board of education decides that the information is inaccurate, misleading or in violation of the student's privacy rights, it shall amend the information accordingly and inform the adult student, or parent(s)/guardian(s) of a minor student, of such amendment.

[4] If, as a result of the hearing, the board of education decides that the information is not inaccurate, misleading or in violation of the student's privacy rights, it shall inform the adult student, or parent(s)/guardian(s) of a minor student, of the right to place in the records it maintains on the student, a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the board of education. The board of education shall require that any explanation placed in the records of a student be maintained by the Medford Area Public School District as part of the records as long as the record or contested portion is maintained by the Medford Area Public School District. If the records of the student, or the contested portion are disclosed by the Medford Area Public School District to any party, the explanation shall also be disclosed to that party.



6. MAINTENANCE OF STUDENT RECORDS

a. The building principal shall have primary responsibility for maintaining the confidentiality of student records in each school building. All requests for inspection or transfer of student records to another school district or agency shall be directed to the building principal, who will determine whether inspection or transfer is permitted under these procedures. Confidentiality provisions

regarding student records apply to information maintained in record form and oral exchanges regarding the contents of such record information.

[1] Building principals shall maintain an updated list of staff by name and title who have access to student records.

[2] The Medford Area Public School District shall keep a record of parties obtaining access to student records collected, maintained or used under these procedures, except access by parent(s)/guardian(s); authorized Medford Area Public School District employees whose names and positions are listed; a party with written consent from the parent(s)/guardian(s) or adult student; a party with written consent of the parent(s)/guardian(s)/adult student; a party seeking directory data; or a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or other issuing agency has ordered that the existence or the contents of the subpoena or the information in response to the subpoena not be disclosed.

[3] A record of access shall be maintained in each student's file. This record shall include the name of the party, date access was given, and the purpose for which the party was authorized to use the record.

b. While students are enrolled in school, their progress records will be maintained in the school of attendance. Upon transfer of the student another school operated by the Medford Area Public School District, the records shall be transferred to that school. When the student ceases to be enrolled in a school operated by the Medford Area Public School District, his/her non-special education records will be kept in the building he/she last attended. Special Education records will be kept by the Director of Special Education.

[1] All student records shall be maintained in locked files.

[2] Student patient records and law enforcement officer record information shall be maintained separately from a student's other records.

7. TRANSFER OF STUDENT RECORDS

a. All student records relating to a specific student shall be transferred to another school or school district upon receipt of written notice from:



[1] an adult student, or the parent(s)/guardian(s) of a minor student, that the student intends to enroll in the other school or school district;

[2] another school or school district that the student has enrolled; or,

[3] a court that a student has been placed in a secured correctional facility or secured group home or secured child caring institution.

b. Records will be sent to another school or school district within five working days of receiving the written request.

c. Student record information shall be disclosed upon receipt of written consent to another agency on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent(s)/guardian(s)/adult student. The district shall inform the party to whom disclosure is made of this requirement. This does not apply to the release of directory data, the release of information pursuant to a court order or subpoena, or disclosure to parent(s)/guardian(s)/adult student.

8. DESTRUCTION OF STUDENT RECORDS

a. The special education designee/coordinator/director shall be responsible for reviewing records of students with special educational needs. Information that is no longer needed to provide educational services to the special education student shall be destroyed after one month notification to the parent(s)/guardian (s).

- b. All behavioral records shall be destroyed one year after the student graduates or last attends school, except with written parent(s)/guardian(s) or adult student permission to retain special education records for a longer period of time for audit purposes. Where such permission is received, behavioral records shall be maintained for the time period specified in the written permission or as long as the district's needs require. If written parent(s)/guardian(s) or adult student consent to maintain special education records for a period longer than one year is not granted, all personal identifiers will be removed from records and they shall be maintained until no longer needed to satisfy federal record maintenance requirements.
- c. Student progress records shall be destroyed 6-7 years after the student ceases to be enrolled in the Medford Area Public School District or upon notification of the former student's death.

9. Annual Public Notice

Parents(s)/guardian(s) and students shall be notified annually of the following: [a] their rights to inspect, review and obtain copies of student records; [b] the existence of the student records policy and procedures and where copies can be obtained; [c] the categories of student record information which have been designated as directory data and their right to deny the release of such information within 14 days of receipt of notification; [d] their rights to request amendment of the student's school records if they believe the records are inaccurate, misleading, or otherwise in violation of the student's rights of privacy; [e] their rights to consent to the disclosure of the student's school records, except to the extent state and federal law authorizes disclosure without consent and, [f] their right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education.

Provisions shall be made to effectively notify parent(s)/guardian(s) when the parent(s) /guardian(s)' primary language is other than English. Parent(s)/guardian(s) of secondary school students shall also be notified of their option to request the district not to release the secondary school student's name, address or telephone listing to military recruiters or institutions of higher education without prior written parental consent.

When a student transfers into the Medford Area Public School District after the above notice has been given, the student and his/her parent(s)/guardian(s) shall receive a copy of the notice.

10. Complaints Regarding alleged Non-Compliance With Federal Requirements

Adult students or parent(s)/guardian(s) of minor students may file a complaint with the Family Policy Compliance Office of the U.S. Department of Education for alleged district non-compliance with requirements of the federal Family Educational Rights and Privacy Act (FERPA).

Student Use of Two-Way Communication Devices (JFCM)

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.

Suicide Prevention (JHH)

The Medford Area Public School District Board of Education recognizes that suicide and suicide tendencies among youth are continuing problems in the schools and communities of the nation. The board also recognizes that it is not a problem that it can deal with alone. Communication and cooperation within the school district and between the home, school, and community is crucial.

The board establishes this policy in an effort to take positive steps toward preventing childhood/adolescent suicides and to outline procedures by which students can receive professional help and support in the following three areas:

1. Prevention. To develop within the Medford Area Public School System a suicide prevention curriculum and to provide all staff members with basic information about, and a recognition of, the signs of suicidal behavior.
2. Intervention. To take affirmative action when an immediate referral is warranted and to understand the emergency procedures when a referral is made;
3. Postvention. To provide for the needs of students after an act of suicide has taken place.

Testing Program (IL)

Medford Area Public School District shall establish and maintain a testing program which can be used, communicated and interpreted by school staff.

The testing program will provide:

1. Assessment of the educational program of the district for purposes of reporting the overall status of the district and charting the growth of its students by grades, curricular areas and schools.
2. Interpretations for use by staff in making program improvement decisions at the student, classroom, building and district levels. The district testing program shall include tests as required by state and federal law. Testing results shall be made available to the public in accordance with state law.
3. Information which will be used to provide appropriate educational experiences for students in areas such as remediation, gifted and talented, Title I, and any other areas of specialized help.

Students with disabilities shall participate in state-required testing, with appropriate accommodations and alternative assessments where necessary and as indicated in the student's individualized education program (IEP). Decisions regarding the testing of limited-English proficient (LEP) students shall be made on an individual basis in accordance with board policy and established procedures.

Parent(s)/ guardian(s) shall be notified yearly of the standardized testing schedule and shall be provided with information regarding their child's

performance on state academic assessments as soon as possible after the assessment results are received from the Department of Public Instruction.

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

Title I Program (IGBC)

In order to meet its goal of providing educational opportunities for all students of the Medford Area Public School District, the Board of Education shall participate in the federal Title I program.

All programs and services provided for Title I students shall be at least comparable to those provided in areas not receiving Title I funds. Also, the district shall ensure equivalency among schools or grade levels within the district in teachers, administrators, auxiliary personnel, curriculum materials and instructional supplies. When determining comparability, the district need not consider unpredictable changes in enrollment or personnel assignments which occur after the beginning of the school year.

The board recognizes the importance of parent and teacher involvement in the Title I program and, therefore, will provide appropriate opportunities for parents and teachers to become involved in the design and implementation of the district's Title I program through advisory councils and/or parent informational meetings.

Specific activities for parent and teacher involvement in the district's Title I program shall be developed by the administration. Program planning activities shall be reported to the board on a regular basis.



Use of Laser Devices (JFCP)

The Medford Area Public School District prohibits the possession and / or usage of laser pointers and / or laser devices by students at any time on school property, at any school-sponsored function, either home or away, or on school owned or contracted vehicles. Laser pointers and /or laser devices may only be used with administrative approval for instructional purposes by teachers or presenters and shall not be loaned to or checked out by students for their private use.

Unauthorized possession of laser pointers and / or laser devices shall be subject to discipline established by the building principal.

Use of Tobacco on School Premises (KGC)

In order to provide a learning environment that is free of health hazards, to protect and promote the health of the district's employees, students, visitors and guests, and to provide an appropriate example to students in preventive health care behavior, the use of tobacco and smokeless tobacco products shall be prohibited at all times on school premises or while engaged in district-sponsored activities. "School premises" include all property owned by, rented by or under the control of the Medford Area Public School District. No student, district employee, spectator or visitor may use tobacco products in any district buildings, grounds or motor vehicles owned or leased by the district at any time. Further, the use of tobacco products is not allowed at any time on school field trips or district-sponsored activities, including in motor vehicles that are used in conjunction with such activities.

Rationale

It is the intent of the Medford Area Public School District to maintain the best possible school environment for its students and to recognize that the use of tobacco products adversely affects the environment and constitutes a direct threat to the health and safety of others.

Action Plan – Policy Violations

In the event staff, students and / or public decide to use tobacco products, they will be in violation of the state law and the following steps will be implemented (per school placement – K-4, 5-8, 9-12 for students).

Students:

- 1st violation - parents will be notified, referral to authorities and possible suspension
- 2nd violation - parents will be notified, referral to authorities and possible suspension
- 3rd violation - parents will be notified, referral to authorities and possible suspension or expulsion

Staff:

All staff shall be informed of the district's tobacco-free schools policy. New employees shall be informed at the time of hire. Cessation assistance shall be made available if requested.

- 1st violation - verbal warning, referral to authorities
- 2nd violation - written warning, referral to authorities
- 3rd violation - continued violations will result in further disciplinary action, including discharge

Public:

- 1st violation - verbal warning
- 2nd violation - verbal notification and referral to authorities

****These procedures apply only to incidents occurring in accordance with board policy. Incidents at other school districts will be dealt with by that school district and by Medford school officials.**

Virtual Charter School Notice

The Medford Area Public School District provides a virtual / charter school opportunity for students with the Rural Virtual Academy (RVA). For more information regarding the RVA, including a list of governance board members and staffing contact information, please visit their website: <http://www.medford.k12.wi.us/schools/virtual/>

Weapons in School (JFC)

This Policy applies to all students of the Medford Area School District, regardless of age.

Weapons Prohibited

1. No student shall possess, use, store, or transfer or make accessible to another person any weapon while the student is (1) at school or under the supervision of a school district authority, regardless of the student's location; (2) in any building or facility or on grounds or premises owned, occupied or controlled by the District, at any time; (3) in any District-owned vehicle or on any form of District-provided transportation, at any time; and/or (4) participating in or attending any District-sponsored program or activity.
2. No student, while not at school or while not under the supervision of a school authority, shall possess, use, store or transfer or make accessible to another person any weapon in a manner which (1) endangers the property, health or safety of others who are at school or under the supervision of a school authority, or (2) endangers the property, health or safety of any employee or school board member of the school district.
3. No student shall keep or store, or allow any other person to keep or store, a weapon in his/her personal vehicle at any time when the vehicle is located on school premises or other property owned, occupied or controlled by the District.
4. No student shall falsely represent as a weapon anything that, although not actually a weapon, has (or has been given) the appearance of a weapon (e.g., to intimidate or threaten another person).



Exceptions to the Prohibitions against Student Possession of Weapons

The prohibitions on weapons identified in the previous section of this Policy do not apply in the following circumstances:

1. Where state or federal law prohibits a school district from restricting any student's right to possess or use a weapon in a location or at a time otherwise covered by this Policy;
2. Where a weapon, other than a firearm, bomb, explosive or similar destructive device, has been approved by the building principal, in advance, for purposes of a specific demonstration or educational presentation, provided that the weapon shall be maintained in the possession of the principal except during the actual demonstration or presentation or the use of a starter pistol by a responsible adult in connection with school athletics;
3. Where a student possesses and uses a firearm or other hunting weapon and is legally hunting, in season, within the Medford school forest pursuant to hunting activities that have been authorized by the Board; or
4. Pursuant to any other exception that is consistent with applicable law and that is approved in advance by a motion of the School Board.

In addition, it shall not be considered a violation of this Policy for a student to possess or use a potentially dangerous object or substance, which might also be improperly used as a weapon (e.g., certain cutting instruments, equipment, or tools), provided that the object or substance has been authorized or issued by the District, and provided that such objects are possessed and used exclusively for their limited and authorized purpose(s).

Definition

As used in this Policy, the term "weapon" includes, but is not necessarily limited to, the following:

1. any firearm, whether loaded or unloaded, assembled or unassembled;
2. any bomb, explosive, or similar destructive device;
3. any poisons or dangerous chemicals, including pepper spray;
4. any bee or pellet-firing gun that expels a projectile through the force of air pressure or any starter pistol;
5. any ammunition or any electric weapon, as defined in section 941.295(1c)(a) of the state statutes;
6. knives and other cutting instruments;
7. any device designed as a weapon and capable of producing death or great bodily harm;
8. any other object which, in the manner it is used or intended to be used, is calculated or likely to produce significant injury or bodily harm; or
9. any other device or object defined as a weapon by state or federal law.

Additional Student Responsibilities

Students are responsible for taking reasonable steps, in advance, to ensure that any item in their possession or control is not prohibited by this Policy. Students who have questions about whether an item is covered by this Policy, or whether a particular exception identified in this Policy may apply in a specific context should contact their school principal or the District Administrator.

A student who finds himself or herself inadvertently in possession of a weapon in violation of this Policy shall immediately surrender the weapon to a school staff member. An investigation will occur into the circumstances surrounding the possession and surrender of the weapon, and a decision will be made whether to discipline the student, or not, after a consultation between the Principal and the District Administrator. If the weapon is surrendered before the student is discovered to be in possession of the weapon and before any incident or disturbance occurs involving the weapon, such factors shall weigh in favor of the student.

If any student has reason to believe that any student, staff member, visitor or other person possesses, or has used or stored a weapon in violation of this

Policy or any other District policy, the student should immediately report that belief to a teacher, school principal or other responsible adult. Any act of retaliation against a student who, in good faith, has made a report of a violation of this Policy or who participates in the investigation of such a report is prohibited.

Sanctions for Violations

Any time school officials determine that a student has possessed or used any firearm, bomb, explosive, or similar destructive device while at school or while under the supervision of a school authority, an administrator must refer the student and the incident to law enforcement and another representative of the criminal or juvenile justice system. An administrator must also suspend the student, commence expulsion proceedings, and the board shall expel the student from school for at least one year. The Board may modify the expulsion requirement identified in this paragraph on a case-by-case basis, provided that any such modification is documented in writing. Where applicable, the district may also impose sanctions under the school co-curricular code of conduct. The requirements of this paragraph (1) do not apply to a student who is legally hunting in the school forest, as described above in this Policy; and (2) shall be construed and implemented in a manner that is consistent with the requirements of the Individuals with Disabilities Education Act.

Other violations of this Policy will be referred for disciplinary action, up to and including possible expulsion from school. Where applicable, the District may also impose sanctions under the school co-curricular code of conduct. Per federal law, a school administrator shall contact law enforcement in connection with any violation of this Policy that involves a student's possession of any firearm, destructive device or illegal weapon i.e., where the possession of the "weapon" at school may be a violation of federal and state criminal law, such as section 948.60 or 948.61 of the state statutes). School administrators may exercise discretion in determining whether to contact and involve law enforcement in other situations involving a student's violation of this policy (for example, when a student is in possession of an item that, while not illegal, is dangerous and prohibited under this policy.) School administrators may exercise discretion in determining whether to contact and involve law enforcement in a situation involving a student's violation of this Policy, except that law enforcement shall be contacted in connection with any violation of this Policy (1) that involves firearms or any destructive device (as identified in the preceding paragraph); or (2) that may also constitute a criminal offense.

Notices

Students shall be given notice of the conduct prohibited by this Policy via the Student Handbook.



Medford Area Public School District

2019-20 Student Registration Form

| | | | |
|---|---|--|---|
| STUDENT LEGAL NAME | | | |
| (Last) | (First) | (Middle – Name) | |
| BIRTH (Month/Day/Year) | STUDENT CELL PHONE NUMBER | SEX (Circle One) Male Female | GRADE ENTERING |
| BIRTH CITY | BIRTH COUNTY | BIRTH STATE | |
| ETHNICITY (must be answered) Do you have a Hispanic / Latino background? <input type="checkbox"/> Yes <input type="checkbox"/> No | VEHICLE REGISTRATION (MASH only – if applicable) Make: _____ Color: _____ License Number: _____ | SIBLINGS / GRADE 1. _____ 2. _____ 3. _____ 4. _____ | |
| RACE (select at least one of the following categories that apply) <input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Black or African-American <input type="checkbox"/> White <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian/Other Pacific Islander | | | |
| CHILD'S PRIMARY LANGUAGE <input type="checkbox"/> English <input type="checkbox"/> German <input type="checkbox"/> Italian <input type="checkbox"/> Polish <input type="checkbox"/> Spanish <input type="checkbox"/> Other <input type="checkbox"/> French <input type="checkbox"/> Hmong <input type="checkbox"/> Korean <input type="checkbox"/> Portuguese <input type="checkbox"/> Swedish | | | PREVIOUS ENGLISH LANGUAGE SERVICES RECEIVED: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| STATUS OF HOME – LIVING WITH * for school purposes, stepparent infers legal rights <input type="checkbox"/> Mother and Father (joint household) <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Stepmother and Father <input type="checkbox"/> Stepfather and Mother <input type="checkbox"/> Foster Parents as appointed by the court | | | |
| NAME OF PERSON RESPONSIBLE FOR FOOD SERVICE ACCOUNT (Breakfast, Lunch, Snack and/or CLC) | | | |
| | | | |
| PRIMARY PARENT / GUARDIAN RESIDENCE | | | |
| PARENT (First, Last) (mother / step-mother / father / step-father (legally married) – circle one)(Maiden) | | SPOUSE (First, Last) (mother / step-mother / father / step-father (legally married)– circle one)(Maiden) | |
| ADDRESS (Street) | | If living with someone other than your spouse, is this due to loss of housing or an economic hardship? <input type="checkbox"/> Yes <input type="checkbox"/> No By checking yes, you will be added to the district's homeless report. | |
| (City/Zip) | | In an effort to increase literacy support needs: Does either parent currently struggle with reading or did they struggle with reading skills in school? <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| (Mailing Address, if different) | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| PRIMARY PHONE # | Work | PRIMARY PHONE # | Home Work |
| PRIMARY E-MAIL (may be used for notifications) | | PRIMARY E-MAIL (may be used for notifications) | |
| EMPLOYER (Dept./Extension/Supervisor) | | EMPLOYER (Dept./Extension/Supervisor) | |
| SECONDARY PARENT / GUARDIAN RESIDENCE (if applicable) | | | |
| PARENT (First, Last) (mother / step-mother / father / step-father (legally married) – circle one)(Maiden) | | SPOUSE (First, Last) (mother / step-mother / father / step-father (legally married) – circle one)(Maiden) | |
| ADDRESS (Street) | | <input type="checkbox"/> Own <input type="checkbox"/> Rent <input type="checkbox"/> Living w/ _____ | |
| (City/Zip) | | In an effort to increase literacy support needs: Does either parent currently struggle with reading or did they struggle with reading skills in school? <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| (Mailing Address, if different) | | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| PRIMARY PHONE # | | PRIMARY PHONE # | |
| PRIMARY E-MAIL (may be used for notifications) | | PRIMARY E-MAIL (may be used for notifications) | |
| EMPLOYER (Dept./Extension/Supervisor) | | EMPLOYER (Dept./Extension/Supervisor) | |
| (Only complete this section if you are someone other than who is listed above. Emergency Contact Information is located on the back of this form.) | | | |
| Name: _____ | | Relationship: _____ | |
| Address (Street, City, Zip) _____ | | | |
| Phone: _____ | | E-Mail Address: _____ | |

- - - OVER - - -

Please make necessary changes and complete both sides of form. Signature required.

If any information changes, you must notify a school.

| | | |
|----------------------------------|---------|-----------------|
| STUDENT LEGAL NAME (Last) | (First) | (Middle – Name) |
|----------------------------------|---------|-----------------|

HEALTH CONDITION (below are health conditions which have been shared with the school in previous enrollments – please verify their accuracy and provide any new information if applicable):

| |
|--|
| |
|--|

Additional Information:

| | | | | | |
|--|--|--|---|------------------------------------|-------------------------------------|
| INDICATE IF YOUR CHILD HAS BEEN ENROLLED IN ANY OF THE FOLLOWING PROGRAMS | | | | <input type="checkbox"/> Currently | <input type="checkbox"/> History Of |
| <input type="checkbox"/> 504 Plan | <input type="checkbox"/> Gifted/Talented | <input type="checkbox"/> Orthopedically Impaired | <input type="checkbox"/> Specific Learning Disability | | |
| <input type="checkbox"/> Autism | <input type="checkbox"/> Hearing/Visual Impairment | <input type="checkbox"/> Other Health Impairment | <input type="checkbox"/> Speech/Language Impairment | | |
| <input type="checkbox"/> Emotional Behavioral Disorder | <input type="checkbox"/> Intellectual Disability | <input type="checkbox"/> Significant Developmental Delay | <input type="checkbox"/> Title I Reading | | |

IN CASE OF AN EMERGENCY, IF PARENT / GUARDIAN CANNOT BE REACHED, PLEASE CALL (Name, Relationship and Phone) (local, daytime numbers)

| | | |
|-------------------------------|---------------------|-----------------------------|
| <u>Name (other than self)</u> | <u>Relationship</u> | <u>Daytime Phone Number</u> |
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |

Parental / Guardian Information

| | | |
|------------------------------|-----------------------------|--|
| Military | | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Is either parent or guardian on active duty in the military? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Is either parent or guardian a traditional member of the Guard or Reserve? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Is either parent or guardian a member of the Active Guard / Reserve (AGR) under Title 10 or full time National Guard under Title 32? |

Parental / Guardian Permissions

Please read the following comments and indicate yes or no for each item.

| | | |
|------------------------------|-----------------------------|---|
| For All Students | | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Students may have the opportunity to go on a field trip(s) throughout the school year. If you don't want your child to leave the school at any time for mini (within the district) or major (out of district) field trips, please check no; otherwise check yes, providing your child the opportunity to participate. Please watch for notifications to have your child dressed appropriately and to inform your child's teacher of any concerns you may have about the trip (allergies, etc.). |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | I give permission to share individually identifying photos and videos of my child (or myself, if 18 or older). Answering yes gives us permission to share identifying videos and/or photos with others (includes Internet websites, school sponsored Facebook pages, media and press club). However, due to the public nature of the activities, participation in extracurricular activities or clubs provides inherent permission to identify students while participating (including concerts, athletic events, graduation programs and similar activities). By checking yes, you are <u>actively</u> consenting to photos, videos, website postings, taping or televising a class or activity which may identify a student(s) as being part of a special program (including Special Ed, Title I, etc.) throughout the year according to policy IIBEA. (Note: if your child's picture is part of a group that is not identifiable, it may be used for school sponsored activities – internet websites, etc.). |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | I give permission for my child to access the Internet on an individual basis and I have read the Internet Safety/Telecommunications – Student Policy (IIBGA and IIBGA-R) and the Internet Safety/District Web Site – Students Policy (IIBGAB) as printed in the "Back to School Booklet" provided to all families. I understand this access is designed for educational purposes. I will not hold MAPSD responsible for materials acquired on the network. I further understand that any violation of school district policy by my child will result in his/her Internet privileges being restricted or revoked and may lead to disciplinary action. If the violation constitutes a criminal offense, appropriate legal action will be taken. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | I give permission for my child to use the G Suite (Chromebook) Apps that are used for school purposes. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | I give permission for my child to participate in the District's Breakfast Program. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | I give permission to share my child's immunization records with the Wisconsin Immunization Registry and my Immunization Provider for the purpose of maintaining a complete and accurate record to assist in assuring full immunization. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | I give permission for my child to participate in the hearing and vision screening programs at their schools. |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | I give permission to share my child's health conditions with bus drivers, coaches and other non-district staff, as needed. |

| | | |
|--------------------------------------|-----------------------------|--|
| For Students in Grades 8 – 12 | | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | I give permission for my child to take possession of a district provided Chromebook and agree to the provisions set in the Chromebook handbook, including costs involved in damage and repair. |

| | | |
|---|-----------------------------|---|
| For Elementary Students Only (PreKindergarten through Grade 4) | | |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | I want my child to participate in this weekly fluoride program until he/she ages out of the program. I understand that I may withdraw this permission at any time by notifying the school office in writing. (Grades 1 – 4 only). |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Do you need a hard (paper) copy of the student handbook? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Would you volunteer to have your child transferred to either of the elementary schools, if needed? |

By signing below, you give permission for _____ (child's name) to participate in those items marked **yes** above.

| | |
|--|------|
| If an injury occurs and requires immediate medical treatment, the nearest medical facility will be requested to treat the child. This form signed by the parent or legal guardian will accompany the child and act as an authorization for emergency care. An ambulance or other appropriate transportation will be used to transport the child. The parent or guardian will be sought by school and / or hospital personnel. | |
| SIGNATURE OF PARENT / GUARDIAN OR LEGAL AGE STUDENTS | DATE |

Please make necessary changes and complete both sides of form. Signature required.

--- OVER ---

If any information changes, you must notify a school.

2019-20 Medford & Stetsonville CLC Before & After School Program Registration Form

| Student Information | | | | | | |
|--|------------------|--|-------------------|------------------------------------|---------------------------------|----------------|
| Child's Name: | | Grade (circle one): PreK K 1 2 3 4 5 6 | | | | Date of Birth: |
| CLC Site Attending (circle all that apply): | | MAES a.m. | MAES p.m. | SES | MAMS | |
| Daytime School Teacher: | | | | | | |
| Daytime School (circle one): | MAES | MAMS | SES | Immanuel | Holy Rosary | Other: |
| Ethnicity (optional) (circle all that apply): | African-American | Asian | Hispanic / Latino | Native Hawaiian / Pacific Islander | Native American / Alaska Native | White |
| Child's Home Address: | | Street | | | | |
| | | City, State, Zip | | | | |
| Home Phone: | | | | | | |
| Has your child participated in the CLC Program in the past? (circle one) | | Yes | No | | | |

| Parent / Guardian Information | | | | | |
|-------------------------------|--|---------------------|--|--------------------------|--|
| Responsible Party: | | | | Relationship to Student: | |
| Work Phone: | | Cell Phone / Pager: | | E-mail Address: | |
| Home Phone: | | | | Code Word***: | |

*** Anyone **not listed** on your child's CLC registration form as a person authorized to pick up your child will need to provide CLC staff with a **CODE WORD** so we know that they are acting on your behalf.

Please list all persons authorized to pick up child from CLC (including parents and guardians):

| | | | | | |
|-------|--|-------------|--|-------------|--|
| Name: | | Work Phone: | | Home Phone: | |
| Name: | | Work Phone: | | Home Phone: | |
| Name: | | Work Phone: | | Home Phone: | |
| Name: | | Work Phone: | | Home Phone: | |
| Name: | | Work Phone: | | Home Phone: | |

_____ Yes, my child has permission to walk home from the CLC Program.

Homework:

Please list any academic areas you feel your child needs special assistance with (i.e. math, reading, writing, science, etc.)

Child's Name: _____

Healthy History for CLC Participant

| | | | | | |
|--|--|-------------|--|--------------------------|--|
| Operations or Serious Injuries (with date): | | | | | |
| Chronic or recurring allergies, illnesses or special medical condition(s): | | | | | |
| Activities encouraged or limited by a physician: | | | | | |
| Dietary Restrictions: | | | | | |
| Current Medications: | | | | Last Physical Exam Date: | |
| Family Physician: | | | | Phone: | |
| Dentist / Orthodontist: | | | | Phone: | |
| Insurance Carriers: | | | | | |
| Name of Person with Insurance: | | | | | |
| Hospital Preference: | | | | | |
| Emergency Contact (if parent or guardian cannot be reached): | | | | | |
| Work Phone: | | Home Phone: | | Cell Phone / Pager: | |

Signature of Parent / Guardian: _____

Date: _____

Child's Name: _____

Return completed registration form to appropriate school office:

Medford Area Elementary School
Attn: Lisa Porten, CLC Asst. Coordinator
1065 W. Broadway Avenue
Medford, WI 54451
(715) 748-2316

Medford Area Middle School
Attn: Keva Schult
509 Clark Street
Medford, WI 54451
(715) 748-2516

Stetsonville Elementary School
Don Everhard, CLC Coordinator
W5338 County Road A
Stetsonville, WI 54480
(715) 678-2600

Important Information Regarding CLC and Parental Consents
(by signing the CLC registration form)

Payment: I understand that I am responsible for all payments.

| | |
|--|---|
| MAES a.m. CLC | \$1.25 / day fee (\$0.50 / day for students on free or reduced lunch) |
| MAES & SES p.m. CLC | \$3.75 / day fee (\$2.50 / day for students on free or reduced lunch) |
| MAES & SES p.m. <u>Early Release Days</u> CLC | \$6.25 / day fee (\$5.00 / day for students on free or reduced lunch) |
| MAMS A.S.K.S. Program | \$1.00 / day fee for p.m. session from 3:15 – 4:00 (A.S.K.S. is offered on Mondays, Tuesdays and Thursdays) |

NOTE: If a child is dropped off prior to 6:45 a.m., an early drop off fee will be assessed at the rate of \$4.00 for every five(5) minutes before 6:45 a.m. (** **NEW in 2018-19** **)
If a child is not picked up by 5:30 p.m., a late fee will be assessed at the rate of \$4.00 for every five (5) minutes after 5:30 p.m.

Students from Immanuel and Holy Rosary: parents may purchase **\$15, \$30, and \$45** punch cards at the CLC site. Parents may also pay on a daily basis. A reminder note will be placed in the students' homework folder or assignment notebook when there are two or less days remaining on the punch card.

Students from MAES, MAMS and SES: CLC fees are withdrawn directly from the student's lunch account. Parents should make additional payments into their child's lunch account to cover the cost of CLC. Reminder phone calls will be made on Fridays if the account falls into a negative balance.

Health Release: I understand that the Medford & Stetsonville CLC Program claims no responsibility for injuries or illnesses which my child may sustain as a result of his / her participation in any before or after school activities, programs, clubs, and the use of any equipment, exercise or other activities. I acknowledge that I assume the risk for any and all injuries which may result from his/ her participation in these activities. In consideration of the privilege of participating in the CLC Program, I hereby voluntarily discharge the Medford & Stetsonville CLC Program, its agents, volunteers and employees from any and all claims for injury, illness, death, loss or damage which my child may suffer as a result of his / her participation in these activities. A parent / guardian must discuss with the CLC Coordinator any special conditions or circumstances involving their child prior to participating in the CLC Program.

I hereby give permission to the medical personnel selected by the CLC Coordinator to order x-rays, routine tests, treatment, to release any records necessary for insurance purposes, and to provide or arrange necessary related transportation for my child in the event I cannot be reached in an emergency. I hereby give permission to the physician selected by the CLC Coordinator to secure and administer treatment, including hospitalization, for my child.

The health history is correct so far as I know, and the person herein described has permission to engage in all CLC activities, except as noted.

Photography, Video and Media Release: I give permission to the Medford & Stetsonville CLC Program, without limitation or obligation to use, photographs, video footage, or tape recordings which may include my child's face or voice for purposes of promoting or interpreting CLC Programs and relate the CLC Program from any claim or liability from that use.

Parent / Guardian Note to Teacher

Please give your child's daily school teacher, or eighth hour teacher at MAMS, a note stating what days your child will be attending CLC. This allows the teacher to know whether to send your child to the CLC Program or home on the school bus.

Frequently Asked Questions About Free and Reduced Price School Meals

Children need healthy meals to learn. **Medford Area Public School District** offers healthy meals every school day. Breakfast costs **PK-4 \$1.40; 5-8 \$1.50; 9-12 \$1.60; lunch costs PK-4 \$2.50; 5-8 \$2.65; 9-12 \$2.80**. Your children may qualify for free meals or for reduced price meals. Reduced price is \$0.30 for breakfast and \$0.40 for lunch. This packet includes an application for free or reduced price meal benefits, and a set of detailed instructions. Below are some common questions and answers to help you with the application process.

1. WHO CAN GET FREE OR REDUCED PRICE MEALS?

- All children in households receiving benefits from FoodShare, the Food Distribution Program on Indian Reservations (FDPIR), or W-2 cash benefits are eligible for free meals, when listed on the application.
- Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals.
- Children participating in their school's Head Start program are eligible for free meals.
- Children who meet the definition of homeless, runaway, or migrant are eligible for free meals.
- Children may qualify to receive free or reduced price meals if your household's income is at or below the limits on the Federal Income Eligibility Guidelines.

| FEDERAL ELIGIBILITY INCOME CHART For School Year 2019-2020 | | | |
|--|-------------|--------------|-------------|
| Household size | Yearly (\$) | Monthly (\$) | Weekly (\$) |
| 1 | 23,107 | 1,926 | 445 |
| 2 | 31,284 | 2,607 | 602 |
| 3 | 39,461 | 3,289 | 759 |
| 4 | 47,638 | 3,970 | 917 |
| 5 | 55,815 | 4,652 | 1,074 |
| 6 | 63,992 | 5,333 | 1,231 |
| 7 | 72,169 | 6,015 | 1,388 |
| 8 | 80,346 | 6,696 | 1,546 |
| Each additional person: | 8,177 | 682 | 158 |

- HOW DO I KNOW IF MY CHILDREN QUALIFY AS HOMELESS, MIGRANT, OR RUNAWAY? Do the members of your household lack a permanent address? Are you staying together in a shelter, hotel, or other temporary housing arrangement? Does your family relocate on a seasonal basis? Are any children living with you who have chosen to leave their prior family or household? If you believe children in your household meet these descriptions and have not been told your children will get free meals, please call or e-mail **Joseph Greget, 715-748-2316 ext 324 or gregejo@medford.k12.wi.us**.
- DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD? No. *Use one Free and Reduced Price School Meals Application for all students in your household.* We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to: **Barb Noeldner, MAES, 1065 W Broadway, Medford, WI 54451**
- SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE ALREADY APPROVED FOR FREE OR REDUCED PRICE MEALS? Please read the letter you received carefully and follow the instructions. If your letter indicated you qualify for free meals, then no application is needed. If any children in your household were missing from your eligibility notification, contact **Barb Noeldner, 715-748-2316 x322 or noeldba@medford.k12.wi.us** immediately. If your household was notified it qualified for reduced price meals, we encourage you to complete an application to potentially qualify for free meals based on household size and income.
- DO I NEED TO FILL OUT AN APPLICATION IF MY CHILD ATTENDS A COMMUNITY ELIGIBILITY PROVISION SCHOOL (CEP)? If your child attends a school that participates in CEP, receipt of free breakfast and lunch meals does not depend on returning this application. However, this information is necessary for other programs and may be used to determine if your household is eligible for additional benefits.
- CAN I APPLY ONLINE? Yes! You are encouraged to complete an online application instead of a paper application if you are able. The online application has the same requirements and will ask you for the same information as the paper application. Visit www.medford.k12.wi.us to begin or to learn more about the online application process. **Barb Noeldner, MAES, 1065 W Broadway, Medford, WI 54451, 715-748-2316 x322 or noeldba@medford.k12.wi.us** if you have any questions about the application process.
- MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT A NEW ONE? Yes. Your child's application is only good for that school year and for the first few days of this school year, through **October 14, 2019**, or when a new eligibility is determined. You must submit a new application unless the school told you that your child is eligible for the new school year. If you do not submit a new application that is approved by the school or you have not been notified that your child is eligible for free meals, your child will be charged the full price for meals.
- I GET WIC. CAN MY CHILDREN GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced price meals, but it is based on income. Please submit an application.
- MY CHILD(REN) QUALIFIES FOR BADGERCARE PLUS OR MEDICAID. CAN MY CHILD GET FREE MEALS? Children with BadgerCare Plus, Medicaid, or subsidized insurance may be eligible for free or reduced price meals, but it is based on household income and income size. Please submit an application to determine if your household qualifies.
- WILL THE INFORMATION I GIVE BE CHECKED? Yes. We may also ask you to send written proof of the household income you report.
- IF I DON'T QUALIFY NOW, MAY I APPLY LATER? Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed or experience a financial hardship may become eligible for free and reduced price meals if the household income drops below the income limit.
- WHAT IF I DISAGREE WITH THE SCHOOL'S DECISION ABOUT MY APPLICATION? You should talk to school officials. You also may ask for a hearing by calling or writing to: **Pat Sullivan, MAPSD, 124 W State St, Medford, WI 54451, 715-748-4620 ext 523 or sullipa@medford.k12.wi.us**.
- MAY I APPLY IF SOMEONE IN MY HOUSEHOLD IS NOT A U.S. CITIZEN? Yes. You, your children, or other household members do not have to be U.S. citizens to apply for free or reduced price meals.
- WHAT IF MY INCOME IS NOT ALWAYS THE SAME? List the amount that you normally receive. For example, if you normally make \$1000 each month, but you missed some work last month and only made \$900, put down that you made \$1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.
- WHAT IF SOME HOUSEHOLD MEMBERS HAVE NO INCOME TO REPORT? Household members may not receive some types of income we ask you to report on the application, or may not receive income at all. Whenever this happens, please write a 0 in the field. However, if any income fields are left empty or blank, those will also be counted as zeroes. Please be careful when leaving income fields blank, as we will assume you meant to do so.
- WE ARE IN THE MILITARY. DO WE REPORT OUR INCOME DIFFERENTLY? Your basic pay and cash bonuses must be reported as income. If you get any cash value allowances for off-base housing, food, or clothing, it must also be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. Do not include any combat pay resulting from deployment as income.
- WHAT IF THERE IS NOT ENOUGH SPACE ON THE APPLICATION FOR MY FAMILY? List any additional household members on a separate piece of paper and attach it to your application.
- MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR? To find out how to apply for FoodShare or other assistance benefits, contact your local assistance office or call 1-800-362-3002.

If you have other questions or need help, call **Barb Noeldner at 715-748-2316 ext 322**.

HOW TO APPLY FOR FREE AND REDUCED PRICE SCHOOL MEALS for 2019-20 School Year

Please use these instructions to help you fill out the application for free or reduced price school meals. You only need to submit one application per household, even if your children attend more than one school in Medford Area Public School District. The application must be filled out completely to certify your children for free or reduced price school meals. Please follow these instructions in order. If at any time you are not sure what to do next, please contact **Barb Noeldner, 715 748-2316 ext. 322 or noeldba@medford.k12.wi.us**

If your child attends a Community Eligibility Provision School (CEP), receipt of free breakfast and lunch meals does not depend on returning this application; however, this information is necessary for other programs.

PLEASE USE A PEN (NOT A PENCIL) WHEN FILLING OUT THE APPLICATION AND DO YOUR BEST TO PRINT CLEARLY.

| | | | |
|---|---|--|--|
| STEP 1: LIST ALL HOUSEHOLD MEMBERS WHO ARE INFANTS, CHILDREN, AND STUDENTS UP TO AND INCLUDING GRADE 12 | | | |
| Tell us how many infants, children, and school students live in your household. They do NOT have to be related to you to be a part of your household. | | | |
| <p>Who should I list here? When filling out this section, please include ALL members in your household who are:</p> <ul style="list-style-type: none"> • Children grades 12 or under AND are supported with the household's income; and • In your care under a foster arrangement, or qualify as homeless, migrant, or runaway youth, or enrolled in a Head Start program. | | | |
| <p>A) List each child's name. Print each child's name. Use one line of the application for each child. When printing names, write one letter in each box. Stop if you run out of space. If there are more children in household than lines on the application, attach a second piece of paper with all required information for the additional children.</p> | <p>B) Enter the grade and the name of the school the child attends or mark n/a if not in school.</p> | <p>C) Do you have any foster children? If any children listed are foster children, mark the "Foster Child" box next to the children's names. If you are ONLY applying for foster children, after finishing STEP 1, go to STEP 4. <u>Foster children who live with you may count as members of your household and should be listed on your application.</u> If you are applying for both foster and non-foster children, go to step 3.</p> | <p>D) Are any children homeless, migrant, runaway or enrolled in a Head Start program? If you believe any child listed in this section meets this description, mark the "Homeless, Migrant, Runaway or Head Start" box next to the child's name and <u>complete all steps of the application.</u></p> |
| STEP 2: DO ANY HOUSEHOLD MEMBERS CURRENTLY PARTICIPATE IN FoodShare, W-2 Cash Benefits OR FDPIR? | | | |
| <p>If anyone in your household (including you) currently participates in one or more of the assistance programs listed below, your children are eligible for free school meals:</p> <ul style="list-style-type: none"> • The Supplemental Nutrition Assistance Program (SNAP) or FoodShare. • Temporary Assistance for Needy Families (TANF) or W-2 Cash Benefits. • The Food Distribution Program on Indian Reservations (FDPIR). | | | |
| <p>A) If no one in your household participates in any of the above listed programs:</p> <ul style="list-style-type: none"> • Leave STEP 2 blank or check "No" and go to STEP 3. | <p>B) If anyone in your household participates in any of the above assistance programs:</p> <ul style="list-style-type: none"> • Write a case number and <u>name of the assistance program</u> you or any member of the household participates for FoodShare, W-2 Cash Benefits, or FDPIR. You only need to provide one case number. If you participate in one of these programs and do not know your case number, contact your case worker. Medicaid and BadgerCare case numbers do NOT qualify for free or reduced price meals. • Go to STEP 4. | | |
| STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS | | | |
| <p>How do I report my income?</p> <ul style="list-style-type: none"> • Use the charts titled "Sources of Income for Children" and "Sources of Income for Adults," printed on the back side of the application form, to determine if your household has income to report. • Report all amounts in GROSS INCOME ONLY. Report all income in whole dollars. Do not include cents. Gross income is the total income received before taxes. Many people think of income as the amount they "take home" (listed as "net pay" on paycheck stub) and not the total, "gross" amount. Make sure that the income you report on this application has NOT been reduced to pay for taxes, insurance premiums, or any other amounts taken from your pay. | | | |

- Write a “0” in any fields where there is no income to report. Any income fields left empty or blank will also be counted as a zero. If you write ‘0’ or leave any fields blank, you are certifying (promising) that there is no income to report. If local officials suspect that your household income was reported incorrectly, your application will be investigated.
- Mark how often each type of income is received using the boxes to the right of each field.

3.A. REPORT INCOME EARNED BY CHILDREN

A) Report all income earned or received by children. Report the combined gross income for ALL children listed in STEP 1 in your household in the box marked “Child Income.” Only count foster children’s personal income if you are applying for them together with the rest of your household.

What is Child Income? Child income is money received from outside your household that is paid DIRECTLY to your children. Many households do not have any child income.

3.B. REPORT INCOME EARNED BY ADULTS

List adult household members’ names.

- Print the name of each household member in the boxes marked “Name of Adult Household Members (First and Last).” When filling out this section, please include ALL adult members in your household who are living with you and share income and expenses, even if they are not related and even if they do not receive income of their own.
- **Do NOT include:**
 - People who live with you but are not supported by your household’s income AND do not contribute income to your household.
 - Infants, children and students already listed in **STEP 1.**

C) Report earnings from work. Report all total gross income (before taxes) from work in the “Earnings from Work” field on the application. This is usually the money received from working at jobs. If you are a self-employed business or farm owner, you will report your net income.

What if I am self-employed? Report income from that work as a net amount. This is calculated by subtracting the total operating expenses of your business from its gross receipts or revenue.

D) Report income from public assistance/child support/alimony/SSI/VA benefits. Report all income that applies in the “Public Assistance/Child Support/Alimony” field on the application. Do not report the cash value of any public assistance benefits NOT listed on the chart. If income is received from child support or alimony, only report court-ordered payments. Informal but regular payments should be reported as “other” income in the next part.

E) Report income from pensions/retirement/all other income. Report all income that applies in the “Pensions/Retirement/ Social Security/All Other Income” field on the application.

F) Fluctuating Income. For seasonal workers and others whose income fluctuates and usually earn more money in some months than others. In these situations, project the annual rate of income and report that. This includes workers with annual employment contracts but may choose to have salaries paid over a shorter period of time; for example, school employees.

G) Report total household size. Enter the total number of household members in the field “Total Household Members (Children and Adults).” This number MUST be equal to the number of household members listed in **STEP 1** and **STEP 3**. If there are any members of your household that you have not listed on the application, go back and add them. It is very important to list all household members, as the size of your household affects your eligibility for free and reduced price meals.

H) Provide the last four digits of your Social Security Number (SSN). An adult household member must enter the last four digits of their SSN in the space provided. You are eligible to apply for benefits even if you do not have a SSN. If no adult household members have a SSN, leave this space blank and mark the box to the right labeled “Check box if no SSN.”

STEP 4: CONTACT INFORMATION AND ADULT SIGNATURE

An adult member of the household must sign the application. By signing the application, that household member is promising that all information has been truthfully and completely reported. Before completing this section, please also make sure you have read the privacy and civil rights statements on the back of the application.

A) Provide your contact information. Write your current address in the fields provided if this information is available. If you have no permanent address, this does not make your children ineligible for free or reduced price school meals. Sharing a phone number, email address, or both is optional, but helps us reach you quickly if we need to contact you.

B) Print or sign your name. The adult filling out the application must print or sign their name in the signature box.

C) Return completed form to:
MAES
Barb Noeldner
1065 W Broadway Ave
Medford, WI 54451

D) Share children’s racial and ethnic identities (optional). On the back of the application, we ask you to share information about your children’s race and ethnicity. This field is optional and does not affect your children’s eligibility for free or reduced price school meals.

2019-2020 Household Application for Free and Reduced Price School Meals

Apply online at: <https://www.medford.k12.wi.us/family/familyforms.cfm>

Complete one application per household. Use a pen not a pencil.

STEP 1 List ALL infants, children, and students up to and including grade 12 who are Household Members If more spaces are required for additional names, attach another sheet of paper.

Definition of **Household Member**: "Anyone who is living with you and shares income and expenses, even if not related."

| Child's First Name | MI | Child's Last Name | Grade | School the child attends or NA if not in school | <input type="checkbox"/> Homeless, Foster Child <input type="checkbox"/> Migrant, Runaway <input type="checkbox"/> Head Start |
|---|---|---|---|---|---|
| <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> |
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STEP 2 Do any Household Members (including you) currently participate in any of the following assistance programs: FoodShare, W-2 Cash Benefits, or FDIRP? Yes / No

If you answered **NO** > Complete STEP 3. If you answered **YES** > Write a case number here, then go to STEP 4 (Do not complete STEP 3)

| | |
|---|---|
| Case Number | Program Name (Required) |
| <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> |

Write only one case number in this space. Medicaid and Badger Care do not qualify.

STEP 3 Report Income for ALL Household Members (skip this step if you answered 'Yes' to STEP 2) Flip the page and review the charts titled "Sources of Income" for more information.

A. Child Income
Sometimes children in the household earn income. Please include the TOTAL income earned by all infants, children and students up to and including grade 12 listed in STEP 1 here.

Child income: \$

How often? Weekly Bi-Weekly 2x Month Monthly

B. All Adult Household Members (including yourself)
List all Household Members not listed in STEP 1 (including yourself) **even if they do not receive income**. For each Household Member listed, if they do receive income, report total **gross** income (before taxes) for each source in whole dollars only (no cents). If they do not receive income from any source, write '0'. If you enter '0' or leave any fields blank, you are certifying (promising) that there is no income to report.

| Name of Adult Household Members (First and Last Name) | C. Earnings from Work | How often? | | | | D. Public Assistance/ Child Support/ Alimony/SSI/VA Benefit | How often? | | | | E. Pensions/Retirement/ Social Security/ Other Income | How often? | | | | F. Seasonal Workers, and others with fluctuating income, project the annual income and report here. |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|--|
| | | Weekly | Bi-Weekly | 2x Month | Monthly | | Weekly | Bi-Weekly | 2x Month | Monthly | | Weekly | Bi-Weekly | 2x Month | Monthly | |
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G. Total Household Members (Children and Adults)—REQUIRED

H. Last Four Digits of Social Security Number (SSN) of Primary Wage Earner or Other Adult Household Member—REQUIRED or check box if no SSN

X X X X X X

STEP 4 Contact information and adult signature Return completed form to your school. MAES, Attn Barb Noeldner, 1065 W Broadway, Medford, WI 54451

"I **CERTIFY** (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of Federal funds, and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted under applicable State and Federal laws."

| | | | | | |
|---|---|---|---|---|---|
| <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> | <input style="width: 100%;" type="text"/> |
| Street Address (if available) | Apt # | City | State | Zip | Daytime Phone and Email (optional) |

Printed Name OR Signature of Adult Completing this Application—REQUIRED Today's Date Mo./Day/Yr.

INSTRUCTIONS

Source of Income

| Sources of Income for Children | |
|---|---|
| Sources of Child Income | Example(s) |
| - Gross earnings from work | - A child has a regular full or part-time job where they earn a salary or wages |
| - Social Security - Disability payments - Survivor's benefits | - A child is blind or disabled and receives Social Security benefits - A parent is disabled, retired, or deceased, and their child receives Social Security benefits |
| - Income from person outside the household | - A friend or extended family member regularly gives a child spending money |
| - Income from any other source | - A child receives regular income from a private pension fund, annuity, or trust |

| Sources of Income for Adults | | |
|---|---|---|
| Earnings from Work | Public Assistance / Alimony / Child Support | Pensions / Retirement / All Other Income |
| - Gross salary, wages, cash bonuses - Net income from self-employment (farm or business); FARM —refer to line 18 of Schedule 1 or line 34 from Schedule F; BUSINESS —refer to line 12 of Schedule 1 or line 31 from Schedule C. If you are in the U.S. Military: - Basic pay and cash bonuses (do NOT include combat pay, FSSA or privatized housing allowances) - Allowances for off-base housing, food and clothing | - Unemployment benefits - Worker's compensation - Supplemental Security Income (SSI) - Cash assistance from State or local government - Alimony payments - Child support payments - Veteran's benefits - Strike benefits | - Social Security (including railroad retirement and black lung benefits) - Private pensions or disability benefits - Regular income from trusts or estates - Annuities - Investment income - Earned interest - Rental income - Regular cash payments from outside household |

OPTIONAL

Children's Racial and Ethnic Identities

We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced price meals.

Ethnicity *Check one* Hispanic or Latino Not Hispanic or Latino
 Race *Check one or more* American Indian or Alaskan Native Asian Black or African American Native Hawaiian or Other Pacific Islander White

The **Richard B. Russell National School Lunch Act** requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail: U.S. Department of Agriculture
 Office of the Assistant Secretary for Civil Rights
 1400 Independence Avenue, SW Washington, D.C. 20250-9410
 Fax: (202) 690-7442; or
 Email: program.intake@usda.gov.

This institution is an equal opportunity provider.

The above address is for discrimination complaint purposes only. Return this complete application to your school, not to USDA.

Do not fill out

For School Use Only

Annual Income Conversion: Weekly x 52, Bi-weekly (Every 2 Weeks) x 26, Twice a Month x 24, Monthly x 12

| | | | | | | | | | | | | |
|----------------------------------|--------------------------|--------------------------|---------------------------------|--------------------------|--------------------------|----------------------|--------------------------------|--------------------------|--------------------------|----------------------|-------------------------|---------------------------------|
| Total Income | How often? | | | | | Household Size | Categorical Eligibility | Eligibility | | | Date Denied Mo./Day/Yr. | Reason for Denial or Withdrawal |
| | Weekly | Bi-Weekly | 2x Month | Monthly | Yearly | | | Free | Reduced | Denied | | |
| <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="text"/> | <input type="text"/> | |
| Determining Official's Signature | Date Mo./Day/Yr. | | Confirming Official's Signature | | Date Mo./Day/Yr. | | Verifying Official's Signature | | Date Mo./Day/Yr. | | | |
| <input type="text"/> | <input type="text"/> | | <input type="text"/> | | <input type="text"/> | | <input type="text"/> | | <input type="text"/> | | | |
| | | | | | | | | | | | | |

Required for Verification process only

Medford Area Public School District

Administration of any medication to students is governed by Wisconsin Statute 118.29

General Information:

- Medication can only be accepted at school in original containers, or labeled pharmacy bottles.
- Medication should be transported to and from school by an adult.
- Students with permission may carry and self-administer their asthma inhaler, epinephrine, or insulin. Contact your school nurse to make arrangements if your child needs to carry other medications.
- School staff may not administer narcotic pain medication to students.

Prescription Medication:

- Prescription medications require licensed practitioner signature. To assist you, staff can FAX the form to your licensed practitioner for signature.
- Medications should be in a pharmacy container, with pharmacy label listing student's name, medication name, dosage and schedule.
- Information listed on the Medication Administration Consent Form must match the information on the pharmacy container, (i.e.: medication, dose, time given).
- Change in medication, dose or time requires an updated Medication Administration Consent Form, and a pharmacy bottle with an updated label.
- On delayed start times or late arrivals to school, medications will not be administered unless it is within 1 hour of the administration time specified by the licensed practitioner.

Non-Prescription Over-The-Counter Medication:

- Medication Administration Consent Form does not require licensed practitioner signature unless the dose requested exceeds package instructions.
- OTC medication not FDA approved must be accompanied by a licensed practitioner signature for administration at school by school staff.

Medford Area Public Schools

Medication Administration Consent Form

Name of Student: _____ Grade: _____ Teacher _____
 Address: _____
 Parent/Guardian: _____ Phone: _____
 Licensed Practitioner: _____ Phone: _____

Medication Name and Strength: _____
 Dose: _____
 Route: _____
 Time to be administered at school: _____
 Date Order Effective From: _____ To: _____
 Diagnosis/Reason for Medication: _____
 Location of Medication: _____

Medication Name and Strength: _____
 Dose: _____
 Route: _____
 Time to be administered at school: _____
 Date Order Effective From: _____ To: _____
 Diagnosis/Reason for Medication: _____
 Location of Medication: _____

State the condition under which direct contact shall be made with the licensed practitioner in case the student receiving the medication develops an unusual condition or reaction to the medication.

1. **Licensed Practitioner signature**-Directs the above medication administration and indicates a willingness to communicate with staff who administers the medication.

2. **Parent/Guardian signature**-Allows staff to administer the above medication and to contact the health care provider if necessary. Agrees to hold the MAPSD harmless in any and all claims arising from the administration of this medication in school.

Practitioners Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

State Testing Opt Out Form

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

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

If you choose to opt your child out of the test, please sign the "Opt Out" form and return it to the school **no later than two weeks before the scheduled tests.**

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

Parent/Guardian Exemption Form

Student Name: _____ Grade Level: _____

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

- School (check box):
- Medford Area Elementary School
 - Medford Area Middle School
 - Medford Area Senior High
 - Rural Virtual Academy
 - Stetsonville Elementary School

I do not want my child to participate in the above state test(s). I understand that my child's score on the exam will be recorded as "not tested" and will be reflected as such on the school and the district State Accountability Report Card.

If you have any questions, you may contact your child's school principal or Director of Curriculum & Instruction at 715-748-4620

Parent / Guardian Signature

Date

Medford Area Public School District

| |
|--------------------------|
| <h2>Fee Waiver Form</h2> |
|--------------------------|

Date: _____

Student(s) Name: _____

School Year: _____

Sport/ Club/ Class/ Organization: _____

By signing below, we authorize the Medford Area Public School District to waive our fees related to the above organization for our children.

Parent/Guardian Name (print)

Parent/Guardian Name (print)

Parent/Guardian Signature/ Date

Parent/Guardian Signature/ Date



Please turn in all
Transportation Forms to
Krug's Bus Service prior
to August 15.

Bus Routes – New / Alternate Pick-Up / Drop-Off Form (Return to School Office)

Alternative Transportation Requests

- New student requests for transportation must be made in writing using the New/Alternate Pick-up/Drop-off Form for any student who registers after June 15. A copy of the completed New/Alternate Pick-up/Drop-off Form shall be forwarded to the Director of Transportation so that a building assignment for the student can be made concurrent with policy JECC (Assignment of Students to Schools). Routes may be re-scheduled to accommodate newly registered K-12 students who reside within the district boundaries.
- Requests for transportation to and/or from a child care provider must be made in writing using the New/Alternate Pick-up/Drop-off Form.
- Requests for more than one pick-up/drop-off point must be made in writing using the New/Alternate Pick-up/Drop-off Form.
- Requests for a change in the established pick-up/drop-off point must be made in writing using the New/Alternate Pick-up/Drop-off Form.

Changes (Each change will require completing a different New / Alternate Pick-Up / Drop-Off Form.)

- All permanent New/Alternate Pick-up/Drop-off Forms must be received before a change is to become effective during the school year. Phone calls cannot be accepted except in emergency situations. Such exceptions must be approved by the building principal or his/her designee.
- A New/Alternate Pick-up/Drop-off Form must be completed for each new school year.
- School buses will not deviate from scheduled routes during the year to accommodate a change in a child care provider once the route has been established at the beginning of the school year unless the route change can be reasonably accommodated by the transportation contractor.
- Pick-up and drop-off points must be on a scheduled basis and must be documented on the New/Alternate Pick-up/Drop-off Form.

Please check the appropriate box(es)

- New student registration (for any student who registers after June 15).
- Beginning of the year pick-up/drop-off request (for any student who will go to any address which differs from that of the first or primary legal guardian).
- Request for additional pick-up/drop-off (for any student who will have more than one pick-up/drop-off point. The additional pick-up/drop-off must be received by the contractor before it will become effective; the additional pick-up/drop-off must be on a scheduled basis).
- Request for change in pick-up/drop-off (for any student who requires a change in their current pick-up/drop-off point. This New/Alternate Pick-up/Drop-off Form must be received by the contractor before it will become effective; the pick-up/drop-off must be on a scheduled basis).

**School Personnel: Fax ALL forms to the Transportation Contractor
Pick-Up / Drop Off Change / Addition Copy to Classroom Teacher**



Bus Routes

New / Alternate Pick-Up / Drop-Off Form (EAAA-R-E)

(Return to School Office)

Please turn in all Transportation Forms to Krugs Bus Service prior to August 15.

NOTE: Only complete this form if pick up or drop off is OTHER than home.

Name of Child: _____ Teacher: _____ Grade: _____ School: _____

| Parent #1: | | Parent #2: | |
|------------------|--|------------------|--|
| Parent Name: | | Parent Name: | |
| Address (Street) | | Address (Street) | |
| (City/State/Zip) | | (City/State/Zip) | |
| Home Phone | | Home Phone | |
| Work Phone | | Work Phone | |
| Cell Phone | | Cell Phone | |

I request that my child be transported to and/or from the designated address(es) listed below:

To School From School Both

| | | | | | |
|-------------------------------|--------|---------|-----------|----------|--------|
| Name of Residence Holder: | | | | | |
| Address (Street) | | | | | |
| (City/State/Zip) | | | | | |
| Phone: | | | | | |
| Days (circle all that apply): | Monday | Tuesday | Wednesday | Thursday | Friday |
| Effective Date: | | | | | |
| Comments: | | | | | |

To School From School Both

| | | | | | |
|-------------------------------|--------|---------|-----------|----------|--------|
| Name of Residence Holder: | | | | | |
| Address (Street) | | | | | |
| (City/State/Zip) | | | | | |
| Phone: | | | | | |
| Days (circle all that apply): | Monday | Tuesday | Wednesday | Thursday | Friday |
| Effective Date: | | | | | |
| Comments: | | | | | |

**School Personnel: Fax ALL forms to the Transportation Contractor
Pick-Up / Drop Off Change / Addition Copy to Classroom Teacher**



Medford Area Senior High Community Service Verification Form

Students will complete twenty hours of community service over their high school career. Required community service hours will be prorated by graduating class:

- Class of 2020 will serve 5 hours
- Class of 2021 will serve 10 hours
- Class of 2022 will serve 15 hours
- Class of 2023 and subsequent classes will serve 20 hours
- Any student moving into the district will have their hours prorated accordingly.

Student Name: _____ Grade: _____ Number of Hours: _____

Name of Agency/Organization: _____ Date of Experience: _____

Describe the service activities performed:

Name of agency/organization representative (please print): _____

Phone number of representative: _____

Agency representative signature: _____ Date: _____

Student signature: _____ Date: _____

Parent/Guardian signature: _____ Date: _____

Submit this completed form to your school counselor.

Guidelines for eligible community service activities

Community services hours are subject to the following guidelines:

1. Service hours must be fulfilled outside school hours.
2. The service may not be performed for a relative.
3. The service shall be performed without a material reward.
4. Attending meetings or being on committees will not qualify as service hours.
5. Service hours meeting class requirements will not qualify.
6. Students may not use court-ordered community service hours to fulfill the graduation requirement.

If you have any questions about the eligibility of the activity, get it pre-approved by administration.

Medford Area Public School District
124 West State Street
Medford, WI 54451

Nonprofit Organization
PAID
Medford, WI 54451
Permit No. 120



Current Resident or