

**SCHOOL DISTRICT OF MANAWA  
POLICY & HUMAN RESOURCES COMMITTEE MEETING  
AGENDA**

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**AMENDED AGENDA**

**Date: October 11, 2021**

**Time: 6:00 p.m.**

**Hybrid Meeting Format (In-person Meeting for Board of Education at MES Board Room, 800 Beech Street & Virtual Components)**

**Board Committee Members: J. Johnson (C), Pethke, Reiersen**

**In Attendance:**

**Timer:** \_\_\_\_\_ **Recorder:** \_\_\_\_\_

1. Review of District Hiring Process - KPI IV. Engagement & Satisfaction A. Staff retention rate at 92% or higher. (Information / Action)
  - a. [Hiring Process](#)
  - b. [Onboarding/Offboarding Process](#)
  - c. Policy 4120 - Employment of Support Staff
2. Consider Staff Engagement Opportunities- KPI IV. Engagement & Satisfaction E., F., and G. Staff, Parent, and Student Surveys (Information / Action)
  - a. Review Staff Survey
3. Review of Policies and Administrative Guidelines Related to the Selection of Materials (Information / Action)
  - a. PO2522 - Library Media Center
  - b. PO2240 - Controversial Issues in the Classroom
  - c. PO9130 - Public Requests, Suggestions, or Complaints
  - d. AG9130 - Complaint Review Committee Procedures
  - e. PO2414 - Human Growth and Development
  - f. AG2521A - Selection of Instructional Materials
  - g. AG9130A - Procedures for Inspection of Instructional Materials
4. Consider Endorsement of Using a Cleaning Service Until a Custodial Position is Filled (Information / Action)
5. Consider Endorsement a Four-District Shared CAPP Services Mental Health Navigator Paid from ESSER Funds (Information / Action)
6. Consider Endorsement of NEOLA Policy Updates Volume 30, No. 2 + Special Update ( Action)
  - a. Discuss Policies 3120, 4120.04, and 4120 (Regarding relatives of BOE)

7. Consider Endorsement of NEOLA Administrative Guidelines Volume 30, No. 2 + Special Update (Action)
8. Consider Endorsement of Revised AG5421A - Grading (Action)
9. Consider Endorsement of Resuming COVID-19 Protocols (Information / Action)
10. Review and Revise Policies and Administrative Guidelines per Handbook Review as Needed (Information /Action)
  - a. PO5516 - Student Hazing
  - b. PO5517.01 - Bullying
  - c. PO7540.03 - Student Technology Acceptable Use And Safety (When students receive a school email/Google account)
  - d. School Nurse References - Nurse/Paramedical
  - e. PO5513 - Care of Property (Fees or fines defined)
  - f. Other Policies/Administrative Guidelines Identified of Concern During the Handbook Review
11. Discuss Improvements to Health Visit Documentation (Information)
  - a. Skyward Types (locked)
  - b. Protocol Document Under Development - Health Room Visit Standards
12. Policy & Human Resources Committee Planning Guide (Information)
13. Set Next Meeting Date \_\_\_\_\_
14. Next Meeting Items:
  - a. Consider Extension of COVID-19 Sick Leave Benefits?
  - b. Complete NEOLA Policy & Administrative Guideline Updates Volume 30, No. 2 + Special Update
  - c. Update PO8510 - Wellness
  - d. Other
15. Adjourn

# SCHOOL DISTRICT OF MANAWA KEY PERFORMANCE INDICATORS

<b><i>Key Performance Indicators</i></b>	<b><i>Notes</i></b>
<p><b>I. Learning</b></p> <p>A. Students will be proficient or better on internal predictive tests. (See bar graph slides.)</p> <ol style="list-style-type: none"> <li>1. Early Math (gr. 4K-K) &amp; Literacy Screeners (gr. 4K-1)</li> <li>2. STAR Reading &amp; Math (gr. 1-8)</li> <li>3. Aspire Periodic/PreACT/Mosaic (gr. 9-10)</li> </ol> <p>B. 90% of K-12 students engaged in doing service projects annually.</p> <ol style="list-style-type: none"> <li>1. 2019-20 MES 100% of students (Pre-COVID-19 data)</li> <li>2. 2019-20 MMS baseline not established at that time</li> <li>3. 2020-2021 MMS 100% participation</li> <li>4. 2019-20 LWHS 69% of students participated in some form of volunteerism</li> <li>5. 2020-2021 LWHS 86% of students participated in some form of volunteerism</li> </ol> <p>C. ISTE Standards will be 100% implemented by the end of the 2023-24 school year.</p> <p>D. Assess effectiveness of new secondary social studies resources using student proficiency of the course standards.</p> <p>E. 25% of students received post-secondary credits or certification(s) by the conclusion of the 2023-24 school year; 35% in 5 years.</p> <ol style="list-style-type: none"> <li>1. 2019-20 LWHS 19% of students received post-secondary credits or certifications</li> </ol>	<p><i>Internal predictive tests-universal screeners as defined by building/grade that predict how students will do on mandated assessments. (STAR, Fountas and Pinnell Running Records, Lucy Calkins)</i></p> <p><i>Proficiency for each predictive test is based on the state proficiency level except early literacy and math that are locally created.</i></p> <p><i>Volunteerism will be based on school sponsored or school-based groups/organizations who provide a service to the community.</i></p> <p><i>ISTE stands for the International Society for Technology and Education and is a global institution on research-based best practices in technology education and innovation.</i></p> <p><i>There are 6 AP classes; 1 CAAP class; and 3 articulated with Fox Valley Technical College.</i></p>

# SCHOOL DISTRICT OF MANAWA KEY PERFORMANCE INDICATORS

<p><b>II. Operation Efficiencies</b></p> <ul style="list-style-type: none"> <li>A. Maintain an annual balanced budget.</li> <li>B. Levy to the allowable authority.</li> <li>C. Workers Compensation Experience Rate (a.k.a. MOD rate) will be kept under 1.0             <ul style="list-style-type: none"> <li>1. 2020 rate is 1.04</li> <li>2. Cannot go lower than 0.70 statistically</li> </ul> </li> <li>D. Bond Rating - A+ (2019)</li> <li>E. Update and implement 20-year Facilities Plan.</li> <li>F. Update and implement a <a href="#">5-year Technology Plan</a>.</li> </ul>	<p><i>To levy a tax means to collect a tax by legal authority</i></p> <p><i>MOD rate is a premium multiplier that measures the difference in the past workers compensation claims to the expected claims. This either increases or decreases the workers compensation insurance premium.</i></p> <p><i>A bond rating is a credit score obtained when borrowing. The District used Standard &amp; Poor's (AAA-D) for our last referendum debt. This bond rating was established based on a stable local economy, a strong available fund balance, a moderate overall debt burden, and good district management practices. This is offset by declining enrollment.</i></p>
<p><b>III. Safe &amp; Orderly Environment</b></p> <ul style="list-style-type: none"> <li>A. 95% of students have no major offense.             <ul style="list-style-type: none"> <li>1. High School (2020-2021): 86.4% of high school students didn't have a major offence</li> <li>2. Middle School (2020-2021): 87.1% of middle school students didn't have a major</li> <li>3. Elementary (2020-2021): 72% didn't have a major offense</li> </ul> </li> <li>B. Maintain an annually approved School Safety Plan.</li> <li>C. No Out-of-School Suspensions/Expulsions             <ul style="list-style-type: none"> <li>1. Elementary = 0 in 20-21</li> <li>2. Secondary = 0 expulsions in 20-21 and 7 High School suspension and 7 Middle School suspensions</li> </ul> </li> <li>D. 100% compliance with drills (evacuation, lockdown, lock out, shelter in place, etc.).</li> </ul>	<p><i>Major Offense - Behavior that rises to the level of administrative referral and/or police intervention.</i></p>

# SCHOOL DISTRICT OF MANAWA KEY PERFORMANCE INDICATORS

## IV. Engagement & Satisfaction

- A. Staff retention rate at 92% or higher.
  - 1. 2019-20 Retention Rate: 96.3%
  - 2. 2020-21 Retention Rate: 84.1%
    - a) 2020-21 resignation due to retirement: 5/85 = 5.9%
    - b) 2020-21 resignation (not retirement): 9/85 = 9.6%
- B. Less than 5% of K-12 students are chronically absent per WISEdash state expectations by the conclusion of the 2023-24 school year.
  - 1. 2020-21 MES 3.4% of students chronically absent
  - 2. 2020-21 MMS 6.5% of students chronically absent
  - 3. 2020-21 LWHS 6.9% of students chronically absent
- C. Secondary student engagement based on participation in co-curriculars (unduplicated count)
  - 1. MS: 63% of students engaged in at least one or more offering
  - 2. HS: 74% of students engaged in at least one or more offering
- D. Decrease open enrollment out/Increase open enrollment in.
  - 1. Establish Baseline
- E. Establish New Staff Survey - School Perceptions
- F. Establish Parent Survey - School Perceptions
- G. Establish Student Survey - School Perceptions

*Retention Rate: the number of employees that left during the school year divided by the number of employees total at the end of the school year*

*Exit Survey: Currently only BOE members receive this data, it is suggested that the BOE creates a summary of recommendations to be shared with the administrative team.*

*Definition of Chronically Absent: Students are considered to be chronically absent if they miss 16% of school days per the DPI.*

*Open enrollment percent is based on all available possible resident students in the district (includes: St. Paul, all parochial/private school, homeschool, open enrollment out, current SDM enrollment but exclude Amish)*

**2020-21 Data - Co-Curriculars:**

*MS Offerings:*

- 5 Academic Offerings*
- 9 Athletic/Club Offerings*
- 2 Musical Offerings*

*HS Offerings:*

- 13 Academic Offerings*
- 13 Athletic/Club Offerings*
- 5 Musical Offerings*



Book	Policy Manual
Section	For Board Review - Vol. 30, No. 2 + Special Update
Title	Copy of EMPLOYMENT OF SUPPORT STAFF
Code	po4120
Status	
Adopted	May 16, 2016
Last Revised	March 15, 2021

#### 4120 - **EMPLOYMENT OF SUPPORT STAFF**

The Board recognizes that it is vital to the successful operation of the District that positions created by the Board be filled with qualified and competent support staff.

All employees other than the District Administrator or Professional Staff Members (Policy 0100 – Definitions) are considered Classified or Support Employees.

The Board shall approve the employment and fix the compensation for each support staff member employed by this District.

The District Administrator shall provide a description of the work schedule, hours of work per week, a determination of whether the employee is exempt or non-exempt for purposes of overtime eligibility (See Policy 6700). For non-exempt employees, there shall be a clear statement in the job description and employee handbook which states the following: "No non-exempt employee may perform work for the District outside of his/her regular schedule without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment," and for overtime eligible employees, there shall be a clear statement in the job description and employee handbook which states the following: "No overtime eligible employee may perform overtime work for the District without prior supervisory approval. Violations of this requirement will result in disciplinary action, up to and including termination from employment."

Such approval shall be given only to those candidates for employment recommended by the District Administrator.

When any recommended candidate has been rejected by the Board, the District Administrator shall make a substitute recommendation.

All applications for employment shall be referred to the District Office.

~~Relatives of Board members may be employed by the Board, provided the Board member does not participate in any way in the discussion or vote on any matter related to said employment.~~

Relatives of staff members may be employed by the Board, provided the staff member being employed is not placed in a position in which s/he would be supervised directly by the relative staff member.

Any support staff member's intentional misstatement of fact material to his/her qualifications for employment or the determination of salary shall be considered by this Board to constitute grounds for dismissal.

The employment of support staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in District operations. Employment shall be recommended to the Board at the next regular meeting.

When appropriate, no candidate for employment as a support staff member shall receive recommendation for such employment without having proffered visual evidence of proper certification, when appropriate, or that application for such certification is in

process. There must also be verification that a satisfactory background check has been conducted in compliance with District procedures to include local, State, and Federal sources of information.

The District Administrator shall prepare procedures for the recruitment and selection of all support staff that include reporting newly hired employees to the Wisconsin Department of Workforce Development.

### **REQUIREMENTS FOR TITLE I PARAPROFESSIONALS**

All paraprofessionals hired for a Title I supported program must have a secondary school diploma or its recognized equivalent and one of the following:

- A. Completed two (2) years study at an institution of higher education; or
- B. Obtained at least an associates degree; or
- C. Met a rigorous standard of quality and demonstrate through formal State or local academic assessment:
  - 1. knowledge of and the ability to assist in instructing, reading, writing and mathematics; or
  - 2. knowledge of and the ability to assist in instructing, reading readiness, writing readiness and mathematics readiness, as appropriate.

Existing paraprofessionals – All current paraprofessionals working for a Title I supported program must:

- A. Have a secondary school diploma or its recognized equivalent;
- B. Meet the requirements for newly hired paraprofessionals as described above.

Exceptions – These requirements do not apply to a paraprofessional:

- A. Who is proficient in English and a second language and serves as a translator primarily to enhance the participation of children in Title I programs; or
- B. Whose duties consist solely of conducting parental involvement activities.

Paraprofessional duties – Paraprofessionals working for a Title I supported program may be assigned to:

- A. provide one-on-one tutoring for eligible students during times when the teacher would not otherwise be instructing the student;
- B. assist with classroom management, such as organizing instructional and other materials;
- C. provide assistance in a computer laboratory;
- D. provide support in a library or media center;
- E. conduct parental involvement activities;
- F. act as a translator;
- G. provide instructional services to students, if working under the direct supervision of a teacher;
- H. perform limited duties beyond classroom instruction.

Revised 5/16/16

Revised 7/17/17

T.C. 3/15/21

Legal

20 U.S.C. 6319

Last Modified by Steve LaVallee on July 24, 2021



# Staff Feedback 2021-22

As the School District of Manawa Board of Education begins reflection on updating the Key Performance Indicators (KPI), it seems timely to request your preference in expressing systemic feedback. One of the KPIs is intended to measure staff engagement which is known to be a strong indicator of staff retention. This seemed like a good time to ask if a new staff survey tool should also be selected.

The SDM has used the Gallup Q12 Survey for three years but staff has expressed some reluctance in completing the survey openly due to concerns of anonymity even after showing how Gallup processes the data. School Perceptions, the company used for the referendum community surveys, has a new set of surveys for staff, parents, and students. It is lower cost than the Gallup Q12. School Perceptions seemed to receive a positive response from citizens and staff during the referendum process. The District could also write our own survey using Google Forms. The School Perceptions and Google Forms surveys are customizable to ask the questions that are specifically relevant to the SDM and the data the Board of Education is seeking. The Gallup Q12 is purchased as is.

Thank you for sharing your perspective on this important decision.

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\* Required

1. Preferred feedback format. \*

*Mark only one oval.*

- Gallup Q12 Survey
- School Perceptions Staff Survey
- A SDM Written Google Survey
- No Preference
- Other: \_\_\_\_\_

2. Comments (Feel free to explain your preference in staff survey options.)

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Google Forms



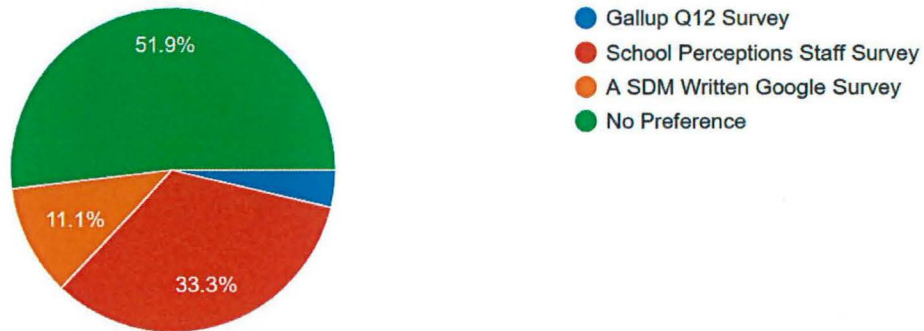
**Students choosing to excel; realizing their strengths.**

To: Board of Education  
From: Dr. Melanie J. Oppor  
Date: September 9, 2021  
Re: Staff Feedback 2021-22 Surveys (Closed survey on Sept. 9, 2021)

Survey Results:

Preferred feedback format.

27 responses



Comments (Feel free to explain your preference in staff survey options.) 7 responses

- I am good with any way you choose as long as people choose to give honest feedback.
- Our Google Survey would be free so that would be my preference. 2nd choice would be the School Perceptions. The Gallup poll had teachers as well as administrators misrepresenting data. We were also spoken to as if teachers were just reading the questions wrong, that we should answer differently when the desired results were not achieved.
- I think it is important to save the district money if and whenever possible when there is another option. I also think that it is important to remember why we do these surveys and to make sure that the results are taken seriously and changes are made when possible. Too many times the surveys have been done and no action has been taken to make improvements based on staff feedback. It is not enough just to give the surveys.

- A survey created by SDM would allow feedback specific to our situation. I don't think the Gallup survey was effective in actually gauging job satisfaction in our district. I would like to see completely open communication that fosters trust between staff and administration regardless of the survey tool.
- I don't think the issue is the survey itself, it is "why are we doing this" and "what are you doing with this info." Is there a plan forward with the data or is it just data for the sake of data? I'm not sure the survey itself really matters.
- Lower cost but still outside agency to assist with anonymity. If we decided to go to an SDM survey it would almost have to be a pen/paper thing so staff would feel comfortable. There always seems to be an issue with email recordings and staff not feeling comfortable. Thanks for asking!
- I am hopeful a new option might be what is needed to directly address issues that continue to still be present.



## School District of Manawa

### Key Measurements Survey Timeline

Season:	Questions you're asking:	KMS Survey:
<b>Fall</b>	<b>Students:</b> How are they making the middle and high school transition?	Middle School Entrance Survey High School Entrance Survey
	<b>Parents:</b> Where do they believe additional planning and resources are needed?	Parent Planning Survey
	<b>Staff:</b> Are they engaged?	Staff Check-in Survey
	<b>Staff:</b> How are my new hires doing?	New Employee Check-in Survey
<b>Winter</b>	<b>Staff:</b> Is the school board on the same page? What about district leaders?	Annual Board Development Tool School Leadership Planning Tool
	<b>Students:</b> What's helping students learn? What's in the way?	Student Life Survey (Grades 4-8) Student Life Survey (Grades 9-12)
<b>Spring</b>	<b>Parents:</b> Where did we make improvements, and what still needs attention?	Parent Satisfaction Survey
	<b>Students:</b> Are they prepared for their next steps?	Elementary School Exit Survey Middle School Exit Survey
	<b>Students:</b> Are they ready for post-high school life?	High School Exit Survey
	<b>Staff:</b> Why are some employees leaving?	Employee Exit Survey
<b>Ongoing</b>	<b>Students:</b> How could our athletics and extra-curricular opportunities improve?	Student & Parent Activity Surveys



Book	Policy Manual
Section	2000 Program
Title	LIBRARY MEDIA CENTERS
Code	po2522
Status	Active
Adopted	March 15, 2021

### 2522 - LIBRARY MEDIA CENTERS

The Board believes that school library media centers are a fundamental part of the educational process by providing a place to foster independent and collaborative learning and information-seeking skills in students and staff. This is accomplished through timely access to services and resources that both reflect the student body, the cultural diversity and pluralistic nature of American society, and represent perspectives held in the world more broadly. Therefore, the Board shall provide sufficient materials and staff for a library media center in each school in the District.

The District Administrator shall designate a licensed library media professional to direct or coordinate the District's library media program. The Board shall adopt a long-range plan for library media services developed by teachers and library and audiovisual personnel and administrators. The plan shall be reviewed periodically. The plan and any materials selection or review process shall be in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity.

The major goals of the District's school library media centers are:

- A. To support and enrich the District's standards and benchmarks;
- B. To provide for personal interests, professional, educational, and recreational reading while promoting an appreciation of good literature;
- C. To provide a comprehensive and coordinated collection of current resources so that students and staff will conveniently and effectively use a wide variety of materials, including print and non-print media;
- D. To promote and support the appropriate use of technology for interpreting and communicating intellectual content;
- E. To provide instruction that advances student and staff literacy of print, digital, and other emerging information resources;
- F. To provide equitable and timely access to resources that support students' personal, academic, and life-long learning;
- G. To foster a love of reading, curiosity, and investigation by providing a space that is well-maintained, up-to-date, welcoming, and safe for all users.

The District Administrator shall establish procedures consistent with the District's long-range plan for library services development related to the selection of materials, removal (weeding) of materials, inventory, and repair and/or replacement of materials. The use of the District's allocation from the Common School Fund for acquisitions, in accordance with DPI regulations, shall be a component of the foregoing procedures.

### Gifts and Donations

Gifts and donations shall be handled in accordance with Policy 7230 - Gifts, Grants, and Bequests.





Book	Policy Manual
Section	2000 Program
Title	CONTROVERSIAL ISSUES IN THE CLASSROOM
Code	po2240
Status	Active
Adopted	October 17, 2016

#### 2240 - **CONTROVERSIAL ISSUES IN THE CLASSROOM**

The Board of Education believes that the consideration of controversial issues has a legitimate place in the instructional program of the schools.

Properly introduced and conducted, the consideration of such issues can help students learn to identify important issues, explore fully and fairly all sides of an issue, weigh carefully the values and factors involved, and develop techniques for formulating and evaluating positions. In addition, the opportunity can lead students to learn about how to use critical thinking and problem solving skills, to study and analyze relevant issues, evaluate different sources of information, make intelligent decisions regarding issues and how to appreciate the value of differing viewpoints.

For purposes of this policy, a controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion and/or are likely to arouse both support and opposition in the community. These issues may range across a wide spectrum of political, social, economic and religious topics.

The Board will permit the introduction and proper educational use of controversial issues provided that their use in the instructional program:

- A. is related to the instructional goals of the course of study and level of maturity of the students;
- B. does not tend to indoctrinate or persuade students to a particular point of view;
- C. encourages open-mindedness and is conducted in a spirit of scholarly inquiry.

Controversial issues related to the program may be initiated by the students themselves provided they are presented in the ordinary course of classroom instruction and it is not disruptive to the educational setting.

Controversial issues may not be initiated by a source outside the schools unless prior approval has been given by the principal. Issues pertaining to human growth and development, as defined by statute, are subject to 118.019, Wis. Stats.

In the discussion of any controversial issue in the classroom or in the course of professional duties, a teacher may express a personal opinion, but shall identify it as such, and must not express such an opinion for the purpose of persuading students to his/her point of view.

The Board recognizes that a course of study or certain instructional materials may contain content and/or activities that some parents find objectionable. If after careful, personal review of the program lessons and/or materials, a parent indicates to the school that either content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular classes for specified reasons. The student, however, will not be excused from participating in the course or activities mandated by the State and will be provided alternative learning activities during times of parent requested absences.



The District Administrator shall develop administrative guidelines for dealing with controversial issues.

(See also Policy 3310 – Freedom of Speech in Noninstructional Settings)

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Legal

Garcetti v. Ceballos, 126 S. Ct. 1951 (2006)

Last Modified by Kayla Reichley on September 6, 2019



Book	Policy Manual
Section	9000 Relations
Title	PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS
Code	po9130
Status	Active
Adopted	April 23, 2018
Last Revised	June 21, 2021

#### 9130 - **PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS**

Any individual(s), having a legitimate interest in the staff, programs and operations of this District shall have the right to present a request, suggestion, or complaint to the District and the Board. At the same time, the Board reserves the right to protect District staff from harassment, disclosure of confidential information, and other violations of the staff or student's rights. It is the intent of this policy to provide guidelines for considering and addressing public requests, suggestions, or complaints in an efficient, reasonable, and equitable manner. Requests, suggestions, or complaints made by District staff members are covered by Policy 1422, Policy 3122, and Policy 4122. This policy is not to be used to appeal or to otherwise seek review of a personnel decision that was or could have been reviewed through the grievance policy, Policy 3340 or Policy 4340.

It is the desire of the Board to address any such matters through direct, informal discussions. It is only when attempts at informal resolution fail that more formal procedures shall be used.

Generally, requests, suggestions, or complaints reaching the Board or Board members shall be referred to the District Administrator for consideration. Only those items that are appropriate for consideration under this policy will be considered. The District Administrator may close out any such request presented to him/her that is not appropriate for consideration consistent with this policy. The Board reserves the right to reverse the District Administrator's decision to dismiss any item raised and to fully investigate or review the matter.

#### **Guidelines for Matters Brought Forth Under This Policy**

##### A. First Level

Generally, if the matter raised involves a staff member the individual(s) should discuss the matter with the staff member, if appropriate. The individual shall take appropriate action within his/her authority and District administrative guidelines to deal with the matter. Matters related to other aspects of the District operations, programming, or other decisions shall be brought generally to the administrator closest to the issue (e.g. if the matter relates to a decision, procedure, or the like in one of the schools, the matter should be raised first with the building principal or a designated person in the school).

Discussion with the staff member may not be appropriate in some situations including, for example, where the matter involves suspected child abuse, substance abuse, or any other serious allegation that may require investigation or inquiry by school officials prior to approaching the staff member.

As appropriate, the staff member shall report the matter and whatever action may have been taken to the immediate supervisor.

##### B. Second Level

If the matter has not been satisfactorily addressed at the First Level or it would be inappropriate to discuss the matter with the staff member, the individual(s) may discuss the matter with the staff member's supervisor, if applicable. Discussions with

the supervisor shall occur promptly following any discussion with the staff member. If the matter involves allegations of harassment, discrimination, bullying, or other conduct implicating other policies and investigative procedures, the supervisor shall proceed to follow the applicable procedures which may include informing the District Compliance Officer for further review.

Matters not involving staff members that are not resolved at the First Level may be brought to the Third Level.

#### C. Third Level

If the matter has not been satisfactorily addressed at the Second level, and the matter does not involve the District Administrator, the individual(s) may submit a written request for a conference to the District Administrator. This request should include:

1. the specific nature of the request, suggestion or complaint and a brief statement of the facts giving rise to it;
2. the respect in which it is alleged that the individual(s) (or child of a complainant) has been affected adversely, if at all, or an explanation of other adverse results or impact of the matter;
3. the action which the individual(s) wishes taken and the reasons why it is felt that such action be taken.

The request must be submitted promptly after discussion with the staff member's supervisor. The District Administrator shall respond in writing to the individual(s) and shall advise the Board of any resolution of the matter.

#### D. Fourth Level

If the matter has not been satisfactorily addressed at the Third Level, or at the First Level in the case of a matter involving the District Administrator, the individual(s) may submit a written request to the Board to address the matter. Any such request must be submitted within ten (10) business days of the latest attempt to resolve the matter. The written submission shall include all correspondences pertaining to the matter between the individual and any School District officials or employees.

The Board, after reviewing all material relating to the matter, will provide a written response or may, at its discretion, grant an opportunity to address the Board prior to making a final decision on the matter.

The Board's decision will be final on the matter. The Board may choose to consolidate complaints or other communications for consideration if more than one individual raises similar concerns before it, but reserves the right to refuse to consider any subsequent complaint on the same matter unless previously unknown material facts are raised.

If the individual(s) contacts an individual Board member to discuss the matter, the Board member may refer the individual(s) to this guideline or the District Administrator for further assistance.

### **Guidelines for Matters Regarding Instructional Materials**

The District Administrator shall inform students and parents each year regarding their right to inspect instructional materials used as part of the educational curriculum and the procedure for completing such an inspection. See Policy 2414, AG 9130A.

If the request, suggestion, or complaint relates to instructional materials such as textbooks, library books, reference works, and other instructional aids used in the District, the following procedure shall be followed:

#### A. The criticism is to be addressed to the Curriculum Director, in writing, and shall include:

1. author;
2. title;
3. the complainant's familiarity with the material objected to;
4. sections objected to by page and item;
5. reasons for objection.

- B. Upon receipt of the information, the Curriculum Director (or Curriculum Director designee if the Curriculum Director and District Administrator are one in the same) may, after advising the District Administrator of the complaint, and upon the District Administrator's approval, appoint a review committee, which shall comply with the open meetings law.
- C. If the request, suggestion, or complaint relates to the human growth and development curriculum or instructional materials, it shall be referred to the advisory committee responsible for developing the human growth and development curriculum and advising the Board on the design, review, and implementation of the curriculum. (See Policy 2414).
- D. The committee, in evaluating the questioned material, shall be guided by the following criteria:
1. the appropriateness of the material for the age and maturity level of the students with whom it is being used
  2. the accuracy of the material
  3. the objectivity of the material
  4. the use being made of the material
- E. The material in question may not be temporarily withdrawn from use pending final resolution of the matter.
- F. The committee's recommendation shall be reported to the District Administrator in writing within ten (10) business days following the first meeting of the committee. The District Administrator will advise the individual(s), in writing, of the committee's recommendation and the District Administrator's decision. The District Administrator shall also advise the Board of the committee's recommendation and his/her decision.
- G. The individual(s) may submit an appeal the District Administrator's decision in writing to the Board President within ten (10) business days of receiving the decision. The written appeal and all written material relating to it shall be referred to the Board for review.
- H. The Board shall review the matter and advise the individual(s), in writing, of its decision as soon as practicable. The Board shall determine on a case-by-case basis whether its review will include appearances by the petitioner and administration, be based on written submissions, or only on the record produced by the Committee and/or District Administrator.

No challenged material may be permanently removed from the curriculum or from a collection of resource materials except by action of the Board, and no challenged material may be removed solely because it presents ideas that may be unpopular or offensive to some. Any Board action to remove material will be accompanied by the Board's statement of its reasons for the removal.

Revised 11/19/18  
Revised 7/22/19  
Revised 4/27/20  
Revised 3/15/21

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Legal                      118.01, Wis. Stats.  
                                  118.019, Wis. Stats.  
                                  20 U.S.C. 1232h

Last Modified by Debby Finton on July 8, 2021



Book	Administrative Guideline Manual
Section	9000 Relations
Title	COMPLAINT REVIEW COMMITTEE PROCEDURES
Code	ag9130
Status	Active
Adopted	July 16, 2018

#### 9130 - **COMPLAINT REVIEW COMMITTEE PROCEDURES**

The following procedures should be used by committees formed to review complaints concerning instructional materials.

A. **Robert's Rules of Order** shall be followed for conducting meetings.

A chairperson and a secretary will be selected by the Curriculum Director prior to the initial meeting.

**B. First Meeting:**

1. Copies of the petitioner's complaint are distributed.
2. Copies of the material being challenged are distributed.
3. Relevant materials concerning the issue are made available.
4. The petitioner may make an oral presentation of not more than fifteen (15) minutes.
5. District staff may make an oral presentation of not more than fifteen (15) minutes.
6. The chairperson directs each committee member to review the complaint carefully and be prepared to vote on the issue at the second meeting.

**C. Second Meeting:**

1. Committee discussion will be led by the chairperson.
2. The petitioner may be present to observe, but may not participate in the deliberations.
3. The vote of a simple majority of those present entitled to vote will determine the resolution of the complaint.
4. Only members who have read or viewed the material in its entirety may vote.
5. Balloting will be written and confidential.

The vote will then be forwarded to the District Administrator for his/her review and decision.

Minutes of each meeting will be kept by the secretary and distributed to the petitioner, the committee, the Curriculum Director and the District Administrator.

The petitioner may appeal the decision of the committee to the Board, who will have access to all materials made available to the committee as well as to the minutes of each meeting.

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Last Modified by Kayla Reichley on September 10, 2019



Book	Policy Manual
Section	2000 Program
Title	HUMAN GROWTH AND DEVELOPMENT
Code	po2414
Status	Active
Adopted	October 17, 2016

#### 2414 - **HUMAN GROWTH AND DEVELOPMENT**

The Board of Education directs that students receive instruction in human growth and development, consistent with Chapter 118.019(2) Wis. Stats, to include the following:

A. Medically accurate and age-appropriate instruction in the following topics:

1. the importance of communication about sexuality between the student and the student's parents or guardians
2. reproductive and sexual anatomy and physiology, including biological, psychosocial, emotional, and intellectual changes that accompany maturation
3. puberty, pregnancy, parenting, body image, and gender stereotypes
4. the skills needed to make responsible decisions about sexuality and sexual behavior throughout the student's life, including how to refrain from making inappropriate verbal, physical, and sexual advances and how to recognize, rebuff, and report any unwanted or inappropriate verbal, physical, and sexual behaviors
5. the benefits of and reasons for abstaining from sexual activity

Instruction under this subdivision shall stress the value of abstinence as the only reliable way to prevent pregnancy and sexually transmitted infections and shall identify the skills necessary to remain abstinent

6. methods for developing healthy life skills, including setting goals, making responsible decisions, communicating, and managing stress
7. how alcohol and drug use affect responsible decision making
8. the impact of media and one's peers on thoughts, feelings, and behaviors related to sexuality
9. adoption resources, prenatal care, and postnatal supports
10. the nature and treatment of sexually transmitted infections

B. use instructional methods and materials that do not discriminate against a student based upon the student's race, gender, religion, sexual orientation, or ethnic or cultural background or against sexually active students or children with disabilities

C. address self-esteem, personal responsibility, healthy relationships, and positive interpersonal skills, with an emphasis on healthy relationships







Book	Administrative Guideline Manual
Section	2000 Program
Title	SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT
Code	ag2521A
Status	Active
Adopted	April 23, 2018

#### 2521A - **SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT**

The criteria established for the selection of instructional materials and equipment shall not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to, age, sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability.

In accordance with the policies of the Board of Education for selection of resource materials, the following guidelines should be followed:

##### **A. Criteria for Selection of Instructional Materials**

1. technical quality of the publication/production
2. readability and appeal to diverse students
3. authenticity-authoritativeness
4. completeness, accuracy, clarity
5. absence of gender stereotyping and racial or ethnic bias
6. reputation and significance of the author, artist, composer, and/or producer
7. format and price
8. relationship to a course of study
9. extent to which the scope/content of the material makes it possible for students to accomplish the objectives and goals of the program
10. appropriateness of the content and/or presentation relative to the maturity and/or comprehension level of the students
11. needs of an individual school program based on requests from administrators and teachers
12. needs of individual students based on requests by teachers, parents, or students
13. Research-based evidence that supports its effectiveness

##### **B. Criteria for Selection of Equipment**

The evaluation and selection criteria for instructional equipment should include:

1. relevance to the school curriculum;
2. needs of staff and/or students;
3. technical quality;
4. cost;
5. reliability;
6. ease of repair and maintenance;
7. compatibility with existing District equipment, when applicable.

**C. Procedure for Selection of Instructional Resources**

1. The Curriculum Director shall select members of the staff who are directly involved in the program for which the materials and/or equipment will be used. Their responsibility is to review and evaluate suggested resources, using the criteria listed on page 1.
2. The Curriculum Director shall review the recommendations and, if necessary the materials and equipment, and submit the recommendations to the District Administrator.
3. The Curriculum Director and the selection committee will be responsible for submitting the recommendations to the District Administrator who will submit it to the Board Curriculum Committee for review annually in June. Upon endorsement by the Board Curriculum Committee, it will be moved to the full membership of the Board of Education for final endorsement.

**D. Procedure for Selection of Library or Media Center Materials**

1. The Library and Media Specialist, in cooperation with the District staff, as appropriate, shall be responsible for the selection of all materials housed in a library or media center. Instructional staff may be invited to offer input as to the materials they would find most useful.

**E. Procedure for Use of Non-district Materials**

1. Print, audio, video, or graphic materials that are not part of the District's basic or supplementary materials to be used with students should be reviewed prior to use. Such review should be done, by the teacher(s) or counselor(s) who wish to use the material.
2. The critical criteria by which such materials are to be reviewed are:
  - a. Relationship to the course of study;
  - b. The uniqueness of the content and/or presentation that is not adequately provided in District materials;
  - c. The appropriateness of the content and/or presentation for the maturity and comprehension levels of the students;
3. Each of the three criteria are to be considered by the teacher. If there is any concern on the part of the teacher that the material might be inappropriate, s/he should , contact the Principal and Curriculum Director.

Legal

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services,  
Department of Education, Office of Civil Rights, 1979

20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. 794, Rehabilitation Act of 1973

118.13, Wis. Stats.

P.I. 9, 41, Wis. Adm. Code

Fourteenth Amendment, U.S. Constitution

20 U.S.C. 1681, Title IX of Education Amendments Act

42 U.S.C. 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

Last Modified by Kayla Reichley on September 9, 2019



Book	Administrative Guideline Manual
Section	9000 Relations
Title	PROCEDURES FOR INSPECTION OF INSTRUCTIONAL MATERIALS
Code	ag9130A
Status	Active
Adopted	July 16, 2018

#### 9130A - **PROCEDURES FOR INSPECTION OF INSTRUCTIONAL MATERIALS**

The following procedures should be used when a member of the public makes a request to inspect instructional materials used as part of the educational curriculum of a student.

A signed written request containing the following information should be completed and submitted to the Curriculum Director:

- A. Parent's Name
- B. Student's Name and Grade Level
- C. Home Address
- D. School of Attendance
- E. Course of Study
- F. Teacher's Name
- G. The Specific Materials to be Reviewed
- H. Parent Signature
- I. Date

Upon receipt of the written request, the Curriculum Director will contact the person making the request within ten (10) days to schedule an appointment for the person to come to the District to review and inspect the material as per the written request. If upon inspection and review, the person would like to file a complaint about the instructional materials, the person shall follow the complaint procedures outlined in Policy 9130 and AG 9130.

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Last Modified by Kayla Reichley on September 10, 2019



Book	Administrative Guideline Manual
Section	5000 Students
Title	Copy of GRADING
Code	ag5421A
Status	Proposed to Policy & Human Resources Committee
Adopted	August 20, 2018
Last Revised	December 17, 2018

#### 5421A - **GRADING**

Since grades play such a significant role in the life of a student, it is imperative that the Board of Education's grading policy be implemented with as much professional expertise as can be applied. In determining grades at the various levels, staff should observe the following administrative guidelines.

#### **4K**

Reporting at this grade level consists of a progress report to parents regarding their child's development of early learning attributes. The marking code is:

- 3.0 Demonstrates concept or skill independently
- 2.0 Demonstrates concept or skill with assistance
- 1.0 Rarely or does not demonstrates concept or skill

#### **Grades K-~~5~~6**

Reporting in these grades will consist of a report card with descriptive marks and a narration. Descriptive marks will be:

<b>Proficiency Scale #</b>	<b>Proficiency Level</b>	<b>Description</b>
4.0	Advanced	Student has in-depth understanding and can make applications that go beyond what was taught.
3.0	Proficient	Student has met expectations based on what was taught.
2.0	Needs Improvement	Student needs improvement in meeting expectations and has some errors or incomplete understandings based on what was taught.
1.0	Unsatisfactory	Student is making unsatisfactory progress toward meeting expectations and may need additional support to learn what was taught.

The principal in collaboration with all teachers at a particular grade or of a particular course shall develop an explanation of the criteria and standards that will be used to qualify a student to be graded advanced, proficient, needs improvement, or unsatisfactory.

To ensure consistency, all teachers at the grade or course level shall use the same criteria/standards in grading their students.

Definition of "passing" and "failing":

#### **Grades K-~~5~~6**

- A. A rubric score of "1 or less" is defined as failing.
- B. A rubric score of 2, 3, or 4 is considered passing.

The current level of effort and social interaction are graded as follows:

- A. Consistently demonstrates skill/behavior.
- B. Inconsistently demonstrates skill/behavior.

### Grades ~~6~~7-12

Reporting in these grades will be by report card using the following marking system:

A ~~94.50~~5-100  
 A- ~~91.50-94.49~~~~92-94~~  
 B+ ~~88.50-91.49~~~~89-91~~  
 B ~~85.50-88.49~~~~86-88~~  
 B- ~~82.50-85.49~~~~83-85~~  
 C+ ~~79.50-82.49~~~~80-82~~  
 C ~~76.50-79.49~~~~77-79~~  
 C- ~~73.50-76.49~~~~74-76~~  
 D+ ~~70.50-73.49~~~~71-73~~  
 D ~~67.50-70.49~~~~68-70~~  
 D- ~~64.50-67.49~~~~65-67~~  
 F 0-64,~~49~~

The final grade is calculated to two decimal places using standard rounding rules. The grade is rounded up if the decimal is 0.50 or above. The grade is rounded down if the grade is below 0.50.

Marking System:

- (A) Excellent
- (B) Good
- (C) Average
- (D) Below Average
- (F) Failure
- (I) Incomplete
- (W) Withdrew

If a student receives an "F" in a required subject, he/she must repeat and pass that subject to fulfill graduation requirements. Ordinarily, a student who receives an "F" in a course that is part of a sequence must repeat and pass that course to continue in the sequence. (I) Incomplete: When a student's work is not completed by the end of the quarter due to the student's absence from school, he/she receives an "I". This work, in most cases, must be made up within two weeks after the end of the quarter. Exceptions to the two-week period must be cleared through the principal. If work is not made up in the allowed time, the "I" becomes an "F". (W) Withdrew: A student receives this grade when he/she drops a course with administrative approval.

NOTE: A student withdrawing from a course after the fifth week of the semester will do so with an F, unless, granted administrative exception. The principal, in collaboration with all teachers at a grade or of a particular course, shall develop an explanation of the criteria and standards that will be used to qualify a student to be graded excellent, good, average, below average, or failing.

The explanation may not make use of normative (bell-curve) standards.

### General Considerations

Students will receive one grade per subject at the end of each grading cycle.

These grading criteria and standards shall be approved by the District Administrator prior to the start of the school year.

To ensure consistency, all teachers at the grade or course level shall use the same criteria/standards in grading their students.

Each principal shall send a copy of these grading criteria/standards to all parents of children in these grades (or courses) prior to the first day of school and shall ensure that they are the basis for discussion and decision-making at all parent conferences.

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Last Modified by Melanie Oppor on September 28, 2021

## COVID-19 Protocols

<b>Concern</b>	<b>Recommendation</b>
Virtual learning contracts - Parents	<p>Convene school committee and revise contracts</p> <p>Short-term for remainder of SY2021-22</p> <p>Long-term plan for virtual learning in the SDM; check DPI extension vs. charter school requirement</p>
Virtual learning contracts - Teachers	Convene school committee and revise contracts
Probable and Positive are treated the same by DHS but families are confused	<p>Positive and Probable are treated the same by DHS and will be treated the same by the SDM.</p> <p>The SDM will still maintain separate data on positive and probable.</p>
Lack of Contact Tracing	<p>Resume contact tracing.</p> <p>Resume close contact notification via email, phone call, or Skylert.</p> <p>Invite parents or staff to show proof of vaccination.</p> <p>Parents may voluntarily quarantine in instances of close contact as long as the student remains asymptomatic.</p>
Parent preference for student documentation of vaccination	Skyward Health tab - immunization; if parents want the copy of the immunization card on file for future reference.
Confusion around staff expectations and the health/safety of schools	Staff who are close contacts should be quarantined per DHS guidelines.
Working from home when quarantining due to a COVID-19 positive; those using FMLA; if quarantined voluntarily due to close contact	<p>Custodial/Maintenance - no</p> <p>Teacher - yes; but still need to pay for supervision</p> <p>Instructional Para - no</p> <p>Special Ed. Para - no</p> <p>Admin. - yes</p> <p>Food Service - no</p> <p>Secretarial/Clerical - yes; but offices must be open and staffed</p>

Parent notification is too vague	Resume contact tracing. Resume close contact notification via email, phone call, or Skylert. Revise letter to indicate that it is being sent due to a close contact.
Symptoms re: sending students home	<a href="#">"Is your child too sick for school?"</a> document
Parents are asking for quarantine guidance	Share DHS flowcharts.
Notification of staff re: a possible exposure; staff not feeling safe with vague notification as they don't know if they have had contact	Create staff email/letter.
Parents know more than admin. team (gossip)	Administrator will investigate (may talk with staff member) and respond to the parent limiting to HIPAA acceptable information only.
Parents are inquiring about attendance policy	Will be included in virtual section above.
Teachers are concerned about expectations re: attendance; when should a student be marked absent; how is truancy identified	





Book	Policy Manual
Section	5000 Students
Title	STUDENT HAZING
Code	po5516
Status	Active
Adopted	June 20, 2016
Last Revised	November 19, 2018

#### 5516 - **STUDENT HAZING**

The Board of Education believes that hazing activities of any type are inconsistent with the educational process and may in some circumstances be a violation of State law. It prohibits all such activities at any time in school facilities, on school property, and at any District-sponsored activity or event.

Hazing shall be defined for purposes of this policy as performing any act or coercing another, to perform any act of initiation into any class, group, or organization that causes or creates a risk of causing mental, emotional, or physical harm. Permission, consent, or assumption of risk by an individual subjected to hazing shall not lessen the prohibitions contained in this policy.

Administrators, faculty members, and other employees of the District shall be alert to possible situations, circumstances, or events that might include hazing. If hazing or planned hazing is discovered, the students involved shall be informed by the discoverer of the prohibitions contained in this policy and shall be ordered to end all hazing activities or planned activities immediately. All hazing incidents shall be reported immediately to the Principal or to the District Administrator. The individual informed of the situation shall immediately do the following:

- A. Write all information concerning the reported activity or planned activity received from the person reporting the incident to create a complete record of the initial contact with administration.
- B. Determine if any potential criminal activity has occurred and if so contact law enforcement immediately.
- C. Determine whether the information received illustrates hazing behavior that is based on the student's or any group of students sex (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws ("Protected Classes"). If the conduct reported appears to be based on one or more Protected Class, the Administrator shall inform the District Compliance Officer and refer to Policy 5517 – Student Anti-Harassment and proceed accordingly.
- D. If the hazing or planned hazing does not appear to be based on any Protected Classes, then the Administrator shall proceed to conduct an investigation consistent with the procedures found in Policy 5517.01 - Bullying. If at any point, information surfaces indicating that hazing activity was based on one (1) or more Protected Class, the Administrator or designee conducting the investigation shall contact the Compliance Officer and consult Policy 5517 – Student Anti-harassment.

Students, administrators, faculty members, and other employees who fail to abide by this policy may be subject to disciplinary action and may be held personally liable for civil or criminal penalties. Disciplinary action for students may include, but is not limited to, suspension and/or expulsion. Disciplinary action for staff members may be issued up to and including termination from employment. (See Policy 3139 – Staff Discipline or Policy 4139 – Staff Discipline).

Legal

118.13 Wis. Stats.

120.13 Wis. Stats

948.51 Wis. Stats

P.I. 9, 41 Wis. Admin. Code

Fourteenth Amendment, U.S. Constitution

20 U.S.C. 1415

20 U.S.C. 1681 et seq., Title IX of Education Amendments Act

20 U.S.C. 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. 794, Rehabilitation Act of 1973

42 U.S.C. 1983

42 U.S.C. 12101 et seq., The Americans with Disabilities Act of 1990

42 U.S.C. 2000 et seq., Civil Rights Act of 1964

42 U.S.C. 2000d et seq.

34 C.F.R. Sec. 300.600-300.662

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services,  
Department of Education, Office of Civil Rights, 1979

Last Modified by Kayla Reichley on September 9, 2019

### Close Contacts to a COVID-19 Case:

The following **isolation and quarantine** periods apply to students and staff who are **close contacts of a [confirmed or probable COVID-19 case](#)**. School-based health care providers should use these criteria, in consultation with the LTHD, to determine when students can return to in-person instruction:

Students and staff who are **not fully vaccinated** and **remain asymptomatic** during their quarantine period and are either **not tested or test negative for COVID-19** infection by PCR or antigen test:

- Must quarantine for 14 days from the date of last exposure before returning to school or day care. Quarantine may be shortened to 10 days after the date of last exposure, provided people still monitor for symptoms, wear a mask, and physical distance for the full 14 days. Quarantine may be shortened further to 7 days if they meet the [shortened quarantine criteria](#).
- If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case.

Students and staff who are **not fully vaccinated** who **remain asymptomatic** during their quarantine period and **test positive for COVID-19** infection by antigen or PCR:

- Must isolate at home for 10 days from the day the sample was collected.
- Siblings, household members, and other close contacts should be sent home and also follow the [Close Contact to a COVID-19 Case](#) to determine quarantine length.

Students and staff who are **not fully vaccinated** who **develop COVID-19 symptoms** during quarantine and are **not tested** for COVID-19 infection:

- The individual must quarantine for 14 days after the last contact with the COVID-19 positive person. If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case.

- The individual must also remain home for at least 10 days since the first symptoms began AND be fever-free without the use of fever-reducing medications for 24 hours AND with improvement of symptoms.
- **The criteria in both of the above bullets must be met before returning to school.**
- Siblings, household members, and other close contacts should be sent home and also follow the [Close Contact to a COVID-19 Case](#) to determine quarantine length.

Students and staff who are **not fully vaccinated** who **develop COVID-19 symptoms** during quarantine and **test negative** for COVID-19 infection while symptomatic:

- The individual must quarantine for 14 days after the last contact with the COVID-19 positive person. If the exposure is to a household member and the case cannot properly isolate away from others at home, the last date of contact may be the last day of isolation for the case.
- If the individual tested negative on a PCR test, they must also be fever-free for 24 hours without the use of fever-reducing medications AND if diagnosed with another condition, they must complete the exclusion period for the diagnosed disease as listed on the [Wisconsin Childhood Communicable Diseases Wall Chart](#). An alternative diagnosis is not required.
- If the individuals tested negative on an antigen test, they must also isolate at home for at least 10 days since the first symptoms began AND be fever-free without the use of fever-reducing medications for 24 hours AND with improvement in symptoms. Follow-up PCR testing is recommended for these individuals within 48 hours of the negative antigen test.
- **The criteria in both the first bullet AND either the second or third bullet above must be met before returning to school.**

Students and staff who are **not fully vaccinated** who **develop COVID-19 symptoms** during quarantine and **test positive** for COVID-19 infection while symptomatic can return to in-person instruction and school activities after meeting the following:

- The individual must isolate at home for at least 10 days since the first symptoms began AND be fever-free without the use of fever-reducing medications for 24 hours AND with improvement in symptoms. Repeat testing is NOT recommended for making decisions about when people can return to work or school.
- Siblings, household members, and other close contacts should also follow the [Close Contact to a COVID-19 Case](#) to determine quarantine length.

Close contacts who previously had a positive COVID-19 PCR test, or who had a positive antigen test while symptomatic, within the last 90 days and do not have symptoms, do not need to quarantine. If symptoms develop, they should follow the COVID-19 isolation procedures and consult with a medical provider.

**Fully vaccinated** students and staff who **remain asymptomatic** for 14 days after an exposure to someone with a confirmed or probable case:

- Do not need to quarantine.
- Should monitor for symptoms for 14 days.
- Should get tested 3-5 days following exposure and wear a mask in all public indoor settings for 14 days or until they receive a negative test result.
- Can continue to attend in-person school.



- Should follow all other measures for COVID-19 prevention, including masking and physical distancing.

**Fully vaccinated** students and staff who **develop COVID-19 symptoms** within 14 days of last close contact and who **test positive or who are not tested** for COVID-19 infection while symptomatic can return to in-person instruction and school activities after meeting the following:

- The individual must also remain home for at least 10 days since the first symptoms began AND be fever-free without the use of fever-reducing medications for 24 hours AND with improvement of symptoms.
- Siblings, household members, and other close contacts should be sent home and also follow the [Close Contact to a COVID-19 Case](#) to determine quarantine length.

**Fully vaccinated** students and staff who **develop COVID-19 symptoms** within 14 days of last close contact and who **test negative** for COVID-19 infection while symptomatic can return to in-person instruction and school activities after meeting the following:

- If the individual tested negative on a PCR test OR an antigen test, they must also be fever-free for 24 hours without the use of fever-reducing medications AND if diagnosed with another condition, they must complete the exclusion period for the diagnosed disease as listed on the [Wisconsin Childhood Communicable Diseases Wall Chart](#). An alternative diagnosis is not required.
- Siblings and household contacts do not need to quarantine.



Book	Policy Manual
Section	5000 Students
Title	Copy of BULLYING
Code	po5517.01
Status	
Adopted	June 20, 2016
Last Revised	March 15, 2021

#### 5517.01 - **BULLYING**

The Board is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Bullying toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions that cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property, including at any of the school buildings or other property used exclusively or in part, whether leased or owned by the District, for the purpose of school-related functions or events; or while traveling to or from school or to and from school-sponsored functions or events; in transporting vehicles arranged for by School District officials. The policy applies as well during activities that occur off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the supervision of school authorities, or where an employee is engaged in school business, or where there is otherwise a connection to the school such that the conduct at issue affects or is intended to affect the student's educational environment.

#### **Definitions**

##### **"Bullying"**

Bullying is deliberate or intentional behavior using word or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well being. 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; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. ""Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), 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."

The Board recognizes that cyberbullying can be particularly devastating to young people because:

1. cyberbullies more easily hide behind the anonymity that the Internet provides;
2. cyberbullies spread their hurtful messages to a very wide audience with remarkable speed;
3. cyberbullies do not have to own their own actions, or fear punishment for their actions, as it is usually very difficult to identify cyberbullies;
4. Furthermore, the reflection time that once existed between the planning of a prank – or a serious stunt – and its commission has all but been erased with cyberbullying;
5. Cyberbullies can impersonate others with the intent to embarrass or harm them or hacking into, or otherwise gaining access to, another's others' electronic accounts (emails, social media, etc.) and posing as that individual with the intent to embarrass or harm the individual.

Cyberbullying includes, but is not limited to the following:

1. posting slurs or rumors or other disparaging remarks about a student on a web site or on weblog;
2. sending e-mail or instant messages that are mean or threatening, or so numerous as to drive-up the victim's cell phone bill;
3. using a camera phone to take and send embarrassing photographs of students;
4. posting misleading or fake photographs of students on web sites.

**"Harassment"** includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature on the basis of sex, (including transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws. Harassment is prohibited by Policy [5517](#) – Student Anti-Harassment.

**"Staff"** includes all school employees and Board members.

**"Third parties"** include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in District business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For a definition of hazing and instances that could possibly be construed as hazing, consult Policy [5516](#).

### **Complaint Procedures**

Any student who believes s/he has been or is the victim of bullying should immediately report the situation to the building principal or ~~designee assistant principal~~, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

Complaints against a Board member shall be filed with the Board President unless the complaint is against the President in which case the complaint shall be filed with the Board Vice President, who is authorized to contact District legal counsel for assistance in handling the complaint.

Every student is encouraged to report any situation that they believe to be bullying behavior directed toward a student. Reports may be made to those identified above.

All school staff members and school officials who observe or become aware of acts of bullying are required to report these acts to the building principal or ~~designee assistant principal~~, or the District Administrator.

Reports of bullying may be made verbally or in writing and may be made confidentially. All such reports, whether verbal or in writing, will be taken seriously and a clear account of the incident is to be documented. A written record of the report, including all pertinent details, will be made by the recipient of the report.

All complaints about behavior that may violate this Policy shall be investigated promptly by the building principal. The staff member who is investigating the report of bullying shall interview the victim(s) of the alleged bullying and collect whatever other information is necessary to determine the facts and the seriousness of the report.

If, during an investigation of a reported act of bullying in accordance with this Policy, the principal determines that the reported misconduct may have created a hostile learning environment, discrimination, and/or may have constituted harassment based on sex (transgender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or state civil rights laws, the principal will report the act of bullying to one of the Compliance Officers who shall assume responsibility to investigate the allegation in accordance with Policy 5517 – Student Anti- Harassment or Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. Additionally, complaints alleging sexual harassment on the basis of sex are also covered by and subject to the investigation procedures in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities. If the investigation under Policy 5517 - Student Anti-harassment, Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity or Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities does not substantiate harassment based on one or more of the Protected Classes, the complaint of bullying shall still be investigated under this Policy.

With regard to complaints received against the District Administrator (or a member of the Board), the investigation shall be referred to the Board attorney who shall conduct a prompt investigation. The Board attorney is authorized to designate an outside third party to conduct the investigation. The Board attorney or designee will arrange such meetings as may be necessary with all concerned parties within five (5) business days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The Board attorney or designee conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and the findings made.

Parents of each student involved in the bullying report will be notified prior to the conclusion of the investigation. The District shall maintain the confidentiality of the report and any related student records to the extent required by law.

If the investigation finds that bullying has occurred, it will result in prompt and appropriate remedial and/or disciplinary action. This may include student discipline, including, but not limited to, reprimand, suspension, or possible expulsion. Furthermore, the result of an investigation that finds that bullying has occurred may result in discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement officials.

The complainant shall be notified of the findings of the investigation, and as appropriate, of the remedial action has been taken.

This policy shall not be interpreted to infringe upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

### **Retaliation/False Reports**

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of bullying is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. Suspected retaliation should be reported in the same manner as bullying incidents. Making intentionally false reports about bullying ~~for the purpose of getting someone in trouble~~ is similarly prohibited and will not be tolerated. Retaliating and intentionally making a false report may result in disciplinary action.

If a student or other individual believes there has been bullying, regardless of whether it fits a particular definition, s/he should report it and allow the administration to determine the appropriate course of action.

### **Privacy/Confidentiality**

The School District will respect the privacy of the complainant, the individual(s) against who the complaint is filed, and the witnesses as much as possible, consistent with the Board's legal obligations to investigate, to inform parents, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

### **Notification**

Notice of this policy will be annually distributed to all students enrolled in the School District, their parents and/or guardians and employees. The policy will also be distributed to organizations in the community having cooperative agreements with the schools. Additionally, the policy will be posted in conspicuous locations in all school buildings and departments within the District and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. All new hires will be required to review and sign off on this policy and the related complaint procedure.



The School District will also provide a copy of the policy to any person who requests it.

### **Records and Reports**

Records will be maintained on the number and types of reports made, and sanctions imposed for incidents found to be in violation of the bullying policy.

An annual summary report shall be prepared and presented to the Board, that includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public.

### **Education and Training**

In support of this policy, the Board promotes preventative educational measures to create greater awareness of bullying behavior. The District Administrator shall provide appropriate training to all members of the School District community related to the implementation of this policy and its accompanying administrative guidelines. All training regarding the Board's policy and administrative guidelines on bullying will be age and content appropriate.

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Wis. Stat. 118.46

Last Modified by Melanie Oppor on August 3, 2021



Book	Policy Manual
Section	7000 Property
Title	Copy of STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY
Code	po7540.03
Status	
Adopted	August 20, 2018
Last Revised	November 16, 2020

#### 7540.03 - **STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY**

Technology has fundamentally altered the ways in which information is accessed, communicated, and transferred in society. As a result, educators are continually adapting their means and methods of instruction, and the way they approach student learning to incorporate the vast, diverse, and unique resources available through the Internet. The Board of Education provides technology resources (as defined in Bylaw 0100) to support the educational and professional needs of its students and staff. With respect to students, District Technology Resources afford them the opportunity to acquire the skills and knowledge to learn effectively and live productively in a digital world. The Board provides students with access to the Internet for limited educational purposes only and utilizes online educational services/apps to enhance the instruction delivered to its students. The District's computer network and Internet system do not serve as a public access service or a public forum, and the Board imposes reasonable restrictions on its use consistent with its limited educational purpose.

The Board regulates the use of District technology resources by principles consistent with applicable local, State, and Federal laws, the District's educational mission, and articulated expectations of student conduct as delineated in the Student Code of Conduct. This policy and its related administrative guidelines and the Student Code of Conduct govern students' use of District Technology Resources and students' personal communication devices when they are connected to the District computer network, Internet connection, and/or online educational services/apps, or when used while the student is on Board-owned property or at a Board-sponsored activity (see Policy 5136).

Users are required to refrain from actions that are illegal (such as libel, slander, vandalism, harassment, theft, plagiarism, inappropriate access, and the like) or unkind (such as personal attacks, invasion of privacy, injurious comment, and the like). Because its Technology Resources are not unlimited, the Board has also instituted restrictions aimed at preserving these resources, such as placing limits on use of bandwidth, storage space, and printers.

Users have no right or expectation to privacy when using District Technology Resources (including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity when using the District's computer network and/or Internet connection).

The Board may not be able to technologically limit access to services through its technology resources to only those that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the Internet, because it serves as a gateway to any publicly available file server in the world, opens classrooms and students to electronic information resources that may not have been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures, that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography, and/or are harmful to minors, as defined by the Children's Internet Protection Act. At the discretion of the Board or the District Administrator, the technology protection measures may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measures may not be disabled at any time that students may be using the District technology resources,

if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Board utilizes software and/or hardware to monitor online activity of students and to block/filter access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. "Harmful to minors" is a term defined by the Communications Act of 1934 (47 U.S.C. 254(h)(7)) as any picture, image, graphic image file, or other visual depiction that:

- A. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- B. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- C. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

At the discretion of the Board or the District Administrator, the technology protection measure may be configured to protect against access to other material considered inappropriate for students to access. The technology protection measure may not be disabled at any time that students may be using the District technology resources, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any student who attempts to disable the technology protection measures will be subject to discipline.

The Technology Director may temporarily or permanently unblock access to websites or online educational services/apps containing appropriate material if access to such sites has been inappropriately blocked by the technology protection measure. The determination of whether material is appropriate or inappropriate shall be based on the content of the material and the intended use of the material, not on the protection actions of the technology protection measure.

The Technology Director may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

Parents are advised that a determined user may be able to gain access to services and/or resources on the Internet that the Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents may find inappropriate, offensive, objectionable or controversial. Parents of minors are responsible for setting and conveying the standards that their children should follow when using the Internet.

Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of direct electronic communications;
- B. the dangers inherent in the online disclosure of personally identifiable information;
- C. the consequences of unauthorized access (e.g., "hacking", "harvesting", digital piracy", "data mining", etc.), cyberbullying, and other unlawful or inappropriate activities by students online;
- D. unauthorized disclosure, use, and dissemination of personally identifiable information regarding minors.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above. Furthermore, staff members will monitor the online activities of students while at school.

Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

Building Principals are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of District technology resources. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other individuals on social media, including in chat rooms, and cyberbullying awareness and response. All users of District technology resources (and their parents if they are minors) are required to confirm their agreement to abide by the terms and conditions of this policy and its accompanying guidelines by signing a written agreement or during the annual student registration.

~~Beginning in grade three (3)~~ students will be assigned a school email account that they are required to utilize for all school-related electronic communications, including those to staff members, peers, and individuals and/or organizations outside the District with whom they are communicating for school-related projects and assignments. Further, as directed and authorized by their teachers,

they shall use their school-assigned email account when signing-up/registering for access to various online educational services, including mobile applications/apps that will be utilized by the student for educational purposes.

Students may only use District technology resources to access or use social media if it is done for educational purposes in accordance with their teacher's approved plan for such use.

Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users are personally responsible and liable, both civilly and criminally, for uses of District technology resources that are not authorized by this policy and its accompanying guidelines.

The Board designates the District Administrator and Technology Director as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to students' use of District technology resources.

Revised 4/27/2020

T.C. 11/16/2020

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H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000  
47 U.S.C. 254(h), (1), Communications Act of 1934, as amended  
20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended  
18 U.S.C. 2256  
18 U.S.C. 1460  
18 U.S.C. 2246  
47 C.F.R. 54.500 – 54.523

Last Modified by Melanie Oppor on August 3, 2021



Book	Policy Manual
Section	Administrator Approved - TC - Vol. 30, No. 2
Title	Copy of CARE OF DISTRICT PROPERTY
Code	po5513
Status	
Adopted	June 20, 2016

### 5513 - **CARE OF DISTRICT PROPERTY**

Basic to the philosophy of the Board of Education is a respect for the rights of others. Students are urged to exercise this respect in regard to the belongings of others, including District property. Each student should realize that vandalism to District property is costly to repair and is directly related to increased school taxes.

Attempts should be made to teach students respect for property which can be done in connection with the care of textbooks and the use of District materials and equipment.

In accordance with law, students who cause damage to District property shall be subject to disciplinary measures including suspension and expulsion. Also their parents shall be financially liable for such damage to the extent of the law except that students over eighteen (18) years of age or older shall be liable for damage they cause.

The Board authorizes the imposition of fines for the loss, damage, or destruction of District owned, borrowed or leased equipment, [computing devices](#), school records, apparatus, musical instruments, library materials, textbooks, and for damage to District buildings [or facilities](#).

The District Administrator may report to the appropriate authorities any student whose damage of District property has been serious or chronic in nature.

The District Administrator shall develop administrative guidelines to implement this policy.

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Legal 120.13, Wis. Stats.

Last Modified by Steve LaVallee on July 24, 2021