

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

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April 19, 2022

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 Staff Exit Survey Information and Develop a Plan of Action (Information / Action)
 - a. Examine Patterns Within District Control
 - b. Support Staff Survey - Increasing Job Satisfaction
 - c. Other Strategies
2. Consider Endorsement of PO5722 - School Sponsored Publications and Productions as Presented (Information / Action)
3. Consider Endorsement of AG5722 - School Sponsored Publications and Productions (Information / Action)
4. Consider Endorsement of AG3430.01 and AG4430.01 - FMLA Leave (Information / Action)
5. Consider Endorsement of Revised PO5460 - Graduation Requirements as Presented (Information / Action)
6. Consider Endorsement of Deleting AG5460 - Graduation Requirements as Presented (Information / Action)
7. Consider Endorsement of 2260.02 English Language Proficiency as Presented (Information / Action)
8. Consider Endorsement of PO8510- Wellness as Presented (Information / Action)
9. Consider Endorsement of PO2431 - Interscholastic Athletics as Presented (Information / Action)
10. Consider Endorsement of Post-Issuance Compliance Policy as Presented (Information / Action)
11. Consider Endorsement of Post-Issuance Compliance Administrative Guidelines as Presented (Information / Action)

12. Review, Discuss, and Act on Teacher Request Regarding No Paraprofessional (Information / Action)
13. Discuss and Act on Dean of Students Request for a Stipend Increase (Information / Action)
14. Review the Revised Job Description for the MS/HS Administrative Assistant (Information)
15. Discuss Job Description and Title for Special Assignment Teachers and Secondary Resource Courses (Information)
16. Consider Endorsement of an IT Summer Intern as Presented (Information / Action)
17. Policy & Human Resources Committee Planning Guide (Information)
18. Set Next Meeting Date _____
19. Next Meeting Items:
 - a. PO2210 - Curriculum Development
 - b. AG5463 - Student and Credit Transfer from Nonpublic Schools
 - c. AG600 - Transportation
 - d. School Nurse References - Nurse/Paramedical (Information / Action)
 - e. Consider Staff Engagement Opportunities- KPI IV. Engagement & Satisfaction E., F., and G. Staff, Parent, and Student Surveys
 - f. Review Staff Survey (Information / Action)
 - g. Other
20. Adjourn



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 1
Title	Copy of SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS
Code	po5722 - Current Policy with Additions
Status	Proposed to Policy & Human Resources Committee
Adopted	June 20, 2016

5722 - SCHOOL-SPONSORED PUBLICATIONS AND PRODUCTIONS

The Board sponsors student publications and productions as means by which students learn, under adult direction/supervision, the rights and responsibilities inherent when engaging in the public expression of ideas and information in our democratic society.

For purposes of this policy, school-sponsored student media shall include both student publications and productions. School-sponsored student media does not include student expression related to classes that are not directly associated with student publications/productions. The term publication shall include distribution, transmission, and dissemination of a student publication regardless of its medium. Student publications shall include any written materials, (including, but not limited to, banners, flyers, posters, pamphlets, notices, newspapers, playbills, yearbooks, literary journals, books, and t-shirts and other school-sponsored clothing), as well as material in electronic or on-line form (including, but not limited to, apps and services (as defined in Bylaw 0100, webpages/sites, weblogs ('Blogs'), video or audio clips, (postings of social media (as defined in Bylaw 0100), and newsletters of announcements transmitted by e-mail, text, wireless broadcast, or other similar distribution/dissemination).

The term performance shall include presentation and broadcast of a student production. Student productions shall include vocal, musical, and/or theatrical performance, impromptu dramatic presentation, or any electronic media (including, but not limited to, radio and television programs, videoblogs (vlogs), podcasts, social media (as defined in Bylaw 0100), and other video or audio productions that are recorded for re-broadcast or broadcast in real-time using any available broadcast technology) and other video or audio productions that are recorded for re-broadcast or broadcast in real-time using any available broadcast technology).

For purposes of this policy, school community is defined to include students, Board employees (i.e., administrators, and professional and support staff), parent/family members and other individuals who are invited by the District Administrator or authorized or otherwise permitted by the District Administrator to view a performance or receive directly from the District a publication and those who have been issued credentials to access the District's secure portal.

The following speech is unprotected and prohibited in all school-sponsored student publications and productions: speech that is defamatory, libelous, obscene, or harmful to minors (as that term is defined in Children's Internet Protection Action (CIPA)); speech that is reasonably likely to cause substantial disruption of or material interference with school activities or the educational process; speech that infringes upon the privacy or rights of others; speech that violates copyright law; speech that promotes activities, products or services that are unlawful (illegal) as to minors as defined by State or Federal law; and speech that otherwise violates school policy and/or State or Federal law. The Board authorizes the administration to engage in prior review and restraint of school-sponsored publications and productions to prevent the publication or performance of unprotected speech.

Student expression relates to classrooms or educational settings not otherwise directly associated with school-sponsored student publications/productions are nonpublic forums. As nonpublic forums, the content of such student expression can be regulated for legitimate pedagogical school-related reasons. School officials shall routinely and systematically review and, if necessary, restrict the content of these student expressions prior to publication/performance in a reasonable manner that is neutral as to the viewpoint of the speaker.

While ordinarily nonpublic forum student expression may only be published/performed to members of the school community, the District Administrator may authorize specific nonpublic forum student expression to be published/performed outside the school community (i.e., to the general public). A teacher, student, or group of students who wish to have nonpublic forum student expression published/performed outside the school community

must submit to the District Administrator a request for prior written approval for such publication/performance. See Board Policy 9160 – Public Attendance at School Events.

~~The Board of Education sponsors student publications and productions as means by which students learn, under adult direction/supervision, the rights and responsibilities inherent to public expression of ideas and dissemination of information in our democratic society. For purposes of this policy, "school-sponsored student media" shall include both student publications and productions. "Student publications" shall include any written materials, (including, but not limited to, banners, flyers, posters, pamphlets, notices, newspapers, playbills, yearbooks, literary journals, books, and t-shirts and other school-sponsored clothing), as well as material in electronic or on-line form (including, but not limited to, websites, web logs ("blogs"), video or audio clips, and newsletters or announcements transmitted by e-mail, wireless broadcast or other similar distribution/dissemination). "Student productions" shall include vocal and theatrical performances, impromptu dramatic presentations, or any electronic media (including, but not limited to, radio and television programs, podcasts, and other video or audio productions that are recorded for re-broadcast or broadcast in real time using any available broadcast technology). Further, the term "publication" shall include distribution and dissemination of a student publication; and the term "performance" shall include presentation and broadcast of a student production. The following speech is unprotected and prohibited in all school-sponsored student publications and productions: speech that is defamatory, libelous, obscene or harmful to juveniles; speech that is reasonably likely to cause substantial disruption of or material interference with school activities or the educational process; speech that infringes upon the privacy or rights of others; speech that violates copyright law; speech that promotes activities, products or services that are unlawful (illegal) as to minors as defined by State or Federal law; and speech that otherwise violates school policy and/or State or Federal law. The Board authorized the administration to engage in prior review and restraint of school-sponsored publications and productions to prevent the publication or performance of unprotected speech.~~

All school-sponsored student publications and productions are nonpublic forums. While students may address matters of interest or concern to their readers/viewers, as nonpublic forums, the style and content of the student publications and productions can be regulated for legitimate pedagogical, school-related reasons. School officials shall routinely and systematically review and, if necessary, restrict the style and/or content of all school-sponsored student publications and productions prior to publication/performance in a reasonable manner that is neutral as to the viewpoint of the speaker. Legitimate pedagogical concerns are not confined to academic issues, but include the teaching by example of the shared values of a civilized social order, which consists of not only independence of thought and frankness of expression but also discipline, courtesy/civility, and respect for authority. School officials may **further** prohibit speech that is grammatically incorrect, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

While ordinarily school-sponsored student media may only be published/performed to members of the school community, the District Administrator may authorize specific student media to be published/performed outside the school community, (i.e., to the general public). A student or group of students who wish to have his/her/their student media published/performed outside the school community must submit to the District Administrator a request for prior written approval for such publication/performance. ~~The Board expressly authorizes the publication/performance of student media outside the school community (i.e. to the general public). See Board Policy 9160.~~

The building principal shall designate one or more professional staff members to serve as advisors for the purpose of establishing guidelines for appropriate subject matter for publication and with responsibility for compliance with established guidelines. The staff member shall review proposed content and promptly notify the student writers whether their proposed article will or will not be published.

Students shall not be disciplined and/or retaliated against for exercising and/or asserting their free speech rights as defined in this policy. Nothing in this policy, however, restricts the Board's ability to impose post-publication/performance discipline related to a student engaging in the impermissible publication/performance of unprotected speech.

Advertising is permitted in some school-sponsored student publications/productions as determined by the building administrator.

Advertisements submitted for publication or inclusion in a **publication or** production shall be reviewed by the building principal for a determination that they are appropriate for juveniles. The District Administrator retains the final authority to determine whether an advertisement is appropriate and will be included in a publication/production. Advertisements may be rejected for legitimate pedagogical school-related reasons unrelated to the viewpoint of the advertiser (e.g., the advertisement encourages action that would endanger the health and safety of students).

General Prohibitions

Regardless of their status as non-public or limited-purpose public forums, the Board prohibits publications, productions and advertisements that:

- A. promote, favor, or oppose any candidate for election or the adoption of any bond issue, proposal, or question submitted at any election;
- B. fail to identify the student or organization responsible for the publication/performance;
- C. solicit funds for nonschool organizations or institutions when such solicitations have not been approved by the Board.

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Last Modified by Steve LaVallee on March 18, 2022



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 31, No. 1
Title	Copy of SCHOOL-SPONSORED STUDENT PUBLICATIONS AND PRODUCTIONS
Code	ag5722 - Review - Admin. Team/Board - HOLD
Status	Proposed to Policy & Human Resources Committee
Adopted	August 20, 2018

5722 - **SCHOOL-SPONSORED STUDENT PUBLICATIONS AND PRODUCTIONS**

In general, the objectives of school-sponsored student publications and productions are to:

- A. communicate to those who are actively interested in the school – i.e., students, teachers, parents, administration, alumni, and other members of the school community;
- B. provide vehicles for the expression of student thought and action and to act as catalysts for helping students realize goals and objectives;
- C. create a wholesome school spirit and to support the best traditions of the school;
- D. promote and encourage school-sponsored activities;
- E. provide training in useful and purposeful writing, speaking, artwork, photography, and layout;
- F. create a desire for the best forms of journalism or theatrical production, both in and out of school;
- G. record in permanent form the history of the school;
- H. promote cooperation among taxpayers, parents, the school, and its students.

In implementing Board of Education Policy 5722, the following guidelines are applicable:

- A. Under those circumstances when the school-sponsored student media is subject to prior review and restraint, the following school officials are designated to conduct the prior review/restraint:
 1. Class/Activity Advisor
 2. Building principal
 3. District Administrator

Prior review involves the practice of a school official reading or previewing a student publication/production prior to its publication/performance. Prior restraint involves the practice of a school official – after reading or previewing the material – taking action to modify, inhibit, ban or restrain some or all of the style and/or content of the student publication/production prior to its scheduled publication/performance.

The reviewing school official may regulate the style and/or restrict the content of the student publication/production for legitimate pedagogical, school-related reasons. Any such prior review and restraint shall be conducted in a reasonable manner that is neutral as to the viewpoint of the speaker.

If an article/posting/publication/production is published/performed without being reviewed in advance and approved, the students involved in the unauthorized publication/performance may be disciplined.

B. Students who work on school-sponsored student media shall:

1. endeavor to produce **articles/postings/publications/productions** ~~media~~ based upon professional standards of accuracy, objectivity and fairness;
2. review and edit material to improve sentence structure, grammar, spelling and punctuation;
3. check and verify all facts and verify the accuracy of all quotations;
4. comply with all State and Federal laws;
5. determine the content of the **school-sponsored** student **media** ~~publication/production~~ (if the publication/production has been identified as a limited-purpose public forum);
6. if the student publication/production has been identified as a limited-purpose public forum, in the case of editorials or letters to the editor concerning controversial issues, determine the need for rebuttal comments and opinions and provide space for such comments and opinions;
7. perform with intelligence, objectivity, accuracy and fairness as set forth in the Code of Ethics adopted by the Society of Professional Journalists, ~~Sigma-Delta-Chi~~.

C. Excellence in writing and/or speaking will be sought and the ethics of responsible journalism and/or literary merit will determine what will be published/performed. Presentation of facts or ideas is to be based on careful research.

D. Students shall have the right to express their views and attitudes on all issues provided the speech is not: 1) defamatory, libelous, obscene or harmful to juveniles; 2) reasonably likely to cause substantial disruption of or material interference with school activities or the educational process; 3) an infringement upon the privacy or rights of others; 4) a violation of copyright law; 5) a promotion of unlawful (illegal) activities, products or services as defined by State or Federal law; or 6) otherwise a violation of school policy and/or State or Federal law.

E. Language, pictures, music, or symbols that are obscene, libelous or protected by copyright and/or trademark are prohibited.

F. School publications/productions shall not promote, favor, or oppose any candidate for election or the adoption of any bond issue, proposal, or questions submitted at any election.

G. Advertisements shall reflect the spirit of these guidelines. Advertisements shall not be accepted that encourage or advocate violence or disregard of the law, promote the sale of any substance the use of which is prohibited by law (such as drugs and alcohol or of any paraphernalia associated with sex or drugs), any item that would be offensive to a significant population of the school community, or items not in keeping with school purposes or that violate State or Federal law.

H. All school-sponsored student publications and productions are subject to prior review by the class/activity advisor(s) and/or building principal.

I. The following types of student expression are not protected (i.e. such expression is subject to prior review and restraint, and/or disciplinary action subsequent to its publication/performance):

1. Expression that is obscene, harmful to juveniles and/or considered a sex offense under State or Federal law. "Harmful to juveniles" is defined as material or performance describing or representing nudity, sexual conduct, sexual excitement, or sadomasochistic abuse in any form to which all of the following apply:
 - a. the material or performance, when considered as a whole, appeals to the prurient interest of juveniles in sex;
 - b. the material or performance is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for juveniles; and
 - c. the material or performance, when considered as a whole, lacks serious literary, artistic, political, and scientific value for juveniles.
2. Expression that is defamatory (i.e., speech that is libelous or slanderous). Libelous statements are provably false and unprivileged statements of fact that demonstrate injury to an individual's or business's reputation in the community. If the allegedly false statement involves a "public figure" or a "public official" the statement must be published "with actual malice" to constitute libel (i.e., the speaker knew the statement was false or the speaker published it with

reckless disregard of the truth and/or without trying to verify the truthfulness of the statement). If the allegedly false statement involves an individual who is not a public figure or public official, libel occurs if the speaker published the statement willfully or negligently (i.e., the speaker failed to exercise reasonably prudent care when publishing the statement).

3. Expression that will cause or is reasonably likely to cause a substantial disruption of or material interference with school activities or the educational process, and/or an infringement upon the privacy and/or rights of others. For **a school-sponsored student publication/production student media** to be considered disruptive, specific facts must exist upon which one could reasonably forecast that a likelihood of immediate, substantial material disruption to normal school activity or the educational process would occur if the publication or production is published/performed or has occurred as a result of the publication's or production's publication/performance. Mere undifferentiated fear or apprehension of disturbance is not enough; school administrators must be able affirmatively to show specific facts that reasonably support a forecast of likely disruption. In determining whether student media is disruptive, consideration should be given to the context of the publication/performance as well as the content of the material. In this regard, consideration should be given to past experience in the school with similar material, in dealing with and supervising the students in the school, current events influencing student attitudes and behavior, and whether there have been any instances of actual or threatened disruption prior to or contemporaneously with the publication/performance of the **school-sponsored** student media in question.

The duties of the faculty advisor and assistant advisors shall be to:

- A. serve in a liaison capacity between the publication/production's staff and the faculty and administration;
- B. establish criteria and standards by which students can assess the quality of their publication/production and their techniques;
- C. instruct members of the publication/production's staff in proper journalistic, literary, theatrical and/or broadcast techniques;
- D. advise, suggest, and edit syntax and punctuation when necessary;
- E. advise, counsel and supervise the editing process;
- F. interpret the foregoing guidelines (subject to final interpretation by the building principal or District Administrator).

[X] Monitoring Postings on School-Sponsored Student Media

~~Student (-X) Staff who are charged with monitoring comments posted to social media platforms/sites that have been approved under Policy 7544 for use as school-sponsored student media shall fulfill their responsibility by verifying the age-appropriateness of the material, whether the comment includes unprotected speech, and whether the comment complies with posted rules for use of the forum and the platform/site's applicable terms of service. (-)~~

[X] Prior to monitoring comments posted to District-approved Social Media, the ~~students (X-) staff shall delineate the circumstances under which a comment will be removed and/or a reason to have their rights to post comments in the future restricted, suspended or terminated. (-)~~

[X] The following content shall be removed:

- A. **comments that contain profanity;**
- B. **comments that use language that is libelous, defamatory, obscene, threatening, offensive, demeaning, derogatory, disparaging, or abusive;**
- C. **comments that violate the Board's policies against discrimination and/or harassment based upon Protected Classes and/or that constitute hate-speech;**
- D. **comments that are off-topic;**
- E. **comments that encourage or support illegal activity;**
- F. **comments that contain material protected by copyright without the permission of the copyright owner;**
- G. **comments that violate a person's privacy rights and/or disclose protected information, including personally identifiable information (See also Policy 8330);**
- H. **comments that contain commercial messages.**

{DRAFTING NOTE: SELECT EITHER OPTION #1 OR OPTION #2}

[X] OPTION #1

The Class/Activity Advisor will provide guidance and/or instruction to the students as they determine whether a person who posted an inappropriate comment should have the person's right to post future comments restricted, suspended or terminated.

~~[] OPTION #2~~

~~The Class/Activity Advisor will determine whether a specific comment needs to be removed and/or whether a person who posted an inappropriate comment should have the person's right to post future comments restricted, suspended or terminated.~~

~~[END OF OPTION #1 AND OPTION #2]~~

[X] When a comment is removed and/or a person's ability to post comments in the future is restricted, suspended or terminated, the ~~students~~ (X) Class/Activity Advisor who are responsible for making the determination to remove the comment or restrict the person's ability to post comments in the future shall memorialize the decision and the rationale for the decision in writing. The written explanation shall be attached to a written copy of the comment that was removed or that resulted in the person's future posting rights being restricted, suspended or terminated. If a person's right to post future comments is restricted, suspended or terminated, the ~~(-)students~~ (X) Class/Activity Advisor will communicate, in writing, the decision to the person. ~~(-)~~

[X] If possible, the ~~students~~ (X) Class/Activity Advisor will notify, in writing, any person whose posting is removed, including the reason why the posting was removed. ~~(-)~~

[X] The documentation associated with the removal of a posting and/or the restricting, suspending or terminating of a person's ability to post in the future must be provided to the Class/Activity Advisor who will retain it for a period of 1 year after student graduates or leaves school system unless extended by consent. _____ years. [DRAFTING NOTE: Check for any associated records retention requirements and Policy 8315 – Information Management regarding litigation hold procedures.]

[X] Publishing Comments in School-Sponsored Student Media

[X] ~~(-) Students~~ (X) Staff who are charged with determining whether to publish a comment that was submitted in response to content in a school-sponsored student publication/production shall fulfill their responsibility by verifying the age-appropriateness of the material, whether the comment includes unprotected speech, and whether the comment complies with established/published rules for use of the student media.

[X] Prior to deciding whether to publish a comment submitted in response to content in a school-sponsored student publication/production, the ~~(-)students~~ (X) staff shall delineate the criteria that will be used to decide which comments will be published.

[X] The following content will not be published:

- A. comments that contain profanity;
- B. comments that use language that is libelous, defamatory, obscene, threatening, offensive, demeaning, derogatory, disparaging, or abusive;
- C. comments that violate the Board's policies against discrimination and/or harassment based upon Protected Classes and/or that constitute hate-speech;
- D. comments that are off topic;
- E. comments that encourage or support illegal activity;
- F. comments that contain material protected by copyright without the permission of the copyright owner;
- G. comments that violate a person's privacy rights and/or disclose protected information, including personally identifiable information (See also Policy 8330);
- H. comments that contain commercial messages.

~~[DRAFTING NOTE: Select either Option 3 or Option 4]~~

[X] OPTION #3

The Class/Activity Advisor will provide guidance and/or instruction to the students as they determine which comments to publish.

~~#4 [] OPTION~~

~~The Class/Activity Advisor will decide which comments to publish.~~

~~#4][END OF OPTION #3 ADOPTION~~



Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 31, No. 1
Title	FMLA LEAVE
Code	ag3430.01
Status	Proposed to Policy & Human Resources Committee

NEW GUIDELINE - VOL. 31, NO. 1

3430.01 - FMLA LEAVE

Definitions Applicable to FMLA Leave

The term child (i.e., son or daughter) means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age eighteen (18), or age eighteen (18) or older and incapable of self-care because of a mental or physical disability (as defined by the Americans with Disabilities Act (ADA), as amended) at the time the FMLA leave is to commence.

The term spouse means all individuals in legal marriages, regardless of where they live. More specifically, the definition of spouse is a husband or wife as defined or recognized in the State where the individual was married (place of celebration), and specifically includes individuals in lawfully recognized same-sex and common law marriages. The definition further includes an individual in a marriage that was validly entered into outside the United States if it could have been entered into in at least one (1) State. Civil unions are not considered marriages under the FMLA.

The term incapable of self-care means that the individual requires active assistance or supervision to provide daily self-care in three (3) or more of the activities of daily living (ADLs) (e.g., caring appropriately for one's grooming and hygiene, bathing, dressing, eating) or instrumental activities of daily living (IADLs) (e.g., cooking, cleaning, shopping, taking public transportation, paying bills, maintaining a residence, using telephones and directories, using a post office, etc.).

An employee is unable to perform the functions of the position where the health care provider finds that the employee is unable to work at all or is unable to perform any one of the essential functions of the employee's position. Additionally, an employee who must be absent from work to receive medical treatment for a serious health condition is considered to be unable to perform the essential functions of the position during the absence for treatment.

Leave for Adoption or Foster Care

Eligible employees may take FMLA leave before the actual placement or adoption of a child if an absence from work is required for the placement or foster care to proceed. Permissible absences include, but are not limited to, the employee attending a required counseling session, appearing in court, consulting with the attorney or the doctor(s) representing the birth parent, submitting to physical examinations, or traveling to another country to complete an adoption.

Military Family Leave Entitlements

A. Military Caregiver Leave

Eligible employees may take up to twenty-six (26) weeks of unpaid FMLA leave, in a single twelve (12) month period, to care for a covered service member with a serious injury or illness. The single twelve (12) month period begins on the first day the eligible employee takes Military Caregiver Leave and ends twelve (12) months after that date. If the employee does not use the entire twenty-six (26) work weeks leave entitlement during the single twelve (12) month period of leave, the remaining work weeks of leave are forfeited.

For purposes of Military Caregiver Leave, the covered service member may be a 1) current member of the Armed Forces

(including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness, or 2) a veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) and was discharged or released under conditions other than dishonorable at any time during the period of five (5) years prior to the first date the eligible employee takes FMLA leave to care for the covered veteran. For an individual who was a member of the Armed Forces and who was discharged or released under conditions other than dishonorable prior to March 8, 2013, the period between October 28, 2009, and March 8, 2013, shall not count towards the determination of the five-year period for covered veteran status.

Serious injury or illness for purposes of Military Caregiver Leave is defined as an injury or illness incurred by a covered service member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the covered service member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the service member medically unfit to perform the duties of the service member's office, grade, rank, or rating.

In the case of a veteran, a serious injury or illness means an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member's active duty and was aggravated by the service in the line of duty on active duty in the Armed Forces) and manifested itself before or after the member became a veteran and is 1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating; 2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; 3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or 4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

The term son or daughter of a covered service member means a covered service member's biological, adopted, or foster child, stepchild, legal ward, or child for whom the service member stood in loco parentis, and who is of any age. Similarly, the term parent of a covered service member means a covered service member's biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the covered service member. (The term does not include parents-in-law.)

The term next of kin means the service member's nearest blood relative, other than the covered service member's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the service member by court decree or statutory provisions; brothers and sisters; grandparents; aunts and uncles; and first cousins; unless the covered service member has specifically designated in writing another blood relative as their nearest blood relative for purposes of Military Caregiver Leave under the FMLA, in which case the designated individual shall be deemed to be the covered service member's next of kin. All family members sharing the closest level of familial relationship to the covered service member are considered the covered service member's next of kin, unless the covered service member has specifically designated an individual as their next of kin for Military Caregiver Leave purposes. While an eligible employee may care for more than one (1) seriously injured or ill covered service member at the same time, the employee may not take more than twenty-six (26) work weeks of leave during each single twelve (12) month period.

Military Caregiver Leave is a per-service member, per-injury entitlement. Therefore, an eligible employee may take twenty-six (26) work weeks of leave to care for one (1) covered service member in a single twelve (12) month period, and then take another twenty-six (26) work weeks of leave in a different single twelve (12) month period to care for another covered service member or to care for the same service member with a subsequent serious injury or illness (e.g., if the service member is returned to active duty and suffers another injury). Additionally, an eligible employee could take FMLA leave, after the end of the single twelve (12) month period for Military Caregiver Leave, to care for a covered service member if the member is a qualifying family member under non-military FMLA and the eligible employee has a serious health condition.

B. Qualifying Exigency Leave

Eligible employees may take up to twelve (12) weeks of unpaid FMLA leave for any of the following qualifying exigencies that are related to the fact that the employee's spouse, son, daughter or parent is on covered active duty or call to covered active duty status, or has been notified of an impending call or order to covered active duty in the Armed Forces:

1. Issues arising from a qualifying family member's short-notice deployment (i.e., deployment on seven (7) or less calendar days of notice) for a period of seven (7) days from the date of notification.
2. Military events and related activities, such as official ceremonies, programs, or events sponsored by the military, or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to a qualifying family member's covered

active duty or call to covered active duty status.

3. Certain childcare and related activities arising from a qualifying family member's covered active duty or call to covered active duty status, such as arranging for alternative childcare, providing childcare on an urgent, immediate need basis (but not on a routine, regular, or everyday basis), enrolling or transferring a child in a new school or day care facility, and attending certain meetings at a school or a day care facility if they are necessary due to circumstances arising from the active duty or call to active duty of the covered military member (this does not include providing child care on a routine, regular or everyday basis).
4. Making or updating financial and legal arrangements to address a qualifying family member's absence (e.g., preparing and executing financial and healthcare power of attorney, transferring bank account signature authority, enrolling in the Defense Enrollment Eligibility Reporting System, obtaining military identification cards, or preparing or updating a will or living trust) and acting as the military member's representative before a Federal, State, or local agency for purposes of obtaining, arranging, or appealing military service benefits while the military member is on covered active duty or call to covered active duty status, and for a period of ninety (90) days following the termination of the military member's covered active duty status.
5. Attending counseling provided by someone other than a healthcare provider for oneself, the qualifying family member, or the child of the qualifying family member, the need for which arises from the qualifying family member's covered active duty or call to covered active duty status. The child must be the military member's biological, adopted, or foster child, stepchild, legal ward or child for whom the military member stands in loco parentis, who is either under eighteen (18) years of age or eighteen (18) years of age or older and incapable of self-care because of a mental or physical disability at the time that FMLA leave is to commence.
6. Taking up to fifteen (15) days of leave to spend time with a qualifying family member who is on short-term, temporary, rest and recuperation leave during the deployment.
7. Attending to certain post-deployment activities, including attending arrival ceremonies, reintegration briefings and events, and other official ceremonies or programs sponsored by the military for a period of ninety (90) days following the termination of the qualifying family member's covered active duty status, and addressing issues arising from the death of a qualifying family member.
8. Providing parental care for a parent of a military member who is incapable of self-care and is the military member's biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the covered service member when the member was under eighteen (18) years of age. Incapable of self-care means the parent requires active assistance or supervision to provide daily self-care in three or more of the activities of daily living (includes adaptive activities such as caring appropriately for one's grooming and hygiene, bathing, dressing and eating) or instrumental activities of daily living (includes cooking, cleaning, shopping, taking public transportation, paying bills, maintaining a residence, using telephones and directories, using a post office, etc.). Parental care includes 1) arranging for alternate care when the parent is incapable of self-care and the covered active duty or call to covered active duty status necessitates a change in the existing care arrangement for the parent; 2) providing care on an urgent, immediate need basis (but not on a routine, regular or everyday basis) when the parent is incapable of self-care and the need to provide such care arises from covered active duty or call to covered active duty status; 3) admitting or transferring to a care facility a parent when admittance or transfer is necessitated by the covered active duty or call to covered active duty status; and 4) attending meetings with staff at a care facility, such as meetings with hospice or social service providers for a parent when such meetings are necessary due to circumstances arising from the covered active duty or call to covered active duty status but not for regular or routine meetings.
9. Any other event that the employee and the Board agree is a qualifying exigency.

The term qualifying family member for purposes of Qualified Exigency Leave means a staff member's spouse, son, daughter or parent.

The term covered active duty or call to covered active duty status for purposes of Qualified Exigency Leave means duty for a member of the Regular Armed Forces during deployment of the member with the Armed Forces to a foreign country, and, in the case of a member of the Reserve components of the Armed Forces, duty during deployment of the member with the Armed Forces to a foreign country under a Federal call or order to active duty in support of a contingency operation pursuant to Sections 688, 12301(a), 12302, 12304, 12305, 12406, or Chapter 15 of Title 10 of the United States Code or any other provision of law during a war or during a national emergency declared by the President or Congress as long as it is in support of a contingency operation.

The term son or daughter means the employee's biological, adopted, or foster child, stepchild, legal ward, or child for whom the employee stood in loco parentis, who is on covered active duty or call to covered active duty status, and who is of any age. Similarly, the term parent means a biological, adoptive, step, or foster father or mother, or any other individual who stood in loco parentis to the employee when the employee was a son or daughter. (The term does not include parents in-law.)

Employee Request for FMLA Leave

While eligible employees are not required to expressly request unpaid FMLA leave, it is requested that eligible employees who seek an unpaid FMLA leave for any of the approved reasons complete and submit to the District Administrator a written request for FMLA leave.

Employee Certifications

Eligible employees who apply for FMLA leave to care for an immediate family member must submit DOL Form (WH-380-F; Certification of Health Care Provider for Family Member's Serious Health Condition).

Eligible employees who apply for FMLA leave for the employee's own serious health condition must submit DOL Form (WH-380-E; Certification of Health Care Provider for Employee's Serious Health Condition).

The District Administrator shall attach a statement of the essential functions of the employee's position for the health care provider to review. In order for the Certification Form to be considered sufficient, the health care provider must specify what function of the employee's position the employee is unable to perform so that the District can then determine whether the employee is unable to perform one (1) or more essential functions of the employee's position.

Eligible employees who apply for Military Caregiver Leave must submit DOL Form (WH-385; Certification for Serious Injury or Illness of Covered Service Member - for Military Family Leave or WH-385-V, Certification for Serious Injury or Illness of a Veteran for Military Caregiver Leave). The form may be completed by a Department of Defense (DOD) health care provider, Veterans Affairs health care provider, a DOD TRICARE network authorized private health care provider, a DOD non-network TRICARE authorized private health care provider, or any health care provider as defined by 29 C.F.R. 825.125.

Additionally, with respect to Military Caregiver Leave, the District will accept the submission of an Invitational Travel Order (ITO) or Invitational Travel Authorization (ITA), in lieu of the DOL Form, for the time period specified in the ITO or ITA. The ITO or ITA submitted by the employee need not list the employee as the named recipient of the ITO/ITA, provided the employee is the spouse, parent, son, daughter or next of kin of the covered service member. If the covered service member's need for care extends beyond the expiration date specified in the ITO or ITA, the employee is responsible for submitting the DOL Form for the remainder of the employee's leave period. The District will also accept, with respect to Military Caregiver Leave, documentation indicating the service member's enrollment in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers, regardless of whether the employee is the named caregiver in the documentation. Employees are advised that the District Administrator may seek authentication and clarification of such documentation, and may require an employee to provide confirmation of covered family relationship to the seriously injured or ill service member and documentation showing that the discharge was other than dishonorable and the date of the veteran's discharge.

It is the employee's responsibility either to furnish a complete and sufficient certification or to furnish the health care provider providing the certification with any necessary authorization from the employee or the employee's family member in order for the health care provider to release a complete and sufficient certification to the Board to support the employee's FMLA request.

In all instances in which certification is requested, it is the employee's responsibility to provide the Board with complete and sufficient certification, and failure to do so may result in denial of FMLA leave.

Eligible employees who apply for any of the three (3) preceding types of FMLA leave must also execute and provide to the eligible employees health care provider a HIPAA-compliant release form.

If the District Administrator deems a medical certification to be incomplete or insufficient, the District Administrator shall notify the employee, in writing, what information is lacking, and the employee will have seven (7) calendar days to cure the deficiency. The District Administrator (i.e., the Board's health care provider, human resource professional, leave administrator, or other management official, but not the employee's direct supervisor) may contact the certifying health care provider for clarification concerning or to authenticate the content of a medical certification. The representative, however, shall not ask the health care provider for additional information beyond that required by the certification form.

Employees who take leave for the employee's own serious health condition, prior to returning to work, must submit to the District Administrator a Fitness-for-Duty Certification. Again, the employee will need to have executed and provided to their Health Care Provider a HIPAA-compliant form.

Eligible employees who apply for FMLA leave for Qualifying Exigency Leave must submit DOL Form WH-384; Certification of Qualifying Exigency for Military Family Leave. Specifically, the first time the employee requests Qualifying Exigency Leave, the employee must provide a copy of the qualifying family member's covered active duty orders or other documentation issued by the military that indicates that the qualifying family member is on covered active duty or call to covered active duty status, and the dates of the qualifying family member's covered active duty service. Additionally, each time that the employee requests leave for

one of the above-listed qualifying exigencies, the employee must certify the exigency necessitating leave. Such certification supporting leave for a qualifying exigency includes:

- A. appropriate facts supporting the need for leave, including any available written documentation supporting the request and the type of qualifying exigency;
- B. the appropriate date on which the qualifying exigency commenced or will commence, and, if requested for a single, continuous period of time, the beginning and end dates for such absence;
- C. where leave will be needed on an intermittent basis, an estimate of the frequency and duration of the qualifying exigency;
- D. appropriate contact information if the exigency involves meeting with a third party and a brief description of the purpose of the meeting; and if the qualifying exigency involves Rest and Recuperation leave, a copy of the military member's Rest and Recuperation orders or other documentation issued by the military that indicates the military member has been granted Rest and Recuperation leave and the dates of such leave.

Employees are advised that if the qualifying exigency involves a meeting with a third party, the District Administrator may verify the schedule and purpose of the meeting with the third party. Also, the District Administrator may contact the appropriate unit of the Department of Defense to confirm that the qualifying family member is on covered active duty or call to covered active duty status.

All of the certifications identified above must be submitted by the employee within fifteen (15) calendar days after the District provides the employee with the applicable DOL Form unless it is not practicable under the particular circumstances to do so despite the employee's diligent, good faith efforts. An employee may not be held liable for administrative delays in the issuance of military documents, despite the employee's diligent, good faith efforts to obtain such documents.

Light Duty

Time spent performing light duty work does not count against an employee's FMLA leave entitlement.

District Notices to Employees (Forms are available on the U.S. Department of Labor Website: www.dol.gov)

If the information included in the Employee Rights and Responsibilities Notice changes, the District Administrator will inform the employee of such changes within five (5) business days of receipt of the employee's first notice of the need for FMLA leave subsequent to any change. The Business Manager is charged with responsively answering questions from employees concerning their rights and responsibilities.

If it is not possible to provide the number of hours, days or weeks that will be counted as FMLA leave (e.g., where the leave will be unscheduled), the District Administrator will provide this information upon request by the employee, but no more often than every thirty (30) days and only if leave was taken during the period. The notice of the amount of leave counted against the employee's FMLA entitlement may be oral or in writing. If such notice is oral, it shall be confirmed in writing, no later than the following payday that is at least one (1) week after the oral notice. Such notice may be in any form, including a notation on the employee's pay stub.

FMLA Leave and Mandatory Overtime

Employees with proper medical certification may use FMLA leave in lieu of working required overtime hours. Thus, hours that an employee would have been required to work but for the taking of FMLA leave will be counted against the employee's FMLA entitlement.

Calculating the Amount of FMLA Leave Used by an Employee

For purposes of determining the amount of FMLA leave used by an employee, the fact that a holiday may occur within the work week taken as FMLA has no effect; the week is counted as a week of FMLA leave. If, however, the employee is using FMLA leave in increments of less than one (1) week, the holiday will not count against the employee's FMLA leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday. Similarly, when an employee is not scheduled to work during winter, spring or summer vacation (i.e., during a period when some or all employees are not expected to work for one (1) or more weeks), the days the employee is not scheduled to work shall not count against the employee's FMLA leave entitlement.

When an employee takes FMLA leave on an intermittent or reduced leave schedule basis, the leave shall be accounted for by using an increment no greater than the shortest period of time that the District uses to account for use of other forms of leave provided that it is not greater than one (1) hour and provided that the employee's FMLA leave entitlement is not reduced by more than the amount of leave actually taken.

Maintenance of Employee Benefits

The same group health plan benefits provided to an employee prior to taking FMLA leave shall be maintained during the FMLA leave (e.g., if family member coverage is provided to an employee, family member coverage shall be maintained during the FMLA leave). Similarly, benefit coverage during FMLA leave for medical care, surgical care, hospital care, dental care, eye care, mental health counseling, substance abuse treatment, etc., shall be maintained during leave if provided in the District's group health plan, including a supplement to a group plan.

If an employee chooses not to retain group health plan coverage during FMLA leave, the employee will be reinstated, upon return from leave, on the same terms as prior to taking the leave, without any qualifying period, physical examination, exclusion of pre-existing conditions, etc. All other employee benefits will be maintained during leave subject to applicable policy requirements and consistent with maintaining employee eligibility to receive the same benefits following leave that the employee had prior to leave in the same manner as provided to other similarly situated employees.

Costs Associated with Medical Certification and Recertification

The employee is responsible for any costs associated with obtaining the original medical certification required to qualify for the use of unpaid FMLA leave. Likewise, if the Board requires an employee to submit recertification for any of the reasons specified in Policy 1630.01, the employee is responsible for any costs associated with the recertification. Finally, the employee is responsible for the cost of a new medical certification each leave year for medical conditions that last longer than one (1) year.

~~**[] Periodic Status Reports [Drafting Note: Periodic status reports are not mandated by the FMLA.]
When an employee takes a continuous unpaid FMLA leave, the District Administrator may require the employee to complete periodic status concerning the employee's intent to return to work. If the District Administrator is going to require such reports, the requirement will be specified in the Notice of Eligibility and Rights & Responsibilities that is issued to the employee at the outset of the FMLA leave.**~~

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Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 31, No. 1
Title	FMLA LEAVE
Code	ag4430.01
Status	Proposed to Policy & Human Resources Committee

NEW GUIDELINE - VOL. 31, NO. 1

4430.01 - FMLA LEAVE

Definitions Applicable to FMLA Leave

The term child (i.e., son or daughter) means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age eighteen (18), or age eighteen (18) or older and incapable of self-care because of a mental or physical disability (as defined by the Americans with Disabilities Act (ADA), as amended) at the time the FMLA leave is to commence.

The term spouse means all individuals in legal marriages, regardless of where they live. More specifically, the definition of spouse is a husband or wife as defined or recognized in the State where the individual was married (place of celebration), and specifically includes individuals in lawfully recognized same-sex and common law marriages. The definition further includes an individual in a marriage that was validly entered into outside the United States if it could have been entered into in at least one (1) State. Civil unions are not considered marriages under the FMLA.

The term incapable of self-care means that the individual requires active assistance or supervision to provide daily self-care in three (3) or more of the activities of daily living (ADLs) (e.g., caring appropriately for one's grooming and hygiene, bathing, dressing, eating) or instrumental activities of daily living (IADLs) (e.g., cooking, cleaning, shopping, taking public transportation, paying bills, maintaining a residence, using telephones and directories, using a post office, etc.).

An employee is unable to perform the functions of the position where the health care provider finds that the employee is unable to work at all or is unable to perform any one of the essential functions of the employee's position. Additionally, an employee who must be absent from work to receive medical treatment for a serious health condition is considered to be unable to perform the essential functions of the position during the absence for treatment.

Leave for Adoption or Foster Care

Eligible employees may take FMLA leave before the actual placement or adoption of a child if an absence from work is required for the placement or foster care to proceed. Permissible absences include, but are not limited to, the employee attending a required counseling session, appearing in court, consulting with the attorney or the doctor(s) representing the birth parent, submitting to physical examinations, or traveling to another country to complete an adoption.

Military Family Leave Entitlements

A. Military Caregiver Leave

Eligible employees may take up to twenty-six (26) weeks of unpaid FMLA leave, in a single twelve (12) month period, to care for a covered service member with a serious injury or illness. The single twelve (12) month period begins on the first day the eligible employee takes Military Caregiver Leave and ends twelve (12) months after that date. If the employee does not use the entire twenty-six (26) work weeks leave entitlement during the single twelve (12) month period of leave, the remaining work weeks of leave are forfeited.

For purposes of Military Caregiver Leave, the covered service member may be a 1) current member of the Armed Forces

(including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness, or 2) a veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) and was discharged or released under conditions other than dishonorable at any time during the period of five (5) years prior to the first date the eligible employee takes FMLA leave to care for the covered veteran. For an individual who was a member of the Armed Forces and who was discharged or released under conditions other than dishonorable prior to March 8, 2013, the period between October 28, 2009, and March 8, 2013, shall not count towards the determination of the five-year period for covered veteran status.

Serious injury or illness for purposes of Military Caregiver Leave is defined as an injury or illness incurred by a covered service member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the covered service member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the service member medically unfit to perform the duties of the service member's office, grade, rank, or rating.

In the case of a veteran, a serious injury or illness means an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or that existed before the beginning of the member's active duty and was aggravated by the service in the line of duty on active duty in the Armed Forces) and manifested itself before or after the member became a veteran and is 1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating; 2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; 3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or 4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

The term son or daughter of a covered service member means a covered service member's biological, adopted, or foster child, stepchild, legal ward, or child for whom the service member stood in loco parentis, and who is of any age. Similarly, the term parent of a covered service member means a covered service member's biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the covered service member. (The term does not include parents-in-law.)

The term next of kin means the service member's nearest blood relative, other than the covered service member's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the service member by court decree or statutory provisions; brothers and sisters; grandparents; aunts and uncles; and first cousins; unless the covered service member has specifically designated in writing another blood relative as their nearest blood relative for purposes of Military Caregiver Leave under the FMLA, in which case the designated individual shall be deemed to be the covered service member's next of kin. All family members sharing the closest level of familial relationship to the covered service member are considered the covered service member's next of kin, unless the covered service member has specifically designated an individual as their next of kin for Military Caregiver Leave purposes. While an eligible employee may care for more than one (1) seriously injured or ill covered service member at the same time, the employee may not take more than twenty-six (26) work weeks of leave during each single twelve (12) month period.

Military Caregiver Leave is a per-service member, per-injury entitlement. Therefore, an eligible employee may take twenty-six (26) work weeks of leave to care for one (1) covered service member in a single twelve (12) month period, and then take another twenty-six (26) work weeks of leave in a different single twelve (12) month period to care for another covered service member or to care for the same service member with a subsequent serious injury or illness (e.g., if the service member is returned to active duty and suffers another injury). Additionally, an eligible employee could take FMLA leave, after the end of the single twelve (12) month period for Military Caregiver Leave, to care for a covered service member if the member is a qualifying family member under non-military FMLA and the eligible employee has a serious health condition.

B. Qualifying Exigency Leave

Eligible employees may take up to twelve (12) weeks of unpaid FMLA leave for any of the following qualifying exigencies that are related to the fact that the employee's spouse, son, daughter or parent is on covered active duty or call to covered active duty status, or has been notified of an impending call or order to covered active duty in the Armed Forces:

1. Issues arising from a qualifying family member's short-notice deployment (i.e., deployment on seven (7) or less calendar days of notice) for a period of seven (7) days from the date of notification.
2. Military events and related activities, such as official ceremonies, programs, or events sponsored by the military, or family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to a qualifying family member's covered

active duty or call to covered active duty status.

3. Certain childcare and related activities arising from a qualifying family member's covered active duty or call to covered active duty status, such as arranging for alternative childcare, providing childcare on an urgent, immediate need basis (but not on a routine, regular, or everyday basis), enrolling or transferring a child in a new school or day care facility, and attending certain meetings at a school or a day care facility if they are necessary due to circumstances arising from the active duty or call to active duty of the covered military member (this does not include providing child care on a routine, regular or everyday basis).
4. Making or updating financial and legal arrangements to address a qualifying family member's absence (e.g., preparing and executing financial and healthcare power of attorney, transferring bank account signature authority, enrolling in the Defense Enrollment Eligibility Reporting System, obtaining military identification cards, or preparing or updating a will or living trust) and acting as the military member's representative before a Federal, State, or local agency for purposes of obtaining, arranging, or appealing military service benefits while the military member is on covered active duty or call to covered active duty status, and for a period of ninety (90) days following the termination of the military member's covered active duty status.
5. Attending counseling provided by someone other than a healthcare provider for oneself, the qualifying family member, or the child of the qualifying family member, the need for which arises from the qualifying family member's covered active duty or call to covered active duty status. The child must be the military member's biological, adopted, or foster child, stepchild, legal ward or child for whom the military member stands in loco parentis, who is either under eighteen (18) years of age or eighteen (18) years of age or older and incapable of self-care because of a mental or physical disability at the time that FMLA leave is to commence.
6. Taking up to fifteen (15) days of leave to spend time with a qualifying family member who is on short-term, temporary, rest and recuperation leave during the deployment.
7. Attending to certain post-deployment activities, including attending arrival ceremonies, reintegration briefings and events, and other official ceremonies or programs sponsored by the military for a period of ninety (90) days following the termination of the qualifying family member's covered active duty status, and addressing issues arising from the death of a qualifying family member.
8. Providing parental care for a parent of a military member who is incapable of self-care and is the military member's biological, adoptive, step or foster father or mother, or any other individual who stood in loco parentis to the covered service member when the member was under eighteen (18) years of age. Incapable of self-care means the parent requires active assistance or supervision to provide daily self-care in three or more of the activities of daily living (includes adaptive activities such as caring appropriately for one's grooming and hygiene, bathing, dressing and eating) or instrumental activities of daily living (includes cooking, cleaning, shopping, taking public transportation, paying bills, maintaining a residence, using telephones and directories, using a post office, etc.). Parental care includes 1) arranging for alternate care when the parent is incapable of self-care and the covered active duty or call to covered active duty status necessitates a change in the existing care arrangement for the parent; 2) providing care on an urgent, immediate need basis (but not on a routine, regular or everyday basis) when the parent is incapable of self-care and the need to provide such care arises from covered active duty or call to covered active duty status; 3) admitting or transferring to a care facility a parent when admittance or transfer is necessitated by the covered active duty or call to covered active duty status; and 4) attending meetings with staff at a care facility, such as meetings with hospice or social service providers for a parent when such meetings are necessary due to circumstances arising from the covered active duty or call to covered active duty status but not for regular or routine meetings.
9. Any other event that the employee and the Board agree is a qualifying exigency.

The term qualifying family member for purposes of Qualified Exigency Leave means a staff member's spouse, son, daughter or parent.

The term covered active duty or call to covered active duty status for purposes of Qualified Exigency Leave means duty for a member of the Regular Armed Forces during deployment of the member with the Armed Forces to a foreign country, and, in the case of a member of the Reserve components of the Armed Forces, duty during deployment of the member with the Armed Forces to a foreign country under a Federal call or order to active duty in support of a contingency operation pursuant to Sections 688, 12301(a), 12302, 12304, 12305, 12406, or Chapter 15 of Title 10 of the United States Code or any other provision of law during a war or during a national emergency declared by the President or Congress as long as it is in support of a contingency operation.

The term son or daughter means the employee's biological, adopted, or foster child, stepchild, legal ward, or child for whom the employee stood in loco parentis, who is on covered active duty or call to covered active duty status, and who is of any age. Similarly, the term parent means a biological, adoptive, step, or foster father or mother, or any other individual who stood in loco parentis to the employee when the employee was a son or daughter. (The term does not include parents in-law.)

Employee Request for FMLA Leave

While eligible employees are not required to expressly request unpaid FMLA leave, it is requested that eligible employees who seek an unpaid FMLA leave for any of the approved reasons complete and submit to the District Administrator a written request for FMLA leave.

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Eligible employees who apply for FMLA leave to care for an immediate family member must submit DOL Form (WH-380-F; Certification of Health Care Provider for Family Member's Serious Health Condition).

Eligible employees who apply for FMLA leave for the employee's own serious health condition must submit DOL Form (WH-380-E; Certification of Health Care Provider for Employee's Serious Health Condition).

The District Administrator shall attach a statement of the essential functions of the employee's position for the health care provider to review. In order for the Certification Form to be considered sufficient, the health care provider must specify what function of the employee's position the employee is unable to perform so that the District can then determine whether the employee is unable to perform one (1) or more essential functions of the employee's position.

Eligible employees who apply for Military Caregiver Leave must submit DOL Form (WH-385; Certification for Serious Injury or Illness of Covered Service Member - for Military Family Leave or WH-385-V, Certification for Serious Injury or Illness of a Veteran for Military Caregiver Leave). The form may be completed by a Department of Defense (DOD) health care provider, Veterans Affairs health care provider, a DOD TRICARE network authorized private health care provider, a DOD non-network TRICARE authorized private health care provider, or any health care provider as defined by 29 C.F.R. 825.125.

Additionally, with respect to Military Caregiver Leave, the District will accept the submission of an Invitational Travel Order (ITO) or Invitational Travel Authorization (ITA), in lieu of the DOL Form, for the time period specified in the ITO or ITA. The ITO or ITA submitted by the employee need not list the employee as the named recipient of the ITO/ITA, provided the employee is the spouse, parent, son, daughter or next of kin of the covered service member. If the covered service member's need for care extends beyond the expiration date specified in the ITO or ITA, the employee is responsible for submitting the DOL Form for the remainder of the employee's leave period. The District will also accept, with respect to Military Caregiver Leave, documentation indicating the service member's enrollment in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers, regardless of whether the employee is the named caregiver in the documentation. Employees are advised that the District Administrator may seek authentication and clarification of such documentation, and may require an employee to provide confirmation of covered family relationship to the seriously injured or ill service member and documentation showing that the discharge was other than dishonorable and the date of the veteran's discharge.

It is the employee's responsibility either to furnish a complete and sufficient certification or to furnish the health care provider providing the certification with any necessary authorization from the employee or the employee's family member in order for the health care provider to release a complete and sufficient certification to the Board to support the employee's FMLA request.

In all instances in which certification is requested, it is the employee's responsibility to provide the Board with complete and sufficient certification, and failure to do so may result in denial of FMLA leave.

Eligible employees who apply for any of the three (3) preceding types of FMLA leave must also execute and provide to the eligible employees health care provider a HIPAA-compliant release form.

If the District Administrator deems a medical certification to be incomplete or insufficient, the District Administrator shall notify the employee, in writing, what information is lacking, and the employee will have seven (7) calendar days to cure the deficiency. The District Administrator (i.e., the Board's health care provider, human resource professional, leave administrator, or other management official, but not the employee's direct supervisor) may contact the certifying health care provider for clarification concerning or to authenticate the content of a medical certification. The representative, however, shall not ask the health care provider for additional information beyond that required by the certification form.

Employees who take leave for the employee's own serious health condition, prior to returning to work, must submit to the District Administrator a Fitness-for-Duty Certification. Again, the employee will need to have executed and provided to their Health Care Provider a HIPAA-compliant form.

Eligible employees who apply for FMLA leave for Qualifying Exigency Leave must submit DOL Form WH-384; Certification of Qualifying Exigency for Military Family Leave. Specifically, the first time the employee requests Qualifying Exigency Leave, the employee must provide a copy of the qualifying family member's covered active duty orders or other documentation issued by the military that indicates that the qualifying family member is on covered active duty or call to covered active duty status, and the dates of the qualifying family member's covered active duty service. Additionally, each time that the employee requests leave for

one of the above-listed qualifying exigencies, the employee must certify the exigency necessitating leave. Such certification supporting leave for a qualifying exigency includes:

- A. appropriate facts supporting the need for leave, including any available written documentation supporting the request and the type of qualifying exigency;
- B. the appropriate date on which the qualifying exigency commenced or will commence, and, if requested for a single, continuous period of time, the beginning and end dates for such absence;
- C. where leave will be needed on an intermittent basis, an estimate of the frequency and duration of the qualifying exigency;
- D. appropriate contact information if the exigency involves meeting with a third party and a brief description of the purpose of the meeting; and if the qualifying exigency involves Rest and Recuperation leave, a copy of the military member's Rest and Recuperation orders or other documentation issued by the military that indicates the military member has been granted Rest and Recuperation leave and the dates of such leave.

Employees are advised that if the qualifying exigency involves a meeting with a third party, the District Administrator may verify the schedule and purpose of the meeting with the third party. Also, the District Administrator may contact the appropriate unit of the Department of Defense to confirm that the qualifying family member is on covered active duty or call to covered active duty status.

All of the certifications identified above must be submitted by the employee within fifteen (15) calendar days after the District provides the employee with the applicable DOL Form unless it is not practicable under the particular circumstances to do so despite the employee's diligent, good faith efforts. An employee may not be held liable for administrative delays in the issuance of military documents, despite the employee's diligent, good faith efforts to obtain such documents.

Light Duty

Time spent performing light duty work does not count against an employee's FMLA leave entitlement.

District Notices to Employees (Forms are available on the U.S. Department of Labor Website: www.dol.gov)

If the information included in the Employee Rights and Responsibilities Notice changes, the District Administrator will inform the employee of such changes within five (5) business days of receipt of the employee's first notice of the need for FMLA leave subsequent to any change. The Business Manager is charged with responsively answering questions from employees concerning their rights and responsibilities.

If it is not possible to provide the number of hours, days or weeks that will be counted as FMLA leave (e.g., where the leave will be unscheduled), the District Administrator will provide this information upon request by the employee, but no more often than every thirty (30) days and only if leave was taken during the period. The notice of the amount of leave counted against the employee's FMLA entitlement may be oral or in writing. If such notice is oral, it shall be confirmed in writing, no later than the following payday that is at least one (1) week after the oral notice. Such notice may be in any form, including a notation on the employee's pay stub.

FMLA Leave and Mandatory Overtime

Employees with proper medical certification may use FMLA leave in lieu of working required overtime hours. Thus, hours that an employee would have been required to work but for the taking of FMLA leave will be counted against the employee's FMLA entitlement.

Calculating the Amount of FMLA Leave Used by an Employee

For purposes of determining the amount of FMLA leave used by an employee, the fact that a holiday may occur within the work week taken as FMLA has no effect; the week is counted as a week of FMLA leave. If, however, the employee is using FMLA leave in increments of less than one (1) week, the holiday will not count against the employee's FMLA leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday. Similarly, when an employee is not scheduled to work during winter, spring or summer vacation (i.e., during a period when some or all employees are not expected to work for one (1) or more weeks), the days the employee is not scheduled to work shall not count against the employee's FMLA leave entitlement.

When an employee takes FMLA leave on an intermittent or reduced leave schedule basis, the leave shall be accounted for by using an increment no greater than the shortest period of time that the District uses to account for use of other forms of leave provided that it is not greater than one (1) hour and provided that the employee's FMLA leave entitlement is not reduced by more than the amount of leave actually taken.

Maintenance of Employee Benefits

The same group health plan benefits provided to an employee prior to taking FMLA leave shall be maintained during the FMLA leave (e.g., if family member coverage is provided to an employee, family member coverage shall be maintained during the FMLA leave). Similarly, benefit coverage during FMLA leave for medical care, surgical care, hospital care, dental care, eye care, mental health counseling, substance abuse treatment, etc., shall be maintained during leave if provided in the District's group health plan, including a supplement to a group plan.

If an employee chooses not to retain group health plan coverage during FMLA leave, the employee will be reinstated, upon return from leave, on the same terms as prior to taking the leave, without any qualifying period, physical examination, exclusion of pre-existing conditions, etc. All other employee benefits will be maintained during leave subject to applicable policy requirements and consistent with maintaining employee eligibility to receive the same benefits following leave that the employee had prior to leave in the same manner as provided to other similarly situated employees.

Costs Associated with Medical Certification and Recertification

The employee is responsible for any costs associated with obtaining the original medical certification required to qualify for the use of unpaid FMLA leave. Likewise, if the Board requires an employee to submit recertification for any of the reasons specified in Policy 1630.01, the employee is responsible for any costs associated with the recertification. Finally, the employee is responsible for the cost of a new medical certification each leave year for medical conditions that last longer than one (1) year.

~~**[] Periodic Status Reports [Drafting Note: Periodic status reports are not mandated by the FMLA.] When an employee takes a continuous unpaid FMLA leave, the District Administrator may require the employee to complete periodic status concerning the employee's intent to return to work. If the District Administrator is going to require such reports, the requirement will be specified in the Notice of Eligibility and Rights & Responsibilities that is issued to the employee at the outset of the FMLA leave.**~~

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Last Modified by Melanie Oppor on March 24, 2022



Book	Policy Manual
Section	5000 Students
Title	Copy of GRADUATION REQUIREMENTS (Merging of AG and Policy)
Code	po5460
Status	Proposed to Policy & Human Resources Committee
Adopted	June 20, 2016
Last Revised	February 28, 2022

5460 - **GRADUATION REQUIREMENTS**

It shall be the policy of the Board to acknowledge each student's successful completion of the instructional program appropriate to the achievement of District goals and objectives as well as personal proficiency by the awarding of a diploma at fitting graduation ceremonies.

High School courses taken by middle school students shall appear on the student's high school transcript, along with the grade received however the grade and class will not be factored into the student's high school grade point average.

Annually, the administration will determine whether sufficient interest exists among eligible 7th and 8th grade students to take course offerings that qualify for high school credit as approved by the Board. The principal and each student's advisor shall determine the eligibility of any student to take such course(s) for high school credit.

The Board shall award a regular high school diploma to every student enrolled in this District who meets the requirements of graduation established by this Board as provided by State law.

A student must meet the following graduation requirements in order to be eligible to receive a Little Wolf High School diploma:

- A. Student must attend high school for eight (8) semesters. Students may be eligible for early graduation in accordance with established policy and procedures. Students may have this requirement waived if the early graduation procedures established in the rules are followed.
- B. In accordance with State law, a board may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the Board during each class period of each school day, or the student has been enrolled in an alternative education program (defined in s. 115.28(7)(e)1) or is participating in a Board-approved program that allows a student enrolled in the high school grades who has demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one (1) class period each day if the student does not have a class scheduled during that class period.
- C.

The District may grant a high school diploma to a student who has not satisfied the requirements under this policy if the student was enrolled in an alternative education program and the District determines that the student has demonstrated a level of proficiency in the subjects required under this policy. An alternative education program is defined as an instructional program, approved by the School Board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms, or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. "Alternative educational program" does not include a private school or a home-based private educational program.

D. Credits - A Little Wolf High School diploma shall be granted upon successful completion of a total of 24 credits for the Class of 2023 and 25 credits for the Class of 2024 and beyond in grades 9 through 12 to include :

English	4 credits
Social Studies	3 credits
Physical Education	1 ½ credits
Health	½ credit
Math	3 credits
Science	3 credits
Financial Literacy/Employability Skills	1/2 credit
Electives for 2023	8.5 credits
Electives for 2024 and beyond	9.5 credits

In order to earn a high school diploma, a student must successfully complete a civics assessment in accordance with State statute.

A student must also have participated in a curriculum relating to financial literacy in order to earn a diploma.

The Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one (1) credit of mathematics and/or science credit.

The Board may approve a computer science course to count as one mathematics credit and an agricultural science course may count as a science credit as long as the identified courses meet the required state standards as approved by the Board.

All required courses shall be successfully completed, and any failure shall be made up before a diploma will be issued.

The Board does permit students to earn credit by demonstrating competency or creating a learning portfolio. A student shall not earn more than half (1/2) of the required credits through this process.

While the District does not require students to participate in community service activities to receive a high school diploma, community service is a valuable key performance indicator that is encouraged and monitored.

E. Students with disabilities who properly complete the programs specified in their I.E.P. and have received the recommendation of the I.E.P. team may participate in graduation activities and may be awarded a diploma (provided the student satisfied the District's high school graduation requirements). The IEP team and any other necessary members will review the student's academic progress and the alternative achievement standards for graduation criteria.

F. Alternative Provisions for Earning a Manawa Little Wolf High School Diploma

A post-high school candidate is a student who is less than twenty-two (22) years of age at the time of their requested re-enrollment and whose class has previously graduated. District Administrator approval is required for all students who are twenty-two (22) years of age or older.

Post-high school candidates must meet the graduation requirements as established at the time of their re-enrollment and not the requirements that previously existed for the class of which s/he was a member.

G. Post-Secondary Course Work

Post-secondary course work to be applied toward a high school diploma must be taken through

1. correspondence/online school.

Such courses must be evaluated and approved by the high school principal in order to apply toward the high school diploma.

2. accredited college/technical college.

Course work taken at a college/technical college will be approved and credits earned apply toward a high school diploma if:

- a. The college/technical college course is not a duplicate of a high school course.
- b. If the course is a logical next step course in the subject sequence and is not offered in any form by the high school.
- c. If the desired course is not offered by the high school but is determined, by the principal, to meet the educational goals and interests of the student.

The costs for the above-described course work will be based upon and follow the policies established via the Early College Credit Program (ECCP).

G. Attendance

Current seniors, like all students, must comply with all attendance expectations as set forth in the district's Attendance/Tuancy Plan. A senior identified as truant during their last semester of coursework will not be permitted to participate in the graduation ceremony.

H. School Program Obligations

All fees, fines, detentions, and similar obligations arising from student participation in school programming must be fulfilled before the student can participate in the commencement ceremony.

The Board may waive graduation requirements, except for the core requirements, in exceptional cases to suit the needs of a student subject to Wis. Admin Code, §§ PI 18.03 and PI 18.04.

Graduation Activities and Ceremony

A student may be denied participation in graduation activities for disciplinary reasons and/or for non-payment of fees. The District Administrator and high school principal may establish additional requirements for participation in the graduation activities and may organize said activities to have the appearance and decorum deemed reflective of the District.

Only those students who have met all District graduation requirements as set forth in this policy and are wearing the prescribed cap and gown and complying with administrative behavioral expectations shall be permitted to participate in the commencement ceremony.

Policy Reporting and Review

The principal of the high school shall prepare a report describing the District's policies on high school graduation standards, including a list of courses required under State law and the number of hours in each school term required to earn one (1) credit for those courses. Additionally, any change to the District's policies shall also be reported to the Department of Public Instruction or other appropriate agency after it has been approved by the Board and signed by the Board president, the District Administrator, and the principal.

It shall be the policy of the Board to periodically review and revise this policy specifying the criteria for awarding a diploma.

Revised 1/21/19
Revised 11/18/19
Revised 11/16/20

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Legal	115.28, Wis. Stats.
	118.30, Wis. Stats.
	118.33, Wis. Stats.

Last Modified by Melanie J Oppor on April 13, 2022

Strikethroughs represent language that is already in the policy.

Highlights represent language copied and added to the policy.

AG5460 - GRADUATION REQUIREMENTS (Ready to Delete)

In order for a student to qualify for a diploma in this District, s/he must have enrolled in a class or participated in an activity approved by the Board during each class period of each school day. Additionally, s/he must have satisfactorily completed the following courses and earned at least four (4) credits of English, including writing composition, three (3) credits of social studies including State and local government, three (3) credits of mathematics, three (3) credits of science, one and one-half (1.5) credits of physical education and one-half (.5) credit of health education, and nine (9) elective credits.

-

A student must successfully complete a civics assessment in order to be granted a high school diploma.

-

A computer science class may count as a mathematics credit and an agricultural sciences course may count as a science credit.

If the Board approves a career and technical education course as qualifying for mathematics and/or science credit, any student may satisfy a total of one credit of required science and/or mathematics credits through the Board approved career and technical education course.

Annually, the administration will determine whether sufficient interest exists among eligible 7th and 8th grade students to take course offerings that qualify for high school credit as approved by the Board. The principal and each student's advisor shall determine the eligibility of any student to take such course(s) for high school credit.

A. ~~Courses qualifying for high school credit will only be offered if there is sufficient interest and if a teacher certified in the subject matter at the high school level can be scheduled to teach the course(s). Students are eligible to acquire as many high school credits as are available and for which the student qualifies.~~

-

B. ~~Courses qualifying for high school credit may be taken at the District High School or through Distance Learning/online options when those options are deemed appropriate by the administration. Where classes are held at the high school, appropriate transportation shall be arranged by the student's parent with the principal prior to a student being enrolled in an approved high school course. Students are eligible to acquire as many high school credits as are available and for which the student qualifies.~~

The Board does permit students to earn credit by demonstrating competency or creating a learning portfolio. A student shall not earn more than half (1/2) of the required credits through this process.

While the District does not require students to participate in community service activities to receive a high school diploma, community service is a valuable key performance indicator that is encouraged and monitored.

The District may grant a high school diploma to a student who has not satisfied the requirements under this policy if the student was enrolled in an alternative education program and the District determines that the student has demonstrated a level of proficiency in the subjects required under this policy. An alternative education program is defined as an instructional program, approved by the School Board, that utilizes successful alternative or adaptive school structures and teaching techniques and that is incorporated into existing, traditional classrooms, or regularly scheduled curricular programs or that is offered in place of regularly scheduled curricular programs. "Alternative educational program" does not include a private school or a home-based private educational program.

~~Graduation must be earned by passing all mandated subjects and earning total units required for the specific diploma sought.~~

-

~~Students in special education shall either receive a diploma if certified they have properly completed the requirements of their IEP, or receive the recommendation of the IEP Team, as related to completion of credit requirements through regular, special, or alternative education. They may participate in all graduation activities.~~

~~A student may be denied participation in graduation activities for disciplinary reasons and for non-payment of fees.~~



Book	Policy Manual
Section	2000 Program
Title	Copy of ENGLISH LANGUAGE PROFICIENCY
Code	po2260.02 - Revise Name - TC
Status	Proposed to Policy & Human Resources Committee
Adopted	October 17, 2016
Last Revised	January 17, 2022

2260.02 - **ENGLISH LANGUAGE PROFICIENCY**

The Board recognizes that there may be students whose primary language is not English residing within the District. With that in mind, the Board shall provide appropriate identification and transition services for District students who possess limited English language proficiency. The purpose of these services is to develop English language skills that will enable the students to function successfully in an all English classroom and complete the District's required curriculum.

These services shall include the identification of students who are English Learners (ELs), the implementation of curricular and instructional modifications, the assessment of the EL student's academic progress, identification of English Learner (EL) students that achieve English Language Proficiency (ELP), and continued monitoring of ELP students. The degree of modification, the duration, and the type of services shall be determined individually and shall be based on the needs of each student.

If a sufficient number of the students identified with limited English proficiency are of the same language group to meet statutory requirements, the Board shall establish and implement a bilingual-bicultural education program as required by the law.

The District Administrator or designee shall be responsible for taking a count of limited-English proficient students in the District that shall be completed on or before March 1st of each school year. The District will also assess the language proficiency of such students and classify them by language group, grade level, age, and English language proficiency. The annual assessment will measure a student's oral language, reading, and writing skills in English.

The District shall submit the report of EL students to the Department of Public Instruction as required by law.

Assessing English Proficiency

Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child.

Identification of students requiring additional services as ELs will be identified by the District using the following process:

- A. Every family who registers to attend the District for the first time will be asked to identify the primary language spoken in their home by the parents and by the child by completing a Home Language Survey.
- B. The student's prior academic records in or outside the United States will be reviewed to identify areas of concern where poor performance may be attributable to language barriers.
- C. If deemed appropriate, the student may undergo an academic assessment to confirm identification.

Students not initially identified as in need of EL services who are observed through classroom performance as exhibiting language barriers to educational achievement should be re-evaluated.

Students identified above must be given the formal evaluation screening test. Students that score less than English language proficiency ELP 5 on the test must be identified as EL and entered into the Wisconsin Information System for Educators (WISEdata) system.

The District will provide programs for ELs/Limited-English Proficient (LEP) students so they may become proficient in English while achieving academically.

Parental Notification and Consent

If a student is identified and assessed as EL and determined to be eligible for services, the District will send written notice to the student's parent within thirty (30) days of the start of the school year or within two (2) weeks of assessment (if the student is not identified prior to the beginning of the school year). Every effort will be made to obtain permission from the student's parent(s) to place the student in language instructional programming prior to the start of the school year or as soon as practicable after identification. The notice will include the information required by law.

No student will be placed in the EL Program without having received written permission from the student's parent(s). The notice to the parent(s) shall be in their native language. Additionally, the student's parent(s) will be given the opportunity to participate and provide input into the student's program and will be regularly informed of the student's progress. Finally, the student's parent(s) shall be given the opportunity to participate in the determination that their student has the language skills necessary to compete with mainstream English language speakers, as identified below, and the student may exit the program.

The EL student's English proficiency assessment records shall be maintained by the District in accordance with State and Federal laws and District student records policies and procedures.

Assessing Academic Achievement and English Language Proficiency

An EL student may not be exempted from academic assessments based on their EL status. The District shall administer State-required tests to EL students unless a determination has been made that an individual student's results on the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. If an EL student is exempted from taking a State-required test, the student shall be administered a DPI-approved alternative assessment.

All EL students' assessment results, as well as a student's alternative assessment results, shall be communicated to the student's parent(s) and to the DPI as required by law.

EL students must annually be administered assessment testing for English proficiency determination. The District will update WISEdata if appropriate.

Exit Procedures

Once a student has been placed in the EL Program, the student will be provided with programs and services and will be evaluated on an annual basis until it is determined that the student has the language skills necessary to compete with mainstream English speakers in age and grade-appropriate settings in all areas of language development without the use of adapted or modified English materials.

ELL students with the language skills necessary to compete will:

- A. understand and speak English in relation to the full range of demands of the classroom and the academic language needed to succeed;
- B. read, comprehend and write English as evidenced by successful classroom performance and average District score on standardized achievement tests; and
- C. meet or exceed District guidelines in their academic subjects.

Students may be identified as reaching these English proficiency standards by either:

- A. receiving an ELP 5 or higher on an annual assessment, in which case the student is automatically classified as English Language Proficient in WISEdata; or
- B. The District Administrator or designee may also consider reclassification of an EL student in grade four or above as fully English proficient if the District has sufficient evidence on file establishing:
 1. the student has attained at least an ELP 4.5 on an annual assessment; and

2. the student can demonstrate his/her understanding of the English language; and
3. the file contains at least two (2) pieces of evidence establishing academic English language proficiency; and
4. the parents and educators agree that the student has reached full English proficiency.

Parents must be notified and consulted prior to the formal reclassification of a student. Parents who disagree with an ELP assessment shall be given the opportunity to review the ELP assessment with the building principal.

The building principal may

- A. recommend additional assessment.
- B. permit the student to remain in the EL program for up to 9 additional weeks.
- C. provide the student with tutorial support for 9 weeks.
- D. confirm the formal reclassification of the student.

Upon exit from the EL Program, the reclassification/exit decisions will be monitored and reviewed, and documentation maintained, for two (2) years. The documentation will include, at a minimum: grade level, ELP composite score, and two (2) or more pieces of evidence.

Re-entry

During the two (2) year monitoring period, if the student is unable to compete with mainstream English speakers in age and grade-appropriate settings in all areas of language development, the student will be allowed to re-enter a bilingual or ESL program.

The Director of Pupil Services will be responsible for assuring that parents are involved in each entry, exit, and re-entry decision, that these guidelines are followed and that ELL reclassification/exit and the re-entry decisions abide by the Department of Public Instruction standards.

Counseling Services for Students Who Are Limited English Proficient Students and/or Sensory Impaired

The District believes that all students should have an opportunity to have the guidance of a counselor in course selection and career planning. A student who has limited English proficiency and/or is sensory impaired should be able to communicate his/her ambitions with a counselor so that there is no discrimination or bias in class placement or career planning. A counselor should not make any predictions of success or failure based on a student's classification as limited English proficient and/or sensory impaired.

If any materials, interpreters, or resource people are used to recruit students to a particular career path or vocational choice, the counselors and teachers must be sure that such materials and/or presentations can be made accessible to a student, as well as a parent, who is limited English proficient and/or sensory impaired.

If a counselor knows that a parent has limited English proficiency, and communication with a parent is necessary based upon concerns about their child, the counselor should attempt to utilize an interpreter to assist in a discussion regarding the matters being discussed.

To contact someone regarding limited English proficient and/or sensory impairment services, please contact:

Michelle Johnson~~**Jacquelyn Sernau**~~

District Reading Specialist

920-596-~~5738~~**5829**

800 Beech Street

Manawa, WI 54949

Testing

The parent(s) of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. The notifications shall be consistent with legal requirements and presented in such manner as to ensure that the student's parent(s) understands them.

The District shall assess the English proficiency and academic progress of EL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to EL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an EL student unless a determination has been made that the results of the test, with allowable

accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

The results of both State-required tests and alternate assessments shall be consistent with District policies in making instructional, promotion, and graduation decisions. Test results may not be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation, or eligibility for post-secondary education opportunities.

Revised 11/18/19

Revised 11/16/20

T.C. 3/15/21

T.C. 1/17/22

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Legal	P.I. 13 Wis. Admin Code
	115, Wis. Stats.
	118.13, Wis. Stats.
	118.30(2), Wis. Stats.

Last Modified by Melanie J Oppor on April 13, 2022



Book	Policy Manual
Section	Wellness Policy - Updated Neola Version
Title	WELLNESS
Code	po8510
Status	Proposed to Policy & Human Resources Committee
Adopted	November 21, 2016
Last Revised	April 23, 2018

8510 - WELLNESS

As required by law, the Board establishes the following wellness policy for the _____ School District **of Manawa** as a part of a comprehensive wellness initiative.

Policy Preamble

The Board recognizes that good nutrition and regular physical activity affect the health and well-being of the District's students. Furthermore, research suggests that there is a positive correlation between a student's health and well-being and his/her ability to learn. Moreover, schools can play an important role in the developmental process by which students establish their health and nutrition habits by providing nutritious meals and snacks through the schools' meal programs, by supporting the development of good eating habits, and by promoting increased physical activity both in and out of school.

Schools alone, however, cannot develop in students healthy behaviors and habits with regard to eating and exercise cannot be accomplished by the schools alone. It will be necessary for not only the staff, but also parents and the public at large to be involved in a community-wide effort to promote, support, and model such healthy behaviors and habits.

The Board sets the following goals in an effort to enable students to establish good health and nutrition choices to:

- A. promote nutrition education with the objective of improving students' health and reducing childhood obesity;
- B. improve the health and well-being of our children, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits;
- C. promote nutrition guidelines, a healthy eating environment, child nutrition programs, and food safety and security on each school campus with the objective of promoting student health and reducing childhood obesity;
- D. provide opportunities for every student to develop the knowledge and skills for specific physical activities, maintain physical fitness, regularly participate in physical activity, and understand the short and long-term benefits of a physically active lifestyle;
- E. promote the health and wellness of students and staff through other school based activities.

Policy Leadership

~~[DRAFTING NOTE: At a minimum, schools/districts must establish wellness policy leadership of one or more school official(s) who have the authority and responsibility to ensure each school complies with the policy.]~~

~~[Choose One of the Following:]~~

~~() The District Administrator will oversee the development, implementation, and evaluation of the wellness procedures () and is authorized to designate a staff member or members with responsibility to assure that wellness~~

~~initiatives are followed in the District's schools.~~

The designated official for oversight of the wellness policy is Carmen O'Brien, Business Manager ~~_____~~ [Insert Name/Title]. The official shall convene the Wellness Committee and lead the review, updating, and evaluation of the policy.

~~(-) Each school shall designate a site coordinator who shall ensure compliance with the policy.~~

Required Public Involvement

The District Administrator shall obtain the input of District stakeholders, to include parents, students, representatives of the school food authority, educational staff (including physical education teachers), school health professionals, School Board members, members of the public, and other school administrators in the development, implementation, evaluation, and periodic review and update, if necessary, of the wellness policy. ~~(-) School-level health advisory or wellness committees may assist in the planning and implementation of these Wellness initiatives.~~

District ~~(-) School~~ ~~[END OF OPTION]~~ Wellness Committee

~~[DRAFTING NOTE: There is no requirement related to the inclusion of policy language regarding the formation of a Wellness Committee. However, this practice is strongly encouraged.]~~

Committee Formation

~~[Choose One of the Following Options If Forming a Wellness Committee. Note: If the Board approves the formation of a Wellness Committee, as per this policy, any meetings of the committee must follow the Open Meetings law requirements.]~~

~~[Option #1]~~

~~(-) A Wellness Committee shall be formed and maintained to oversee the activities set forth in this policy. The Committee shall meet annually to review nutrition and physical activity policies and to develop an action plan for the coming year. The Committee shall meet no less than _____ [Insert Number] times during the school year to discuss the implementation of the established activities and address any barriers and challenges. The Committee shall report annually to the Board on the implementation of the policy and any recommended changes or revisions. The Board will adopt or revise policies based on the Committee's recommendations.~~

~~[Option #2]~~

The District shall convene a Wellness Committee that meets at least **two (2)** _____ [Insert Number] times during the school year to establish goals and oversee school health policies and programs, including development, implementation, and periodic review and update of this Wellness Policy.

~~[Option #3]~~

~~(-) To assist in the creation of a healthy school environment, the District shall establish a Wellness Committee that will provide an ongoing review and evaluation of the Wellness Policy. The Committee shall meet no less than _____ [Insert Number] times during the school year to implement, assess and review, and make recommendations for changes to the Wellness Policy.~~

~~[END OF OPTIONS]~~

Committee Representatives

~~[DRAFTING NOTE: While there is no requirement to identify specific members of the Committee, this practice is strongly encouraged.]~~

The District shall invite a diverse group of stakeholders to participate in the development, implementation, and periodic review and update of the Wellness Policy.

Stakeholders may include:

- A. administrator(s)
- B. Board member(s)
- C. classroom teacher(s)
- D. physical education teacher(s)
 school food service representative(s)

- E. school **health paraprofessional or nurse nurse(s)**
- F. community member/parent(s)
- G. student(s)
- H. medical/health care professional(s)
- I. nutrition and/or health education teacher(s)
- J. school counselor(s)
- K. ~~(-) local business representative(s)~~
- L. ~~(-) Other: _____~~

Nutrition Standard for All Foods/School Meal Programs/Standards and Guidelines for School Meal Programs

~~**{DRAFTING NOTE: At a minimum, all schools must include the first response to be in compliance with the USDA final rule on wellness policies.}**~~

- A. All meals meet or exceed current nutrition requirements established under the Healthy Hunger-free Kids Act of 2010. [DRAFTING NOTE: The policy should include a link to USDA meal pattern requirements or list them individually.] (<https://fns-prod.azureedge.net/sites/default/files/resource-files/SP38-2019os.pdf#page=2>)
- B. Drinking water is available for students during mealtimes.
- C. All schools in the District participate in USDA child nutrition programs, including **National School Lunch Program and School Breakfast Program** ~~_____ [Insert program names; e.g. NSLP, SBP, FFVP, SMP, SFSP].~~
- D. All meals are accessible to all students.
- E. Withholding food as a punishment shall be strictly prohibited.
- F. All meals are appealing and attractive and served in clean and pleasant settings.
- G. ~~(-) When drinking fountains are not present in the cafeteria, water cups/jugs are available.~~
- H. Students are provided at least **10 minutes** _____ ~~[Insert Number; recommended 10] minutes~~ to eat breakfast and at least **20 minutes** _____ ~~[Insert Number; recommended 20]~~ to eat lunch after being seated.
- I. ~~(-) All school campuses are "closed" meaning that students are not permitted to leave the school grounds during the school day.~~
- J. ~~(-) Lunch shall be scheduled following recess for elementary students.~~
- K. ~~(-) Lunch shall be served between _____ [Insert time; recommended 11am-1pm].~~
- L. Menus shall be posted on the District website **and will include nutrient content.**
- M. ~~(-) Menus shall be created/reviewed by a Registered Dietitian or other certified nutrition professional.~~
- N. All school nutrition program directors, managers, and staff shall meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals.
- O. ~~(-) Other: _____~~

School Meal Program Participation

~~**{DRAFTING NOTE: If you would like to include language related to the promotion of school meal programs, select responses below.}**~~

The District:

- A. Shall notify parents of the availability of the breakfast, lunch, and summer food programs and shall be encouraged to determine eligibility for reduced or free meals;
- B. ~~(-) Shall allow students the opportunity to provide input on menu items;~~
- C. Shall restrict the scheduling of club/organizational meetings during the lunch period unless students are allowed to purchase lunch to be consumed during the meetings;
- D. Shall explore the use of nontraditional breakfast service models (such as breakfast in the classroom) to increase breakfast participation.
- E. **Other:** _____

Foods and Beverages Sold Outside of School Meals

~~{DRAFTING NOTE: At a minimum, all schools/districts must select the first response to be in compliance with the USDA final rule on wellness policies. Schools/Districts may establish standards more strict than USDA. If this is the case, select an alternative response.}~~

- A. All food and beverages sold and served outside of the school meal programs ("competitive" foods and beverages) shall, at a minimum, meet the standards established in USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. [DRAFTING NOTE: The policy should include a link to the USDA Smart Snacks standards or list individually.]
- B. ~~(-) All food and beverages sold to students during before and after school programs shall meet the USDA Smart Snack nutrition standards.~~
- C. ~~(-) No beverages with non-nutritive sweeteners (artificial or natural), such as diet iced tea, diet soda, etc. shall be sold to students during the school day regardless of their compliance with the USDA Smart Snacks standards.~~
- D. ~~(-) The sale of foods and/or beverages containing caffeine (with the exception of trace amounts of naturally occurring caffeine) at all grade levels during the school day are prohibited.~~
- E. ~~(-) Other:~~ _____

Foods Offered/Provided but Not Sold

~~{DRAFTING NOTE: USDA has not set forth standards related to foods offered/provided, but not sold, to students. However, they have mandated that schools establish their own standards. To meet this requirement, select one option or write your own.}~~

- A. ~~(-) All foods offered on the school campus shall meet or exceed the USDA Smart Snacks in School nutrition standards including those provided at celebrations and parties and classroom snacks brought by staff or family members.~~
- B. The District encourages foods offered on the school campus meet or exceed the USDA Smart Snacks in School nutrition standards including those provided at celebrations and parties and classroom snacks brought by staff or family members.
- C. ~~(-) All foods and beverages offered on the school campus, including those provided at celebrations, parties, or part of classroom snacks, will adhere to the District standards as established below.~~
- D. ~~(-) Food rewards or incentives shall not be used in classrooms to encourage student achievement or desirable behavior.~~
- E. ~~(-) Celebrations that involve food will be limited to _____ [Insert Number] (e.g. one per month).~~
- F. ~~(-) Non-food celebrations will be promoted and a list of ideas is available to staff and family members.~~
- G. ~~(-) Other:~~ _____

~~{DRAFTING NOTE: If the District has established their own standards for schools allowed at parties, celebrations, snacks, etc. please list the standards below.}~~

- A. _____
- B. _____

C. _____

Fundraising

~~[DRAFTING NOTE: Language related to the use of food fund-raisers sold during the school day must be included in your policy. Choosing Option A is suggested to comply with Wisconsin Department of Public Instruction exemption policy.]~~

- A. The District adheres to the Wisconsin Department of Public Instruction fund-raiser exemption policy and allows two (2) exempt fund-raisers per student organization per school per year. All other fund-raisers sold during the school day will meet the Smart Snacks nutrition standards. No restrictions are placed on the sale of food/beverage items sold outside of the school day.
- B. ~~(-) Fund-raising during and outside school hours use only non-food fund-raisers, and the District encourages those fund-raisers promoting physical activity (such as walk-a-thons, jump rope for heart, fun runs, etc.).~~
- C. ~~(-) Fund-raising during and outside school hours sell only non-food items or foods and beverages that meet or exceed the Smart Snacks nutrition standards. This may include but is not limited to, donation nights at restaurants, cookie dough, candy and pizza sales, market days, etc.~~
- D. ~~(-) Foods and beverages that meet or exceed the USDA Smart Snacks standards may be sold through fund-raisers during the school day. No restrictions are placed on the sale of food/beverage items sold outside of the school day.~~
- E. ~~(-) The District allows up to _____ [Insert Number] exempt fund-raisers per school per year. All other fund-raisers sold during the school day will meet the Smart Snacks nutrition standards. No restrictions are placed on the sale of food/beverage items sold outside of the school day.~~
- F. ~~(-) Other: _____~~

Marketing

~~[DRAFTING NOTE: USDA requires schools/districts to establish policies for food/beverage marketing. At a minimum, schools may only allow for foods and beverages that meet the Smart Snacks standards to be marketed/advertised. Schools may adopt stricter guidelines, such as prohibiting the marketing of food companies.]~~

- A. Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA's Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. Marketing includes brand names, trademarks, logos, or tags except when placed on a food or beverage product/container; displays, such as vending machine exteriors; corporate/brand names, logos, trademarks on cups, posters, school supplies, education materials, food service equipment, and school equipment (e.g. message boards, scoreboards, uniforms); advertisements in school publications/mailings; sponsorship of school activities, fundraisers, or sports teams; educational incentive programs such as contests or programs; and free samples or coupons displaying advertising of a product.
- B. ~~(-) Other: _____~~

Nutrition Education

~~[DRAFTING NOTE: At a minimum, all schools/districts must include at least one goal related to nutrition education.]~~

- A. The primary goal of nutrition education is to influence students' lifelong eating behaviors. Nutrition education, a component of comprehensive health education, shall be offered every year to all students of the District. The District aims to teach, model, encourage, and support healthy eating by providing nutrition education.
- B. ~~(-) Nutrition curriculum shall be offered as part of a sequential, standards-based program designed to provide students with the knowledge and skills necessary to promote health. Curriculum will place an emphasis on: promotion of adequate nutrient intake, healthy food preparation techniques, food safety, and healthy eating practices based on the Dietary Guidelines for Americans and MyPlate; skill development, such as reading labels to evaluate the nutrient quality of foods, meal planning, analysis of health information, and media literacy and the problems associated with food marketing to children.~~

- C. Nutrition education shall be included in the Health curriculum so that instruction is sequential and standards-based and provides students with the knowledge, attitudes, and skills necessary to lead healthy lives.
- D. ~~() Nutrition education shall be incorporated into the Health curriculum and other aspects of the curriculum, including science, math, language arts, and elective courses.~~
- E. Nutrition education shall be included in the sequential, comprehensive health curriculum in accordance with the Wisconsin Department of Public Instruction Model Academic Standards for Nutrition.
- F. ~~() Nutrition education shall be integrated into other subject areas of the curriculum, when appropriate, to complement, but not replace, the standards and benchmarks for health education.~~
- G. ~~() Schools will provide nutrition education lessons that cover topics such as reading a Nutrition Facts label.~~
- H. ~~() Nutrition education will provide the knowledge and skills necessary to promote health.~~
- I. ~~() Nutrition education shall include enjoyable, developmentally appropriate, and culturally relevant participatory activities, such as contests, promotions, taste testing, and others.~~
- J. ~~() Nutrition education shall include opportunities for appropriate student projects related to nutrition, involving, when possible, community agencies and organizations.~~
- K. ~~() Nutrition education shall extend beyond the classroom by engaging and involving the school's food service staff.~~
- L. ~~() Nutrition education posters, such as the Food Pyramid Guide, will be displayed in the cafeteria.~~
- M. ~~() The school cafeteria shall serve as a learning lab by allowing students to apply the knowledge, attitudes, and skills taught in the classroom when making choices at mealtime.~~
- N. ~~() Nutrition education shall extend beyond the school by engaging and involving families and the community.~~
- O. ~~() Nutrition education shall reinforce lifelong balance by emphasizing the link between caloric intake (eating) and exercise in ways that are age appropriate.~~
- P. ~~() Nutrition education benchmarks and standards include a focus on media literacy as it relates to food marketing strategies.~~
- Q. ~~() Nutrition education standards and benchmarks promote the benefits of a balanced diet that includes fruits, vegetables, whole grain products, and low fat and fat free dairy products.~~
- R. ~~() Staff responsible for providing instruction in nutrition education shall regularly participate in professional development activities designed to better enable them to teach the benchmarks and standards.~~
- S. ~~() Instruction related to the standards and benchmarks for nutrition education shall be provided by highly qualified teachers.~~
- T. ~~() Nutrition education shall be provided to families via handouts, newsletters, postings on the website, presentations, and workshops.~~
- U. ~~() [other:] _____~~
- V. ~~() [other:] _____~~
- W. ~~() [other:] _____~~

Nutrition Promotion

~~[DRAFTING NOTE: At a minimum, all schools/Districts must include at least one goal related to nutrition promotion. Schools/districts are required to review and consider evidence-based strategies when determining these goals.]~~

- A. The District is committed to providing a school environment that promotes students to practice healthy eating and physical activity. Students shall receive consistent nutrition messages that promote health throughout schools, classrooms, cafeterias, and school media.

- B. ~~(-) School nutrition services shall use the Wisconsin Team Nutrition Meal Appeal Self-Assessment (dpi.wi.gov/sites/default/files/imce/wisconsin-school-meals-rock/_files/meal-appeal-self-assessment.pdf) to determine ways to improve the school meals environment.~~
- C. ~~(-) School nutrition services shall implement at least _____ [Insert Number] Wisconsin Team Nutrition Meal Appeal techniques at each school.~~
- D. ~~(-) School nutrition services shall purchase at least _____ [Insert Number] locally grown/produced products each year.~~
- E. ~~(-) School nutrition services shall menu at least _____ [Insert Number] local food(s) per month.~~
- F. ~~(-) School nutrition services shall offer students school garden activities, such as planning, planting, harvesting, preparing, serving, and tasting garden-produced foods.~~
- G. ~~(-) The District shall offer students the ability to participate culinary activities, such as cooking clubs and the Wisconsin Student Chef Competition.~~
- H. ~~(-) Other: _____~~

Physical Activity

[DRAFTING NOTE: At a minimum, all schools/Districts must include at least one goal related to physical activity. Additionally, schools/districts are encouraged to include goals related to physical education.]

- A. The District shall provide students with age and grade-appropriate opportunities to engage in physical activity.
- B. ~~(-) The District shall utilize the Wisconsin Department of Public Instruction's Active Schools: Core 4+ resources.~~
- C. ~~(-) The District shall develop a comprehensive, school-based physical activity program (CSPAP), that includes the following components: physical education, recess, classroom-based physical activity, walk-to-school, and out-of-school-time activities.~~
- D. ~~(-) Children and adolescents should participate in sixty (60) minutes of physical activity every day. The District shall provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and State standards for physical education. The District shall also provide opportunities for students to participate in physical activity in addition to physical education.~~
- E. ~~(-) Physical activity (-) shall (-) should [END OF OPTIONS] not be employed as a form of discipline or punishment.~~
- F. ~~(-) Physical activity and movement shall be integrated, when possible, across the curricula and throughout the school day.~~
- G. ~~(-) Schools shall encourage families to provide physical activity outside the regular school day, such as outdoor play at home, participation in sports sponsored by community agencies or organizations, and in lifelong physical activities like bowling, swimming, or tennis.~~
- H. All students in grades K- 5 shall be provided with a daily recess period at least twenty (-20) minutes in duration. Recess shall not be used as a reward or punishment. **[NOTE: NASPE's recommendation is that all elementary school students should be provided with at least one daily period of recess for a minimum of twenty (20) minutes.]**
- I. ~~(-) The school shall provide information to families to encourage and assist them in their efforts to incorporate physical activity into their children's daily lives.~~
- J. ~~(-) The school shall encourage families and community organizations to help develop and institute programs that support physical activity of all sorts.~~
- K. In addition to planned physical education, the school shall provide age-appropriate physical activities (e.g., recess during the school day, intramurals and clubs before and after school, and interscholastic sports) that meet the needs of all students, including males, females, students with disabilities, and students with special health care needs. **NOTE: This is a NASPE recommendation in their position statement on Comprehensive School Physical Activity Programs (2008).]**
- L. ~~(-) All students in grades _____ shall have the opportunity to participate in extra-curricular activities and intramural programs that emphasize physical activity.~~

- M. ~~(-) All students in grades _____ 12 shall have the opportunity to participate in interscholastic sports programs.~~
- N. ~~(-) Schools shall offer a wide range of physical activities outside the regular school day that meet the needs, interests, and abilities of all students, including males, females, students with disabilities, and students with special healthcare needs.~~
- O. ~~(-) All before/after-school programs shall provide developmentally appropriate physical activity for the students who participate.~~
- P. ~~(-) Schools shall discourage extended periods of student inactivity, without some physical activity.~~
- Q. ~~(-) [other:] _____~~
- R. ~~(-) [other:] _____~~
- S. ~~(-) [other:] _____~~

Physical Education

- A. A sequential, comprehensive physical education program shall be provided for students in K-12 in accordance with the physical education academic content standards and benchmarks adopted by the State.
- B. The sequential, comprehensive physical education curriculum shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge, attitudes, and skills necessary to engage in lifelong, health-enhancing physical activity.
- C. ~~(-) Planned instruction in physical education shall be sufficient for students to achieve a proficient level with regard to the standards and benchmarks adopted by the State.~~
- D. ~~(-) All District elementary students in each grade shall receive at least _____ [Insert Number] minutes of physical education per week throughout the school year.~~
- E. ~~(-) All District elementary students in each grade shall have physical education a minimum of three (3) times per week.~~
- F. ~~(-) All District middle school students in each grade shall receive at least _____ [Insert Number] minutes of physical education per week throughout the school year.~~
- G. ~~(-) All District middle school students are required to take the equivalent of one (1) academic year of physical education.~~
- H. ~~(-) All District high school students in each grade shall receive at least _____ [Insert Number] minutes of physical education per week throughout the school year.~~
- I. ~~(-) All District high school students are required to receive at least 1.5 credits of physical education prior to graduation unless the District allows for the substitution of 0.5 credit per Policy 5460.~~
- J. ~~(-) Planned instruction in physical education shall promote participation in physical activity outside the regular school day.~~
- K. ~~(-) All students in grades K-12, including those with disabilities, special health care needs and in alternative educational settings (to the extent consistent with the students' IEPs), shall receive daily physical education for the entire school year, for at least 150 minutes per week for K-_____ students and at least 225 minutes per week for students in grades _____-12.~~
- [NOTE: The National Association for Sport and Physical Education (NASPE) defines a quality physical education program in the terms and minutes specified above.]**
- L. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.
- M. Physical education classes shall provide students with opportunities to learn, practice, and be assessed on developmentally appropriate knowledge and attitudes necessary to engage in lifelong, health-enhancing physical activity.

- N. The sequential, comprehensive physical education curriculum shall stress the importance of remaining physically active for life.
- O. ~~(-) The K-12 program shall include instruction in physical education as well as opportunities to participate in competitive and non-competitive team sports to encourage lifelong physical activity.~~
- P. ~~(-) Planned instruction in physical education shall require students to be engaged in moderate to vigorous physical activity for at least fifty percent (50%) of scheduled class time.~~
- Q. ~~(-) Teachers properly certificated/licensed in the subject area of physical education shall provide all instruction in physical education.~~
- R. ~~(-) Professional development opportunities should focus on the physical education content area.~~
- S. ~~(-) All physical education classes shall have a student/teacher ratio comparable to the student/teacher ratio in other curricular areas.~~
- [NOTE: NASPE includes this option in the definition of a quality physical education program.]**
- T. In health education classes, the District shall include topics of physical activity, including: the physical, psychological, or social benefits of physical activity; how physical activity can contribute to a healthy weight; how physical activity can contribute to the academic learning process; how an inactive lifestyle contributes to chronic disease; and decreasing sedentary activities.
- U. ~~(-) Planned instruction in physical education shall teach cooperation, fair play, and responsible participation.~~
- V. ~~(-) Planned instruction in physical education shall meet the needs of all students, including those who are not athletically gifted.~~
- W. ~~(-) Planned instruction in physical education shall be presented in an environment free of embarrassment, humiliation, shaming, taunting, bullying, or harassment of any kind.~~
- X. ~~(-) Planned instruction in physical education shall include cooperative as well as competitive games.~~
- Y. ~~(-) Planned instruction in physical education shall take into account gender and cultural differences.~~
- Z. ~~(-) [other:] _____~~

Other School-Based Strategies for Wellness:

[DRAFTING NOTE: At a minimum, all schools/Districts must include at least one goal related to other school-based wellness activities.]

- A. Students, parents, and other community members shall have access to ~~, and be encouraged to use,~~ the school's outdoor physical activity facilities outside the normal school day.
- B. ~~(-) The District supports the implementation of other programs that help create a school environment that conveys consistent wellness messages in an effort to promote student well-being.~~
- C. As appropriate, schools shall support students, staff, and parents' efforts to maintain a healthy lifestyle.
- D. ~~(-) The school (-) shall (-) may provide opportunities for staff, parents, and other community members to model healthy eating habits by dining with students in the school dining areas.~~
- E. ~~(-) The schools (-) shall (-) may demonstrate support for the health of all students by hosting health clinics and screenings and encouraging parents to enroll their eligible children in Medicaid or in other children's health insurance programs for which they may qualify.~~
- F. ~~(-) Nutrition information for competitive foods available during the school day shall be readily available near the point of purchase.~~

Staff Wellness

The District will implement the following activities below to promote healthy eating and physical activity among school staff.

- A. ~~() An organized wellness program shall be available to all staff.~~
- B. ~~() Application of Smart Snacks nutritional standards for foods and beverages in vending machines available to staff members.~~
- C. ~~() Educational activities for school staff members on healthy lifestyle behaviors.~~
- D. Distribution of an employee health newsletter to promote healthy behaviors.
- E. ~~() Organization of employee physical activity clubs.~~
- F. ~~() Establishment of peer support groups for weight management, stress management, tobacco use cessation, family guidance, and other identified issues.~~
- G. ~~(Administration of flu shots at school.~~
- H. ~~() Periodic screening at school for blood pressure, blood cholesterol, body mass index, and/or other health indicators.~~
- I. ~~() Annual administration of individual health risk appraisals to help staff members establish personal health improvement goals.~~
- J. ~~() Encouragement of staff members to set medical appointments for screening for cancer, heart disease, diabetes, and other diseases.~~
- K. ~~() The District shall offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom.~~
- L. ~~() Other: _____~~

Community Engagement

- A. ~~() The District shall work with community partners, including _____ [Insert list, e.g. hospital, university, county health department, etc.] to support district wellness.~~
- B. ~~() The District shall offer _____ [Insert Number] family focused events supporting health promotion (e.g., health fair, nutrition/physical activity open house) each year.~~
- C. ~~() The District shall inform and invite parents to participate in school sponsored activities throughout the year.~~
- D. ~~() The District shall actively inform families and the public about the content of and any updates to the policy through _____ [Insert Channels of Communication: website, newsletter, mailing, etc.].~~
- E. ~~() The District shall provide information on how the public can participate in the school wellness committee on an annual basis.~~
- F. ~~() Other: _____~~

Additional Strategies for Consideration:

- A. ~~() The schools shall provide at least _____ () minutes daily for students to eat.~~
- B. ~~() The schools shall schedule mealtimes so there is minimum disruption by bus schedules, recess, and other special programs or events.~~
- C. The school shall provide attractive, clean environments in which the students eat.
- D. Students at _____ [insert name(s) of building(s)] are permitted to have bottled water in the classroom.
- E. Activities, such as tutoring or club meetings, shall not be scheduled during mealtimes, unless students may eat during those meetings.

- F. ~~() Schools () may () shall limit the number of celebrations involving serving food during the school day to no more than _____ () party(ies) per class per month.~~
- G. ~~() The schools () shall () may use environmentally friendly practices, such as the use of locally grown foods and non-disposable tableware and dishes.~~
- H. Schools in our system utilize electronic identification and payment systems, therefore, eliminating any stigma or identification of students eligible to receive free and/or reduced meals.
- I. ~~() Students are discouraged from sharing their foods or beverages with one another during meal times, given concerns about allergies and other restrictions on some students' diets.~~
- J. ~~() [other:] _____~~
- K. ~~() [other:] _____~~

Furthermore, with the objectives of enhancing student health and well being, and reducing childhood obesity, the following guidelines are established:

- A. In accordance with Policy 8500, entitled Food Service, the food service program shall comply with Federal and State regulations pertaining to the selection, preparation, consumption, and disposal of food and beverages as well as to the fiscal management of the program.
- B. As set forth in Policy 8531, entitled Free and Reduced Price Meals, the guidelines for reimbursable school meals are not less restrictive than the guidelines issued by the U.S. Department of Agriculture (USDA).
- All foods available on campus during the school day shall comply with the current USDA nutrition guidelines, including competitive foods that are available to students a la carte in the dining area, as classroom snacks, from vending machines, for classroom parties, or at holiday celebrations.
- C. The food service program will provide all students affordable access to the varied and nutritious foods they need to be healthy and to learn well, regardless of unpaid meal balances without stigma.
- D. ~~() The food service program will strive to be financially self-supporting; however, if it is necessary to subsidize the operation, it will not be through the sale of foods with minimal nutritious value.~~
- E. ~~() Beginning with _____ school year, all foods available to students on campus during the school day and outside school food service hours shall comply with the current USDA nutrition guidelines, including foods available to students as classroom snacks, from vending machines for fundraisers, for classroom parties, or at holiday celebrations.~~
- F. ~~() All foods available on campus at any time shall comply with the current USDA nutrition guidelines, including competitive foods that are available to students a la carte in the dining area, as well as foods that are served as classroom snacks, from vending machines, for fundraisers, for classroom parties, at holiday celebrations, at concession stands, or at any school-related event.~~
- G. ~~() The school food service program () may () shall involve~~
- ~~() students,~~
- ~~() parents,~~
- ~~() staff,~~
- ~~() school officials~~
- ~~in the selection of competitive food items to be sold in the schools.~~
- H. ~~() Any food items sold () on campus [END OF OPTION] as a fundraiser shall meet the current USDA nutrition guidelines.~~
- I. ~~() The school shall prepare and distribute to staff, parents, and after-school program personnel a list of snack items that comply with the current USDA nutrition guidelines.~~

- J. ~~(-) Each classroom party held during the school day may include no more than one (1) food or beverage that does not meet the current USDA nutrition guidelines.~~
- K. ~~(-) The food service program shall be administered by a qualified nutrition professional.~~
- L. ~~(-) The food service program shall be administered by a director who is properly qualified, certificated, licensed, or credentialed, according to current professional standards.~~
- M. All food service personnel shall receive pre-service training in food service operations.
- N. Continuing professional development shall be provided for all staff of the food service program.
- O. ~~(-) [other:] _____~~
- P. ~~(-) [other:] _____~~

Monitoring and Evaluation

~~[DRAFTING NOTE: At a minimum, schools/districts must conduct an assessment of the wellness policy every three years, report to the public the finding of the evaluation, and update the policy as appropriate.]~~

~~[Option One: Choose Either A or B]~~

- A. ~~(-) A review of this policy shall occur no less than once every three (3) years using a procedure developed and implemented by the District Administrator. The District shall notify school staff, students, and households/families of the availability of the wellness report via newsletters and website postings. The report will be made available at _____ [Insert Web Address].~~
- B. The Wellness Committee shall evaluate compliance with the Wellness Policy no less than once every three years. The assessment will include the extent to which each school is in compliance with the policy and how the policy compares to a model policy, as established by the U.S. Department of Agriculture. The District shall notify school staff, students, and households/families of the availability of the wellness report via newsletters and website postings. The report will be made available at <https://www.manawaschools.org/district/> _____ [Insert Web Address].

~~[Option Two: Choose one of the following options only if annual reviews of the Wellness Policy will be conducted.]~~

- A. ~~(-) The District Administrator shall conduct an annual review of the progress toward school wellness procedures, identify areas for improvement, and recommend revision of procedures as necessary.~~
- B. ~~(-) The Wellness Committee shall monitor goals and objectives for the District and compile an annual report to address the progress of the schools within the District in meeting wellness goals. This report will be published annually in _____ [Insert Month].~~
- C. ~~(-) The Wellness Committee shall submit to the District Administrator and Board an annual report in which it describes the environment in each of the District's schools and the implementation of the wellness policy in each school, and identify any revisions to the policy the committee deems necessary.~~
- D. ~~(-) The District Administrator or a designee of the Wellness Committee shall report annually to the Board on the District's wellness programs, including the assessment of the environment in the District, evaluation of wellness policy implementation District-wide, and the areas for improvement, if any, identified. The District Administrator or a designee of the wellness committee shall also report on the status of compliance by individual schools and progress made in attaining goals established in the policy.~~

The program developed shall include the following items, along with any additional measures deemed appropriate:

1. identify specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, with consideration for evidence-based strategies;
2. develop nutrition guidelines for all foods and beverages sold during the school day, that are consistent with Federal requirements for meal nutrition standards and smart snacks, and restricting marketing efforts to only those items that meet established guidelines;
3. develop policies pertaining to other food items in the schools, including for classroom parties, birthday snacks, or other food items not for sale, but distributed in the schools;
4. describes the process and public involvement in the development of the wellness program and initiatives.

Public Notice

The District Administrator shall be responsible for informing the public, including parents, students, and community members, on the content and implementation of this policy. In order to inform the public, the District Administrator shall

distribute information at the beginning of the school year to families of school children,

~~include information in the student handbook,~~

~~_____~~

~~_____~~

and post the wellness policy on the District’s website, including the assessment of the implementation of the policy prepared by the District.

Record Retention

The District Administrator shall require that the District retains documentation pertaining to the development, review, evaluation, and update of the policy. , including:

A. ~~copy of the current policy;~~

B. ~~documentation pertaining to the most recent assessment of implementation of wellness initiatives identified in the policy;~~

C. ~~documentation of efforts to publicize the policy;~~

D. ~~documentation of efforts to review and update the policy, including identification of the participating and invited stakeholders.~~

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Legal 42 U.S.C. 1751 et seq.

42 U.S.C. 1771 et seq.

Last Modified by Melanie J Oppor on April 13, 2022



Book	Policy Manual
Section	Board Meeting - February 28th
Title	Copy of INTERSCHOLASTIC ATHLETICS
Code	po2431
Status	Proposed to Policy & Human Resources Committee
Adopted	October 17, 2016
Last Revised	December 18, 2017

2431 - **INTERSCHOLASTIC ATHLETICS**

The Board recognizes the value to the District and to the community of a program of interscholastic athletics for as many students as feasible and in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. The Board believes that it is the purpose of an interscholastic program to provide the benefits of an athletic experience to as large a number of students as feasible within the District.

The Board recognizes that the purpose of athletics is to promote the physical, mental, moral, social and emotional well-being of each participant with emphasis on the proper ideals of sportsmanship, ethical conduct and fair play. Athletics should encourage leadership, use of initiative and good judgment by the participants.

Interscholastic athletic programs provide opportunities for participants to develop positive school morale, practice hospitality and exercise the qualities of fair play and courtesy. The interscholastic athletic program is a part of the school curriculum, educational in purpose and conduct.

The athletic program affords opportunities for wholesome school-community relations under constructive conditions. It is the responsibility of school authorities to inform the community regarding the purposes of the program. The community should recognize that an athletic contest is an integral part of the school program because of its educational values. If interscholastic athletics cease to possess educational value, then these should cease to be school functions.

The Board encourages the full participation of elementary and middle school students in interscholastic athletic activities. For purposes of Board policy, "full participation" means fair and equal participation to the extent that the budget, facilities or type of activity allow.

The District shall maintain membership in the Wisconsin Interscholastic Athletic Association (WIAA) and the District's conference. The District shall abide by all WIAA and conference rules and regulations, and student athletes shall also be expected to abide by all eligibility rules and regulations.

The District Administrator ~~provides shall develop appropriate administrative guidelines for the operation of the Athletic Program and a Code of Conduct for those who participate. Such guidelines should provide for~~ the following safeguards:

- A. Prior to enrolling in the sport, each participant shall submit to a thorough physical examination by a ~~District-~~ **fully licensed** ~~approved~~ physician and parents shall report any past or current health problems along with a physician's statement that any such problems have or are being treated and pose no threat to the student's participation.
- B. Any student who is found to have a health condition that may be life-threatening to self or others shall not be allowed to participate until the situation has been analyzed by a medical review panel that has determined the conditions under which the student may participate.
- C. Any student who incurs an injury requiring a physician's care is to have written approval by a physician prior to the student's return to participation.

**Post-Issuance Compliance Policy
for Tax-Exempt and Tax-Advantaged Obligations
and Continuing Disclosure**

Adopted: _____, 2022

Statement of Purpose

This Post-Issuance Compliance Policy (the "Policy") sets forth specific policies of the School District of Manawa, Wisconsin (the "Issuer") designed to monitor post-issuance compliance:

- (i) with applicable provisions of the Internal Revenue Code of 1986, as amended, and regulations promulgated thereunder for obligations issued by the Issuer on tax-exempt or tax-advantaged basis ("Obligations"); and
- (ii) with applicable requirements set forth in certificates and agreement(s) ("Continuing Disclosure Agreements") providing for ongoing disclosure in connection with the offering of obligations to investors, for obligations (whether or not tax-exempt / tax-advantaged) subject to the continuing disclosure requirements of Rule 15c2-12(b)(5) (the "Rule") promulgated by the Securities and Exchange Commission under the Securities Exchange Act of 1934.

This Policy documents practices and describes various procedures and systems designed to identify on a timely basis facts relevant to demonstrating compliance with the requirements that must be satisfied subsequent to the issuance of Obligations in order that the interest on such Obligations continue to be eligible to be excluded from gross income for federal income tax purposes or that the Obligations continue to receive tax-advantaged treatment. The federal tax law requirements applicable to each particular issue of Obligations will be detailed in the arbitrage or tax certificate prepared by bond counsel and signed by officials of the Issuer and the post-closing compliance checklist provided by bond counsel with respect to that issue. This Policy establishes a permanent, ongoing structure of practices and procedures that will facilitate compliance with the requirements for individual borrowings.

This Policy similarly documents practices and describes various procedures and systems designed to ensure compliance with Continuing Disclosure Agreements, by preparing and disseminating related reports and information and reporting "material events" for the benefit of the holders of the Issuer's obligations and to assist the Participating Underwriters (within the meaning of the Rule) in complying with the Rule.

The Issuer recognizes that compliance with pertinent law is an on-going process, necessary during the entire term of the obligations, and is an integral component of the Issuer's debt management. Accordingly, the analysis of those facts and implementation of the Policy will require on-going monitoring and consultation with bond counsel and the Issuer's accountants and advisors.

Development of Written Procedures and/or Administrative Rule

The Business Manager shall be responsible for developing, maintaining and following written procedures and/or an Administrative Rule for monitoring post-issuance compliance.

School District of Manawa: Administrative Guidelines for Post-Issuance Compliance

I. TAX COMPLIANCE

1. General Procedures

The following procedures and systems are for monitoring post-issuance compliance generally.

- A. The Business Manager (the "Compliance Officer") shall be responsible for monitoring post-issuance compliance issues.
- B. The Compliance Officer will coordinate procedures for record retention and review of such records.
- C. All documents and other records relating to Obligations issued by the Issuer shall be maintained by or at the direction of the Compliance Officer. In maintaining such documents and records, the Compliance Officer will comply with applicable Internal Revenue Service ("IRS") requirements.
- D. The Compliance Officer shall be aware of options for voluntary corrections for failure to comply with post-issuance compliance requirements (such as remedial actions under Section 1.141-12 of the Treasury Regulations (the "Treasury Regulations") and the Treasury's Tax-Exempt Bonds Voluntary Closing Agreement Program) and take such corrective action when necessary and appropriate.
- E. The Compliance Officer will review post-issuance compliance procedures and systems on a periodic basis, but not less than annually.

2. Issuance of Obligations - Documents and Records

With respect to each issue of Obligations, the Compliance Officer will:

- A. Obtain and store a closing binder and/or CD or other electronic copy of the relevant and customary transaction documents (the "Transcript").
- B. Confirm that bond counsel has filed the applicable information report (e.g., Form 8038, Form 8038-G, Form 8038-CP) for such issue with the IRS on a timely basis.
- C. Coordinate receipt and retention of relevant books and records with respect to the investment and expenditure of the proceeds of such Obligations with other applicable staff members of the Issuer.

3. Arbitrage

The following procedures relate to the monitoring and calculating of arbitrage and compliance with specific arbitrage rules and regulations.

The Compliance Officer will:

- A. Confirm that a certification of the initial offering prices of the Obligations with such supporting data, if any, required by bond counsel, is included in the Transcript.
- B. Confirm that a computation of the yield on such issue from the Issuer's financial advisor or bond counsel (or an outside arbitrage rebate specialist) is contained in the Transcript.
- C. Maintain a system for tracking investment earnings on the proceeds of the Obligations.
- D. Coordinate the tracking of expenditures, including the expenditure of any investment earnings. If the project(s) to be financed with the proceeds of the Obligations will be funded with multiple sources of funds, confirm that the Issuer has adopted an accounting methodology that maintains each source of financing separately and monitors the actual expenditure of proceeds of the Obligations.
- E. Maintain a procedure for the allocation of proceeds of the issue and investment earnings to expenditures, including the reimbursement of pre-issuance expenditures. This procedure shall include an examination of the expenditures made with proceeds of the Obligations within 18 months after each project financed by the Obligations is placed in service and, if necessary, a reallocation of expenditures in accordance with Section 1.148-6(d) of the Treasury Regulations.
- F. Monitor compliance with the applicable "temporary period" (as defined in the Internal Revenue Code of 1986, as amended (the "Code") and any applicable Treasury Regulations) exceptions for the expenditure of proceeds of the issue, and provide for yield restriction on the investment of such proceeds if such exceptions are not satisfied.
- G. Ensure that investments acquired with proceeds of such issue are purchased at fair market value. In determining whether an investment is purchased at fair market value, any applicable Treasury Regulation safe harbor may be used.
- H. Avoid formal or informal creation of funds reasonably expected to be used to pay debt service on such issue without determining in advance whether such funds must be invested at a restricted yield.
- I. Consult with bond counsel prior to engaging in any post-issuance credit enhancement transactions or investments in guaranteed investment contracts.

- J. Identify situations in which compliance with applicable yield restrictions depends upon later investments and monitor implementation of any such restrictions.
- K. Monitor compliance with six-month, 18-month or 2-year spending exceptions to the rebate requirement, as applicable.
- L. Procure a timely computation of any rebate liability and, if rebate is due, to file a Form 8038-T and to arrange for payment of such rebate liability.
- M. Arrange for timely computation and payment of "yield reduction payments" (as such term is defined in the Code and Treasury Regulations), if applicable.

4. Private Activity Concerns

The following procedures relate to the monitoring and tracking of private uses and private payments with respect to facilities financed with the Obligations.

The Compliance Officer will:

- A. Maintain records determining and tracking facilities financed with specific Obligations and the amount of proceeds spent on each facility.
- B. Maintain records, which should be consistent with those used for arbitrage purposes, to allocate the proceeds of an issue and investment earnings to expenditures, including the reimbursement of pre-issuance expenditures.
- C. Maintain records allocating to a project financed with Obligations any funds from other sources that will be used for otherwise non-qualifying costs.
- D. Monitor the expenditure of proceeds of an issue and investment earnings for qualifying costs.
- E. Monitor private use of financed facilities to ensure compliance with applicable limitations on such use. Examples of potential private use include:
 1. Sale of the facilities, including sale of capacity rights;
 2. Lease or sub-lease of the facilities (including leases, easements or use arrangements for areas outside the four walls, e.g., hosting of cell phone towers) or leasehold improvement contracts;
 3. Management contracts (in which the Issuer authorizes a third party to operate a facility, e.g., cafeteria) and research contracts;
 4. Preference arrangements (in which the Issuer permits a third party preference, such as parking in a public parking lot);
 5. Joint-ventures, limited liability companies or partnership arrangements;

6. Output contracts or other contracts for use of utility facilities (including contracts with large utility users);
7. Development agreements which provide for guaranteed payments or property values from a developer;
8. Grants or loans made to private entities, including special assessment agreements; and
9. Naming rights arrangements.

Monitoring of private use should include the following:

1. Procedures to review the amount of existing private use on a periodic basis; and
2. Procedures for identifying in advance any new sale, lease or license, management contract, sponsored research arrangement, output or utility contract, development agreement or other arrangement involving private use of financed facilities and for obtaining copies of any sale agreement, lease, license, management contract, research arrangement or other arrangement for review by bond counsel.

If the Compliance Officer identifies private use of facilities financed with tax-exempt or tax-advantaged debt, the Compliance Officer will consult with the Issuer's bond counsel to determine whether private use will adversely affect the tax status of the issue and if so, what remedial action is appropriate. The Compliance Officer should retain all documents related to any of the above potential private uses.

5. Qualified Tax-Exempt Obligations

If the Issuer issues "qualified tax-exempt obligations" in any year, the Compliance Officer shall monitor all tax-exempt financings (including lease purchase arrangements and other similar financing arrangements and conduit financings on behalf of 501(c)(3) organizations) to assure that the \$10,000,000 "small issuer" limit is not exceeded.

6. Federal Subsidy Payments

The Compliance Officer shall be responsible for the calculation of the amount of any federal subsidy payments and the timely preparation and submission of the applicable tax form and application for federal subsidy payments for tax-advantaged obligations such as Build America Bonds, New Clean Renewable Energy Bonds and Qualified School Construction Bonds.

7. Reissuance

The following procedures relate to compliance with rules and regulations regarding the reissuance of Obligations for federal law purposes.

The Compliance Officer will identify and consult with bond counsel regarding any post-issuance change to any terms of an issue of Obligations which could potentially be treated as a reissuance for federal tax purposes.

8. Record Retention

The following procedures relate to retention of records relating to the Obligations issued.

The Compliance Officer will:

- A. Coordinate with staff regarding the records to be maintained by the Issuer to establish and ensure that an issue remains in compliance with applicable federal tax requirements for the life of such issue.
- B. Coordinate with staff to comply with provisions imposing specific recordkeeping requirements and cause compliance with such provisions, where applicable.
- C. Coordinate with staff to generally maintain the following:
 - 1. The Transcript relating to the transaction (including any arbitrage or other tax certificate and the bond counsel opinion);
 - 2. Documentation evidencing expenditure of proceeds of the issue;
 - 3. Documentation regarding the types of facilities financed with the proceeds of an issue, including, but not limited to, whether such facilities are land, buildings or equipment, economic life calculations and information regarding depreciation.
 - 4. Documentation evidencing use of financed property by public and private entities (e.g., copies of leases, management contracts, utility user agreements, developer agreements and research agreements);
 - 5. Documentation evidencing all sources of payment or security for the issue; and
 - 6. Documentation pertaining to any investment of proceeds of the issue (including the purchase and sale of securities, SLGs subscriptions, yield calculations for each class of investments, actual investment income received by the investment of proceeds, guaranteed investment contracts, and rebate calculations).
- D. Coordinate the retention of all records in a manner that ensures their complete access to the IRS.
- E. Keep all material records for so long as the issue is outstanding (including any refunding), plus seven years.

II. CONTINUING DISCLOSURE

Under the provisions of SEC Rule 15c2-12 (the "Rule"), Participating Underwriters (as defined in the Rule) are required to determine that issuers (such as the Issuer) have entered into written Continuing Disclosure Agreements to make ongoing disclosure in connection with Offerings subject to the Rule. Unless the Issuer is exempt from compliance with the Rule or the continuing disclosure provisions of the Rule as a result of certain permitted exemptions, the Transcript for each issue of related obligations will include a Continuing Disclosure Agreement executed by the Issuer.

In order to monitor compliance by the Issuer with its Continuing Disclosure Agreements, the Compliance Officer will take the actions listed below, if and as required by such Continuing Disclosure Agreements. The Compliance Officer may coordinate with staff, and may engage a dissemination agent, counsel, and/or other professionals to assist in discharging the Compliance Officer's duties under these Procedures as the Compliance Officer deems necessary.

1. Compilation of Currently Effective Continuing Disclosure Agreements

The Compliance Officer shall compile and maintain a set of all currently effective Continuing Disclosure Agreements of the Issuer. Such agreements are included in the transcript of proceedings for the Issuer's respective bond or note issue. Continuing Disclosure Agreements are "Currently Effective" for purposes of these Procedures (and hence shall be included in the set of Currently Effective Continuing Disclosure Agreements) for so long as the bonds or notes to which they relate are outstanding. As bonds or notes are completely repaid or redeemed, the Compliance Officer shall remove the related continuing disclosure agreements from the set of Currently Effective Continuing Disclosure Agreements.

2. Annual Review and Annual Reporting Requirements

The Compliance Officer shall ensure that all necessary financial statements, financial information and operating data is filed in the manner and by the filing dates set forth in the Currently Effective Continuing Disclosure Agreements. The Compliance Officer shall review the set of Currently Effective Continuing Disclosure Agreements annually, prior to each annual filing, keeping in mind:

- The financial information and operating data required to be reported under a particular Continuing Disclosure Agreement may differ from the financial information and operating data required to be reported under another Continuing Disclosure Agreement; and
- The timing requirements for reporting under a particular Continuing Disclosure Agreement may differ from the timing requirements for filing under another Continuing Disclosure Agreement.

3. Calendar; EMMA Notification System

The Compliance Officer shall keep a calendar of all pertinent filing dates required under the Issuer's Currently Effective Continuing Disclosure Agreements. The Compliance Officer shall also subscribe to notification services made available through the EMMA system.

4. Annual Review of Prior Filings

As part of the annual review process, the Compliance Officer shall also review prior filings made within the past five years subsequent to the last such review of prior filings. If the Compliance Officer discovers any late or missing filings, the Compliance Officer (after discussing the circumstances with the Issuer's dissemination agent, counsel or other agents as necessary) shall "remedy" such prior failures by ensuring that the missing information is filed.

5. Monitoring of Material Events

The Compliance Officer shall monitor the occurrence of any of the following events and/or other events set forth in the Currently Effective Continuing Disclosure Agreements and shall provide notice of the same in the required manner and by the relevant reporting deadline (within 10 business days of the occurrence):

- Principal and interest payment delinquencies;
- Non-payment related defaults, if material;
- Unscheduled draws on debt service reserves reflecting financial difficulties;
- Unscheduled draws on credit enhancements reflecting financial difficulties;
- Substitution of credit or liquidity providers, or their failure to perform;
- Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the Issuer's bonds or notes, or other material events affecting the tax status of the Issuer's bonds or notes;
- Modification to rights of holders of the Issuer's bonds or notes, if material;
- Calls of the Issuer's bonds or notes, if material, and tender offers;
- Defeasances of the Issuer's bonds or notes;

- Release, substitution or sale of property securing repayment of the Issuer's bonds or notes, if material;
- Rating changes;
- Bankruptcy, insolvency, receivership or similar event of the Issuer;
- The consummation of a merger, consolidation, or acquisition involving the Issuer or the sale of all or substantially all of the assets of the Issuer, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material;
- Appointment of a successor or additional trustee or the change of name of a trustee, if material;
- Incurrence of a Financial Obligation of the Issuer, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the Issuer, any of which affect holders of the securities, if material; and
- Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the Issuer, any of which reflect financial difficulties.

"Financial Obligation" means a (i) debt obligation; (ii) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (iii) guarantee of (i) or (ii). The term Financial Obligation shall not include municipal securities as to which a final official statement has been provided through the EMMA system consistent with the Rule.

6. Review of Official Statements

The Compliance Officer shall review drafts of any Official Statement for a new offering or bonds or notes, with assistance from its dissemination agent, counsel or other agents of the Issuer as necessary, and shall determine that the Official Statement accurately and completely describes the Issuer's continuing disclosure compliance history within the five years prior to the date of the respective Official Statement. This compliance review is not meant to limit the Issuer's other reviews of or diligence procedures relating to its Official Statements.

7. Record Retention

The Compliance Officer shall retain documentation evidencing the Issuer's annual reviews and its reviews of Official Statements in connection with new offerings as set forth above. This Issuer shall retain this documentation, for each Continuing Disclosure Agreement, for the period that the related bonds or notes are outstanding.

8. Annual Review Checklist

The Compliance Officer may (or may not) choose to use and retain the attached Annual Review Checklist to assist in implementing these Procedures.

9. Succession Plan

The Compliance Officer shall have a succession plan and shall train his/her successor regarding the required Procedures prior to departing the Issuer.

CONTINUING DISCLOSURE ANNUAL REVIEW CHECKLIST

1. Fiscal Year Ending: _____

2. Compliance Officer: _____

3. Checklist Completion Date: _____

4. Bonds/Notes for which there are Currently Effective Continuing Disclosure Agreements
- Attach Agreements:

\$ _____, _____, dated _____, 20__

\$ _____, _____, dated _____, 20__

\$ _____, _____, dated _____, 20__

\$ _____, _____, dated _____, 20__

\$ _____, _____, dated _____, 20__

\$ _____, _____, dated _____, 20__

\$ _____, _____, dated _____, 20__

5. Have any new Bonds or Notes subject to Continuing Disclosure Been Issued this Year?

_____ No

_____ Yes (Add Agreement to Set of Currently Effective Continuing Disclosure Agreements)

If Yes, did the Compliance Officer review the Official Statement's Description of the Issuer's Continuing Disclosure Compliance History within the Prior 5 Years? **Circle: Y / N** (If N, review and discuss any issues with counsel.)

6. Have any Bonds or Notes subject to Continuing Disclosure Been Completely Paid or Redeemed this Year?

_____ No

_____ Yes (Remove Agreement from Set of Currently Effective Continuing Disclosure Agreements)

7. (a) Has the Compliance Officer Review the Annual Continuing Disclosure Filing to Ensure that all Necessary Financial Statements, Financial Information and Operating Data is Included?

_____ Yes

_____ No (Compliance Officer must review the Annual Continuing Disclosure Filing)

(b) For purposes of this review, please keep in mind:

	Checked?
Different Continuing Disclosure Agreements may require different information to be file (so check each one)	Y / N
Different Continuing Disclosure Agreements may have different filing timing requirements (so check each one).	Y / N

Have any of the Following Events Occurred this Year?

Event	Circle
1. Principal and interest payment delinquencies	Y / N
2. Non-payment related defaults, if material	Y / N
3. Unscheduled draws on debt service reserves reflecting financial difficulties	Y / N
4. Unscheduled draws on credit enhancements reflecting financial difficulties	Y / N
5. Substitution of credit or liquidity providers, or their failure to perform	Y / N
6. Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the Issuer's bonds or notes, or other material events affecting the tax status of the Issuer's bonds or notes	Y / N
7. Modification to rights of holders of the Issuer's bonds or notes, if material	Y / N
8. Calls of the Issuer's bonds or notes, if material, and tender offers	Y / N
9. Defeasances of the Issuer's bonds or notes	Y / N

- | | |
|---|-------|
| 10. Release, substitution or sale of property securing repayment of the Issuer's bonds or notes, if material | Y / N |
| 11. Rating changes | Y / N |
| 12. Bankruptcy, insolvency, receivership or similar event of the Issuer | Y / N |
| 13. The consummation of a merger, consolidation, or acquisition involving the Issuer or the sale of all or substantially all of the assets of the Issuer, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material | Y / N |
| 14. Appointment of a successor or additional trustee or the change of name of a trustee, if material | Y / N |
| 15. Incurrence of a financial obligation of the Issuer, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation of the Issuer, any of which affect security holders, if material | Y / N |
| 16. Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation of the Issuer, any of which reflect financial difficulties | Y / N |

If any such Event Occurred, was Proper Notice Provided?

_____ Yes

_____ No (Call your dissemination agent or counsel immediately to discuss)

_____ N/A

Has the Issuer Retained a Dissemination Agent? (i.e., a Paid Third Party that Assists with Filings)

_____ Yes: Name/Contact: _____

_____ No



SCHOOL DISTRICT OF MANAWA

Job Description

MIDDLE SCHOOL / HIGH SCHOOL ADMINISTRATIVE ASSISTANT

QUALIFICATIONS:

1. High School Diploma
2. Above average technology use skills
3. Knowledge of student information system
4. Exemplary interpersonal and intrapersonal skills
5. Positive and effective verbal and written communication skills (including telephone manners)
6. Ability to maintain confidentiality
7. Hold a valid driver's license
8. Ability to read and interpret a variety of documents, spreadsheets, and data files
9. Ability to handle multiple tasks and prioritize responsibilities independently
10. Ability to operate office equipment.
11. NVC Training Certificate
12. First aid, CPR, AED, Glucagon, and Epi-pen trained
13. Certified Notary Public

JOB GOALS:

To take the lead role in the day-to-day management of the high school office and to coordinate the middle school and high school office team regarding daily operations.

REPORTS TO:

Building Principal

EVALUATED BY:

Building Principal

TERMS OF EMPLOYMENT:

12 month (1.0) position. Salary and benefits as determined by the Board of Education and Employee Handbook

PERFORMANCE RESPONSIBILITIES:

The duties and responsibilities listed below entail computer proficiency, basic math computation, exemplary organizational skills, and the ability to operate basic office equipment. The job may entail standing, and sitting for prolonged periods of time, and the ability to sort and lift small packages less than 20 pounds.

The range of motion needed to perform the job duties include bending, reaching and manipulating documents (both hard copy and electronic).

The candidate must be able to clearly follow directions and problem solve independently. The ability to handle stressful situations with calm and proficiency is required.

Essential Daily Duties:

- Perform all aspects of running the office under the supervision of the principal.
- Provide first aid to sick and injured students, staff, visitors, contact parents of students when needed, and dispense and record medications given to students.
- Execute money handling, accounting, reconciliation of District accounts, and weekly deposits (student fees, course fees, admissions, fundraisers, credit cards, student activities, apparel sales, work permits, graduation supplies, class rings, petty cash, athletic pass sales, yearbook sales, food service)
- Monitor building security/visitor log-in/badges for visiting students and parents.
- Sort & distribute dailymail; run outgoing mail through postage meter, monitor postage balances. Maintain staff mailboxes.
- Maintains accurate record keeping of student information including student registration & withdrawal.
- Process LWHS and MMS requisitions and purchase orders including credit card purchases and activity account purchases.
- Maintain daily building announcements and update webpage.

Additional Duties:

- Collect and record all student forms; forward pertinent information to staff.
- Update and maintain substitute teacher binders
- Reconcile summer deliveries.
- Order and maintain a central supply room for LWHS and MMS.
- Schedule electronic bells.
- Coordinate all aspects of graduation; ordering of diplomas, jackets, supplies, programs, rehearsal, staging
- Act as a liaison for vendors (Jostens representative for scheduling class meetings for seniors & sophomores and Mecca representative for letter jackets)
- Distribute scholarship monies (September & December)
- Collate and disseminate Grade reports & mailings (term/mid-term)
- Organize and disseminate D-list & F-list to appropriate staff and F Letters to AD (mid-term and term)
- Prepare, greet, and distribute materials to families for Open House and Conferences
- Schedule/maintain building use calendar and LWHS/MMS events calendar
- Schedule District van use reservations
- Prepare year-end data per District Administrative Assistance request
- Process end of year student bills – lock fines, book fines, Chromebook charges.
- Update student yearly volunteer info and each term honors status info on student Skyward account
- Maintain and purge yearly records based on District Retention Schedule
- Reconcile petty cash boxes monthly
- Send 18-year old student record release/school release
- Assist with 8th-grade recognition program
- Plan, organize, prepare materials for District student registration
- Act as a liaison for school picture photographer regarding student data, student ID, and honor pass information, and other District IDs

- Assign student homerooms
- Issue student work permits
- Prepare and send Truancy/suspension/expulsion letters under direction of principal
- Prepare materials for expulsion hearings under the direction of the principal
- Supervise detention room
- Coordinate student locker assignments
- Act as a liaison between staff & principal
- Prepare and maintain Emergency Phone Tree
- Prepare money boxes for event admissions
- Organize and administer the community use of all LWHS/MMS facilities including obtaining facility usage forms/insurance waivers for community use.
- Schedule activity events/homerooms
- Submit honor roll to newspaper – term/semester
- Prepare and special projects as assigned by building principal
- Assist with the fire drill attendance and roll call procedures
- Provide transcription of student recordings
- Complete all other duties as assigned

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District.

The School District of Manawa 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. Applicants requesting a reasonable accommodation for a disability should contact the District Office by email.



SCHOOL DISTRICT OF MANAWA

Job Description

ELEMENTARY SCHOOL TEACHER Grades K-5

QUALIFICATIONS:

1. The ideal candidate would possess a Valid State of Wisconsin Certification 1777 Regular Education, Early Childhood-Adolescence.
2. Strong written and oral communication skills.

PREFERRED QUALIFICATIONS:

1. Experience as an Elementary Teacher.
2. Training and experience with the Wisconsin Standards for English Language Arts and Mathematics.
3. Experience and training in standards-based grading.

JOB GOALS:

1. Provide an opportunity for all students to learn and grow to reach their full potential.
2. Use a data driven decision making process to adjust instruction in order to meet the needs of all students.

REPORTS TO:

Building Principal

EVALUATED BY:

Building Principal

TERMS OF EMPLOYMENT:

The Board of Education approved salary and benefits as outlined in the salary and stipend guide.

PERFORMANCE RESPONSIBILITIES:

- Create a positive classroom environment that is conducive to learning and appropriate to the maturity and interests of the students.
- Fosters positive, healthy relationships with students.
- Understands the developmentally appropriate strategies to address the social-emotional learning needs of the young learner.
- Demonstrates sincere interest in the lives of the students and actively engages students in the curriculum.
- Guide the learning process toward the achievement of the Wisconsin State Standards.
- Use highly effective, research-based instructional techniques to include those taught through district professional development.
- Adhere to all expectations described in the Professional Educator Handbook.
- Interact and communicate effectively with parents.
- Differentiate instruction as appropriate to the needs of children.

- Assess the accomplishments of students on a regular basis as determined by the teacher.
- Provide progress reports for students, parents, Building Consultation Teams, and the office as designated by Administration.
- Demonstrate professional competence as per the Department of Public Instruction teaching standards and the Effectiveness Project.
- Develop reasonable rules of classroom behavior and procedure to ensure that order is maintained.
- Comply with all policies, handbooks, operating procedures, and school requirements.
- Keep school records as are required by Board regulations, principals, and the District Administrator. These records include, but are not limited to, staying current in all required data entry into the student information system (SIS) (ex. attendance, misconduct incidents, grades, etc.), maintaining lesson plans, and assessment data.
- Enforce the rules and regulations of the school as set down by the Board, the District Administrator, and principals.
- Be jointly responsible for enforcement of discipline and the operation of an effective school.
- Exercise general supervision over student conduct, not only while in the classroom, but also before school, during lunch and recess, and in the hallways, and during co-curricular activities, as assigned.
- Attend all meetings and professional development scheduled by the principal and the District Administrator, including in-service training meetings scheduled by the District Administrator and special meetings called by principals.
- Submit grades for report cards, quarterly and at midterm grading periods.
- Maintains confidentiality to the School District of Manawa.
- Promotes a positive image of the District at all times.
- Perform other duties assigned by the principal.

The employee shall remain free of any alcohol or non-prescribed controlled substance abuse in the workplace throughout his/her employment in the District.

The School District of Manawa 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. Applicants requesting a reasonable accommodation for a disability should contact the District Office by email.



SCHOOL DISTRICT OF MANAWA

Job Description

MIDDLE SCHOOL TEACHER

Grades 6-8

REQUIRED QUALIFICATIONS:

1. The ideal candidate would possess a valid State of Wisconsin Certification, and the following licenses: (1777) - Regular Education Middle-Childhood through Adolescence, or (1777) Regular Education Middle Childhood-Early Adolescence, and the ability to teach grades 6-8th grade
2. Strong written and oral communication skills.

PREFERRED QUALIFICATIONS:

1. Experience as a middle school teacher.
2. Training and experience with the Wisconsin Model for Academic Standards.

JOB GOALS:

Provide an opportunity for all students to learn. Classes include middle school math, science, English and social studies. Additional extra-curricular and coaching opportunities available.

REPORTS TO:

Building Principal

TERMS OF EMPLOYMENT:

Salary and benefits as negotiated with the District Administrator.

PERFORMANCE RESPONSIBILITIES (all of the following are essential functions of the position.):

1. Understands the developmentally appropriate strategies to address the social-emotional learning needs of the secondary learner.
2. Utilizes positive reinforcement to refine skills and build a healthy student relationship.
3. Builds trust with colleagues, and parents, bolstering student self-image.
4. Demonstrates sincere interest in the lives of the students and actively engages students in the curriculum.
5. Consistently display the qualities as described in the attached teacher standards and indicators
6. Work collaboratively with colleagues to meet grade-level, school, and district goals.
7. A comprehensive understanding and knowledge in all content areas.
8. Guide the learning process toward the achievement of curriculum goals
9. Create a positive classroom atmosphere.
10. Differentiate instruction as appropriate to the needs of children.
11. Participate in the advisory rotation per the principal.
12. Demonstrate professional competence as per the Department of Public Instruction teaching standards and the Effectiveness Project.

13. Assess the accomplishments of students on a regular basis as determined by the teacher. Provide progress reports for students, parents, Building Consultation Teams, and the office as designated by Administration.
14. Organize storage areas and control use of materials, equipment, and tools to prevent loss or abuse, and to minimize time required for distribution and collection
15. Adhere to all expectations described in the Professional Educator Handbook
16. Comply with district policies, operating procedures, and school requirements
17. Communicate with parents on students' progress
18. Attend all meetings called by the principal and the District Administrator, including in-service training meetings scheduled by the District Administrator and special meetings called by principals.
19. Perform other duties as may be assigned by the principal

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