

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

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(US) +1 513-486-2354 PIN: 160 479 824#

Date: May 3, 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: Reiersen (Chair), Riske and Jepson for the month of May

In Attendance:

Timer: _____ **Recorder:** _____

1. Review, Discuss, and Act on Teacher Request Regarding No Paraprofessional (Information / Action)
2. Discuss and Act on Dean of Students Request for a Stipend Increase (Information / Action)
3. Discuss Job Description and Title for Special Assignment Teachers and Secondary Resource Courses (Information)
4. Consider Endorsement of PO8510 - Wellness as Presented (Information / Action)
5. Consider Endorsement of PO2431 - Interscholastic Athletics as Presented (Information / Action)
6. Consider Endorsement of PO6146 - Post-Issuance Compliance Policy as Presented
7. Consider Endorsement of AG6146 - Post-Issuance Compliance Administrative Guidelines as Presented
8. Consider Endorsement of PO2210 - Curriculum Development as Presented
9. Consider Endorsement of AG5463 - Student and Credit Transfer from Nonpublic Schools as Presented
10. Consider Endorsement of AG8600 - Transportation as Presented
11. Consider Endorsement of PO0155 - Committees as Presented
12. Consider Formation of Support Staff Job Satisfaction Committee (Information / Action)
 - a. Consider Staff Engagement Opportunities- KPI IV. Engagement & Satisfaction E., F., and G. Staff, Parent, and Student Surveys
 - b. Review Staff Survey (Information / Action)
13. Policy & Human Resources Committee Planning Guide (Information)

14. Set Next Meeting Date: _____

15. Next Meeting Items:

- a. Handbook Annual Review:
 - i. Support Staff Handbook
 - ii. Information Technology Plan
 - iii. Coaches Handbook
- b. School Nurse References - Nurse/Paramedical (Information / Action)
- c. New Online AODA Program for Co- and Extra-curricular Violations (Information / Action)
- d.

16. Adjourn

Date	Staff Absent	Hours
9/3/21	Laura O'Brien	5.75
10/28/21	Laura O'Brien	6
12/6/21	Laura O'Brien	6
12/7/21	Laura O'Brien	6
12/8/21	Laura O'Brien	5
12/9/21	Laura O'Brien	6
12/10/21	Laura O'Brien	5.75
1/13/22	Laura O'Brien	6
1/14/22	Laura O'Brien	5.75
11/9/21	Melissa @ 11:45	2.75
9/13/21	Melissa LoBianco	5.75
9/20/21	Melissa LoBianco	5.75
9/21/21	Melissa LoBianco	6
9/22/21	Melissa LoBianco	5
9/23/21	Melissa LoBianco	6
9/24/21	Melissa LoBianco	6
9/27/21	Melissa LoBianco	5.75
9/28/21	Melissa LoBianco	6
9/29/21	Melissa LoBianco	5
9/30/21	Melissa LoBianco	6
10/4/21	Melissa LoBianco	5.75
10/5/21	Melissa LoBianco	6
10/6/21	Melissa LoBianco	5
10/7/21	Melissa LoBianco	6
10/8/21	Melissa LoBianco	6
10/11/21	Melissa LoBianco	5.75
10/12/21	Melissa LoBianco	6
10/13/21	Melissa LoBianco	5
10/14/21	Melissa LoBianco	6
10/15/21	Melissa LoBianco	6
10/18/21	Melissa LoBianco	5.75

Date	Staff Absent	Hours	
10/19/21	Melissa LoBianco	6	
10/20/21	Melissa LoBianco	5	
10/21/21	Melissa LoBianco	6	
10/22/21	Melissa LoBianco	6	
10/25/21	Melissa LoBianco	5.75	
10/26/21	Melissa LoBianco	6	
10/27/21	Melissa LoBianco	5	
10/28/21	Melissa LoBianco	6	
11/1/21	Melissa LoBianco	5.75	
11/2/21	Melissa LoBianco	6	
11/8/21	Melissa LoBianco	5.75	
12/14/21	Melissa LoBianco	6	
12/7/21	Melissa LoBianco @ 11:45	2.75	
10/20/21	Mindy Doss	5.75	
11/24/21	Mindy Doss	4	1/2 Day
12/14/21	Mindy Doss	5.75	
1/7/21	Mindy Doss	5.75	
9/3/21	Tamara Johnson	6	
9/29/21	Tamara Johnson	4.75	
10/15/21	Tamara Johnson	6	
10/18/21	Tamara Johnson	6	
10/19/21	Tamara Johnson	6	
10/20/21	Tamara Johnson	4.75	
10/21/21	Tamara Johnson	6	
10/22/21	Tamara Johnson	6	
11/5/21	Tamara Johnson @ 11:30	3	
10/5/21	Tamara Johnson A.M.	2.75	
9/2/21	Nicki Seeger	7	2 other adults in the room in the afternoon
9/3/21	Nicki Seeger	7	1 other adult in the room in the afternoon
9/9/21	Nicki Seeger	7	2 other adults in the room in the afternoon

Date	Staff Absent	Hours	
9/16/21	Nicki Seeger	7	2 other adults in the room in the afternoon
9/28/21	Nicki Seeger	7	2 other adults in the room in the afternoon
9/20/21	Nicki Seeger @ 12:30	2.5	2 other adults in the room in the afternoon
9/21/21	Nicki Seeger A.M.	3.5	
9/13/21	Nicki Seeger P.M.	3.5	2 other adults in the room
9/23/21	Nicki Seeger P.M.	3.5	2 other adults in the room
10/8/21	4K Para	7	2 other adults in the room in the afternoon
10/11/21	4K Para	7	2 other adults in the room in the afternoon
10/12/21	4K Para	7	2 other adults in the room in the afternoon
10/14/21	4K Para	7	2 other adults in the room in the afternoon
10/18/21	4K Para	7	1 other adult in the room in the afternoon
10/22/21	4K Para	7	1 other adult in the room in the afternoon
11/5/21	4K Para	7	1 other adult in the room in the afternoon
11/15/21	4K Para	7	2 other adults in the room in the afternoon
11/16/21	4K Para	7	2 other adults in the room in the afternoon
11/19/21	4K Para	7	2 other adults in the room in the afternoon
12/13/21	4K Para	7	2 other adults in the room in the afternoon
12/16/21	4K Para	7	2 other adults in the room in the afternoon
12/17/21	4K Para	7	2 other adults in the room in the afternoon
11/4/21	4K Para P.M.	3.5	2 other adults in the room
11/9/21	4K Para P.M.	3.5	2 other adults in the room
11/23/21	4K Para P.M.	3.5	2 other adults in the room
11/30/21	4K Para P.M.	3.5	2 other adults in the room
12/7/21	4K Para P.M.	3.5	2 other adults in the room
12/10/21	4K Para P.M.	3.5	2 other adults in the room
9/10/21	DeeDee Lowney		
10/20/21	DeeDee Lowney		
12/9/21	DeeDee Lowney		
11/11/21	Diane Teuscher		
1/17/22	Diane Teuscher		

Date	Staff Absent	Hours	
11/12/21	Diane Teuscher		
11/15/21	Diane Teuscher		
11/16/21	Diane Teuscher		
11/17/21	Diane Teuscher		
11/18/21	Diane Teuscher		
11/19/21	Diane Teuscher		
11/22/21	Diane Teuscher		
12/3/21	Diane Teuscher		
12/6/21	Diane Teuscher		
12/7/21	Diane Teuscher		
12/8/21	Diane Teuscher		
12/9/21	Diane Teuscher		
12/10/21	Diane Teuscher		
12/13/21	Diane Teuscher		
12/14/21	Diane Teuscher		
12/15/21	Diane Teuscher		
12/16/21	Diane Teuscher		
12/17/21	Diane Teuscher		
12/20/21	Diane Teuscher		
12/21/21	Diane Teuscher		
12/22/21	Diane Teuscher		
1/3/22	Diane Teuscher		
1/4/22	Diane Teuscher		
1/5/22	Diane Teuscher		
1/6/22	Diane Teuscher		
1/7/22	Diane Teuscher		
1/10/22	Diane Teuscher		
1/11/22	Diane Teuscher		
1/12/22	Diane Teuscher		
1/13/22	Diane Teuscher		

Date	Staff Absent	Hours	
1/14/22	Diane Teuscher		
11/23/21	Diane Teuscher		
11/24/21	Diane Teuscher		
11/29/21	Diane Teuscher		
11/30/21	Diane Teuscher		
12/1/21	Diane Teuscher		
12/2/21	Diane Teuscher		

Date	Staff Member Absent	Hours
9/1	Jessie Ort - 1:55 pm	2
9/3	Dana Bonikowske	6
	Renee Behnke	6.25
	Jessie Ort	6
9/7	Dana Bonikowske - Out @ 10:00 a.m.	5
9/10	Jessie Ort	6
9/13	Jessie Ort	5.75
	Renee Behnke	6.25
	Dana Bonikowske	6
10/4	Renee Behnke	6.25
10/5	Renee Behnke	5.75
10/6	Renee Behnke	4.75
10/7	Renee Behnke	5.75
10/14	Jessie Ort	6
10/15	Jessie Ort	6
10/18	Jessie Ort	5.75
10/19	Jessie Ort	6
10/20	Jessie Ort	5
10/21	Jessie Ort	6
10/22	Jessie Ort	6
10/25	Jessie Ort	5.75
	Coleen Phelan	6
11/2	Dana Bonikowske	6
12/1	Jessie Ort	5
12/15	Dana Bonikowske	4.75
12/20	Renee Behnke	6.25
12/21	Renee Behnke out @ 12:15	2
3/3	Coleen Phelan out @ 12:30	3
3/4	Coleen Phelan out until 12:30	4



School District of Manawa
Students Choosing to Excel, Realizing Their Strengths

To: Board of Education
From: Carmen O'Brien
cc: Dr. Melanie Oppor
Date: 2/11/2022
Re: Cost of One-Time Support Staff Stipend

Currently, there are 24 support staff that would earn the one-time stipend that was endorsed by the Policy and Human Resource Committee on January 31, 2022. This stipend would be costed to ESSER II funds. Currently, there is \$62,824.47 left from the \$360,451 allotted to the School District of Manawa. The spending plan has about \$35,000 of training and materials that has not been ordered or paid for yet. This leaves about \$27,800 that could be used for stipend purposes. The Policy and Human Resource Committee voted to recommend a maximum of \$250.

	Stipend Amount		
	\$100	\$200	\$250
24 Support Staff	\$2,400	\$4,800	\$6,000

There are 46 full-time teachers and 6 administrators currently employed in the District. If the professional staff were included in this type of stipend, the costs would be as follows:

	Stipend Amount		
	\$100	\$200	\$250
46 Teachers	\$4,600	\$9,200	\$11,500
6 Administrators	\$600	\$1,200	\$1,500

Total cost to give a stipend to all staff is as follows:

	Stipend Amount		
	\$100	\$200	\$250
76 Total Staff	\$7,600	\$15,200	\$19,000





Students choosing to excel; realizing their strengths.

To: Board of Education
From: Dr. Melanie J. Oppor
Date: April 29, 2022
Re: Dean of Students Wage Equalization

The purpose of this memo is to request a stipend increase from \$2,000 per year to \$3,240 per year for the Dean of Students position. This stipend adjustment would be equivalent to the stipend given to a head coach of a sport.

Rationale:

- The stipend amount has not been increased in the five years the position has been in existence.
- There is a perception that there are more frequent incidences of office behavioral referrals. *
- There is a perception the behavioral concerns have become more severe. *
- Beginning with the 2020-21 school year and moving forward, grade 6 has been added to the building population.
- The Dean of Students role carries with it a high level of responsibility throughout the behavioral management process.
 - Monitoring of student conduct
 - Confidentiality
 - Investigation
 - Parent communication
 - Documentation
 - Referrals to law enforcement
 - Referrals to the Department of Health and Human Services
 - Behavioral follow-up
 - Testimony before the Board for expulsions or in court as required per subpoena
- A coach's season may last about 3 months. The Dean of Students role covers 10 months (to include any serious concern that arises during summer school).
- The Dean of Students has two (2) class periods a day to complete required tasks but may be called away during other times of the day for urgent matters to work alongside the principal. The position frequently includes evening and weekend behavioral support, contacting parents, or compiling documentation. The bulk of school time is devoted to working with students directly.
- The Dean of Students is the immediate "go to" person in the MS/HS when the principal is away even though another administrator is identified as the Administrator in Charge.

*Data from Skyward does not portray an obvious rise in the number or severity of conduct-related trends due to students learning from home during a portion of the pandemic.

Thank you for your thoughtful consideration. Please do not hesitate to contact me should you have any questions.



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

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.



Book	Policy Manual
Section	Wellness Policy - Updated Neola Version
Title	Copy of 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

The designated official for oversight of the wellness policy is Carmen O'Brien, Business Manager. The official shall convene the Wellness Committee and lead the review, updating, and evaluation of 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.

District Wellness Committee

Committee Formation

The District shall convene a Wellness Committee that meets at least two (2) 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.

Committee Representatives

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)
- E. school food service representative(s)
- F. school health paraprofessional or nurse
- G. community member/parent(s)
- H. student(s)
- I. medical/health care professional(s)
- J. nutrition and/or health education teacher(s)
- K. school counselor(s)

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

- 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.
- 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. Students are provided at least 10 minutes to eat breakfast and at least 20 minutes] to eat lunch after being seated.
- H. Menus shall be posted on the District website .
- I. 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.

School Meal Program Participation

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 restrict the scheduling of club/organizational meetings during the lunch period unless students are allowed to purchase lunch to be consumed during the meetings;
- C. Shall explore the use of nontraditional breakfast service models (such as breakfast in the classroom) to increase breakfast participation.

Foods and Beverages Sold Outside of School Meals

- 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. [Add link.]

Foods Offered/Provided but Not Sold

- A. 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.

Fundraising

- 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.

Marketing

- 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.

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 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.
- C. 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.

Nutrition Promotion

- 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.

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. 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.
- C. 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.

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. The physical education curriculum shall provide sequential instruction related to the knowledge, attitudes, and skills necessary to participate in lifelong, health-enhancing physical activity.
- D. 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.
- E. The sequential, comprehensive physical education curriculum shall stress the importance of remaining physically active for life.
- F. 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.

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 the school's outdoor physical activity facilities outside the normal school day.
- B. As appropriate, schools shall support students, staff, and parents' efforts to maintain a healthy lifestyle.

Staff Wellness

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

- A. Distribution by the Business Manager of a monthly employee health newsletter to promote healthy behaviors.

Additional Strategies for Consideration:

- A. The school shall provide attractive, clean environments in which the students eat.
- B. Students are permitted to have bottled water in the classroom.
- C. Activities, such as tutoring or club meetings, shall not be scheduled during mealtimes, unless students may eat during those meetings.
- D. 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.

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. All food service personnel shall receive pre-service training in food service operations.
- E. Continuing professional development shall be provided for all staff of the food service program.

Monitoring and Evaluation

- A. 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/>.
- B. The program developed shall include the following items, along with any additional measures deemed appropriate:
- C.
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, 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.

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Legal 42 U.S.C. 1751 et seq.
 42 U.S.C. 1771 et seq.

Last Modified by Steve LaVallee on April 22, 2022



Book	Policy Manual
Section	Wellness Policy - Updated Neola Version
Title	WELLNESS
Code	po8510
Status	Proposed to Policy & Human Resources Committee
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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.~~

(X) 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.}~~

- 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.
~~[Add link. 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 by the Business Manager of a n monthly 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. (X) The school shall provide attractive, clean environments in which the students eat.
- D. (X) Students ~~at _____~~ **[insert name(s) of building(s)]** are permitted to have bottled water in the classroom.
- E. (X) 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. (X) 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 Steve LaVallee on April 22, 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.

D. **Any student suspected of having a head injury or concussion shall be provided with safety protocols specified in Policy 5340 - Student Accidents/Illness/Concussion.**

In order to minimize health and safety risks to student-athletes and maintain ethical standards, school personnel, coaches, athletic trainers, and lay coaches should never dispense, supply, recommend, or permit the use of any drug, medication, or food supplement solely for performance-enhancing purposes.

The District Administrator is authorized to establish a set of behavior expectations for participants as well as the implementation of appropriate disciplinary procedures for those who violate sportsmanship expectations. ~~**The guidelines should also provide a set of behavioral expectations for each type of participant. The District Administrator is authorized to implement suitable disciplinary procedures against those who violate the following sportsmanship expectations.**~~

To support the efforts to strengthen sportsmanship, ethics, and integrity, the Board commits itself to:

- A. adopt policies (upon recommendation of the administration) that reflect the District's educational objectives and promote the ideals of good sportsmanship, ethics, and integrity;
- B. support and reward participants, coaches, school administrators, and fans who display good sportsmanship.

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Legal 120.12(23), Wis. Stats.
 P.I. 9.03(1)(h), Wis. Adm. Code

Last Modified by Melanie J Oppor on April 13, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 1
Title	Copy of POST ISSUANCE TAX EXEMPT BOND COMPLIANCE
Code	po6146 - L - Updated per Quarles & Brady - HOLD
Status	Proposed to Policy & Human Resources Committee
Adopted	July 18, 2016

6146 - POST ISSUANCE TAX EXEMPT BOND COMPLIANCE

Statement of Purpose

- This Post-Issuance Compliance Policy (the "Policy") sets forth specific policies of the Royall School District, 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 disseminated 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 ongoing 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 ongoing monitoring and consultation with bond counsel and the Issuer's accountants and advisors.

Tax Compliance

General Procedures

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

- The District Administrator (the "Compliance Officer") shall be responsible for monitoring post-issuance compliance issues.

- The Compliance Officer will coordinate procedures for record retention and review of such records.

- 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.

- 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 Regulations and the Treasury's Tax-Exempt Bonds Voluntary Closing Agreement Program) and take such corrective action when necessary and appropriate.

- The Compliance Officer will review post-issuance compliance procedures and systems on a periodic basis, but not less than annually.

Issuance of Obligations - Documents and Records

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

- Obtain and store a closing binder and/or CD or other electronic copy of the relevant and customary transaction documents (the "Transcript").

- 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.

- 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.

Arbitrage

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

The Compliance Officer will:

- 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.

- 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.

- Maintain a system for tracking investment earnings on the proceeds of the Obligations.

- 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.

- 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.

- 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 (the "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.

- 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.

- 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.

- Consult with bond counsel prior to engaging in any post-issuance credit enhancement transactions or investments in

guaranteed investment contracts.

- **Identify situations in which compliance with applicable yield restrictions depends upon later investments and monitor implementation of any such restrictions.**

- **Monitor compliance with six-month, 18-month or 2-year spending exceptions to the rebate requirement, as applicable.**

- **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.**

- **Arrange for timely computation and payment of "yield reduction payments" (as such term is defined in the Code and Treasury Regulations), if applicable.**

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:

- **Maintain records determining and tracking facilities financed with specific Obligations and the amount of proceeds spent on each facility.**

- **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.**

- **Maintain records allocating to a project financed with Obligations any funds from other sources that will be used for otherwise non-qualifying costs.**

- **Monitor the expenditure of proceeds of an issue and investment earnings for qualifying costs.**

- **Monitor private use of financed facilities to ensure compliance with applicable limitations on such use. Examples of potential private use include:**

- **Sale of the facilities, including sale of capacity rights;**

- **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;**

- **Management contracts (in which the Issuer authorizes a third party to operate a facility, e.g., cafeteria) and research contracts;**

- **Preference arrangements (in which the Issuer permits a third party preference, such as parking in a public parking lot);**

- **Joint-ventures, limited liability companies or partnership arrangements;**

- **Output contracts or other contracts for use of utility facilities (including contracts with large utility users);**

- **Development agreements which provide for guaranteed payments or property values from a developer;**

- **Grants or loans made to private entities, including special assessment agreements; and**

- **Naming rights arrangements.**

- **Monitoring of private use should include the following:**

- **Procedures to review the amount of existing private use on a periodic basis; and**

- **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.

- **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.

- **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.

- **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.

- **Record Retention**

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

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 ten (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.

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.

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.

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.

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.

[NOTE: Final Policy should be reviewed by District Bond Counsel.]

~~The Board may from time to time issue bonds and other obligations. These interests are excludable from gross income for Federal income tax purposes or are excludable from interest that is paid in whole or in part by the Federal government or which bonds otherwise enjoy certain preferential treatment under the Internal Revenue Code of 1986, as amended, (the "code") or regulations developed promulgated implementing the Code (the "regulations"). Such obligations may include tax-exempt obligations and/or obligations eligible for tax credits (direct subsidies to the School District or tax credits to bond owners). All such tax-exempt obligations or tax-advantaged obligations are referred to herein as "Obligations," whether in the form of general obligation bonds, revenue bonds, bond anticipation notes, tax anticipation notes, lease-purchase obligations, installment-purchase obligations or otherwise. This policy document(s) 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 issue of Obligations will be detailed in the nonarbitrage or tax compliance certificate prepared by bond counsel (the "Tax Certificate") and signed by officials of the District and the post-closing compliance checklist provided by bond counsel with respect to such issue. This policy establish(es) a permanent, ongoing structure of practices and procedures that will facilitate compliance with the Code, Treasury Regulations and SEC Rule 15c2-12 (the "Rule").~~

~~The Board recognizes that compliance with applicable provisions of the Code and Treasury Regulations is an on-going process, necessary during the entire term of the Obligations, and is an integral component of the District's debt management. Accordingly, the analysis of those facts and implementation of this Policy will require on-going monitoring and consultation with an attorney experienced in legal work relating to the issuance of tax-exempt obligations or tax-advantaged obligations ("Bond Counsel") and the District's accountants.~~

~~This policy doesn't address any post-issuance compliance requirements under State law. Nor is this policy a substitute, or a replacement, for any Tax Certificate or a post-issuance compliance checklist relating to specific Obligations. The District is responsible for compliance with any such Tax Certificate or post-issuance compliance checklist.~~

~~This policy may be modified, expanded, abridged, or otherwise amended only by the Board upon consultation with the District's attorney and Bond Counsel, but without any notice to or consent from any trustee, bondholder or any other person.~~

~~The general purpose of the policies set forth herein is to ensure compliance with post-issuance Federal tax requirements generally falling into the following two categories:~~

~~A. **Qualified Use of Proceeds and Financed Property**~~

~~Qualified use requirements generally require monitoring of the various direct and indirect uses of bond-financed property over the life of the bonds and calculations of the percentage of nonqualified uses.~~

~~B. **Arbitrage Yield and Rebate**~~

~~Arbitrage requirements also require monitoring over the life of the bonds to determine whether the yield on investments acquired with bond proceeds are properly restricted and the district must file Form 8038-T to pay a yield reduction payment and/or rebate payment.~~

Responsible Official

The Board designates the Business Manager as the Bond Compliance Officer with primary responsibility in post-issuance compliance. The compliance officer is authorized to obtain the assistance of the following in carrying out

necessary functions under this policy:

- A. **Bond Counsel**—the District’s legal counsel that assists in the bond issuance
- B. **External Financial Advisors**—the District’s accounting firm or other financial advisor
- C. **Bond Paying Agent/Trustee**
- D. **Rebate Analyst**

~~All personnel that are responsible for ensuring post-issuance compliance with the tax rules must receive training or educational resources, as determined appropriate by the Bond Compliance Officer.~~

Post-Issuance Duties

~~The Bond Compliance Officer will engage in a detailed review of post-issuance tax compliance with the tax rules to identify instances of noncompliance and prevent violations from occurring, or timely correct identified violations, if possible. When failures to comply with post-issuance compliance requirements are identified, the Bond Compliance Officer will promptly consult with bond counsel to determine if remedial action is available, or if some other action is required.~~

Private Use

~~Bond-financed projects are subject to rules and limitations on private use. Private use includes non-governmental activity through leases, management agreements, research agreements, and other type of activity in which a non-governmental entity obtains a benefit or interest in the bond-financed project beyond that normally provided to the public. In the event such special usage is contemplated, the Bond Compliance Officer must assure compliance with applicable tax regulations.~~

Use of Bond Proceeds

~~The Bond Compliance Officer shall ensure that bond funds are used for the purpose for which the bond issue is authorized and that any project with a combination of authorized expenses from bond proceeds and other funds, result in expenses paid for with bond proceeds that are clearly identified and properly recorded.~~

~~The Bond Compliance Officer must ensure that investment activities are conducted at fair market value, and may employ bidding procedure to establish a safe harbor. The Bond Compliance Officer shall be aware of any yield restrictions on any bond issue and monitor such. In the event that reimbursement is required, the Bond Compliance Officer shall work with the District’s advisors to complete and record those transactions and to assure proper filings with the IRS.~~

Recordkeeping Requirements

~~The Bond Compliance Officer is responsible for the maintenance of records relating to the bond financings, and for the transfer of all such records to his/her successor. In the event that different persons are responsible for different aspects of compliance with the tax rules (for example, the investment of bond proceeds and expenditure of bond proceeds on projects), the Bond Compliance Officer will assure coordination with all involved and retention of complete records. The following records, as applicable, shall be retained:~~

- A. ~~audited financial statements of the School District throughout the period of the bond issue~~
- B. ~~appraisals, surveys, and studies pertaining to the facilities financed with the proceeds of bonds, as well as any and all contracts entered into for the construction, renovation or purchase of bond-financed facilities~~
- C. ~~all public discourse concerning the bonds, including informative materials distributed by the District, as well as other publications, such as third-party studies, newspaper articles, etc.~~
- D. ~~paying Agent or trustee statements~~
- E. ~~all records regarding the management of bond funds, including investments and the gains (or losses) from such investments; and including specifically trustee statements regarding investments, investment contracts, or other such instruments~~
- F. ~~Board resolutions authorizing reimbursement of bond funds or earned interest, and accounting of any such disbursements~~
- G. ~~ledger of bond expenditures (including costs of issuance) and the dates and amounts of such expenditures (including requisitions, draw schedules, draw requests, invoices, bills and cancelled checks with respect to such expenditures)~~
- H. ~~records of the sale of any bond-financed facilities, including Board resolutions, sales documents, and accounting of proceeds from such sale~~
- I. ~~record of any private business uses of bond-financed facilities after the issue, including leases and subleases, licenses, management contracts, research contracts, naming rights agreements or other arrangements which provide special legal entitlements to nongovernmental persons or entities~~
- J. ~~arbitrage rebate reports and records of rebate and yield reduction payments, if any~~
- K. ~~resolutions or minutes of Board meetings at which any action was taken by the Board pertaining to the bond issue or subsequent treatment, including any formal elections under the Code or Regulations~~
- L. ~~copies of each Form 8038-T and Form 8038-R filed with the IRS and any other forms or documents filed with the IRS, and~~
- M. ~~any other documents or Board minutes regarding the Bond issue, financing, facilities, investments, reimbursements, governmental review reports, etc.~~

~~The Bond Compliance Officer is responsible for the maintenance of records relating to the bond financings and for the transfer of all such records to his/her successor. In the event that different persons are responsible for different aspects of compliance with the tax rules (for example, the investment of bond proceeds and expenditure of bond proceeds on projects), the Bond Compliance Officer will assure coordination with all involved and retention of~~

~~complete records. The Board may also enter into a contract with a third party to assist the District in complying with its continuing disclosure obligations.~~

~~Records of appraisals, surveys, and studies pertaining to the facilities financed with the proceeds of bonds, as well as any and all contracts entered into for the construction, renovation or purchase of bond-financed facilities, as applicable, shall be retained.~~

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Last Modified by Steve LaVallee on April 26, 2022

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



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 1
Title	Copy of CURRICULUM DEVELOPMENT
Code	po2210 - L
Status	Proposed to Policy & Human Resources Committee
Adopted	October 17, 2016
Last Revised	April 27, 2020

2210 - **CURRICULUM DEVELOPMENT**

The District's curriculum and instruction programs shall be developed to support the District's mission, to align with Board adopted academic standards, and in accordance with State legal requirements. The Board shall provide the resources to develop and implement the curriculum within the financial capabilities of the District.

Professional staff, under the direction and supervision of the District Administrator or designee, shall be delegated the responsibility for proposing and developing a written, sequential curriculum plan for the District. The plan shall include those subject areas and grade levels as required by State regulations. Each subject area plan shall specify objectives, course sequence, course content, resources, a student assessment process, and an allocation of instructional time. Each plan shall include a program evaluation method that provides that the components of the plan shall be monitored continuously.

Communication and coordination among grade level and subject area staff members shall be emphasized on a four-(4)-year-old-kindergarten-through-grade-12 basis whenever curriculum is developed or reviewed.

The Board directs that the curriculum of this District:

- A. provides instruction in courses consistent with statute and regulations of the Department of Public Instruction or appropriate State agency;
- B. ensures, consistent with 115 Wis. Stats. and other applicable Federal and State laws and regulations, that special learning needs of students are provided for in the context of the regular program or classroom and provides for effective coordination with programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- C. be consistent with the District's philosophy and goals and ensure the possibility of their achievement;
- D. consistent with 118.30 Wis. Stats. by incorporating State-recommended performance standards for students as the basis for determining how well each student is achieving curriculum objectives;
- E. allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;
- F. provides a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role skills;
- G. utilizes a variety of learning resources to accomplish the educational goals;
- H. encourages students to utilize guidance and counseling services in their academic and career planning;
- I. in the elementary grades, provides regular instruction in reading, language arts, social studies, mathematics, science, health, physical education, art and music;

- J. in grades 5 to 8, provides regular instruction in language arts, social studies, mathematics, science, health, physical education, art and music;
- K. in grades 9 to 12, provides access to an educational program that enables students each year to study English, social studies, mathematics, science, vocational education, foreign language, physical education, art and music;
- L. provides regular instruction in foreign language in grades 7 and 8;
- M. in one of grades 5 to 8 and in one of grades 10 to 12, provide students with the instruction on shaken baby syndrome and impacted babies described in ~~Wis. Stats.~~ 253.15 (5), Wis. Stats.;
- N. incorporates instruction in financial literacy into the curriculum in grades kindergarten to 12;
- O. **at least once in grades 5 to 8 and at least once in grades 9 to 12, include instruction on the Holocaust and other genocides effective with the 2022-23 school year;**
- P. provides that, in the social studies curriculum, instruction in the history, culture, and tribal sovereignty of Federally recognized American Indian tribes and bands located in Wisconsin takes place at least twice in the elementary grades and once in the high school grades;
- Q. provides for multi-cultural education by including, at each level, courses or units that help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro-Americans, African-Americans, Asian-Americans, Hispanic-Americans, and Native-Americans.

As the educational leader of this District, the District Administrator shall be responsible to the Board for the development and evaluation of curriculum and the preparation of courses of study.

The District Administrator shall make progress reports to the Board periodically.

The District Administrator may conduct such innovative programs as are deemed to be necessary to the continuing growth of the instructional program and to better ensure accomplishment of the District's educational goals. Each such innovative program must be consistent with Chapter 118 and appropriate State regulations and receive the approval of the Board.

The District Administrator shall report each such innovative program to the Board.

Unless the Board disapproves, the District Administrator may proceed to conduct the program.

The Board encourages, where it is feasible and in the best interests of the District, participation in programs of educational research.

The Board directs the District Administrator to pursue actively State and Federal aid in support of the District's innovative activities.

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Legal 118.01, 118.24, 121.02(1)(L), Wis. Stats.
 PI 8.01(2)(L)

Last Modified by Melanie J Oppor on April 28, 2022



Book	Administrative Guideline Manual
Section	HOLD - Please Complete
Title	STUDENT AND CREDIT TRANSFER FROM NONPUBLIC SCHOOLS
Code	ag5463 - Review and Complete - Guidance/Admin - HOLD
Status	Proposed to Policy & Human Resources Committee
Adopted	August 20, 2018

5463 - **STUDENT AND CREDIT TRANSFER FROM NONPUBLIC SCHOOLS**

Whenever a student seeks to transfer into the District from a nonpublic school, other than a home-based private education program **or program not certified or licensed by the applicable State education agency**, the following procedures should be used to determine the student's proper grade placement or credits toward graduation.

- A. Identify the grade level that the student's age would indicate is the likely grade placement.
- B. **Review the courses of study for that grade to determine the critical learnings that would be prerequisite to success a the subsequent grade levels or courses.**
- C. Review the student's performance (if available) on tests and/or other means of assessment that were used to assess the student's learning while participating in the nonaccredited school. **Determine whether the critical learnings identified in the District's course of study were properly assessed and, if so, how well the student has achieved each critical learning.**
- D. If no prior assessment data is available, identify which tests (standardized or District-made) as well as other means of assessment (research project, term paper, and the like) could be used to assess the student's achievement **of the critical learnings and arrange for the student to be assessed.**
- E. If the assessment so indicates, **a referral will be made to the Special Education Director for consideration of further evaluation or** assign the student to the grade or course level suggested at the first step (with or without special assistance).
- F. Make arrangements for any form of special assistance that will be needed for the student to succeed at that level.
- G. If the assessment indicates that another grade or course level is more appropriate, register the student in that grade or course level and make whatever arrangements are necessary to provide for any needed assistance indicated by the assessment.

Student Transfer from Home-Based Private Educational Program or Other Nonapproved Program

The following applies to students who are transferring from a home-based private educational program, nonchartered religious school, or foreign school. It does not apply to any school that has been approved or licensed by the Department of Public Instruction or by another State's education agency in which the school is located.

General Procedures:

- A. **(X) The parent is to submit to the Building Principal _____ written notification of the intent to enter the school no later than fourteen _____ (14 →) calendar days prior to the expected date of enrollment.**
- B. **(X) The Building Principal _____ is responsible for conducting a thorough placement study including an assessment of current learnings relative to each course of study (see above). The placement study should also include a review of information provided by the parent such as student achievement data, standardized test scores, topics studied, resources used, and samples of student work and accomplishments. It should also include a comparison with the criteria established for private schools under Wis. Statute 118.165. No student is**

to be placed in any school or grade without a written placement review.

- C. (X) A final meeting with the parent and student shall be scheduled to review the District's assessment results, establish credits (if applicable), and discuss placement.
- D. (X) In the event the advance notice is not provided, a temporary placement decision may be made by the Building Principal _____ while the placement review is conducted. The parent is to be informed of the District's placement review procedure.
- E. (X) Prior to placement, the parent must complete normal enrollment procedures as outlined in AG 5111.
- F. (X) A review of student progress shall be conducted by the Building Principal _____ at the end of the first _____ grading period~~s~~ following enrollment to evaluate effectiveness of the placement decision.
- G. (X) A parent may request, during the placement procedure, that his/her child participate in special education programming. If so, the District's special education identification and evaluation procedure is to be followed. If there is no conclusive evidence that special education testing should be initiated or if the student does not qualify, the 504 evaluation procedure (AG 2260) may be applicable or the Building Consultation _____ Team may be notified prior to student placement.
- H. (X) If the District's assessment of a student indicates mastery of curriculum objectives that far exceed the normal age/grade placement, and whose standardized test scores indicate qualification for gifted education, s/he may be referred to the Building Consultation Team _____ for placement.

Admission to Kindergarten Through Grade Eight

Placement into a grade shall be made in accordance with the following:

- A. (X) age appropriateness
- B. (X) data resulting from the assessment procedure described above - Student Transfer from Nonpublic Schools
- C. (X) results of the examination of the student's most recent annual academic assessment report which shall include one (1) of the following:
 - 1. (X) results of a nationally-normed, standardized achievement test
 - 2. (X) written narrative indicating that a portfolio of the student's work has been reviewed and his/her academic progress for the year is in accordance with the student's abilities
 - 3. ~~-and the District's applicable courses of study(-)~~
- D. (X) review of previous regular education program records, if any, to check last grade placement
- E. (X) results of universal screeners ~~competency tests~~ at the appropriate grade level(s) to measure achievement of performance objectives in literacy and math. ~~each applicable subject~~

Admission to Grades Nine Through Twelve

Placement into a grade shall be made on the basis of credits earned. Placement into each subject (e.g. English) shall be made based on:

- A. (X) age appropriateness;
- B. (X) data resulting from the assessment procedure described above - Student Transfer from Nonpublic Schools;
- C. (X) results of examination of the student's most recent annual academic assessment report which shall include one (1) of the following:
 - 1. (X) results of a nationally normed, standardized achievement test in the subject area
 - 2. (X) a portfolio of the student's work that demonstrates s/he has developed the knowledge and skills at the previous grade level to the one the student should be placed in based on his/her age
- D. (X) review of previous regular education program records, if any, to check last grade placement;
- E. (X) results on the appropriate competency tests or normed, criterion-referenced~~s~~ test in the subject area, if applicable to the grade placement.

Procedures for Receiving Credits/Grades

[X] Students shall receive credit for their academic work on the following basis, to:

- A. (X) receive credit in language arts, social studies, mathematics, and/or science, the student must be able to produce a curriculum document for review that demonstrates the student's level of mastery of critical

learnings.†

1. ~~receive a raw score equivalent to the _____ percentile on a nationally normed, criterion-referenced test in the specific subject. (-)~~
 2. (X) receive a passing grade in the final examination in the subject, plus satisfactory completion of any academic projects student must complete to demonstrate competence in the subject area. [X] The student will have only one (1) opportunity to take the appropriate test(s). The student must complete the test(s) within five _____ (5) days from the date of enrollment and any projects by no later than two weeks _____.
- B. (X) receive credit in courses other than language arts, social studies, mathematics, and/or science, the student must demonstrate proficiency as determined by the building administrator, the school counselor, and the teacher with expertise in the area where the student must demonstrate through a portfolio of their work _____ [teacher or department chairperson]_.

[X] In accordance with Board Policy 5463, no letter or number grades will be recorded for courses for which credit is granted. Credit will be issued on a pass/fail (P/F) basis and the transcript will indicate "transfer" credit. The credit will be recognized for high school graduation requirements. Students entering school at any point following the conclusion of the first grading period will be evaluated on a pass/fail basis for competency in the course work dealt with during the grading period(s). Credits obtained by the student while enrolled in a non-public school program but obtained through courses offered in the District's schools pursuant to Policy 9270 - Home-Based, Private, or Tribal Schooling, shall be afforded the credit associated with them as would be provided to any District enrolled student at the time.

[X] The maximum number of credits a student may receive for each year of academic study is seven _____ (7) credits which is equivalent to the maximum number of credits a student may earn while attending high school.

Procedures for Determining Grade Point Average (GPA)/Class Rank/Transcripts:

- A. (X) Students entering the high school shall have no established grade point average (GPA) or class rank until they have completed two _____ (-2) semesters.
- B. (X) Inclusion of the student in graduation honors such as Valedictorian shall occur if the student has been enrolled for seven _____ (7-) consecutive semesters.

~~and at least _____ percent (___%) of the credits required for graduation have been earned at the high school. (-)~~

Graduation and Commencement Exercises

[X] Before a diploma will be presented, the student must meet all of the Board's graduation requirements.

[X] For a student to qualify for participation in the commencement exercises, s/he must be enrolled in the high school for _____ (-) the entire year (X) one (1) semester. [DRAFTING NOTE: Don't make this any different than for students transferring in from another public school.]

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Book	Administrative Guideline Manual
Section	For Review - Administrative Guidelines - Vol. 31, No. 1
Title	Copy of TRANSPORTATION
Code	ag8600 - R
Status	Proposed to Policy & Human Resources Committee
Adopted	July 22, 2019

8600 - **TRANSPORTATION**

The following guidelines are established to implement Board policy on transportation.

A. **Administrative Responsibilities**

The Business Manager is responsible for student transportation. Included within this scope of responsibility are:

1. Approval of bus routes;
2. Transportation budgets;
3. Development of specifications for bids on contracted services;
4. Contracting with private entities to provide transportation services as described in Policy 8680.

Quality transportation services require cooperation and effective communication with the Building Principal who shall be responsible for:

1. supervision at bus loading and unloading zones;
2. communication to parents or guardians and students concerning student behavior, safety, schedules, and the like;
3. adjudication of all behavior problems;
4. enforcement of traffic regulations on the school site;
5. communication about overcrowding and unsafe conditions or practices to the Business Manager.

B. **Bus Conduct**

1. Parents or guardians are to be informed that school bus transportation **is considered "at school" for purposes of school discipline when students are on the bus. ~~is a privilege and not a right and that the~~ bus driver or, if designated, the bus monitor,** is the sole authority on the bus while students are being transported.
2. Parents are also to be informed that they are responsible for:
 - a. the safety of their child while going to or from the bus stop and while waiting for the school bus;
 - b. their child being at the bus stop at least five (5) minutes prior to scheduled pick-up time;

- c. damage by their child to school buses, personal property, or public property;
 - d. informing their children of the rules of conduct and behavior for riding on the buses.
3. Students are expected to conduct themselves in a proper manner at bus stops. The District will not enter into disputes involving parents and/or students concerning matters that take place prior to the student boarding the school bus, or after the student has disembarked from the bus on his/her way home.
 4. Students will ride only assigned school buses and will board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the transportation contractor.
 5. A change in a student's regular assigned bus stop may be granted for a special need, if a note from a parent is submitted to the building principal stating the reason for the request and the duration of the change, the Principal approves, and the information is provided to the transportation contractor.
 6. A permanent transfer to another route or bus stop for morning pick-up and/or afternoon drop-off will only be made upon the approval of the transportation contractor.
 7. Students shall cross all streets at least ten (10) feet in front of the school bus and after the driver has signaled the student that it is all right to do so.
 8. For the safe operation of the school bus, noise on buses shall be kept at a minimum with students speaking in reasonable conversation voices. Students must be quiet at railroad crossings and other danger zones as designated by the bus driver.
 9. The following cargo is forbidden to be transported on a school bus: pets, alcoholic beverages, drugs, ammunition, explosives, firearms, knives, or any other dangerous materials or objects. If there is a question on the transportation of a particular item, the transportation contractor should be consulted.

C. Student Surveillance

In accord with Board policy, the transportation contractor may install the appropriate equipment for video recording the interior of the buses while transporting students.

Any disciplinary action resulting from the use of the video recording device shall be determined by the appropriate building principal who shall ensure that due process is provided to the students involved, in accordance with Board policy and administrative guidelines relating to discipline. Any use of photographs obtained through the use of the video recording devices shall be in accordance with Federal and State law.

The transportation contractor shall be responsible for reviewing the video recordings for the purpose of assuring that bus safety procedures are being followed properly and the buses are being operated in accord with District guidelines and State law.

D. Special Services

In compliance with Board policy, the transportation services may be provided for field trips, co-curricular trips, and extra-curricular trips, including athletics.

Transportation may be provided on weekends and holidays to District students who are participating in approved School District programs that are under the supervision of professional staff members.

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Book	Policy Manual
Section	0000 Bylaws
Title	Copy of COMMITTEES
Code	po0155
Status	Proposed to Policy & Human Resources Committee
Adopted	April 25, 2016
Last Revised	April 23, 2018

0155 - **COMMITTEES**

The Board believes committees can be useful in the decision-making process. By using a Board committee structure, the Board is able to conduct its business in an efficient and effective manner and study issues facing the District in more depth. The committee structure is designed to assist the Board in conducting business: it is not intended to take away a Board member's opportunity to ask questions or to be involved in the decision-making process.

The Board shall have the following four (4) standing committees, which shall be subunits of the Board:

- A. Finance Committee
- B. Buildings and Grounds Committee
- C. Curriculum Committee
- D. Human Growth and Development Ad hoc Committee
- E. Policy and Human Resources Committee
- F. Recognition Committee

Standing committees shall perform specific functions and duties as determined by the Board. Committee shall be fact-finding, deliberative and advisory in nature. Committees shall have no power to take any action on behalf of the Board, or to otherwise commit the Board or District to any course of action or expenditure of funds. The Board retains discretion to make final determinations as to the most appropriate committee, if any, to address specific issues.

The Finance Committee is charged with decision-making related to:

- A. Budget planning
- B. Service contracts
- C. Long-term financial budgeting
- D. Cash management
- E. All other financial issues in the District

The Buildings and Grounds Committee is charged with decision-making related to:

- A. Short-term routine maintenance plans
- B. Long-range planning for the care of all district buildings and sites
- C. Transportation
- D. Safety plans
- E. All other buildings and grounds issues in the District

The Curriculum Committee is charged with decision-making related to:

- A. Curriculum review and endorsement
- B. Textbook/resources for instructional purposes
- C. New course approval
- D. Graduation requirements
- E. Professional development plans and programs
- F. Testing and assessment
- G. Accountability and reporting
- H. Instructional technology
- I. District programs and services
- J. All other curriculum, instruction, and assessment issues in the District

The Policy and Human Resources Committee is charged with decision-making related to:

- A. Board and Education policies and guidelines
 - 1. Review of current policies and rules
 - 2. Development of new policies
 - 3. Monitor State statutes and Federal policies impacting District policies
- B. Employee handbooks
- C. Job descriptions
- D. Employee hiring process and time line
- E. Employee contracts
- F. All other policy and employment issued in the District

Standing committees shall be appointed annually by the Board President, after receiving preferences from individual Board members. The appointments shall occur within thirty (30) days of the annual election of Board officers and are subject to approval by the Board. Each committee shall consist of three (3) Board members. The quorum of each standing committee shall be defined as a majority of the full membership of the committee.

The first-named person on the list of appointees for each committee shall act as committee chair, and the second-named person shall act as the alternate chair in the event the chairperson is unable to attend a scheduled meeting or otherwise perform the duties of the chair. No Board member shall be appointed as the chair of multiple standing committees, except by necessity or except with the approval of the Board.

It shall be the responsibility of the committee chair to schedule regular committee meetings, plan the meeting agendas with assistance from other committee members, and ensure that the minutes of all committee meetings are recorded and maintained. The committee chair shall be provided time on regular Board meeting agendas to present reports and/or make recommendations to the Board as the committee requests and as requested by the Board.

The appointed members of the various committees and the committee chairs shall serve until the next annual appointments are made, assuming no vacancies occur and assuming no subsequent action is taken by the Board to modify committee structures or committee membership.

In the event of a vacancy on the Board, a proposal to revise committee membership for the purpose of a quorum as well as committee chair appointments for the remainder of the annual period may be presented for Board approval.

Any Board member may attend and participate in discussions that occur at any standing committee meeting; however, only official members of the committee shall have the authority to make motions and vote at the committee meetings. All Board members shall receive copies of committee meeting minutes to stay fully informed of committee activities.

Committee meeting minutes shall not be submitted for publication as a legal notice, but shall be made available to the public as appropriate when requested under the public records law.

All committees shall comply with the Open Meetings Law by providing notices of each meeting, posting the time and date, place, subject matter of the proposed meeting, and any matter intended for the consideration at the contemplated closed meeting pursuant to 19.84, Wis. Stats. When appropriate, based on the anticipated attendance of Board members who are not members of the committee, such notice shall include a statement that a quorum of the Board may be present, but the Board shall take no action as governmental body at the committee meeting. A committee shall require a quorum, consisting of a majority of its members, to take any action. In addition, committee meetings may provide for a period of public participation, and recording appropriate minutes of the meeting. A committee may conduct a closed meeting providing it is for one (1) of the purposes described in Bylaw 0167 and the committee abides by all requirements for the conduct of a closed meeting.

The following format for committee agendas is recommended:

SPECIAL NOTICE OF COMMITTEE MEETING WHEN A QUORUM OF BOARD MEMBERS IS EXPECTED TO BE PRESENT

A meeting of the (specify committee name) Committee of the School District of Manawa shall be held on ____ (identify the date and time of the meeting) in the ____ (identify the location of the meeting). The items of business to be taken up by the committee at the meeting are the following:

- A. First Item of Business
- B. Second Item of Business
- C. List any other items of Business

Further notice is hereby given that School Board members who are not members of the (specify committee name) Committee, up to and possibly including all Board members, may attend the above-noticed committee meeting so as to constitute a quorum of the Board. However, the role of any Board member who is not a member of the above-identified committee is limited to information gathering and participation in the committee's discussion. The Board shall take no action as a governmental body as part of the committee meeting.

The Board may establish advisory or temporary **Ad hoc** committees for specific purposes from time to time to advise the Board on specific topics of interest or concern in the District. **Ad hoc Advisory Committees include, but are not limited to the:**

- A. Recognition Committee - meets annually**
- B. Districtwide Safety Committee - meets every three years**
- C. Human Growth and Development Committee - meets every three years**
- D. Wellness Committee - meets every three years**

Committee membership shall be determined by the Board President subject to approval by the Board. Membership selection shall seek to reflect community diversity, represent varied viewpoints and include members with special expertise as appropriate to the purpose of the committee. Each committee shall receive a set of guidelines from the Board that include the following information:

- A. specific charge to the committee including tasks and/or reports to be completed;
- B. membership appointments, including the length of time each member is to serve;
- C. clarification of limitations, policies governing committee work, resources to be provided and the relationship to the Board.
- D. approximate timeline for progress reports, task completion and final reports or recommendations; and
- E. procedures for dissemination of information to the public.

Notice shall be given for Board advisory or temporary committee meetings in accordance with State law and Board policies. Board members may attend any of these committee meetings.

The findings and recommendations of advisory or temporary committees shall be based upon appropriate research and fact. The committees shall be dissolved upon completion of the assigned tasks or as determined by the Board.

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