

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

Google Meet joining information
Video call link: <https://meet.google.com/chs-rhjc-wfd>
Or dial: (US) +1 413-685-2761 PIN: 372 947 666#

Date: October 31 , 2022

Time: 5:00 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 (C), Riske, and Krueger

In Attendance:

Timer: _____ **Recorder:** _____

1. Discussion to Gain Understanding of Possible Roles and Responsibilities of a Potential School Resource Officer (Information / Action)
2. Consider Endorsement of Ad Hoc Districtwide Safety Committee Advisory Recommendations (Action)
3. Consider Endorsement of Co-Athletic/Activities Director Proposal for the 2022-23 School Year as Presented (Information / Action)
4. Review and Consider Endorsement of NEOLA Update Volume 31, No. 2 Updates (Information / Action)
5. Consider Endorsement of Revised PO2416 - Student Privacy and Parental Access to Information as Presented (Information / Action)
6. Consider Endorsement of Revised AG2416 - Procedures for Inspection of Survey, Administered or Distributed to Students as Presented (Information / Action)
7. Consider Endorsement of Revised PO5136 - Personal Communication Devices as Presented (Information / Action)
8. Consider Endorsement of Revised PO5830 - Student Fundraising as Presented (Information / Action)
9. Confirmation of Required Website Information is Complete (Information)
10. Confirmation of Required Posting and Notices are Complete (Information)
11. Kelly Marinoff, MacNeil Environmental was contacted to provide Paving the Way asbestos, lead, and water quality documentation on her next SDM visit as per PO8431.01. (Information)
12. Discuss and Recommend Applicable 2022-23 School Year Key Performance Indicators (Information / Action)
13. Set Next Meeting Dates:
14. Next Meeting Items:
 - a. School Nurse References - Nurse/Paramedical (Information / Action)
 - b.
15. Adjourn



Book	Policy Manual
Section	School Resource Officer Policy
Title	SCHOOL RESOURCE OFFICER PROGRAM
Code	po8407
Status	
Adopted	July 27, 2020

8407 - **SCHOOL RESOURCE OFFICER PROGRAM**

To promote a safe, secure, and supportive school environment, the Board believes it appropriate for the District to have a collaborative relationship with the law enforcement agency(ies) with jurisdiction in the District through a School Resource Officer (SRO) Program.

The SRO Program shall provide appropriate and relevant information, instruction, and resource services to students, teachers, and parents. These services, and the District's and the law enforcement agency's(ies)' duties and obligations regarding the SRO Program, shall be set forth in an agreement between the District and the law enforcement agency(ies), including:

- A. placement of a designated School Resource Officer in specific schools on specific days and times;
- B. development of positive law enforcement officer/student relationships;
- C. investigation of alleged violations of law, consistent with the authority and duties of law enforcement officers, that involve student or staff conduct on or off of school property;
- D. educational presentations/discussions;
- E. preventative and/or informational discussions with students/parents;
- F. patrol and supervision of various school functions;
- G. creation and implementation of crime prevention and safety programs; and
- H. performance of duties of regular patrol officers that pertain to school resource matters;
- I. a requirement the law enforcement agency(ies) to provide the District Administrator Board **[END OF OPTIONS]** with an annual report regarding the SRO Program.

This report shall summarize activities conducted throughout the previous school year and shall include recommendations for the upcoming school year. **[END OF OPTION]** The Board may request additional updates or reports. **[END OF OPTION]**

The building principal(s) shall serve as the designated liaisons between the District and the law enforcement agency(ies) and shall oversee the SRO Program as it pertains to the specific building(s). The District and the law enforcement agency(ies) shall collaborate in determining various responsibilities and requirements under the SRO Program, including programming services and development of the school safety plan (See Policy 8420 - School Safety). Any services or activities provided or performed by the law enforcement agency(ies) via the SRO Program shall not serve as a substitute for any responsibilities assigned to District personnel.

Sharing of confidential information and/or student record information with the law enforcement agency(ies) by the District shall fully comply with all relevant statutory provisions and District policies. Use of any devices by any member of the law enforcement agency(ies) to gather or store information in the course of an investigation (e.g., body camera footage) shall be done in full compliance with all law enforcement agency(ies) policies, as well as State and Federal law regarding the use of any such devices.

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- Legal
- Wis. Stat. §§ 968.07(1)(d), (2)
 - Wis. Stat. § 165.85(2)(c)
 - Wis. Stat. § 121.02(1)(i)
 - Wis. Stat. § 120.44 (unified school districts)
 - Wis. Stat. § 120.13
 - Wis. Stat. § 118.257
 - Wis. Stat. § 118.127
 - Wis. Stat. § 118.125
 - Wis. Stat. § 118.001
 - Wis. Stat. § 66.0301

Last Modified by Steve LaVallee on October 11, 2022



SCHOOL DISTRICT OF MANAWA

Job Description

SCHOOL RESOURCE OFFICER (SRO)

ESSENTIAL SKILLS:

1. Ability to serve as a resource for teachers, parents, and students for law-related concerns and questions
2. Serve as a mentor for students
3. Ability to serve as a resource in areas that may affect the education environment and are or may be law-related
4. Organize and work independently on multiple assigned tasks/projects and complete assignments within specified deadlines
5. Accurately follow verbal and written directions
6. Work well under pressure
7. Communicate effectively, both verbally and in writing to all internal and external clients, expressing ideas and instructions clearly and concisely
8. Ability to collaborate with diverse work teams
9. Demonstrate skills in consensus-building and mediation
10. Capable of researching and creative problem solving
11. Maintain confidentiality and loyalty to the School District of Manawa and the Manawa Police Department
12. Promote a positive image of the School District of Manawa and Manawa Police Department at all times

QUALIFICATIONS:

Experience, Education, and Licensure

1. Bachelor's Degree in Criminal Justice/Law Enforcement or 2-Year Associates Degree
2. Valid Wisconsin Driver's License
3. Duly authorized law enforcement officer through the Manawa Police Department. SRO must continually fulfill necessary requirements to remain in good standing with the MPD.
4. Hold ALICE trainer certification (can be completed once hired at the district's expense).
5. Successful completion of basic SRO course from the National Association of School Resource Officers (can be completed once hired at the district's expense).
6. Two (2) years of law enforcement work experience preferred.

Required Skills and Abilities

1. Able to work flexible hours, evenings and staggered shifts, weekends and/or in emergency situations as per the school year calendar of events
2. Operate a two-way radio and qualify with a MPD issued firearm
3. Direct traffic/pedestrians crossing busy streets around schools or on school grounds when necessary
4. Investigate suspicious circumstances, persons, vehicles, etc.
5. Able to work in inclement weather, lift up to 60 pounds, and walk, run, climb, crawl or sit for extended periods of time
6. Knowledge of Wisconsin criminal and traffic code, City of Manawa and Waupaca County ordinances, criminal procedures, juvenile law and court proceedings
7. Must not have any open internal affairs investigations
8. Pass criminal history, background investigation, and psychological examination.
9. Respond to imminent threats as a single officer for the protection and preservation of life
10. Ability to interpret and administer laws, policies, and procedures consistently and objectively

11. Communicate effectively, verbally and in writing, to a diverse audience
12. Plan, organize, and prioritize work
13. Remain flexible in order to adapt to changes in the work environment
14. Excellent time-management, problem-prevention, and problem-solving skills
15. Work accurately with close attention to detail
16. Advanced computer skills, including email, word processing and spreadsheets
17. Work effectively, professionally and tactfully with students, parents, staff, and the community
18. Possess a work ethic that includes neatness, punctuality and accuracy
19. Exhibit a professional appearance and demeanor
20. Demonstrate the highest level of ethical behavior
21. Maintain confidentiality of sensitive information
22. Study and apply new state and federal laws and regulations
23. Develop relationships with key stakeholders

JOB GOALS:

1. The School Resource Officer supports and facilitates the educational process within the School District of Manawa by providing a safe and secure environment through building and establishing meaningful relationships with students and staff and proactively interacting with the school community to ensure the enforcement of city and state laws, preservation of public order, protection of life and the prevention, detection, or investigation of crime.
2. Work effectively with students, parents, school personnel and community agencies to support teaching and learning in the schools.
3. The School Resource Officer will patrol district property to protect students, staff and visitors from physical harm and prevent loss to district property resulting from criminal activity.

REPORTS TO:

Manawa Chief of Police or Designee

EVALUATED BY:

Manawa Chief of Police and School District of Manawa District Administrator

The evaluation will include:

- Documentation of success of established goals.
- Observations.
- Community feedback/survey.
- Accomplishment of tasks and responsibilities as per the job description.

TERMS OF EMPLOYMENT:

1.0 FTE salaried position from September 1 to June 30 when students are present and when requested to be present for non-student days and July/August MPD duties as assigned.

Salary and benefits to be determined mutually by the Board of Education and City of Manawa with a shared cost arrangement for the time period noted above at 70% SDM & 30% City of Manawa.

The City of Manawa will provide a used vehicle, laptop, and a uniform allowance.

Eighteen (18) month probationary period per City of Manawa Police Department Policy

PERFORMANCE RESPONSIBILITIES:

Job-Specific Responsibilities

- Enforce federal, state, and local traffic and criminal laws and ordinances.
- Responsible for dealing with criminal law issues, not the enforcement of school discipline or to punish students.

- Serve as a positive role model for students.
- Protect persons and property on school premises; work through school administration to address concerns related to school safety including participation in the refinement of the District Safety Plan and emergency response protocols.
- Participate in and assist school principals with safety drills, protocols, and procedures.
- Provide preventative patrol of District property and within the schools.
- Participate in faculty and student meetings or assemblies as appropriate to become integrated into the school community.
- Participate in Response to Intervention Team meetings to provide wrap around services to students and families as needed.
- Collaborate with the SDM administrative team and staff to foster a better understanding of the law enforcement function to maintain a secure learning environment.
- Serve as a visible and active law enforcement officer on campus dealing with law-related areas such as drugs, traffic, trespassing, fighting, and thefts.
- Conduct routine patrols of assigned facilities to include buildings, parking lots and district owned, leased, or rented property.
- Take law enforcement action to protect against unwanted intruders.
- Make student arrests only in the event of a real and immediate threat to students, staff, or public safety.
- Work collaboratively with public safety agencies to serve as a liaison between school and community to deter criminal and delinquent behavior.
- Work with the Athletic/Activities Director and School Principals to coordinate security for crowd and vehicle control at co-curricular activities and special events.
- Assist other law enforcement agencies with incidents involving local criminal activity that may impact the safety of the environment for students and staff.
- Serve as the initial first responder and school safety coordinator for campus emergencies.
- Respond to calls on crimes against person or property in progress, report crimes that have already occurred, and intrusion/fire alarms; perform preliminary investigation at the scene (e.g. gather and preserve evidence, take statements).
- Prepare written reports, maintain daily logs, and obtain and serve arrest and search warrants as necessary; testify in court as required.
- Subdue offenders and criminals by using the minimum amount of force needed to protect the officer and other persons.
- Provide classroom presentations on protective behaviors, drug and crime prevention and fundamental concepts and structure of the law.
- Conduct security building assessments for schools; guard, check and secure doors, rooms, buildings and equipment.
- Provide executive protection; provide transportation to and from pre-designated places for Board Members and district administrators.
- Perform other duties as assigned by appropriate supervisory personnel and school administrators.

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

The School District of Manawa and the City of Manawa do 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/Police Liaison Officer Memorandum of Understanding and Agreement
Between
City of Manawa and School District of Manawa

Memorandum of Understanding for School Resources Officer Program

The purpose of this document is to establish a School Resource Officer Program and to set forth guidelines to ensure that law enforcement, school officials, and the communities they serve, have a shared understanding of the goals of the School Resource Officer Program;

The parties agree that an effective School Resource Officer Program defines the role of the School Resource Officer (SRO): within the context of the educational mission of the school; distinctions between disciplinary misconduct to be handled by school officials, and criminal offenses to be handled by law enforcement; information sharing; School Resource Officer training requirements; program assessment; and program structure;

The School Resource Officer's receive the necessary support and training to ensure a safe school environment while respecting the rights of students and improving the overall school climate;

The signatories agree to the following:

Role of the School Resource Officer within the Context of the Educational Mission of the School

1. The mission of the School Resource Officer program is to improve and foster school safety and the educational climate at the school.
2. School Resource Officers are responsible for dealing with criminal law issues, not to enforce school discipline or punish students.
3. The SRO shall meet with building-level school administrators, teachers, parents, and student representatives at least annually when requested to discuss issues of school safety.
4. The SRO shall be integrated into the school community through participation in faculty and student meetings and assemblies as appropriate.
5. The SRO shall maintain activity reports and submit summaries of these reports to building-level school administrators, district-level school administrators, and the relevant law enforcement agency. The summaries shall include the numbers and descriptions of all incidents or calls for service; names of school officials involved (referring teachers, principals, etc.); student searches; student questioning; tickets, citations, or summonses; filing of delinquency petitions; referrals to a probation officer; actual arrests, and other referrals to the juvenile justice system.

6. Absent a real and immediate threat to student, teacher, or school safety, and absent the situations described herein where formal law enforcement intervention is deemed appropriate, building-level school administrators shall have final authority in the building.
7. Absent a real and immediate threat to student, teacher, or public safety, incidents involving public order offenses including: disturbance/disruption of schools or public assembly; loitering; profanity; and fighting that does not involve physical injury or weapon, shall be considered school discipline issues to be handled by school officials, rather than criminal law issues warranting formal law enforcement intervention (e.g., issuance of criminal citation, ticket, summon, or filing of delinquency petition).
8. Students shall not be taken into custody at school, except where a child poses a real and immediate threat to student, teacher, or public safety or pursuant to a warrant.
 - a. School principals shall be consulted prior to a student being taken into custody where practicable.
 - b. The student's parent or guardian shall be notified of a child being taken into custody as soon as practicable.

Information Sharing

9. The school district designates the SRO a "school official" as provided in the Federal Educational Rights and Privacy Act (FERPA) 20 U.S.C. 1232g, and 118.125(2)(d) of the Wisconsin Statutes. A SRO may be provided access to student records information maintained by the school district only as needed by the SRO to perform his or her duties as SRO. A SRO may also be granted access to student records information in the event of an emergency situation threatening the health or safety of a student or other individual. The SRO may only re-disclose student records information consistent with FERPA and Wisconsin pupil records law.
10. Records created and maintained by a SRO for the purpose of ensuring the safety and security of persons or property in the school, district, or for the enforcement of local, state, or federal laws or ordinances shall not be considered student records - even when such records may serve the dual purpose of enforcing school rules - and are not subject to the same prohibitions of access or disclosure by the SRO. (This provision does not prohibit school personnel from complying with the notice and reporting requirements of seclusion or restraint of a student by the SRO as specified in 118.305(4) of the Wisconsin Statutes.)

School Resource Officer Training Requirements

11. The SRO shall receive such training as is necessary to permit the SRO to effectively advance the school's educational mission in the context of his or her duties as SRO. Training topics, goals, and objectives shall be determined jointly by representatives of the school and the law enforcement agency. Training shall be provided in the following areas:

To be determined by the Manawa Police Department and School District of Manawa as training is offered.

Training topics to consider may include: school values and mission; child and adolescent development; ALICE; cultural competency; positive behavioral supports, strategies, and interventions; federal and state anti-discrimination and special education laws; the provisions of Wisconsin law pertaining to the use of seclusion and restraint by school personnel; trauma informed practices; de-escalation techniques; compulsory attendance; suicide prevention; and school mental health.

Program Assessment

12. The School Resource Officer Program will be assessed annually, and the evaluation will be conducted jointly between the Police Department and New London Public Schools. The following areas will be used to evaluate the program:

- a. Success of established goals and objectives.
- b. Police-citizen contacts (citations, arrests, community and school outreach activities, etc.).
- c. Community feedback.
- d. Accomplishment of tasks agreed upon as part of any work plan written in conjunction with the principal.

Structure and Funding for School Resource Officer Program

13. By virtue of this agreement, the New London Police Department agrees to provide one (1) Full-Time and (2) Part-Time Police Officers to the New London Area School District for use as Police Liaison Officers. The Officers shall serve for approximately one hundred and eighty (180) days during the school fiscal year(July 1 to June 30).

The Officers shall remain employees of the New London Police Department and, therefore, shall continue to be governed by State Statutes, City of New London Ordinances, as well as all applicable rules, regulations and policies of the New London Police Department. The City of New London shall be responsible for the issuance of all payroll checks and benefit payments on behalf of the Police Officer.

New London Police Department shall provide one (1) Officer to fill the full-time position. The Officer shall be appointed for a 4-year time period by the New London Police Department and shall be by mutual agreement between the Chief of Police and the

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District Administrator. Nothing in this contract precludes an existing school liaison officer from being re-appointed after the 4-year time period. The part-time officers will be hired by the New London Police Department on a year by year basis and will be At-will employees of the police department.

14. Supervision

The Officers shall be under the direct supervision of the Chief of Police or designee.

15. Reporting Time

The Police Liaison Officers shall report to the New London Area School District each day unless requested by the Chief of Police or designee to report to the New London Police Department. This assignment may be modified as needed by both the School District and the City. The Officer shall work an eight and a half (8.5) hour shift. The Officers shall work for the New London Area School District when students are present and when requested to be present for nonstudent days. The Officers shall be allowed to attend any mandatory training required by the New London Police Department. The Part-Time Officer will be assigned to either a 4 or 8 hours shift.

16. Overtime

If the School District of New London requests the Police Liaison Officers to work hours outside of the normal work day (i.e. football game security, dances, etc.), the officers shall be entitled to overtime and compensation is covered by the set agreed upon yearly amount by the School District and the New London Police Department. The Officer may also flex his schedule for special events to reduce the amount of overtime.

17. Notification

All written notices and correspondence under this Agreement shall be delivered in person or by first class mail as follows:

To the Chief of Police
700 Shiocton St
New London, WI 54961

To the District Administrator or
designee
901 W Washington St New
London, WI 54961

18. Costs

The School District agrees to reimburse the City \$75,000 per year for the Officers. This will cover cost for the following items:

Wages
FICA
Wisconsin Retirement
Health Insurance Dental
Insurance
Income Continuation Insurance Workers
Compensation Insurance Uniform
Allowance
All appropriate, non-personal Monthly Cellular Phone Charges
during the School Year

The School District also agrees to provide a work area, including a computer and telephone in the school, for use by the Police Liaison Officer

19. Reimbursement

Bi-annually, the New London Area School District shall reimburse the City on the basis of an invoice detailing the charges for that time period. The School District shall make payment to the City within thirty (30) days of receipt of the invoice.

20. Equipment

The City of New London shall furnish equipment to the Police Liaison Officers including, but not limited to, vehicle, communications equipment and necessary training.

21. Insurance

The City of New London and School District of New London shall provide the following insurance and it shall remain in force during the contract:

Liability

A general liability policy with a minimum policy of \$ 1,000,000

Automobile/Collision

The City of New London shall provide full auto coverage for any vehicle operated by the Police Liaison Officer

Workers Compensation



The City of New London shall provide coverage as required by State Statutes

The premium for the Police Liaison Officer shall be reimbursed as outlined in Section VI.

Duration

22. This memorandum of understanding shall become effective immediately upon execution by signature and remain effective until June 30, 2023 whereupon it must be reviewed annually by all signatories or their successors before being renewed.

23. A signatory may terminate this memorandum of understanding by serving written notice to all other signatories at least thirty (30) days in advance of such termination. A termination by a signatory shall eliminate the presence of School Resource Officers at the School District of New London.

	<u>8-20-19</u>		<u>?-20-11</u>
School District Administrator	Date	Chief of Police	Date

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NEW LONDON AREA SCHOOL DISTRICT
New London, WI 54961

ROLE DESCRIPTION

TITLE: School/Police Liaison Officer assigned to the New London Area Schools

QUALIFICATIONS: The School/Police Liaison Officer shall meet the qualifications as set forth by the New London Police Department. This position also requires a person who can and shall effectively communicate and build positive relationships with adults and students.

REPORTS TO: The Police Chief of the New London Police Department or designee.

JOB GOALS: The School/Police Liaison Officer shall:

1. Develop and support a positive working partnership between the New London Police Department and the New London Area School District.
2. Develop and maintain a positive relationship with students.
3. Promote and maintain a positive partnership with other community agencies concerned with child welfare.
4. Provide instruction and support related to youth problems and community services.
5. Develop proactive programs to identify and assist juveniles whose behavior may indicate they are at risk.
6. Ensure that the constitutional rights of all students/citizens are upheld.
7. Impartially enforce the laws of the State of Wisconsin, the ordinances of the City of New London, and investigate any acts that are contrary to them.
8. Observe District policies and procedures not in conflict with applicable department policies or local, state and federal statutes.

9. Function as a positive role model to students.

TERMS OF EMPLOYMENT: 180 days when students are present and when requested for non-student days.

EVALUATION: The School/Police Liaison Officer shall be evaluated by the Police Chief of the New London Police Department (or his/her designee) after consultation, with New London Area School District Administrator or designee.

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CITY OF NEW LONDON JOB DESCRIPTION

Updated: 05/2019

Position title: School Resource Officer (SRO)

Purpose of position: To provide police services within the schools. Promote education, safety, communication and understanding among school officials, police, students and families.

The responsibilities of the School Resource Officer lie in the area of the law and should not to be used as an arm of school discipline.

Normal probationary period: None

Note: This sworn law enforcement position is not exempt from FLSA overtime requirements

This position reports to: Police Supervisors (Chief, Assistant Chief, Staff Sergeants). The SRO will communicate regularly with School Principals and Administrative Staff. The SRO will work cooperatively with the principals, school staff and District Administrators in fulfilling the District's vision, mission, and focus.

Complaints against the SROs and corrective behavior will be handled by Police Supervisors as stated in the New London Police Policy Book and State Statutes.

Definitions:

Both are used interchangeably:

PSLO-Police School Liaison Officer

SRO-School Resource Officer

Essential Duties and Responsibilities:

Provide preventive patrol in the schools before and after the regular school day from at least 7:15am-7:45am to 3:15pm-3:45pm typically.

Provide preventive patrol in the school areas (including the hallways and lunchroom during lunch)

Provide the school administrative staff and teachers with a readily available police counselor to give them a better understating of current law as it relates to a school setting.

Focus on Police matters as they pertain to juveniles and children.

Provide an opportunity for students to interact with an officer in an informal, non-authoritarian setting.

Provide classroom presentations

- };> Provide training as necessary to staff.
- };> Direct students to the appropriate agencies for help.
- };> Provide preventive patrol as requested by the school administration for special school functions such as athletic events, school dances.
- };> Take appropriate law enforcement action when necessary.
- };> Provide annual statistical information to the District with reference incidents in each school building.
- };> Oversee the part time PSLO's
- };> Assist the School Safety Coordination with developing safety procedures and policy
- };> Assist with the National Night Out in August
- };> Municipal Court Officer/Security (schedule should be flexed on these days)

Knowledge, Skills and Abilities Expected:

- };> WLESBCertification
- };> 2 years law enforcement experience
- };> Driver's License
- };> Good communication skills
- };> Ease of communication and building relationships with youth
- };> Knowledge of law enforcement & PSLO procedures, policies & practices
- };> Ability to respond to quickly changing situations
- };> Ability to respond to imminent threats as a signal officer to preserve life

Work Environment:

- };> Usually working out of an office.
- };> Will be outside in all weather conditions.
- };> May need to be physically aggressive
- };> Work in all the Schools in the District, Elementary, Middle and High School.
- };> Primary assignment will be at the High School

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Students choosing to excel; realizing their strengths.

To: Board of Education
From: Dr. Melanie J. Oppor
Date: August 10, 2022
Re: School Resource Officer Historical Summary

The following represents recent District communications regarding a School Resource Officer program.

From the June 8, 2022 Weekly Update:

Police Liaison Officer/School Resource Officer – In the wake of the most recent school shooting in Uvalde, Mr. Joe Starr asked to have the topic of the City of Manawa and the SDM banding together to hire a shared law enforcement officer. I called Mayor Frazier and we had a nice talk on this collaboration. Mr. Starr had contacted the Mayor also. The City hopes to have a new police chief in place by August if all goes well. They are starting their interviews later this month. Mayor Frazier would like to discuss the concept of an SRO once the new police chief is in place. I am putting together some information for the P and HR Committee/Board to reflect on the District's history with SROs. If this topic is of interest to the community, it can again be a resolution for consider at the Annual Meeting in October. The Mayor and I agree that if we had a liaison officer, they would be put to good use and if the constituents do not wish to have one, the SDM and City will continue to be supported by the both City and Waupaca County law enforcement.

July 18, 2022

I telephoned Mayor Frazier last week and he confirmed Chief Severson will begin on August 1. The mayor has not yet discussed the SRO topic with the new Chief but will do so in the near future. Then, the three of us will meet to put together a preliminary proposal for both the City Council and the Manawa Board of Education to consider.

August 4, 2022 – Manawa Night Out

I had the opportunity to visit at length with Police Chief Severson. He is very interested in sitting down with District personnel to discuss possible options. Chief Severson noted that finding an officer that is a good fit to the position is critical. He learned that New London uses recently retired police officers. Chief Severson notes that their level of maturity, understanding of the law, and calm demeanor are assets to the SRO position.

August 9, 2022 – Quad County Insurance Consortium Meeting

Mrs. O'Brien and I attended the meeting that included a presentation by Ted Hayes, a school safety and security consultant for M3. Each of us received a copy of the book "*If It's Predictable, It's Preventable.*" We also received other supplemental resources. This links well

with the District Safety Committee's work that is ongoing and began in the spring semester of 2022.

At the October 25, 2021, Annual Meeting of the School District of Manawa, the public voted against hiring an SRO.

The following is an excerpt from the minutes of the October 25, 2021 meeting:

"Hearing on the Budget:

The recommended tax levy is \$9.44/per \$1,000 home value. The 2020-21 proposed budget tax levy is the maximum allowable amount of \$2,660,335 and the entire referendum debt payment of \$981,462 and \$25,000 for the Community Service Fund (Fund 80). The total tax levy is \$3,666,797 with the mill rate at \$9.44.

Consideration/Discussion of the District engaging a School Resource Officer for the 2021-2022 school year, as follows:

- Full-Time (1.0 FTE)*
- Part-Time (.6 FTE – 3 days/week / 24 hours/week)*

Resolutions: Motion by Sondra Reiersen/ Nicole Rineck SY20/21#03 Resolution - Not to Proceed into an Intergovernmental Agreement with the City of Manawa for a School Resource Officer (SRO).

Discussion: Sondra Reiersen, N6234 Cty Rd K, Ogdensburg, mentioned over the years there had been an SRO in the district. If it was a good program, why didn't they keep it? There was a survey sent out. She has never seen any kind of information as to what the constituents want? What is going to be different now?

Chairman J. Johnson noted the survey results: In favor of an SRO - 43% all residents, 29% staff, 56% parents and 38% non-parents. Not in favor of an SRO - 32% all residents, 45% staff, 22% parents, 35% non-parents. pg. 10 Not sure/need more information - 25% all residents, 26% staff, 22% parents and 27% non-parents. When asked if they would support paying for an SRO through Fund 80, the survey results were: In favor of an SRO - 39% all residents, 35% staff, 51% parents and 33% non-parents. Not in favor of an SRO - 33% all residents, 38% staff, 25% parents, 37% non-parents. Not sure/need more information - 28% all residents, 27% staff, 24% parents and 30% non-parents. When asked if they were to add an SRO, what would the staffing level be, the survey results were: Employ an SRO PT- 31% all residents, 43% staff, 35% parents and 29% non-parents. Employ an SRO FT - 28% all residents, 29% staff, 39% parents, 23% non-parents. Not sure/need more information - 41% all residents, 28% staff, 26% parents and 48% non-parents.

Nicole Rineck, 808 Water Street, Ogdensburg stated there is a police department down the road. We are not in a big city. What is happening in the school now that warrants an SRO? Why are taxes going up for this? Mike Frazier, 405 E. Fourth St., Manawa, typed in the chat box saying the city would work with the School District on this issue.

John Smith, 960 Depot Street, Manawa, speaking on behalf of the city, said an SRO is not just to enforce rules as to what is happening in school but to help with other things that happen at home as well. Today's youth deal with drugs, suicides, and an SRO gives opportunity to build relationships. He said he realizes they may not have had the best SRO's in the past and that is why the position went away years ago. It should be full time. School staff is not trained in investigations.

Anglea Emmert, N8115 Ferg Road, Manawa wrote in the chat box with all due respect, Mr. Smith, you are contradicting what we heard from the principal who seemed to indicate there were few issues. Can Mr. Wolfram please clarify? Mr. Wolfram said he is not going to say schools are a perfect situation where they don't rely on the police when called upon. They do have experience dealing with some things within the district as staff. Drugs in school rely on police to help in investigations. The majority of instances within the last year are related to vaping incidents. (Audio quality was an issue.)

Jenny Bessette, E5702 N. Water Dr., Manawa, thinks the SRO is a great concept. However, last year the staff was polled and she feels safe at school. Taxes are going up already and doesn't want more increases. There were many programs that the district does not have any longer due to cuts. The schools have two amazing school counselors.

Sondra Reiersen noted Manawa student's state testing numbers are going down. She would rather have money go to instruction than a SRO.

John Smith is glad staff feels safe here. Things have changed since he went to school here. Right now everyone wants to call the police for everything. The townships do not pay for the city police - only the city taxpayers pay for them. A Sheriff can take up to 40 minutes to respond if the city police are dealing with another issue. That should be another factor in considering an SRO.

Stephanie Riske, E6464 State Rd 22, Bear Creek, wanted to confirm that having an SRO would not affect staffing.

Chairman Johnson confirmed that is true because the SRO would be funded out of Fund 80.

The motion on the floor is: Motion by Sondra Reiersen/ Nicole Rineck - Not to Proceed into an Intergovernmental Agreement with the City of Manawa for a School Resource Officer (SRO). Angela Emmert yes, Jeanne Frazier no, Mike Frazier no, Jill Schuelke abstain, Mataya Pethke abstain, Tammy Buschke yes, Scott Emmert yes, Jenny Bessette yes, Bill Dallman yes, Bev Dallman yes, Nicole Rineck yes, Sondra Reiersen yes, John Smith no, Seeger no, Hollman yes, Forbes no, Scheller yes, Pethke yes, R. Johnson yes, J. Johnson yes. Motion carried on a roll call vote."

Historical Information:

The following officers served in the role of School Resource Officer in the order shown. Where hire dates were available in Skyward, they are noted.

- Ben Barrington
- Brady Peterson (January 2000)

- Heidi Cartwright (November 2001)
- Michelle Kamba

The School District of Manawa had received a COPS grant in the past to fund the start-up costs of having a School Resource Officer. When the grant funding ran out, the funds to continue the program at that time were not part of the budget. A sustainability plan for the COPS grant had not been created.

At about the same time as I became the new District Administrator (2014), I received feedback from a variety of sources indicating concerns about the School Resource Officer. There was the perception that the officer was allowing their personal moral biases to override the letter of law. There were also unsubstantiated claims of overreach by the officer into matters that should more appropriately be handled by the secondary principal or dean of students. This left a sour taste in the mouths of some citizens and parents regarding an SRO. The topic of hiring an SRO came up recently via a citizen concern but had not been discussed formally since October 25, 2021.

Next steps:

- Collaborate with Mayor Frazier and Chief Severson on establishing an SRO program to layout program expectations, create a job description, establish related costs, and so on.
- Consider a survey of SDM residents to gauge community support and to provide information to the public.
- Consider a resolution for the next Annual Meeting of the SDM citizenry in October.
- Other



Students choosing to excel; realizing their strengths.

Frequently Asked Questions

The citizenry of the School District of Manawa will be discussing and deciding how the SDM should proceed with regard to beginning a School Resource Officer program. This FAQ is intended to address questions that have been raised regarding a potential School Resource Officer program for the SDM.

1. Is a School Resource Officer (SRO) the same as a Police Liaison Officer?
Yes, different districts and states use a wide array of terms to describe law enforcement officers who are assigned to work in schools. You may hear School Liaison Officer, School Resource Officer, Police Liaison Officer, etc.
2. What does a School Resource Officer do?
The Intergovernmental Agreement between a district and a police department defines the roles and responsibilities of the officer while on the school site. These responsibilities include upholding the law on the school site along with other services like educating youth about safety topics (i.e. protective behaviors, dangers of vaping, careers in law enforcement, etc.) and building positive relationships with students and staff. When an officer is a guest presenter in the classroom, a fully DPI licensed teacher must be present in the classroom. (Please also see the attached draft of an SRO job description.)
3. Who decides if the School District of Manawa will have an SRO?
The citizenry of the School District of Manawa will decide if they wish to have an SRO position paid for using Fund 80- Community Fund at the Annual Meeting set for Monday, October 26, 2020 at 7:00 p.m.

The questions that will appear on the Annual Meeting Agenda are as follows: (Note- The Question B. in blue below is only relevant if the citizenry decides to authorize either a full-time or part-time SRO.)

A. Consideration/Discussion of the District engaging a School Resource Officer for the 2021-2022 school year, as follows:

Full-Time (1.0 FTE)

Part-Time (.6 FTE – 3 days/week / 24 hours/week)

Do not employ an SRO

B. Resolution Authorizing the School District of Manawa to Enter into an Intergovernmental Agreement with the City of Manawa for a School Resource Officer (SRO).

4. When would the SRO be hired and begin work?
The process of hiring an SRO would begin after the Annual Meeting once an Intergovernmental Agreement is reached. The position would be posted, joint interviews would be held, and an officer would be offered a position. The tentative plan would be to have the SRO begin school duties on September 1, 2021.

5. What is an Intergovernmental Agreement?
An Intergovernmental Agreement is the formal agreement that a district and police department make that outlines the expectations of the officer and the financial, training, and other responsibilities of the district and police department.

6. When would the SRO be working in the schools or on the school sites?
The position would likely be staffed from September 1- June 30 (10-month schedule that would include summer school). The hours each week would be flexibly scheduled to enable the SRO to do classroom presentations and build relationships with students and staff during the school day as well as the opportunity to attend school activities and events in the evenings or on weekends.

7. How will an SRO position be paid for?
The School District of Manawa’s portion of the salary, benefits, and fees related to having an SRO would be levied to SDM taxpayers as a portion of the Fund 80 – Community Services Fund beginning in the 2021-22 school year.

8. What are the cost estimates and property tax impacts of adding an SRO? (This estimate is related to salary and benefits based on 2020 figures provided by the City of Manawa. It does not include other expenses like office supplies, a squad car, etc.)

Salary Cost Estimate	Full Time Equivalency (FTE)	Increase to Mill Rate
\$67,375	1.0 FTE	\$0.1734
\$67,375	.6 FTE	\$0.1040
\$53,673	1.0 FTE	\$0.1381
\$53,673	.6 FTE	\$0.0829

9. What other preparations would the SDM make to begin an SRO program?
The District, Police Department, and City of Manawa would likely hold a series of joint meetings to work on the Intergovernmental Agreement, review district policies (See attached Policy 8407- School Resource Officer Program approved on July 27, 2020.) and guidelines of an SRO program, endorse a job description, and establish/conduct the hiring process.

10. What other opportunities would the SDM provide to a School Resource Officer?

The SDM would provide the SRO with a furnished office at the MS/HS in the newly constructed office suite just down the hall from the principal. Members of the Manawa Police Department had a chance to see the office during a fall tour of Manawa Middle School/Little Wolf High School to prepare for the school building reopening.

The SDM would also pay for the SRO to become ALICE certified and to take the basic SRO course from the National Association of School Resource Officers that includes a one-year membership in the NASRO.

11. Does an SRO carry a gun?

Yes, the officer wears some type of uniform (may be more casual than a regular on-duty officer) that identifies the person as a law enforcement officer along with a badge and the typical tools used by law enforcement to include a gun.

12. Is there currently a “per use charge” for a police call to the schools?

No.

13. Are there grant dollars to help support paying for an SRO?

There are some grants available that help pay for SRO programs such as the COPS grant but Manawa has received that grant in the past. It is a competitive grant process wherein communities that have not previously received the grant are given precedence.

Full Time Police Officer Cost 2023

Total Employer Pays a Year

Police officer wages		\$ 52,000.00	25.00 per hour (Does not include overtime)
Retirement		\$ 6,864.00	
Health Ins	Family	\$ 22,656.48	
	Single	\$ 9,201.60	
Dental	Single	\$ 329.04	
	Single+Family	\$ 996.72	
	Single+Spouse	\$ 658.56	
Life Ins		\$ 66.00	
Vision	Single	\$ 60.36	
	Single+Spouse	\$ 120.48	
	Single+Child(ren)	\$ 135.96	
	Family	\$ 217.32	
SS/MED		\$ 3,978.00	

Employer pays 88% for Health, Dental and vision premium
 Employer pays 13.2% and Employee pays 6.8% for Retirement
 Employer pays 7.65% for SS/MED
 Clothing cost varies for each officer

Costs for an employee with family *20¢ mill rate* \$ 86,778.52
 Costs for a single employee *0.17* \$ 72,499.00

- raise the levy by this amt. - apportioned over the entire tax base

0.2

7.00 = 700 / \$100,000

7.20 = 720 / \$100,000

increase \$20 for ea. \$100,000 assessed value

Part Time Police Officer Cost 2023

Total Employer Pays a Year

(Hours estimated at 880 for year)

Police officer wages	\$ 22,000.00	25.00 per hour (For 10 months)
SS/MED	\$ 1,683.00	

Must stay below 1,200 hours for part time status

Employer pays 7.65% for SS/MED

Clothing cost varies for each officer

Total Cost \$ 23,683.00

0.06¢
\$6.00

2 retired people
sharing

THE STANDARD REUNIFICATION METHOD SRM V2



REUNIFY

**A Practical Method to Unite Students with Parents After an Evacuation or Crisis.
The “I Love U Guys” Foundation**



PEACE

It does not mean to be in a place where there is no noise, trouble, or hard work.

It means to be in the midst of those things and still be calm in your heart.



STANDARD™ REUNIFICATION METHOD

CHANGE HISTORY VERSION 2.0.1

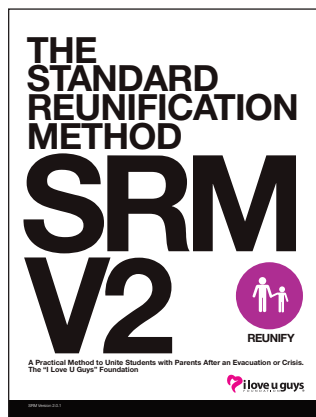
AUTHOR/CONTRIBUTOR	VERSION	REVISION DATE	REVISION COMMENTARY
John-Michael Keyes	0.9.0	09/17/2011	Preliminary Draft
John-Michael Keyes	0.9.1	10/01/2011	First Final Content Revision
Ellen Stoddard-Keyes	0.9.2	10/16/2011	Preliminary Edits
Lee Shaughnessy	0.9.3	10/26/2011	Preliminary Edits
Joseph Majsak. SVP & Chief Marketing Officer, Genesis Mgmt. & Ins. Services Corp.	1.0	11/16/2011	Continuity and Final Edits
John-Michael Keyes	1.1	06/08/2016	Additional Content
John-Michael Keyes Will Schwall Michelle Brady Russ Deffner Carolyn Mears	2.0	03/02/2017	Reunifier replaces Runner Additional Content Edits
John-Michael Keyes	2.0.1	06/25/2018	Students with disabilities modifications

COMMITMENT

There are several things we are committed to. The most important thing we can do is offer our material at no cost to schools, districts, departments, agencies and organizations. The reason we are able to continue to provide this service is due, in part, to the generosity of our donors. The “I Love U Guys” Foundation works very hard to keep our costs down as well as any costs associated with our printed materials. Donor support allows us to stretch those

dollars and services even more. Your gift, no matter the size, helps us achieve our mission.

Please visit www.iloveuguy.org and donate now. Your help makes a difference to our students, teachers, first responders, and the communities in which we live and work.



A Practical Method to Unite Students with Parents After an Evacuation or Crisis

The “I Love U Guys” Foundation

Version 2.0.1

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THE “I LOVE U GUYS” FOUNDATION

On September 27th, 2006 a gunman entered Platte Canyon High School in Bailey, Colorado, held seven girls hostage and ultimately shot and killed Emily Keyes. During the time she was held hostage, Emily sent her parents text messages... “I love you guys” and “I love u guys. k?”

Emily’s kindness, spirit, fierce joy, and the dignity and grace that followed this tragic event define the core of The “I Love U Guys” Foundation.

MISSION

The “I Love U Guys” Foundation was created to restore and protect the joy of youth through educational programs and positive actions in collaboration with families, schools, communities, organizations and government entities.

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1. Materials are not re-sold.
2. Notification of use is provided to The “I Love U Guys” Foundation through one of the following:
 - 2.1. Email notice of use to srm@iloveguys.org
 - 2.2. Notice of Intent
 - 2.3. Memorandum of Understanding
3. The following modification to the materials (handouts, cards) are allowable:
 - 3.1. Localization

The “I Love U Guys” Foundation is committed to providing its programs at no cost to a widening variety of organizations.

To assess the fidelity of implementation within an organization, The Foundation has developed a certification program for the Standard Reunification Method (SRM). The certification program is optional and is not required to use the SRM within your organization.

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Every effort has been made to make this book as complete and accurate as possible, but no warranty or fitness is implied. The information provided is on an “as is” basis.

WHAT’S NEW IN THIS VERSION

There’s tons of new stuff, but the only change in language is that the term *Reunifier* replaces *Runner*. Feedback from Emergency Managers encouraged the change.

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**“Recovery starts when
the crisis begins.”**

“Reunification is the first step in the recovery process.”

– John McDonald, Executive Director of Safety and Emergency Planning, Jeffco R1, Colorado

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**“Tactics are
intel driven.”**

What we plan is based on what we know.

**“But the environment
dictates tactics.”**

But what we do, is based on where we are.

– Sergeant A.J. DeAndrea
– *Civilian Translation: John-Michael Keyes*



STANDARDTM REUNIFICATION METHOD

ABOUT THIS BOOK

In 2012, The “I Love U Guys” Foundation introduced the Standard Reunification Method. At the time, we saw a void in school safety planning regarding student/parent reunification after a crisis. We were certain this was a true need, but few schools or districts actually had reunification plans and practices in place. Fewer still had actually drilled or practiced.

Was it truly a need? The answer lies in the widespread adoption of the SRM. Since 2012, thousands of schools in the US and Canada have implemented the Standard Reunification Method as a means to safely reunite students and families after a crisis.

Recovery starts when the crisis begins. Reunification is the first step in that recovery.

This is Version 2 of the Standard Reunification Method. But notice, we use the word *method*. Not *protocol*. Not *procedure*. Method.

What that means is that we provide you with some tactics. Things we know. But the event, your reunification site, your environment, will ultimately dictate what you do.

Please, in your planning, if you see something here that doesn't seem to work in your environment, figure out what does. Let us know.



**“Cops own the crime.
Fire owns the flames.
Schools own the kids.”**

“But Paramedics own the patient.”

*And that may be an area of conflict during an event.
Your reunification plans and methods must be
communicated with first responders prior to a crisis.*



REUNIFICATION

The nation has experienced high profile acts of school violence. In response to this and the everyday types of crisis, The “I Love U Guys” Foundation develops programs to help districts, departments and agencies respond to incidents.

One critical aspect of crisis response is accountable reunification of students with their parents or guardians in the event a controlled release is necessary. The Standard Reunification Method provides school and district safety



teams proven methods for planning, practicing and achieving a successful reunification. Keep in mind though, this is an evolving process. While there is a smattering of science in these methods, there is certainly more art. Site-specific considerations will impact how these practices can be integrated into school and district safety plans. Successful planning and implementation will also demand partnerships with all responding agencies participating in a crisis response.

WHY BOTHER?

Crisis recovery starts with the crisis, not after. Simply “winging it” when reuniting ignores not only the mental health demands that accompany a crisis, but the responsibility of the school and the district to maintain the chain of custody for every student.

No school is immune to stuff hitting the proverbial fan. Wildland or structural fires, hazardous materials, floods, tornados, blizzards, power outages, tsunamis, bomb threats, acts of violence, acts of terror... these just start the list of events that may necessitate a controlled reunification and release for a school or district.

A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse emotion escalating at the site.

There is a hidden side effect of implementing the Standard Reunification Method. Going through the planning and training process may help strengthen district relationships with first responders. Often law enforcement is very active in partnering with schools and districts. Less often is the fire department. The SRM may be a vector into strengthening relationships with fire agencies as well.

WHAT DOES IT COST?

Implementing the Standard Reunification Method concepts and planning stages take a certain amount of time. But in the grand scheme of school safety, the level of effort is modest. There will be some staff hours committed to the planning, training and practice of these concepts. There will be some cost in printing and in creating the “go kits” necessary for a successful reunification. Since some of this activity is happening at the district level, the cost of “go kits” can be spread among all of the schools in the district.

ADAMS 12 FIVE STAR SCHOOLS METHOD

The core concept of the Adams 12 Reunification Method rests on accountability achieved through a process based on managing the physical location of students, staff and of incoming parents. The process also uses perforated cards. These cards are completed by parents or guardians at the reunification site. The cards are separated at the perforation, and a reunifier retrieves the child.

The methods detailed in the first version of the Standard Reunification Method are based on the practices developed at the Adams 12 Five Star School District, Thornton, Colorado, by Pat Hamilton, Executive Director of Operations, and also at Jefferson County School District, Golden, Colorado, by John McDonald, Executive Director of Security and Emergency Planning.

Since its introduction in 2012, other districts and agencies have also contributed.

The Job Action Sheets in this book were inspired by the work of Michelle Brady, Emergency Planning Coordinator, Hillsboro School District, Hillsboro, Oregon.

Other materials were sourced from the phenomenal work of Will Schwall, Emergency Manager, Hays County Sheriff’s Office, San Marcos, Texas.

OBJECTIVES

The objective of this manual is to help districts develop, train and mobilize a district reunification team, and implement tangible, on-site and off-site reunification plans. Inherent in this objective is creating or strengthening partnerships with first responder agencies – police, fire and medical. By having district and school personnel build a well designed draft plan, it becomes easier to engage the first responders and other key participants in the planning process. During this process, a core philosophy is essential:

- Cops own the crime.*
- Fire owns the flames.*
- Schools own the kids.*
- Paramedics own the patient.*

Additionally, performing a successful reunification is much more likely when drills are conducted in advance of an incident. Tabletop exercises and live exercises should be scheduled and performed.

THE PROCESS IN A NUTSHELL

The materials in this manual provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity.

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location, and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers student from the student staging area and delivers to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience.

WHEN TO INITIATE A REUNIFICATION

Initiating a reunification can be a result of anything abnormal at the school or in the area: power or phone outage, weather event, hazmat incident, bomb threats, criminal activity in the area, or active violence at the school.

In some cases it may be only a partial student population reunification. For instance, criminal activity in the area might result in reunifying students who walk to and from school.



KEEP PARENTS OUTSIDE

The process works best when you can keep the parents outside of the building. If weather or circumstance dictate parents should be inside the building, give special attention to walking flows and sightlines. Caution tape is a secret “force field” when establishing the parent staging areas within a building.

WHY USE CARDS?

Many schools use electronic rosters or campus information systems. Wouldn’t that be easier? The reality is a little different. First and foremost is access to data. Foundation research indicates that in any high profile incident, and even many local ones, internet and cell service become intermittent or even unresponsive. Often school WiFi is impacted as well.

THE CARD

The Reunification Card does a ton of work. Its primary function is to provide accountability, so one student per card is recommended. It also helps with the parent experience. The card is perforated and gives parents a sense of progress as they go through the process.

A LITTLE SOCIAL ENGINEERING

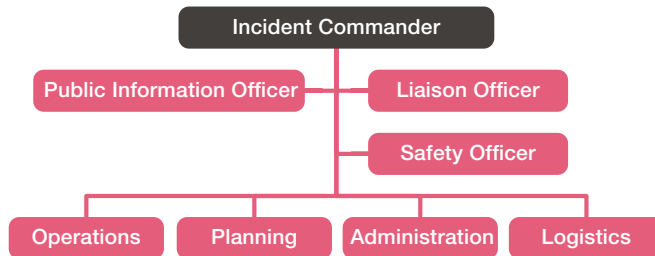
A reunification typically occurs because of a crisis or emergency. Consequently, not just students and parents are trying to function at extraordinary stress levels; staff, their families and other first responders also feel the strain. By having a defined process with signage, cards, branding, procedures and protocols, the school presents an organized, calm face to all involved. Fear or uncertainty often results from the unknown. By adopting, communicating and practicing a “known” procedure, the school removes some of that uncertainty.



The cards also bring anxiety down a notch. Asking a parent to complete the form is a familiar activity and will demand the parent slow down and perform a cognitive action, “Here, read the instructions on back, and we’ll get things started,” might be the first step in lowering parental blood pressure.

INCIDENT COMMAND SYSTEM

Whether it is a man-made or natural crisis, or an act of violence in the school, law enforcement, fire and medical teams will be involved in the school or district's reunification process. Learning to understand and speak a common language as well as being familiar with their procedures is imperative to a successful outcome. With that in mind, district and school safety teams must understand and use the Incident Command System.



NOT SO WEIRD ADVICE

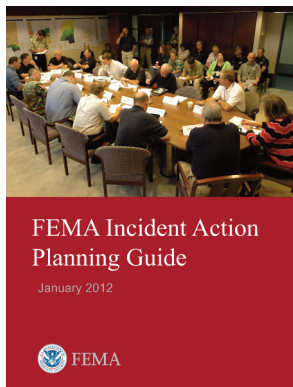
At first blush, this bit of advice may sound weird to educators: "Check out FEMA. Go to <http://training.fema.gov> and complete the online training for IS-100 SCA Introduction to Incident Management for Schools." The course takes about an hour and a half to complete and introduces some basic emergency response principles in the context of school safety.

Here's why this advice isn't as weird as it sounds. Every first responder agency that partners with schools uses "Incident Command" during a crisis. The "Incident Command System" (ICS) is a response method that determines the role of everyone responding to a crisis and defines a shared vocabulary and shared expectations of behavior.

District and school safety teams need this shared vocabulary when interacting with first responders during a crisis. Equally important is that, when meeting with first responders, having the concepts and vocabulary of Incident Command removes some of the language barriers. It also shows a commitment to success that departments and agencies will appreciate.

PRIORITY, OBJECTIVE, STRATEGY, TACTIC

A valuable FEMA resource is the *Incident Action Planning Guide*, and it's a good start in understanding how first responders manage an incident.



From a school or district perspective, it's important to understand that the incident commander has an expectation that to be useful during the event, the school or district personnel need to have some experience with incident command.

If the school or district personnel don't exhibit any knowledge of the process, their input may be marginalized.

Source: <https://www.fema.gov/media-library/assets/documents/25028>

ARTICULATE YOUR P.O.S.T.

The first step in incident management is defining the priorities, objectives, strategies and tactics that will be used during the event. While every incident will be unique, there are considerations that can be addressed in advance.

Priorities:

- Student and staff safety and well being.
- Student and staff whereabouts and condition.
- Starting the recovery process.

Objectives:

- Every student has been accounted for.
- Every staff member has been accounted for.
- Every student still in the school's control is reunited with their parent or guardian.

Strategies:

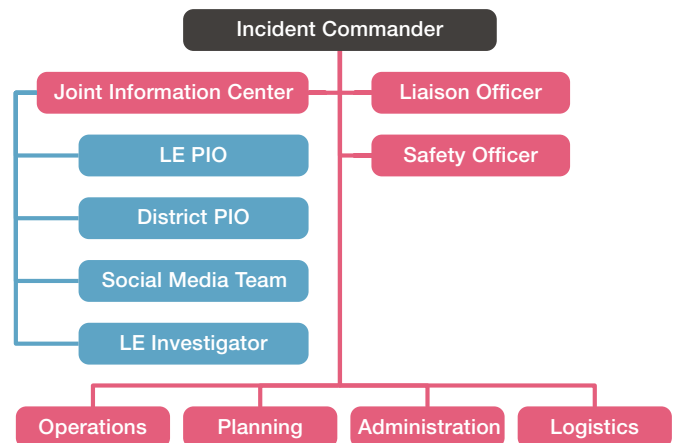
- The Standard Reunification Method

Tactics:

- Tactics will vary based on the event and the environment, but look at the typical lifecycles on page 16 for a jumpstart.

JOINT INFORMATION CENTER AND THE SOCIAL MEDIA TEAM

An essential role in the JIC is the Social Media Team. The team should have a couple of people monitoring social media outlets, and when directed by the lead Public Information Officer, releasing any information to social media outlets. Twitter especially seems to have the highest level of activity during an event.



If possible, Public Information Officers (PIO) from all of the responding departments or agencies and the district PIO should be physically together with the Social Media Team. If it's a criminal event, there is a growing trend for law enforcement to assign a detective or investigator to the JIC to monitor social media for evidentiary information.

It is important to recognize that if students have been transported to a separate reunification site, a second command structure will be set up there as well. It may be labeled as a division under Unified Command and will need resources from first responders, but a command structure will need to be established to manage the reunification process, separate from the initial incident.

TWO TEAMS: TRANSPORT AND REUNIFICATION

With an offsite reunification, the district reunification team will deploy to the reunification site. Other responsibilities need to be managed at the impacted school. Regardless of criminal activity, law enforcement resources will be required.

There are two teams the district must field for an offsite reunification. The team at the impacted school facilitates transport and initiates accountability processing.

The reunification team deploys to the reunification site for staging and ultimately student/parent reunification, and return transportation of teachers and staff.



IMPACTED SCHOOL: TRANSPORT TEAM

The team at the impacted school has these priorities:

- Assemble a master student roster, teacher roster and guest roster
- Identify and notify reunification site
- Provide safe transport of students and staff to reunification site
- If there are injuries, additional district personnel assign to the receiving care facilities.

LAW ENFORCEMENT SUPPORT

At the impacted site law enforcement support may be necessary. Some assignments may include:

- Traffic Control
- Crowd Control
- ID Verification
- Perimeter Control
- Security
- Liaison

In the event of criminal activity, LE will typically take the lead in Unified Command.

At the secure assembly area, law enforcement may search students and staff. One important consideration for law enforcement is, if possible, perform the search of students out of sight of the media.

TRANSPORTATION DIRECTOR

Whether the district runs its own buses or service is contracted out, the Transportation Director should be involved in all planning, drilling and training for reunification.

TRANSPORT OPERATIONAL ROLES AND DUTIES

The following outlines the roles and duties of the Transportation Team. For detailed tasks see the Job Action Sheets.

Transport Incident Commander Coordinate Priorities, Objectives, Strategies and Tactics for an accountable, easy, reunification of students with parents.

Public Information Officer Communicate with parents and press, if appropriate. Coordinate use of mass call or text messages

Social Media Team Monitor social media. Use Twitter to communicate with parents and press, if appropriate.

Safety Officer Observe site and remedy safety concerns.

Liaison Officer Communicate with Fire, Medical or Law Enforcement.

Operations Chief Establish and manage operational staff.

Planning Chief Establish and manage planning staff.

Finance/Administration Chief Establish and manage administrative staff.

Logistics Chief Establish and manage logistical staff.

Student Assembly Director Establish and manage the Student Assembly Area.

Leads For span of control, some roles may need leads.

Victim Advocates/Counselors Standby unless needed.

Kid Wranglers Teachers and Staff who arrive with students remain in the Student Assembly Area to manage students. Additional people may be assigned to this task.

Scribe Document events. A yellow pad is sufficient.

Runner Assist Incident Command if needed.

Transportation Direct transportation needs.

Communications Facilitate radio and other communication needs.

Facilities Coordinate any physical plant needs.

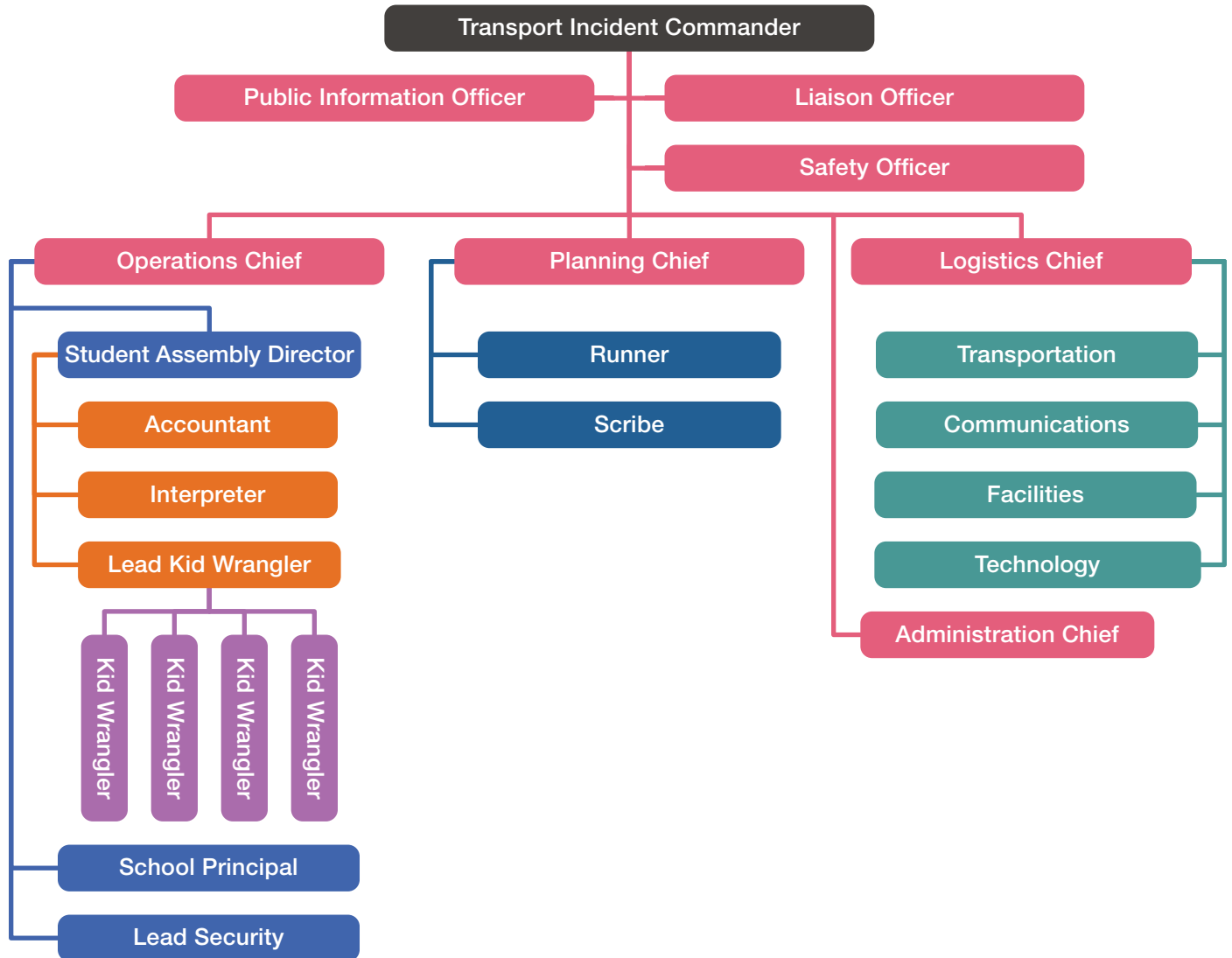
School Principal High priority for transport to the reunification site. Be present at Parent reunification site.

Superintendent Verify reunification site and notification.

TEACHERS: STAY WITH YOUR STUDENTS

Interviews with safety directors directly impacted by crisis reveal a common thread. Often teachers will group together in the immediate aftermath, or assume their job is done when police arrive on scene. It's important to emphasize that teachers should remain with their students and aren't done until all of the students have been reunited with their families. Certainly, exceptions are appropriate for teachers who are also parents of impacted students.

SAMPLE TRANSPORT ORGANIZATION CHART



THE DISTRICT REUNIFICATION TEAM

Most often the Reunification Team is populated by district personnel. There are several reasons for this:

- Training can be more readily coordinated.
- Experienced teams are more proficient.
- School based teams may initially be unavailable.

Smaller districts may recruit from various schools' administrators in order to populate the team. Extremely small districts may recruit volunteers from the community to staff the Reunification Team. A good rule of thumb for team size is one per hundred students, plus another five members.

Once school staff are at the reunification site, there are roles that the school staff will assume. It's important to train school staff in their role during a reunification.



WHO ARE VICTIM ADVOCATES?

Many law enforcement agencies, district attorneys, and prosecutors have victim advocates on staff and a cadre of volunteers. They often deploy when there is a crisis. Very often they are trained in Psychological First Aid and can be helpful with crisis counseling, if needed, during a reunification. Recruit and train these community partners.

INCLUDING FIRST RESPONDERS

It is absolutely imperative that as the reunification plan is developed, first responders are brought into the process. Meeting with command staff, including PIOs, both law enforcement and Fire/EMS will generate two outcomes. First, they will look at your plan from their perspective. Second, they have suggestions you might not have thought of.

During a Standard Reunification Method workshop, conducted by The Foundation, a fire chief requested the training for every fire station in his city. When questioned why, he replied, "We are going to be on scene. If we're not actively engaged in fire or EMS, we can help with the reunification process."

LAW ENFORCEMENT SUPPORT

At the reunification site law enforcement support may be necessary. Some assignments may include:

- Traffic Control
- Crowd Control
- ID Verification
- Perimeter Control
- Security
- Liaison

OPERATIONAL ROLES AND DUTIES

The following outlines the roles and duties of the Reunification Team. For detailed tasks see the Job Action Sheets.

Reunification Incident Commander Coordinate Priorities, Objectives, Strategies and Tactics for an accountable, easy reunification of students with parents.

Public Information Officer Communicate with parents and press, if appropriate. Coordinate use of mass call or text messages.

Social Media Team Monitor social media. Tweet parents and press, if appropriate.

Safety Officer Observe site and remedy safety concerns.

Liaison Officer Communicate with Fire, Medical or Law Enforcement.

Operations Chief Establish and manage operational staff.

Planning Chief Establish and manage planning staff.

Finance/Administration Chief Establish and manage administrative staff.

Logistics Chief Establish and manage logistical staff.

Parent Check-in Director Establish and manage the check-in process.

Student Assembly Director Establish and manage the Student Assembly Area.

Leads For span of control, some roles may need leads.

Greeters Help coordinate the parent lines. Tell parents about the process. Help verify parents without ID.

Checkers Verify ID and possibly custody rights of parents or guardians. Direct parents to Reunification Area.

Reunifier Take bottom of Reunification Card to Assembly Area, locate student and bring to Reunification Area. Ask student, "Are you okay going home with this person?"

Flow Monitor Observe and remedy process hiccups.

Victim Advocates/Counselors Standby unless needed.

Kid Wranglers Teachers and Staff who arrive with students remain in the Student Assembly Area to manage students. Additional people may be assigned to this task.

Entertainment Director At the elementary level, deploying a projector and screen can reduce student stress. With middle and high school students, consider turning on a television and tuning to local news if appropriate.

Scribe Document events. A yellow pad is sufficient.

Runner Assist Incident Command if needed.

Transportation Directs transportation needs.

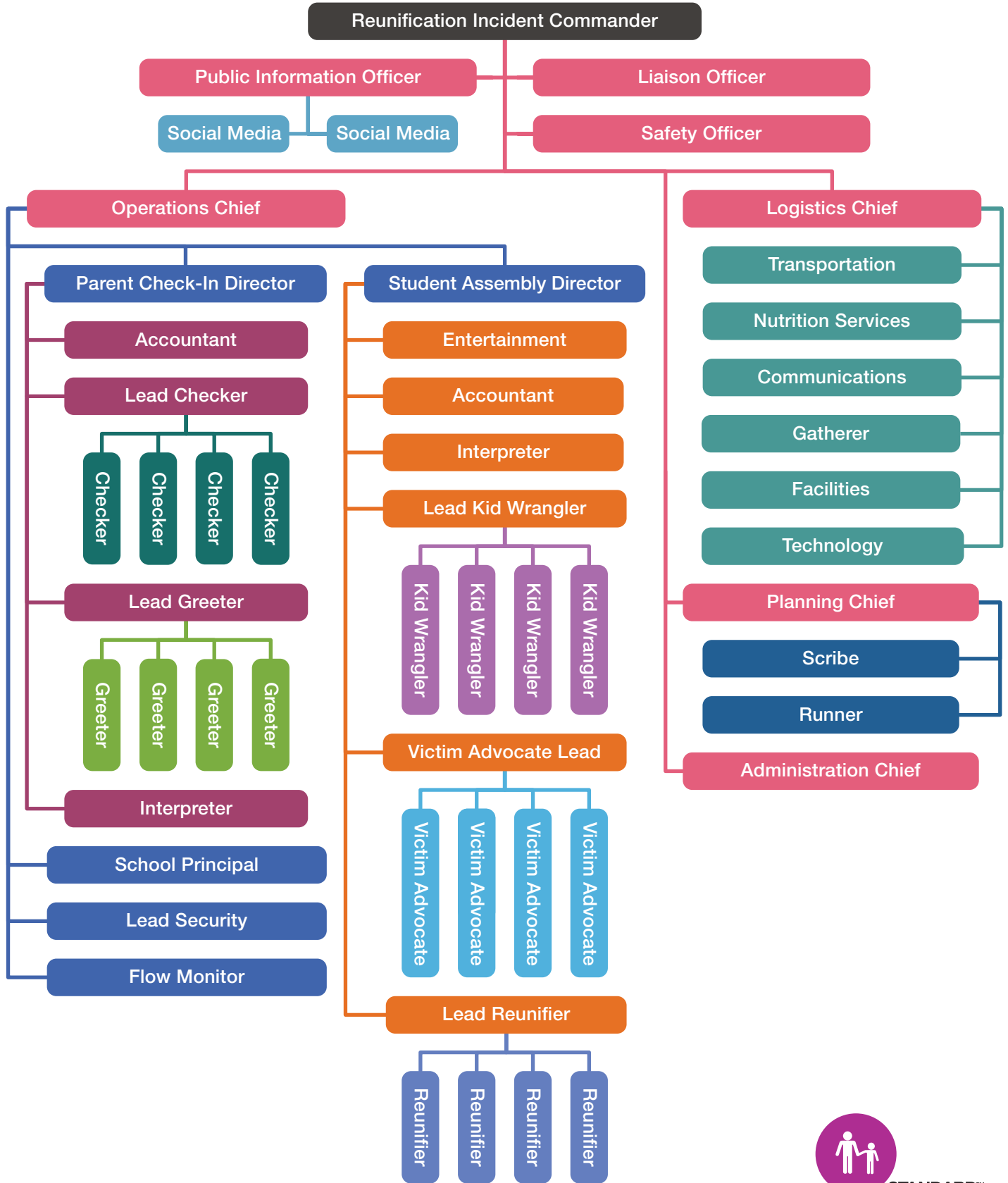
Nutrition Services Provide snacks and water.

Communications Facilitate radio and other communication needs.

Facilities Coordinate any physical plant needs.

School Principal Serve as the "Face of the school" at the Reunification Area.

SAMPLE OFFSITE REUNIFICATION ORGANIZATION CHART



SRP Lifecycle with



EXAMPLE 1: LOCKOUT

Scenario: Criminal activity in the area has resulted in the school going into Lockout. Students were brought into the building. Business as usual inside, but no one is let in or out.

Law enforcement has indicated that a normal release of the students can occur, but the situation outside isn't resolved.

Considerations: With criminal activity in area of the school, it's decided that students who walk home should have their parents pick them up.

Reunification Incident Command: Because there was no criminal or safety issue in the school, Reunification Incident Command would be led by the school safety team. Coordination with Law Enforcement Incident Command of the criminal activity would be needed.

Public Information Officer: Because the school was not directly involved in criminal activity, the school or district would lead public information within the school community. District PIO would inform LE PIO of the media messaging.

Notifications: Depending on the situation, parents and media may be notified that the school has been placed in Lockout. Additional notification will be made to parents who would need to pick up their students.

Police Role in Reunification: With criminal activity in the area, but not directly near the school, officers may be asked to assist with reunification. Some duties might include assisting with parent identification (for the parents without ID), traffic control, or simply uniformed presence. Patrol resources may also be relocated near the school.

LOCKOUT LIFECYCLE

- School is placed in Lockout.
- Parents are notified.
- Business goes as usual within the school.
- Law enforcement presence around the school is increased
- The Standard Reunification Method is utilized for the students that walk home at the end of school day.



EXAMPLE 2: LOCKDOWN

Scenario: At the middle school, an armed intruder is seen in the building. Students and staff immediately lock classroom doors, turn out the lights, and remain out of sight. Law enforcement arrives on scene.

Considerations: Because it is still an active law enforcement response and investigation, the decision is made to transport the students to a nearby community center for reunification.

Unified Command: Because it is an active crime scene, law enforcement would lead Unified Command at the middle school site.

Reunification Incident Command: At the reunification site, a command structure is established to manage the reunification.

Joint Information Center: Because it is an active crime scene, the law enforcement PIO would be the primary press representative. The school or district PIO would be in the JIC, communicating with the PIO at the reunification site.

Notifications: Parents and media are notified that the school has been placed in Lockdown. Additional notifications are made to parents on the location of the reunification site once students are in route or at the site.

Police Role in Reunification: While the school has become an active crime scene, some officers will be assigned to the reunification site. Depending on the site, police may decide to sweep the area prior to students arriving. In addition to the duties outlined in the Lockout example, detectives may be on scene for witness interviews and statements.

LOCKDOWN LIFECYCLE

- School is placed in Lockdown.
- Multiple law enforcement agencies arrive on scene.
- Students and staff are evacuated classroom by classroom to the Secure Assembly Area. In this case, the gym is secured by law enforcement.
- Parents begin to arrive outside of the police perimeter.
- The media arrive on scene.
- Internet, WiFi, and cell services become intermittent or unresponsive.
- Police secure the reunification site.
- District mobilizes Reunification Team.
- Buses are deployed and students are transported to the reunification site.
- Parents are notified of location.
- The Standard Reunification Method is utilized.

Reunification



EXAMPLE 3: EVACUATE

Scenario: An unknown cause has resulted in thick smoke in the middle school. Students successfully evacuate to the football field.

Considerations: Because it is still an active fire response and investigation, the decision is made to transport the students to a nearby high school for reunification.

Unified Command: Because it is an active fire event, the fire department would lead Unified Command at the middle school site.

Reunification Incident Command: At the reunification site, a command structure is established to manage the reunification.

Joint Information Center: Because it is an active fire event, the fire department PIO would be the primary press representative. The school or district PIO would be in the JIC, communicating with the PIO at the reunification site.

Notifications: Parents and media are notified that the school has been evacuated. Additional notifications are made to parents on the location of the reunification site once students are in route or at the site.

Police Role in Reunification: While the school is an active fire scene, the school requests assistance from law enforcement. Officers are assigned to the reunification site.

EVACUATE LIFECYCLE

- Parents begin to arrive outside of the perimeter.
- The media arrive on scene.
- Internet, WiFi, and cell services are intermittent or unresponsive.
- Police secure the reunification site.
- District mobilizes Reunification Team.
- Buses are deployed and students are transported to the reunification site.
- Parents are notified of site location.
- The Standard Reunification Method is utilized.



EXAMPLE 4: SHELTER

Scenario: A nearby wildland fire has resulted in mandatory neighborhood evacuations. The Red Cross is requesting the high school as a designated shelter.

Considerations: Due to the community value of the high school as a Red Cross shelter, the decision is made to accept the request. With area residents arriving, and bus routes affected, the decision is made to transport students to a school outside of the impacted area.

Unified Command: Because it is an active fire event, the fire department would lead Unified Command, but shelter is only one aspect. The Red Cross would establish their command structure division at the shelter high school.

Reunification Incident Command: At the reunification site, a command structure is established to manage the reunification.

Joint Information Center: Because it is a large scale event, managed by Unified Command, the most experienced PIO would be the primary press representative. The school or district PIO would be in the JIC, communicating with the PIO at the reunification site.

Notifications: Parents and media are notified that the school has been evacuated. Additional notifications are made to parents on the location of the reunification site once students are in route or at the site.

Police Role in Reunification: The school which is the reunification site requests assistance from law enforcement. Officers are assigned to the reunification site.

SHELTER LIFECYCLE

- Parents begin to arrive outside of the perimeter.
- The media arrive on scene.
- Internet, WiFi, and cell services are intermittent or unresponsive.
- Police secure the reunification site.
- District mobilizes Reunification Team.
- Buses are deployed and students are transported to the reunification site.
- Parents are notified of site location.
- The Standard Reunification Method is utilized.

SRM Staging the

STEP 1 ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.



Priorities: Student and staff safety and wellbeing
Student and staff whereabouts and condition
Assemble affected school command staff
Integrate with Unified Command
Joint Information Center established

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2 CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.



If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

STUDENTS WITH DISABILITIES

The Individuals with Disabilities Act mandates additional supports for students with special education needs in a school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.



SRM Actions and

COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.



REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

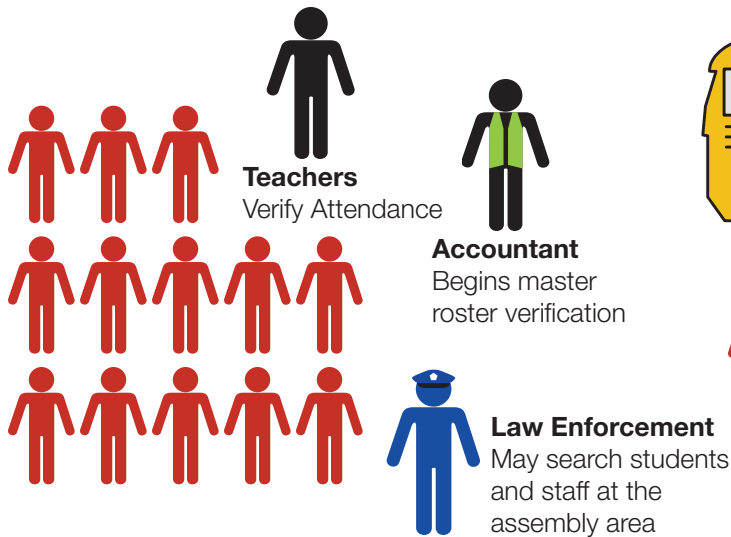
Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.



School for Transport

STEP 3 SECURE ASSEMBLY AREA

At the Secure Assembly Area it is preferable that teachers stay with their students. If some teachers are unable to be at the Secure Assembly Area, doubling up classes with "Partner" teachers is appropriate.



STEP 4 STUDENT AND STAFF TRANSPORT

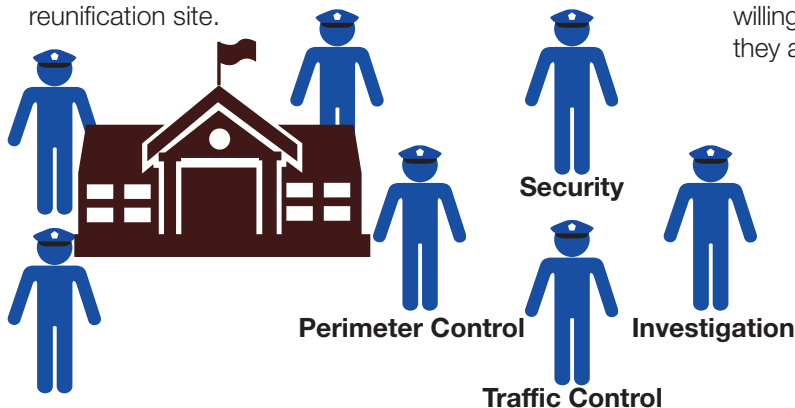
Students and staff board the bus and are transported to the Reunification Site. Buses having audio video systems can be utilized for further accountability by having students face the camera and state their name.



Considerations

LAW ENFORCEMENT SUPPORT AND INVESTIGATIONS

Regardless of criminal activity, law enforcement support will be necessary at both the impacted school and the reunification site.



FIRE AND EMS CASUALTY CARE

If necessary, Fire and EMS will establish Casualty Collection, Triage and Transport areas. Many fire departments are also willing to assist in the transport and reunification process, if they are not actively responding to crisis.



SRM Staging the

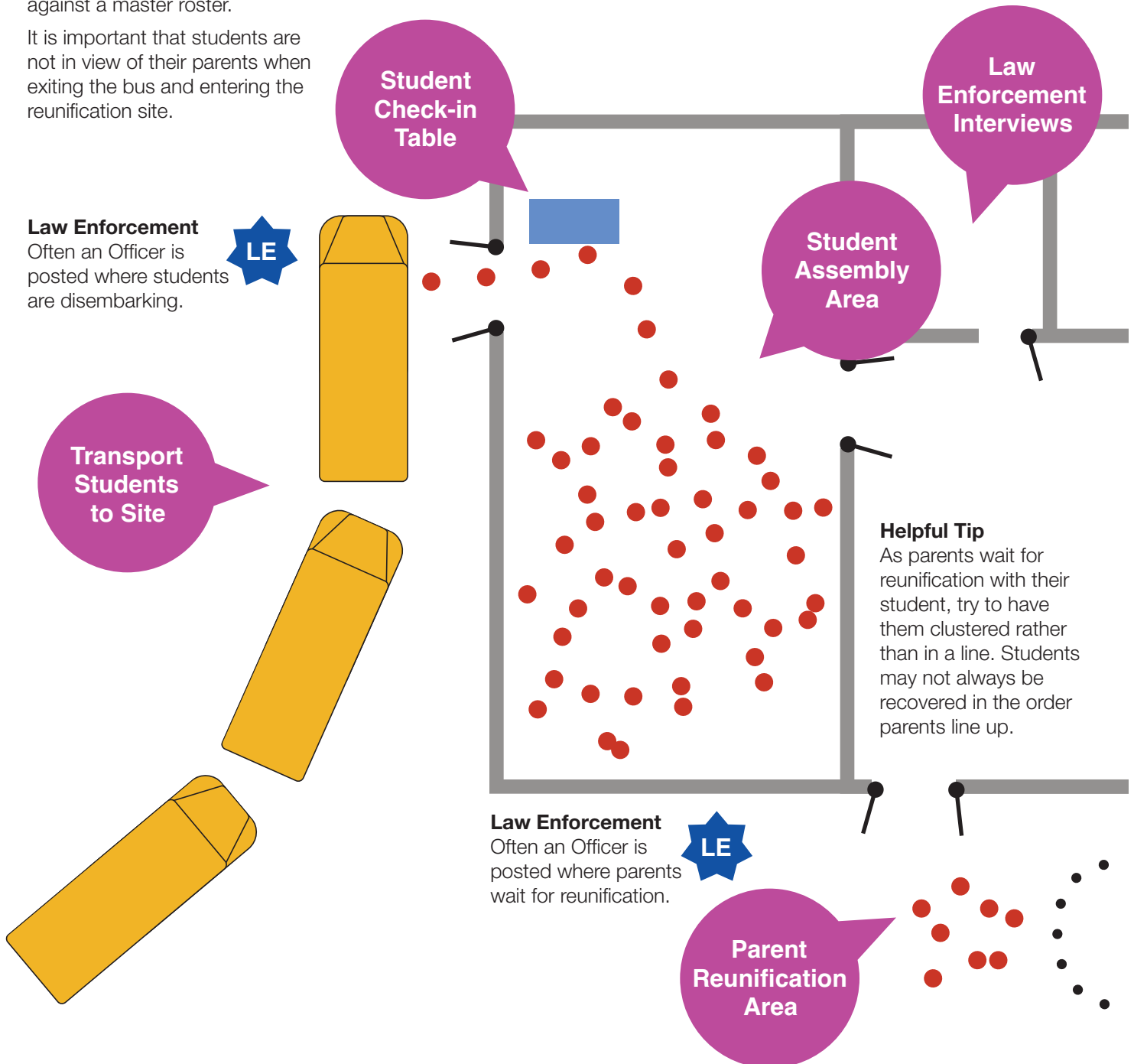
ASSEMBLY AREA STUDENTS ENTER OUT OF PARENTAL VIEW

Students are transported to the Reunification Site and are then directed to the Student Assembly Area. Often this is a cafeteria or gymnasium. Upon arrival, students are verified against a master roster.

It is important that students are not in view of their parents when exiting the bus and entering the reunification site.

GREETING AREA PARENTS ARE MET HERE

As parents arrive, signage directs them to Parent Check-in Table. Greeters begin the process by asking parents to complete the Reunification Card.



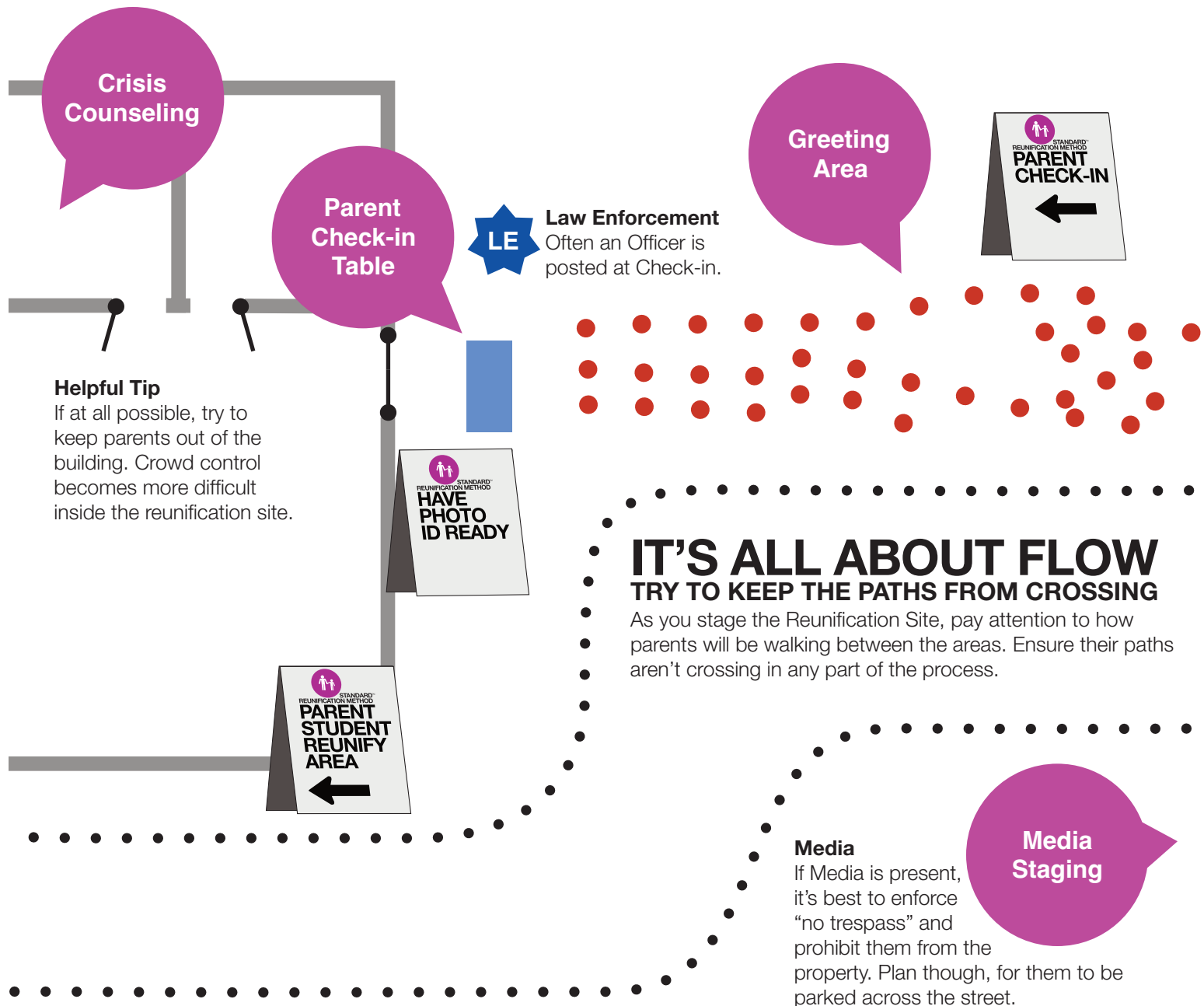
Reunification Site

CHECK-IN TABLE SET UP MULTIPLE LINES

Establish parallel check-in lines based on first initial of last name. Checkers verify ID and custody.

REUNIFICATION AREA PARENT STUDENT REUNIFICATION

As their tasks are completed, Greeters and Checkers can be reassigned as Reunifiers.



SRM The Process

STEP 1 GREETINGS

As parents arrive at the reunification site, Greeters explain the process and distribute Reunification Cards.

Reunification Information (PLEASE PRINT CLEARLY)
Have photo identification out and ready to show school district personnel.

Student Name _____ Student Cell Phone Number _____
 Student Grade _____ Name of person picking up student _____
 Signature _____
 Phone number of person picking up student _____
 Relationship to student being picked up _____
 Photo identification matches name of person picking up student? Y or N _____

Parent completes: _____
 Print Student Name Again _____ School personnel completes upon release of student
 Student Grade _____
 Student Birthday _____

STEP 2 PARENTS FILL OUT CARD

Parents complete the information requested on the card, and begin to self-sort into lines.

Reunification Information (PLEASE PRINT CLEARLY)
Have photo identification out and ready to show school district personnel.

Student Name Sue ie Smith
 Student Grade 8 th Student Cell Phone Number 7 2 0 - 5 5 4
 Name of person picking up student John Smith
 Signature John Smith
 Phone number of person picking up student 7 2 0 - 5 5 4 - 7 1 2 3
 Relationship to student being picked up Parent
 Photo identification matches name of person picking up student? Y

Parent completes: Sue ie Smith
 Print Student Name Again _____ School personnel completes upon release of student
 Student Grade 8 th
 Student Birthday July 4 th 2 0 0 4

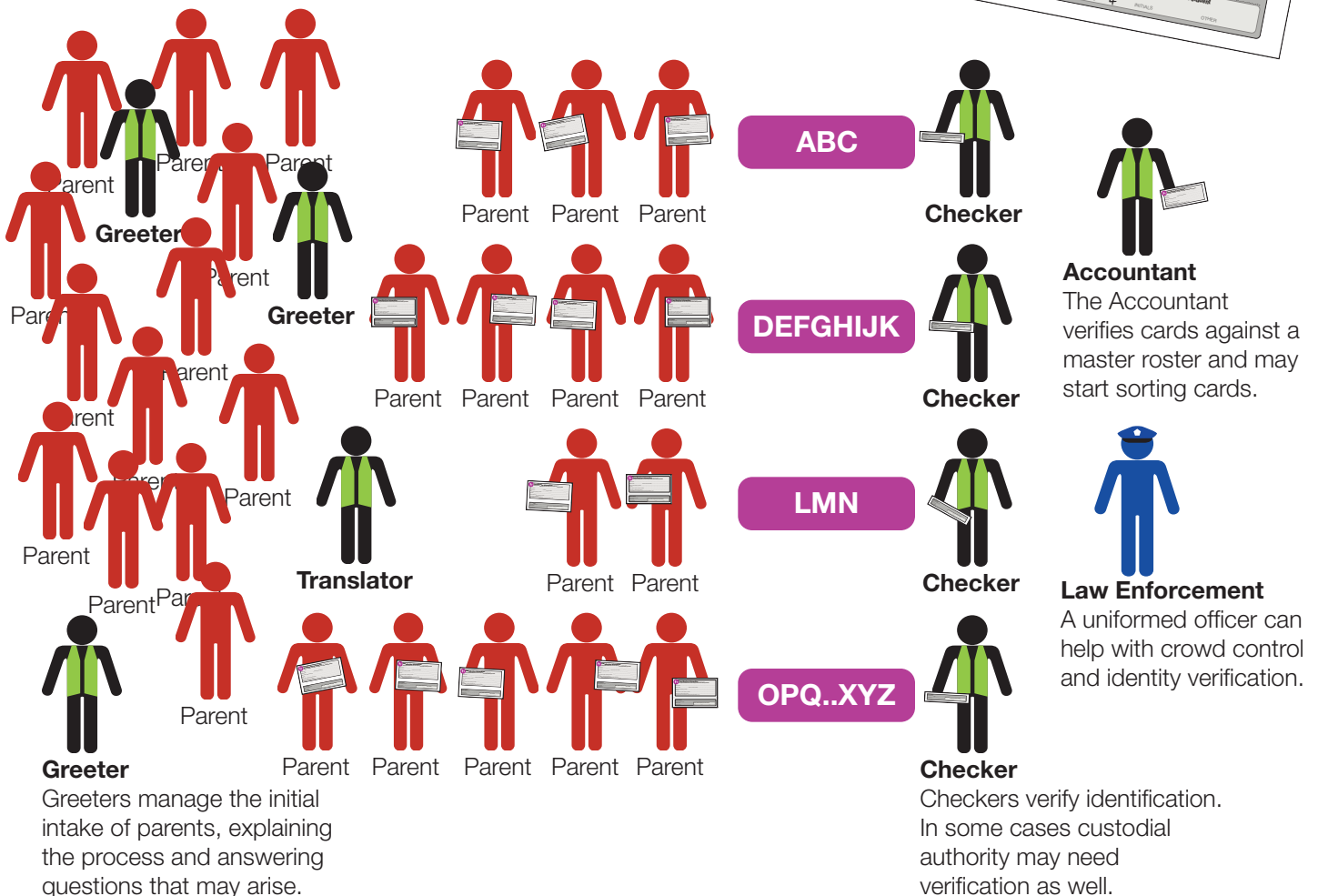
STEP 3 CHECKERS VERIFY ID

Parent custody is verified. The card is torn on the perforation and the bottom is returned to the parent. The top is given to the Accountant.

Reunification Information (PLEASE PRINT CLEARLY)
Have photo identification out and ready to show school district personnel.

Student Name Sue ie Smith Student Cell Phone Number 7 2 0 - 5 5 4
 Student Grade 8 th Name of person picking up student John Smith
 Signature John Smith
 Phone number of person picking up student 7 2 0 - 5 5 4 - 7 1 2 3
 Relationship to student being picked up Parent
 Photo identification matches name of person picking up student? Y

Parent completes: _____
 Print Student Name Again Sue ie Smith School personnel completes upon release of student
 Student Grade 8 th
 Student Birthday July 4 th 2 0 0 4



Greeter
Greeters manage the initial intake of parents, explaining the process and answering questions that may arise.

in 6 Easy Steps

STEP 4 REUNIFICATION AREA

At the Reunification Area, parents give the bottom of the card to a Reunifier. The Reunifier goes to the Assembly area to get the student.

Parent completes: <u>Suzie Sw</u>
Print Student Name Again: <u>Suzie Sw</u>
Student Grade: <u>8th</u> School personnel completes upon release of student
Student Birthday: <u>July 4th 2</u> INITIALS OTHER

STEP 5 STUDENT REUNIFICATION

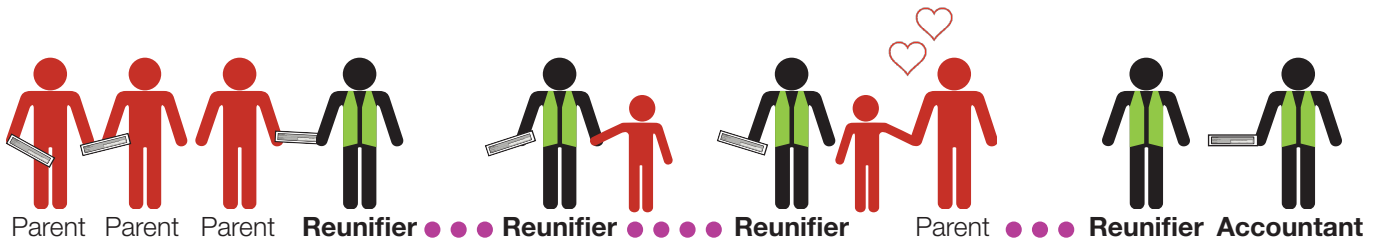
The Reunifier returns the student to their parents asking the student if they feel comfortable leaving with that adult. They then note the time and initial the bottom of the card.

Parent completes: <u>Suzie Sw</u>
Print Student Name Again: <u>Suzie Sw</u>
Student Grade: <u>8th</u> School personnel completes upon release of student
Student Birthday: <u>July 4th 15:25</u> INITIALS <u>PH</u> OTHER

STEP 6 ACCOUNTABILITY

The Reunifier delivers the bottom of the card to the Student Assembly Accountant. The Accountant may start sorting the cards.

Parent completes: <u>Suzie Sw</u>
Print Student Name Again: <u>Suzie Sw</u>
Student Grade: <u>8th</u> School personnel completes upon release of student
Student Birthday: <u>July 4th 15:25</u> INITIALS <u>PH</u> OTHER



Principal

It may be beneficial to have the school principal in the area where students and parents are reunified.

WHAT IF? THE STUDENT ISN'T THERE

If the student isn't in the Assembly Area, the Reunifier hands the card to a Victim Advocate/Crisis Counselor.

Parent completes: <u>Suzie Sw</u>
Print Student Name Again: <u>Suzie Sw</u>
Student Grade: <u>8th</u> School personnel completes upon release of student
Student Birthday: <u>July 4th 2</u> INITIALS OTHER

SEPARATE PARENT FROM THE LINE

The Victim Advocate/Crisis Counselor then separates the parent from the other parents in line and takes them to a private location.



Law Enforcement

A uniformed officer can help with crowd control and keep the peace.



SRM The Card

REUNIFICATION INFORMATION CARDS

The Standard Reunification Method was created to manage not just the students, but the parental experience of reunification as well. The Reunification Card is an essential element of the method.

Some might initially protest, “What! More Paperwork?” And the answer is “Yes. Precisely.” Beyond providing a mechanism for accountability, the card demonstrates to parents that there is a process for this. It shows that school or district has a plan and a method.



The psychology behind the process begins to offer the parent some measure of order in what might be a stressful time. Filling the card out, then separating the top from the bottom, handing the card to the Reunifier, gives the parent feedback, demonstrating progress in the process. The bottom of the card also provides proxy identification for the parent, removing the need to ID them at every phase.

SEND IT HOME IN ADVANCE?

The question often comes up on whether the school should send the cards home in advance and request parents fill out and return them. Certainly an option, but it creates unnecessary work in collecting the cards and diminishes the parent experience. One alternative is to send the cards home, with the handout, and ask parents to complete the card and put it in their car. This gives parents an expectation of the process and some parents will complete the request. The handout is available on the website and is also reprinted on page 28 of this book.

AVAILABLE IN SPANISH

The Reunification Card is also available in Spanish. Check the website for new translations.

Información de Reunificación (POR FAVOR IMPRIMA CLARAMENTE)
Tenga identificación con foto disponible para mostrarla al personal del distrito escolar.

Nombre del Estudiante

Grado del Estudiante..... Número del Celular del Estudiante

Nombre de la persona que recoge al estudiante

Firma

Número de teléfono de la persona que recoge al estudiante

Relación al estudiante recogido.....

¿La identificación de foto encaja con el nombre de la persona que recoge al estudiante? Sí o No

Para completar por el padre:
Imprima el Nombre del Estudiante Otra Vez

Grado del Estudiante..... El personal escolar completa tras la liberación del estudiante.

Cumpleaños del Estudiante..... OTRO TIEMPO INICIALES

Reunificación
Primero, queremos agradecerle su paciencia durante esta reunificación. Compartimos la misma meta durante este proceso: Reunirlo a Ud. y a su estudiante lo más rápido posible. La razón por la cual estamos haciendo esto es que un acontecimiento ha ocurrido en la escuela que nos manda a juntarle personalmente con su niño.

Instrucciones

1. Por favor complete la información del otro lado de esta tarjeta.
2. Prepare su identificación (si usted no tiene identificación con usted, por favor muévase al lado de la línea/fila, puede tomar un poco verificar su identidad.)
3. Seleccione la fila de registro basada en apellido del estudiante o grado del estudiante.
4. Después del registro, el personal partirá esta tarjeta en dos y un corredor será enviado para traer a su estudiante. Por favor camine hacia la ubicación de reunificación.
5. Si ha habido una lesión u otras preocupaciones, puede pedirsele reunirse con un consejero.
6. Por favor no le grite al personal de la escuela o del distrito. Completaremos esto lo más rápido posible.

Firma del Padre o Tutor
He leído y entiendo estas instrucciones.Fecha.....

Imprima su Nombre.....

Firma.....

PRESS READY ARTWORK

The Reunification Cards are press ready for your printer. The artwork is set up for *Work and Tumble*¹ on 8 1/2" x 11" index card stock. Ask your printer for a strong perforation. There is little worse than a “bad per” on reunification day.

¹ “In prepress and printing, an imposition or layout in which one plate contains all the images (pages) to be printed on both sides of a sheet. When one side of a job has been printed, the pile of printed sheets is turned over, the edge of the sheet that was the gripper edge for the first side becoming the back edge for the second side. After printing, the sheet is cut in half, yielding two identical units.”

Source: PrintWiki – the Free Encyclopedia of Print. <http://printwiki.org>



Reunification Information

(PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

Photo identification matches name of person picking up student? Y or N

Parent completes:

Print Student Name Again

Student Grade

Student Birthday

School personnel completes upon release of student

TIME	INITIALS	OTHER
------	----------	-------

Parent Guardian Sign Off
 I have read and understand these instructions.
 Print Your Name
 Signature

1. Please complete the information on the other side of this card.
2. Prepare identification (if you don't have ID with you, please move to the side of the line, it may take a little longer to verify your identity.)
3. Select the check-in line based on either student last name or student grade.
4. After check-in, staff will split this card and a runner will be sent to recover your student. Please step over to the Reunification Location.
5. If there has been injury or other concerns, you may be asked to meet a counselor.
6. Please don't shout at school or district staff. We'll get through this as quickly as possible.

Instructions

First, we want to thank you for your patience during this reunification. We share the same goal during this process: Getting you and your student back together as quickly as possible. The reason we're going through this is that an event has occurred at the school that mandates we personally reunite you with your child.

Reunification



STANDARD™ REUNIFICATION METHOD

STUDENT/PARENT REUNIFICATION

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. This process is called a Reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a reunification is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

NOTIFICATION

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: *“The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID.”*

PARENT/GUARDIAN EXPECTATIONS

If a parent or guardian is notified that a reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

WHAT IF A PARENT CAN'T PICK-UP THEIR STUDENT?

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

WHAT IF THE STUDENT DROVE TO SCHOOL?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student. In some circumstances, high school students may be released on their own.

Reunification Information (PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

Photo identification matches name of person picking up student? Y or N

Parent completes:

Print Student Name Again

Student Grade School personnel completes upon release of student

Student Birthday TIME INITIALS OTHER

HOW IT WORKS

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

REUNIFICATION CARDS

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification “Check In” area and form lines based on the first letter of their student's last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

In the case of multiple students being reunified, a separate card for each student needs to be completed.

BRING ID TO CHECK IN

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent.

From the “Check In” area parents are directed to the “Reunification” area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

INTERVIEWS AND COUNSELING

In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.



SRM Signage



READY TO PRINT SIGNAGE

Available on the website are downloadable signs. These are sized at 24" x 32" comfortably fitting in most sandwich board curb sign frames.



SRM Planning

GETTING STARTED

Planning for a reunification involves creating documents geared toward a number of audiences. There is a District plan, individual school plans, and plans for first responders.

As with any school safety plan, the concept of plan evolution is ever-present. Events may occur or lessons may be learned that impact these roles or procedures. Emergency planners should also remain vigilant and familiarize themselves with emerging trends regarding school safety and crisis response management in particular.

Additionally, depending on the type of event, plans may suggest Districts ask law enforcement to help evaluate and secure evacuation locations prior to moving students.

THE DISTRICT REUNIFICATION PLAN HAS THE FOLLOWING COMPONENTS:

- Introduction
- Objectives
- Planning team acknowledgment and contact information
- Definitions
- Contact information
- Incident Command structure
- Attendance procedures
- Local site floor plan
- Primary walking evacuation site floor plan
- Primary walking evacuation routes with emergency services routes
- Secondary walking evacuation site floor plan
- Secondary walking evacuation routes with emergency services routes
- Transport plan
- Primary bus evacuation site floor plan
- Primary bus evacuation routes
- School, district, law enforcement, fire, medical, legal and insurance acknowledgment sign-offs
- Emergency services routes
- Secondary bus evacuation site floor plan
- Secondary bus evacuation routes with emergency services routes
- (Optional tertiary bus site information)
- District/School “go kits”
- Notification procedures
- Media management
- Time of day contingencies
- Type of incident contingencies
- Reunification Setup roles and procedures
- Reunification Process roles and procedures
- Reunification Teardown roles and procedures
- Debriefing guidance
- Exercise schedule
- Students with disabilities considerations
- Memorandums of Understanding

FLOOR PLANS AND SITE MAPS

It's important to include on- and off-site floor plans in the reunification plan. If the off-site evacuation location is another school, it's usually a reciprocal case. Given that condition, advance communication and distributed effort can result in both schools having each other's floor plans.

There may be different versions of the floor plan for each reunification location.

- A floor plan with no annotation
- A floor plan annotating student locations during an on-site reunification
- A floor plan annotating both home and guest student locations during an off-site reunification. Occupancy limits should be noted on all rooms used during an off-site reunification.
- A floor plan annotating occupancy in the case of an off-site location not being a school
- A site map with traffic responsibilities
- A site map with the locations of students, check-in and reunification

In the event of criminal activity, witness interview rooms and crisis counselor rooms should be annotated.

In the event of law enforcement debriefing needs, it is strongly suggested that a separate facility be used. While it may initially appear expeditious to conduct law enforcement or SWAT debriefings at the reunification location, further consideration may reveal that recovery of all participants may be impacted by co-mingling first responders and civilians.

EVACUATION ROUTES

In mapping both walking and bus evacuation routes, it's important to identify potential traffic issues and first responder ingress and egress paths. The routes from the nearest fire station and the routes to the nearest hospitals must be considered. Are walking paths crossing streets that will be used by first responders? Are there some predictable streets that would be common for parents to use?

SEXUAL OFFENDERS

It is also beneficial to determine the nature of the neighborhood around schools or other evacuation sites. Most states provide a mapping utility to locate sexual offenders. These maps often link to a database that provides name, address and photo of the convicted felon. It is important to identify these individuals and their proximity to the site. There are many documented cases of sexual predators using a crisis as an opportunity for sexual predation.

ROUTE MAP CHECKLIST

These considerations should be included when mapping routes:

- Evacuation routes
- Incident Command Post locations
- Incoming district responder routes
- Incoming fire routes
- Incoming medical routes
- Outgoing medical routes
- Incoming parent routes
- Outgoing parent routes
- Staging area
- Landing zone
- Media staging
- Reunification signage locations
- Parent check-in location
- Possible road block sites
- Possible neighborhood evacuation perimeter
- Sexual offender locations
- Security perimeter
- Long perimeter

NOTIFICATION PROCEDURES

In the event of a reunification, parent/guardian notification is a necessary first step. Many schools or districts have mass notification systems to bulk call and/or text information to the parent population. It is imperative that accurate, factual information be delivered, starting with the crucial First Message. While it may seem comforting to tell parents that everyone is okay, or to minimize the number of injuries, this First Message not only begins the recovery process, it may be evidentiary for purposes of liability. Rather than saying "All students are safe," it is probably more accurate to report that, "We are in the process of establishing the safety status of all students and staff."

With the number of cell phones available to ever younger student populations, parents will, in all likelihood, be the first to arrive at the impacted school. Prepare for the fact that this may occur prior to the transmission of any official notification by the school or the district.

Students will call or text their parents/guardians immediately during a crisis, despite school policy prohibiting mobile phone use. Additionally, some schools may not have accurate contact information for all parents. It may be possible during a crisis to leverage this to the school's advantage by writing out reunification information for the students to text to their parents/guardians.

Prepared notification language is vital. While anything written in advance may not exactly fit the circumstances of any given crisis, it may provide a valuable advantage in the initial phase of a crisis. These statements can be vetted with the district public information officer and legal counsel as part of the planning process. Other notifications should be considered. Contacting district legal counsel, as well as the district's insurance providers, should be part of the notification process.

STUDENTS WITH DISABILITIES CONSIDERATIONS

Schools are encouraging parents of students with special medication needs to consult their physicians about medication Go Kits. The medication Go Kit may include extra dosages that are not in the school medicine locker. If it's determined that the school does create a medication Go Kit, security and chain of custody should be part of the plan and procedure.

The Individuals with Disabilities Act mandates additional supports for students with special education needs in a school setting. These supports would also function to provide supervision and assistance to students with disabilities during emergency situations.

TIME OF DAY CONTINGENCIES

Time of day may impact how a reunification evolves. A crisis at the end of the day, when buses are already on site, may actually require a controlled release reunification. It is not beneficial to immediately release students who have witnessed a traumatic incident, even though the buses are there and it's the end of the school day. Mental health concerns might dictate a controlled release so that crisis counseling can be made available. This mandates a site plan that includes bus staging areas.

PARENTS ARE CAPABLE

There may be circumstances where some of the early arrival parents can be given a task. This is situational, but consider that, when given a job, parents are now helping with the crisis. This has important psychological benefits in addition to distributing labor. "Can you help set up this table?" or "Could you help me by placing these signs along Elm street?" Both are necessary tasks, and can enlist the parent into being part of the solution.

GO KITS FOR REUNIFICATION

Reunification Go Kits contain specialized items that are unique to the reunification process, such as caution tape, clip boards and pens, signage, and reunification cards). Consequently, these kits are different than school evacuation Go Kits. Since reunification is often managed by District personnel, reunification Go Kits aren't necessary at each school, rather the kits can stay with District response teams. Larger districts may have several kits, one at the district office and others in the trunks or backs of vehicles used by District responders. Smaller Districts may have only two kits. One at the District office, and one with the primary District responder. (Two is a suggested minimum: redundancy is important.) Inventories and locations should be audited once a quarter.

THE REUNIFICATION OPERATION KIT

Available on the website are templates to create a Reunification Operation Kit.

FAQs

FREQUENTLY ASKED QUESTIONS

Since introducing the Standard Reunification Method in 2012, thousands of districts, departments and agencies have scrutinized, evaluated and ultimately implemented the program. During the process some questions seem to come up often.

SERIOUSLY, WHAT DOES IT REALLY COST?

Since its introduction in 2009, public K12 schools, districts, departments and agencies were free to use The “I Love U Guys” Foundation programs at no cost.

In 2015, the Foundation expanded availability, and now offers the programs to any public or private organization at no charge. Simply download the materials and begin the process.

DO WE NEED TO BUY TRAINING IN ORDER TO USE THE PROGRAMS?

No. We’ve attempted to put enough material online so that schools and law enforcement can successfully implement Foundation programs. We know of thousands of schools across the US and Canada that have implemented the programs using internal resources.

That said, part of our sustainability model relies not just on charitable giving, but in providing training for districts departments and agencies. If your organization is interested in Foundation training, please contact us for rates and terms.

CAN I MODIFY MATERIALS?

Some details may need to be customized to your location. For instance, the classroom poster should be modified to include hazards and safety strategies that are specific to your location.

ARE THE SOURCE MATERIALS AVAILABLE?

Yes. Some of the materials are available. Original, digital artwork can be provided to organizations that have signed a “Notice of Intent” or a “Memorandum of Understanding” with The “I Love U Guys” Foundation.

Please note: Currently, we are migrating from Pages on the Mac to QuarkXPress. (Adobe InDesign made our eyes bleed.) Depending on the material original artwork is only provided in Mac OS X, Pages version 4.3 iWork ’09.

CAN YOU SEND ME MATERIALS IN MICROSOFT WORD?

No. Retaining the graphic integrity of the materials proved beyond our capabilities using Microsoft Word.

CAN I REALLY USE THE MATERIALS? WHAT ABOUT COPYRIGHTS AND TRADEMARKS?

Schools, districts, departments, agencies and organizations are free to use the materials under the “Terms of Use” outlined in this document.

DO I NEED TO ASK PERMISSION TO USE THE MATERIALS?

No. You really don’t need to ask permission. But, it would be fabulous if you let us know that you’re using our programs.

DO I HAVE TO SIGN AN MOU WITH THE FOUNDATION?

It is not necessary to sign an MOU with the Foundation. But, please consider it. The Foundation is committed to providing programs at no cost. Yet, program development, enhancement and support are cost centers for us. One way we fund those costs is through private grants and funding.

An MOU is a strong demonstration of program validity and assists us with these types of funding requests.

DO I HAVE TO SEND A NOTICE OF INTENT?

In the absence of an MOU, a Notice of Intent provides similar value to us regarding demonstrations of program validity to potential funders.

DO I HAVE TO NOTIFY YOU AT ALL THAT I AM USING THE SRM?

We often speak with school safety stakeholders that have implemented the SRM but hadn’t quite mentioned it to us. Please, please, please let us know that your school, district, department or agency is using the SRP.

It is our goal that the SRP becomes the “Gold Standard.” The more schools, districts, departments and agencies that we can show are using the program, the greater the chance for achieving our goal.

CAN I PUT OUR LOGO ON YOUR MATERIALS?

Yes. But with some caveats. If you are a school, district, department or agency you may include your logo on posters and handouts. If you are a commercial enterprise, please contact us in advance with intended usage.

In some states we have co-branding agreements with “umbrella” organizations. In those states we ask that you also include the umbrella organizations branding.

Please see <http://iloveuguy.org/cobranding> for a list of current states and organizations.

WE WOULD LIKE TO PUT THE MATERIALS ON OUR WEBSITE.

Communication with your community is important. While you are free to place any material on your website, it’s preferable that you link to the materials from our website. The reason for this is to allow us to track material usage. We can then use these numbers when we seek funding.

But, don’t let that be a show stopper. If your IT group prefers, just copy the materials to your site.



KEEP
CALM
AND
REUNIFY
ON

Manawa School District Site survey 12-2-2021

Elementary School and District Office

- Provide fire extinguisher training to staff. *Upcoming Inservice*
- Locate fire extinguisher signs higher and/or perpendicular to the wall *Order*
- Provide red reflective squares on lower portion of mechanical room doors. *Order*
- Remove door stops from exterior doors. *Completed*
- Name main hallways (include on floor plans)
- Several store rooms had missing ceiling tiles. *Work Order*
- All staff should have fob access to both buildings.
- Provide safety vests for staff *Order*
- Number gym doors on the inside.
- There are no cameras inside the gym.
- Fence on north side electrical/generator needs to be locked. *Work Order*
- Consider radio battery replacement program
- Fire alarm pull station in gym is not protected. *Work Order*
- Install fence between parking lot and playground area.
- Identify storm shelter locations closer to classroom areas.
- Take "GO KITS" to shelter locations. *Order*

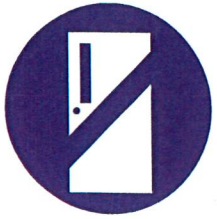
Middle School/High School

- Verify room numbers are clearly visible from hallway. *Received; will install this school year*
- Teachers names should not be posted on classrooms. *"*
- All staff should have fob access to both buildings.
- Provide safety vests for staff *Order*
- Items should not be stored in vestibules.
- Hall at west end of gym should not be used as a store room. *Work Orders*
- Art room store room has heavy boxes stacked too high. *Work Orders*
- Art room store room has a wooden ladder. *Work Orders*
- Darkroom is not secured.
- Missing door on server room by library.
- Mouse trap exposed in server room by library. *Addressed*
- Unprotected light switches in the gym. *Work Order*
- Custodial room double doors were open and not occupied. *Addressed*
- Curtains on stage should be open. *Addressed*
- Switchable motion sensor lights could be installed in hall by stage.
- Provide fire extinguisher training to staff. *Upcoming Inservice*
- Locate fire extinguisher signs higher and/or perpendicular to the wall
- Provide red reflective squares on lower portion of mechanical room doors. *Order*
- Remove door stops from exterior doors. *Completed*
- Name main hallways (include on floor plans)
- Fire door by main entrance does not seem to function properly. *Serviced & working Properly*
- Take "GO KITS" to shelter locations. *Order*

Paving the Way

- Place address sign on rear of building.
- Install security camera(s).

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

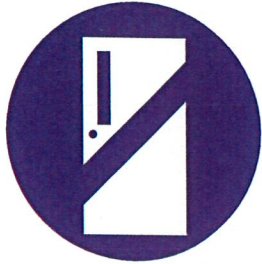
Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

IN AN EMERGENCY

TAKE ACTION



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

Standard Response Protocol – Public Address

Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!





Students choosing to excel; realizing their strengths.

To: Board of Education
From: Dr. Melanie J. Oppor
Date: October 28, 2022
Re: Co-Athletic/Activities Director Proposal

The purpose of this memo is to recommend moving to a Co-Athletic/Activities Director position that would be a 60%/40% split of duties moving forward. If Board approved the exact list of duties for each co-director would be drawn up under the direction of Principal El Manssouri.

Please see page two for a table breaking down the financial implications of the proposal.

The District entered into an MOU with the current AD so the Board cannot unilaterally reduce the stipend, or terminate or modify the MOU at this time. While the Board can consider a different MOU for next year, it must honor the terms of the current MOU. The Board can set a prorated 40% stipend allocation for whomever takes over that portion of the AD position since this will be an added cost. After Board approval, the position can be posted. There is an internal candidate interested in the 40 % position.

Potential staff involved in this arrangement are supportive of the proposal.

Thank you for your thoughtful consideration of this proposal. Please do not hesitate to contact me if you have any questions.

Athletic & Activities Director Allotment = \$10,000

Total number of varsity athletic events is 56.

CURRENT	
\$8,750	AD must attend and supervise 50% of all home varsity athletic events and all (100%) home playoff games. For every additional home varsity athletic event attended, the AD will earn \$50 per event. If the AD cannot be present for any home competition, it is their responsibility to hire another staff member to fulfill the duty at the rate of \$50 per event.
\$1,250	Payment of \$50 per event for 50% of home events (25)
\$10,000	TOTAL
2022-23 PROPOSED (anticipated start date December 1, 2022)	
\$8,750	Full contract, must attend and supervise 50% of all varsity home games (28) for the entire school year, anything over 50% earns \$50 per event.
\$2,217	7/12 of a 40% contract, must attend and supervise 40% of remaining varsity home events, anything over 40% earns \$50 per event.
\$1,000	Payment of \$50 per event for another staff member to supervise an event (10%?)
\$10,000	TOTAL
2023-24 PROPOSED	
	Total for AD positions (\$9,500)
\$5,850	60% AD 1 – will attend 60% of all home events (to be determined before the start of the school year, about 34)
\$3,900	40% AD 2 – will attend 40% of all home events (to be determined before the start of the school year, about 22)
\$250	3 events AD 1 & 2 events for AD 2 to be covered by another staff member
\$10,000	TOTAL



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of DEFINITIONS
Code	po0100
Status	
Adopted	April 25, 2016
Last Revised	April 25, 2022

0100 - **DEFINITIONS**

The bylaws of the Board of Education of this District incorporate quotations from the laws and administrative code of the State of Wisconsin. Such quotations may be substantively altered only by appropriate legislative, judicial, or administrative action.

Whenever the following items are used in these bylaws, policies, and administrative guidelines, they shall have the meaning set forth below:

Administrative Guideline

A statement, based on policy, usually written, which outlines and/or describes the means by which a policy should be implemented and which provides for the management cycle of planning, action, and assessment or evaluation. The District previously referred to administrative guidelines as rules.

Administrator

An employee who holds a position of leadership over a defined function or department of the District, **is employed with an administrative contract, and/or** who reports directly to the District Administrator.

In policy and administrative guidelines, capitalization of the term Administrator may imply delegation of responsibilities, as appropriate, to staff members.

Agreement

A collectively negotiated contract with a recognized bargaining unit.

Apps and Services

Apps and services are software (i.e., computer programs) that support the interaction of personal communication devices (as defined in Bylaw 0100, above) over a network, or client-server applications in which the user interface runs in a web browser. Apps and services are used to communicate/transfer information/data that allow students to perform actions/tasks that assist them in attaining educational achievement goals/objectives, enable staff to monitor and assess their students' progress, and allow staff to perform other tasks related to their employment. Apps and services also are used to facilitate communication to, from and among and between, staff, students, and parents, Board members, and/or other stakeholders and members of the community.

Board

The School Board also commonly referred to as the Board of Education shall take action that is within the comprehensive meaning of the terms "duties and powers" provided that such action is not prohibited by State or Federal law. (Chapter 118, Wis. Stats. and Chapter 120, Wis. Stats.).

Within these bylaws and policies, the terms Board and District may be used interchangeably, depending on the context of the policy.

Bylaw

Rule of the Board for its own governance.

Clerk

The chief clerk of the Board. (See Bylaw 0171.3)

District

The School District. Within these bylaws and policies, the terms Board and District may be used interchangeably, depending on the context of the policy.

District Administrator

The administrative head of the School District of Manawa.

In policy and administrative guidelines, capitalization of the term District Administrator may imply delegation of responsibilities, as appropriate, to staff members.

Due Process

Procedural due process requires prior knowledge (a posted discipline code), notice of offense (accusation), and the opportunity to respond. Specific due process requirements are dependent upon the circumstances and may vary depending on such circumstances.

Full Board

Authorized number of voting members entitled by law to govern the District. The full Board is the total number of Board members authorized by law regardless of the number of current sitting members.

Information Resources

The Board defines information resources to include any data/information in electronic, audio-visual or physical form, or any hardware or software that makes possible the storage and use of data/information. This definition includes but is not limited to electronic mail, voice mail, social media, text messages, databases, CD-ROMs/DVDs, web sites, motion picture film, recorded magnetic media, photographs, digitized information, or microfilm. This also includes any equipment, computer facilities, or online services used in accessing, storing, transmitting or retrieving electronic communications.

Law Enforcement Officer(s) or Agencies

These terms include any local, State, or Federal law enforcement agency of competent jurisdiction and its officers acting within their legal authority.

Legal Custodian of Records

The School District will designate one (1) District Records Custodian (DRC) to be the legal custodian of records for the District. The DRC shall keep and preserve the public records of the District and is granted authority to render a decision and carry out duties related to those public records. The DRC is designated in Policy 8310 - Public Records.

May

This word is used when an action by the Board or its designee is permitted but not required.

Medical Advisor

The School District is required to appoint a medical advisor. The medical advisor shall be a licensed physician and will participate in the annual review of the District emergency nursing services plan. The School District may also have the medical advisor fulfill other roles. (PI 8.01(g)(3))

Meeting

Any gathering which is attended by or open to all of the members of the Board, held with the intent on the part of the members of the body present to discuss or act as a unit upon the specific public business of that body. ~~Wis. Stat.~~ 19.82(2), Wis. Stats.

Parent

The natural, adoptive, or surrogate parents or the party designated by the courts as the legal guardian or custodian of a student. Both parents will be considered to have equal rights unless a court of law decrees otherwise.

Personal Communication Devices

Personal communication devices ("PCDs") include computers, laptops, tablets, e-readers, cellular/mobile phones, smartphones, and/or other web-enabled devices of any type.

Policy

A general, written statement by the governing Board which defines its expectations or position on a particular matter and authorizes appropriate action that must or may be taken to establish and/or maintain those expectations.

President

The chief executive officer of the Board of Education. (See Bylaw 0171.1)

Principal

The educational leader and head administrator of one (1) or more District schools.

In policy and administrative guidelines, capitalization of the term Principal may imply delegation of responsibilities, as appropriate, to staff members.

Professional Staff Member

District employees who are either certified teachers employed in a position for which certification is a requirement of employment or administrative employees who are responsible for oversight or supervision of a component or components of the District's operation, or serve as assistants to such persons, regardless of whether they hold an administrative contract or are required to have administrator certification, but excluding the District Administrator/Superintendent.

Relative

The mother, father, sister, brother, spouse, domestic partner, parent of spouse/domestic partner, child or step-child, grandparents, grandchild, dependent or member of the immediate household.

School Nurse

A school nurse is a registered nurse who meets the requirements of ~~Wis. Stat. Sec.~~ 115.001(11), Wis. Stats. A school nurse has the authority to exclude students for signs of illness.

School Official

Except if otherwise defined in policy, a school official is a person employed by the Board as an administrator, supervisor, teacher/instructor (including substitutes), or support staff member (including health or medical staff and law enforcement unit personnel); or a person serving on the Board.

The term school official is inclusive of other parties, such as attorney, contractor, consultant, volunteer, or other party to whom the Board has outsourced a service otherwise performed by Board employees (e.g., a therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks (including volunteers) pursuant to the Family Educational Rights and Privacy (FERPA) definition - See Policy 8330 - Student Records.

Shall

This word is used when an action by the Board or its designee is required. (The word "will" or "must" also signifies a required action.)

Social Media

Social media are online platforms where users engage with another and/or share information and ideas through text, video, or pictures. Social media consists of any form of online publication or presence that allows interactive communication, including, but not limited to, text messaging, instant messaging, websites, web logs ("blogs"), wikis, online forums (e.g., chat rooms), virtual worlds, and social networks. Examples of social media include, but are not limited to, Facebook, Facebook Messenger, Google Hangouts, Twitter, LinkedIn, YouTube, Flickr, Instagram, Pinterest, Skype, and Facetime. Social media does not include sending or receiving e-mail through the use of District-issued e-mail accounts. Apps and web services shall not be considered social media unless they are listed on the District's website as District-approved social media platforms/sites.

Student

A person who is officially enrolled in a school or program of the District.

Superintendent

Sometimes the administrative head of the School District is referred to as Superintendent but has the authority of the District Administrator by law.

In policy and administrative guidelines, capitalization of the term Superintendent may imply delegation of responsibilities, as appropriate, to staff members.

Support Staff

Any employee who provides support to the District's program and whose position does not require a professional certificate. This category includes special education paraprofessionals, even though it is a requirement to hold a special education program aide license issued by the Wisconsin Department of Public Instruction (DPI) or another valid and current DPI license or permit.

Technology Resources

The Board defines technology resources to include computers, laptops, tablets, e-readers, cellular/mobile telephones, smartphones, web-enabled devices, video and/or audio recording equipment, SLR and DSLR cameras, projectors, software and operating systems that work on any device, copy machines, printers and scanners, information storage devices (including mobile/portable storage devices such as external hard drives, CDs/DVDs, USB thumb drives and memory chips), the computer network, Internet connection, and online educational services and apps.

Treasurer

The chief financial officer of the Board (See Bylaw 0171.4)

Vice-President

The Vice-President of the Board. (See Bylaw 0171.2)

Voting

A vote at a meeting of the Board. The law requires that Board members must be present in order to have their vote officially recorded in the Board minutes and to be available for a roll call vote. A Board member's presence at a meeting includes his/her presence if attending by telephone or other manner of remote access, so long as such remote access is compliant with State law. No voting by Proxy may be recorded or counted in an official vote of the Board. Remote access during quasi-judicial functions (e.g. termination hearings, expulsions) may be permitted after consultation with legal counsel.

Citations to Wisconsin statutes are shown by the Section Number (e.g., 120.11, Wis. Stats.). Citations to the Wisconsin Administrative Code are prefaced P.I. (e.g., P.I. 11). Citations to the United States Code are noted as U.S.C., Federal Register are noted as F.R., and the Code of Federal Regulations as C.F.R.

Revised 8/22/16
Revised 7/17/17
Revised 12/18/17
Revised 4/27/20
Revised 3/15/21
Revised 1/17/22

Last Modified by Steve LaVallee on October 4, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of STUDENT SUPERVISION AND WELFARE
Code	po1213
Status	Proposed to Policy & Human Resources Committee
Adopted	October 17, 2016
Last Revised	March 15, 2021

1213 - STUDENT SUPERVISION AND WELFARE

Administrators are frequently confronted with situations which, if handled incorrectly, could result in liability to the District and personal liability to the administrator. It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility.

An administrator who is found to have had sexual contact with any student shall be referred to the proper authorities and be subject to discipline up to and including discharge.

This section should not be construed as affecting any obligations on the part of staff to report suspected child abuse under ~~Wis. Stats.~~ 48.981, Wis. Stats. and Policy 8462.

Each administrator shall maintain a standard of care for the supervision, control, and protection of students commensurate with the administrator~~their~~his/her assigned duties and responsibilities which include, but are not limited to, the following:

- A. An administrator shall report immediately any accident or safety hazard about which they are~~he is~~ informed, or detect~~detects~~, to their~~his/her~~ supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.
- B. An administrator shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or threat of these activities, by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety.
- C. An administrator should not volunteer to assume responsibility for duties that they~~he~~ cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
- D. An administrator shall not send students on any personal errands.
- E. An administrator shall not associate with students at any time in a manner which gives the appearance of impropriety including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any administrator will subject the offender to potential criminal liability and District discipline, up to and including termination of employment.

This provision should not be construed as precluding an administrator from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.
- F. An administrator shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.
- G. An administrator, other than the District Administrator, shall not transport students for school-related activities in a private vehicle without the approval of their~~his/her~~ immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is an administrator's family member.
- H. A student shall not be required to perform work or services that may be detrimental to their~~his/her~~ health.

I. The administrator shall not engage students in social media and online networking media (see also Policy 7544), except for appropriate academic, extra-curricular, and/or professional uses only.

J. Administrators are expressly prohibited from posting any picture, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve or incidentally include depictions of students participating in or observing such event where the purpose of the photo or video is to depict the event, not a particular student. **This section does not apply to depictions of an administrator's own child.**

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any administrator who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and Board Policy 8462, each administrator shall report to the proper legal authorities immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 11/19/18

Revised 7/22/19

Revised 4/27/20

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Legal	48.981, Wis. Stats.
	948, Wis. Stats.
	948.095, Wis. Stats.

Last Modified by Melanie J Oppor on October 28, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENT
Code	po1421
Status	Proposed to Policy & Human Resources Committee
Adopted	April 25, 2022

1421 - **CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS**

Criminal History Record Check

To more adequately safeguard students and staff members, the Board requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's administrative staff. Any contracts with outsourced services, employment agencies, or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District and for volunteers assisting District staff.

The District Administrator shall establish the necessary procedures for obtaining any criminal history on the applicant.

Should it be necessary to employ a person in order to maintain continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

Employee Self-Reporting Requirement

All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.

The District Administrator, as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall notify the Board President for any criminal or municipal offense.

The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses **(e.g. non-moving violations, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking)**. However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension **or any moving violation** must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

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Legal 111.335, Wis. Stats.

Last Modified by Melanie J Oppor on October 28, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of ENGLISH LANGUAGE PROFICIENCY
Code	po2260.02
Status	Proposed to Policy & Human Resources Committee
Adopted	October 17, 2016
Last Revised	January 17, 2022

2260.02 - **SERVICES FOR BILINGUAL STUDENTS/ENGLISH LEARNERS ENGLISH LANGUAGE PROFICIENCY**

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

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

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

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

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

Assessing English Proficiency

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

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

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

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

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

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

Parental Notification and Consent

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

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

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

Assessing Academic Achievement and English Language Proficiency

An EL student may not be exempted from academic assessments based on their EL status. **However, an EL student, who has been enrolled in a U.S. school for less than twelve (12) cumulative months, may be exempted during the first test administration.** The District shall administer State-required tests to EL students unless a determination has been made that an individual student's results on the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. ~~If an EL student is exempted from taking a State-required test, the student shall be administered a DPI-approved alternative assessment.~~

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

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

Exit Procedures

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

ELL students with the language skills necessary to compete will:

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

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

- A. receiving an ELP 5 or higher on an annual assessment, in which case the student is automatically classified as English Language Proficient in WISEdata; or
- B. **receiving an overall composite of 4.5-4.9 and re-evaluate with the Multiple Indicator Protocol ("MIP") to determine whether the student demonstrates full English proficiency. If choosing to use the MIP the District**

must implement it as described in the Department of Public Instruction's English Language Policy Handbook. [DRAFTING NOTE: The Multiple Indicator Protocol is a standardized tool for collecting evidence of a student's English language use within the classroom setting as supporting evidence of English proficiency.] ~~The District Administrator or designee may also consider reclassification of an EL student in grade four or above as fully English proficient if the District has sufficient evidence on file establishing:~~

1. ~~the student has attained at least an ELP 4.5 on an annual assessment; and~~
2. ~~the student can demonstrate his/her understanding of the English language; and~~
3. ~~the file contains at least two (2) pieces of evidence establishing academic English language proficiency; and~~
4. ~~the parents and educators agree that the student has reached full English proficiency.~~

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

The building principal may

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

Upon exit from the EL Program, the reclassification/exit decisions will be monitored and reviewed, and documentation maintained, for two (2) years. **The MIP may be used as one (1) of the multiple monitoring indicators during those two (2) years.** The documentation will include, at a minimum, a grade level, ~~ELP composite score,~~ and two (2) or more pieces of evidence.

Re-entry

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

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

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

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

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

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

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

Michelle Johnson
District Reading Specialist
920-596-5738
800 Beech Street
Manawa, WI 54949
Jacquelyn Sernau
District Reading Specialist

920-596-5829
800-Beech-Street
Manawa, WI 54949

Testing

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

The District shall assess the English proficiency and academic progress of EL students in accordance with legal requirements. Decisions regarding the administration of State-required tests to EL students shall be made on a case-by-case basis. Testing accommodations may be made based on student needs, provided the validity of the test is maintained. The District shall administer State-required tests to an EL student unless a determination has been made that the results of the test, with allowable accommodations made for the student as needed, will not be a valid and reliable indicator of the student's academic knowledge and skills. Any EL student exempted from taking a State-required test shall be administered an alternative assessment approved by the Department of Public Instruction.

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

Revised 11/18/19

Revised 11/16/20

T.C. 3/15/21

T.C. 1/17/22

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Legal

- 20 U.S.C. § 6311 (b) (3)
- 20 U.S.C. 1703(f)
- P.I. 13 Wis. Admin Code
- 115, 115.96, Wis. Stats. Wis. Stats.
- 118.13, Wis. Stats.
- 118.30(2), Wis. Stats.

Last Modified by Melanie J Oppor on October 28, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of INDEPENDENT EDUCATIONAL EVALUATION (IEE)
Code	po2460.03
Status	Proposed to Policy & Human Resources Committee
Adopted	July 17, 2017
Last Revised	March 15, 2021

2460.03 - **INDEPENDENT EDUCATIONAL EVALUATION (IEE)**

An independent educational evaluation (IEE) is an evaluation conducted by a qualified examiner who is not an employee of this District. A parent has the right to an IEE at public expense if the parent disagrees with an evaluation that the District conducted. For purposes of this policy, "evaluation" means the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. In the event the District receives a parent request for an IEE, the District must either provide the IEE at District expense pursuant to this policy or request a due process hearing to show that its evaluation is appropriate. The IEE must meet District criteria for IEEs, which is the same criteria that the District uses when it conducts its own evaluations. If the District requests a due process hearing and the hearing officer determines that the District's evaluation is appropriate, the parent still has the right to an IEE, but not at public expense. Parents may only request one publicly funded IEE for each evaluation completed by the District.

Procedures to Obtain an IEE at Public Expense

- A. The parent should submit to the District a written request for an IEE, and should include in such request an explanation of their reasons for objecting to the evaluation obtained by the District. However, the District will not deny parents a publicly funded IEE because they fail to provide the District with such a written request or fail to provide reasons for requesting an IEE.
- B. If a parent requests an IEE, the District will provide the following information:
 1. A list of the names and addresses of IEE examiners located in the area. The list will consist of IEE examiners who, in the District's judgment, are qualified to perform the evaluation requested by the parents. If a qualified examiner is not located in the area, the District will identify a qualified examiner elsewhere in the State of Wisconsin.
 2. A description of the District's criteria for selection of IEE examiners.
- C. Minimum qualifications for IEE examiners. The District will not pay for an IEE unless the IEE complies with the following criteria or the parents can show unique circumstances that justify a publicly funded IEE that does not meet the criteria.
 1. The prospective IEE examiner (the "examiner") must hold a valid license from the State of Wisconsin in the field related to the known or suspected disability. The examiner must have extensive training in the evaluation of the area(s) of concern and be able to interpret instructional implications of the evaluation results. In instances where no "applicable license" exists, the evaluator must provide documentation of extensive and recent training and experience related to the known or suspected disability.
 2. The examiner must be located within 150 miles of the District and must conduct the evaluation within District boundaries.
 3. The examiner may only charge fees for educational evaluation services that, in the sole judgment of the District, are reasonable.

4. The examiner must be permitted to directly communicate and share information with members of the IEP Team. The examiner must also agree to release the assessment and results, including parent and teacher surveys, prior to receipt of payment for services.
 5. If the District evaluation included an observation of the child in one (1) or more educational settings, the IEE shall include at least one (1) observation in that setting. Evaluators shall make at least one (1) contact with the child's general education teacher for the purpose of determining how the student is progressing in the general curriculum. In addition, evaluators are encouraged to make additional contacts with other involved general or special education teachers. If the purpose of the evaluation is to address a learning disability, an observation of the child is a required evaluation component.
 6. The same criteria apply to both public and independent examiners.
- D. The maximum allowable cost for an examiner will be the average cost per day or per hour for a similarly qualified staff member employed by the District during the current school year, as determined by the Director of Student Services (not to exceed \$400.00). In the unusual event the examiner is one (1) not typically employed by the District, such as a medical doctor, psychiatrist, clinical psychologist, or other similar professional, reimbursement of costs will be limited to reasonable and customary charges as determined by the District and its insurance carrier. The District shall not be responsible for reimbursement of travel costs or other related costs incurred by the parents in connection with their arrangement of, or their attendance at the IEE, unless the parent can demonstrate that necessary services are not available in the community.
- E. **If unique circumstances justify an IEE that exceeds the maximum allowable cost; the District must ensure the IEE is publicly funded. The District will review these circumstances on a case-by-case basis. If the total cost for an IEE exceeds the District's cost criteria and it is determined through appropriate procedures that there is no justification for excess cost, the cost of the IEE will be publicly funded up to the District's maximum allowable cost. [DRAFTING NOTE: If a District determined the cost exceeds the cost criteria, then the District must without unnecessary delay, initiate a due process hearing to demonstrate the evaluation obtained by the parent did not meet appropriate agency criteria.]** ~~If the parents show that unique circumstances justify an IEE that exceeds the maximum allowable cost, the Board may approve additional expenditures. If the total cost of the IEE exceeds the maximum allowable costs and if, in the District's sole judgment, there is no justification for the excess cost, the cost of the IEE will be funded up to the District's maximum allowable cost and no further. The parents shall be responsible for any remaining cost.~~

For more information, parents may request a copy of Bulletin 99.02 "Independent Educational Evaluations (IEEs)" from the District or from the Department of Public Instruction, Division of Learning Support: Equity and Advocacy.

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T.C. 3/15/21

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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of LIBRARY MEDIA CENTERS
Code	po2522 - Manawa Specific Revisions
Status	Proposed to Policy & Human Resources Committee
Adopted	March 15, 2021

2522 - LIBRARY MEDIA CENTERS

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

The District Administrator shall designate a licensed library media professional to direct or coordinate the District's library media program. **The selection of materials by the licensed library media professional shall follow the Board's adopted selection criteria and procedures.** The Board shall adopt a long-range plan for library media services developed by teachers and library and audiovisual personnel and administrators. The plan shall be reviewed periodically. The plan and any materials selection or review process shall be in accordance with Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity. **The use of the District's allocation from the Common School Fund for acquisitions, in accordance with the Department of Public Instruction regulations, shall be a component of the foregoing procedures.**

The school libraries of this district are guided by the principles set forth in the Library Bill of Rights and its interpretive statements, including "Access to Resources and Services in the School Library Program" and The Students' Right to Read statement of the National Council of Teachers of English.

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

- A. **To provide faculty and students with materials that enrich and support the curriculum taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served.**
- B. **To provide students with a wide range of educational materials on all levels of difficulty and in a variety of formats, with a diversity of appeal, allowing for the presentation of many different points of view.**
- C. **To select materials that present various sides of controversial issues, giving students an opportunity to develop analytical skills resulting in informed decisions.**
- D. **To select materials in all formats, including up-to-date, high-quality, varied literature to develop and strengthen a love of reading.**
- E. ~~To support and enrich the District's standards and benchmarks;~~
- F. ~~To provide for personal interests, professional, educational, and recreational reading while promoting an appreciation of good literature;~~
- G. ~~To provide a comprehensive and coordinated collection of current resources so that students and staff will conveniently and effectively use a wide variety of materials, including print and non-print media;~~
- H. ~~To promote and support the appropriate use of technology for interpreting and communicating intellectual content;~~

- I. ~~To provide instruction that advances student and staff literacy of print, digital, and other emerging information resources;~~
- J. ~~To provide equitable and timely access to resources that support students' personal, academic, and life-long learning;~~
- K. To foster a love of reading, curiosity, and investigation by providing a space that is well-maintained, up-to-date, welcoming, and safe for all users.

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

Selection Criteria

The School District of Manawa does not discriminate in the selection and evaluation of library materials 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.

Initial purchase suggestions for library materials may come from all personnel--teachers, coordinators, and administrators. Students will also be encouraged to make suggestions. The final decision to purchase library materials will be made by a licensed library media specialist.

The following criteria will be used in the selection of library materials as they apply:

- Support and enrich the curriculum and/or students' personal interests and learning
- Meet high standards in literacy, artistic, and aesthetic quality; technical aspects; and physical format
- Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social, emotional, and intellectual development of the students for whom the materials are selected.
- Incorporate accurate and authentic factual content from authoritative sources
- Earn favorable reviews in standard reviewing sources such as, but not limited to:
 - Association for Library Service to Children (ALSC) Notable Children's Books
 - Booklist
 - Cooperative Children's Book Center of Wisconsin
 - School Library Journal
 - Young Adult Library Services Association (YALSA) Best Books for Young Adults
- Exhibit a high degree of potential user appeal and interest
- Represent differing viewpoints on controversial issues
- Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures
- Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (i.e. online databases, e-books, educational games, and other forms of emerging technologies) in accordance with technology software selection as per PO7540.03 - Student Technology Acceptable Use and Safety
- Demonstrate physical format, appearance, and durability suitable for their intended use
- Balance cost with need

Selection is an ongoing process that should include removing materials that are no longer used or needed (weeding), adding materials, and replacing lost and worn materials that still have educational value.

Gifts and Donations

Gifts and donations shall be handled in accordance with Policy 7230 - Gifts, Grants, and Bequests. **Gift materials shall be judged by the same selection criteria and shall be accepted or rejected by those criteria. All materials should support the curriculum and needs of library users. Gifts and donations, like purchased resources, will be removed from the collection at the end of their useful life.**

Collection Maintenance and Weeding

Annually, the school library media specialist will conduct an inventory of the school library collections. The inventory can be used to determine losses and remove damaged or worn materials which can then be considered for replacement. The inventory can also be used to deselect and remove materials that are no longer relevant to the curriculum or interests of students.

Additionally, a collection maintenance schedule will be implemented by the library media specialist to include systemic inspection of materials that would result in weeding outdated, damaged, or irrelevant materials from the collection.

Requests, Suggestions, or Complaints

Challenges to instructional materials shall be handled in accordance with Policy 9130 - Public Requests Suggestions, or Complaints.

Reconsideration of Library Materials

Any resident or employee of the School District of Manawa may formally or informally request the reconsideration of library materials on the basis of appropriateness.

Informal Reconsideration Procedure of Library Materials

The Board recognizes that some materials are controversial and that any given item may offend some patrons. Selection of materials will not be made on the basis of anticipated approval or disapproval but solely on the basis of the principles set forth in this policy. Individuals or groups may initiate complaints about specific titles or types of materials in the Library's collection by talking to or writing to the District's Library Media Specialist. At this point, such communications are considered informal complaints. The District Library Media Specialist will respond to informal complaints by offering a rationale for the book in the collection, discussing the desired action based on the complaint, and, if appropriate, offering the complainant a Request for Reconsideration Form.

Formal Reconsideration Procedure of Library Materials

Persons who are concerned about the appropriateness of library materials and are unsatisfied with the response from an informal discussion about the title may choose to make a formal request for reconsideration of the title in question.

The following procedures should be followed if, after discussing the questioned resource, no resolution is made:

1. The complainant should be referred to the Principal.
2. A concerned citizen who is dissatisfied with earlier informal discussions will be offered a packet of materials which includes the library's mission statement, selection criteria ~~policy~~, and Request for Reconsideration Form, ~~and the Library Bill of Rights~~.
3. The complainant is required to complete and submit the Request for Reconsideration Form to the Principal ~~within ten (10) business days~~.
4. ~~If a completed Request for Reconsideration Form is not submitted within ten (10) business days, the matter is considered closed~~.
5. Upon receipt of the Request for Reconsideration Form, the Principal should notify and provide a copy of the Request for Reconsideration Form to the following individuals:
 - a. District Administrator
 - b. District Library Media Specialist
6. The work in question will remain on library shelves and in circulation until a formal decision is made.
7. The Reconsideration Committee will be appointed by the District Administrator and consist of:
 - a. Committee Chair - District Reading Specialist
 - b. ~~District Library Media Specialist~~
 - c. Teacher - grade-level appropriate and/or language arts
 - d. Library Professional - not employed by the district
 - e. Community Leader - mayor, town or village chair ~~person~~ man, etc. per a rotational list
 - f. Faith Leader - per a rotational list
 - g. ~~Two~~ Three Members of the Community - ~~a~~ communication will be sent out widely using various media requesting volunteers to serve on a Reconsideration Committee with an application deadline. All received volunteer names will be placed into a random drawing to determine the ~~two~~ three who will serve on the committee.
 - h. Two Current Parents - communication will be sent out widely using various media requesting volunteers to serve on a Reconsideration Committee with an application deadline. All received volunteer names will be placed into a random drawing to determine the two who will serve on the committee.
8. Through interlibrary loans or other means, the school librarian will obtain copies of the material in question for review by the Reconsideration Committee.
9. The Reconsideration Committee will schedule two formal reconsideration meetings: an initial meeting & a discussion/decision meeting. The Reconsideration Committee should follow the procedures listed below:
 - a. At the initial meeting:

- i. , **ts**, the completed Reconsideration Form, reviews of the resource being reconsidered, and a list of awards or honors, if any. The presentation may not exceed fifteen (15) minutes.
- ii. The Committee reserves the right to use outside expertise if necessary to help in its decision-making process.
- iii. The Committee Chair directs the committee members to fully review/read the complaint and challenged resource and be prepared to vote on the complaint at the next meeting.
- b. During the second discussion/decision meeting:
 - i. The complainant may not participate in the Committee's deliberations.
 - ii. The Committee will discuss the material in question based upon the selection criteria.
 - iii. The committee members must have reviewed/read the challenged material in its entirety to be eligible to vote.
 - iv. The Committee will make its decision determined by the simple majority to retain, move the resources to a different level(if appropriate), or remove the resource. The decision will be made via a secret written ballot vote.
 - v. The Committee's written decision (including a minority report if needed) shall be presented to the District Administrator within five school days after the decision is made. The District Administrator will inform the complainant, in writing, of the Reconsideration Committee's decision.
 - vi. If the complainant is not satisfied with the decision of the Reconsideration Committee, a written appeal can be made within 10 school days of receiving the decision to the Board **of Education** President. The written appeal and all written material relating to the reconsideration shall be referred to the Board of Education for review.
10. The procedures for an appeal to the Board of Education will be as follows:
 - a. An appeal of the decision made by the Reconsideration Committee must be made in writing to the Board of Education President within 10 days of the Reconsideration Committee's decision being communicated to the complainant.
 - b. A decision on the appeal will be made at the next regular meeting or special meeting within 30 days of the written request to the Board of Education President.
 - c. The Board of Education reserves the right to use outside expertise if necessary to help in its decision-making.
 - d. The Chairperson for the Reconsideration Committee will present the committee's decision to the board.
 - e. The complainant or designee will present the petitioner's position.
 - f. The **Board of Education** decision will be final, and the District Administrator will implement the decision.
11. Decisions on reconsidered materials will stand for five years before new requests for reconsideration of those items will be entertained.

Parental/Police Access to Library Information

The Board respects the privacy rights of parents and their children. The Board is also committed to ensuring that parents are permitted to obtain information about the instructional material, resources, and services students choose to use at the District's libraries.

Parents of a student under the age of sixteen (16) have the right to review, upon request library records relating to the use of the library's documents or other materials, resources, or services by the student.

Upon request from a law enforcement officer investigating criminal conduct alleged to have occurred at a school library, the library shall disclose to the officer records produced by a surveillance device under the control of the library that is pertinent to the alleged criminal conduct.

Other than the exceptions noted above, records indicating the identity of any individual who borrows or uses the library's documents or other materials, resources, or services may not be disclosed except by court order or to persons acting within the scope of their duties in the administration of the library, or to persons authorized by the individual to inspect such records.

Inter-Library Loans

The Board authorizes District participation in interlibrary loan programs. The District will loan school library books and other instructional materials that are not in immediate or constant demand by staff or students to another participating school district for use in the libraries of that district.

Fines

Students may be assessed fines for the late return of borrowed materials or damage or loss of materials in accordance with Policy 6152 - Student Fees, Fines, and Charges.

Legal

43.30, 43.72, 121.02(1)(h) Wis. Stats.

PI 6, 8.01(2)(h).3 Library Media Services

Last Modified by Melanie J Oppor on October 28, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of SCHOOL PERFORMANCE AND STATE ACCOUNTABILITY REPORT CARDS
Code	po2700.01
Status	Proposed to Policy & Human Resources Committee
Adopted	October 1, 2015
Last Revised	March 21, 2022

2700.01 - **SCHOOL PERFORMANCE AND STATE ACCOUNTABILITY REPORT CARDS**

The Board believes that a vital component of the District's educational programs is ensuring that parents and other individuals are informed of the performance of the schools and the School District. To this end, the Board has adopted this policy.

School Performance Report (SPR)

The Board will publish an annual school and school district performance report including all information prescribed by statute. By January 1st of each year, the Board shall notify the parents of each student enrolled in the District of the right to request a school and school district performance report. Parents shall be notified that the performance report will be provided to the parent electronically unless the parent requests a written copy of the report. By May 1st, the Board shall distribute copies of the report to those who have requested the report.

Per the Wisconsin Department of Public Instruction, the District shall use links to the [WIS-Edash Public Portal](#) to meet the electronic State School Performance Report requirements.

The annual school and School District report shall be made available on the District's internet for public viewing.

The report shall generally include the following information, as required or modified by the State Superintendent:

- A. indicators of academic achievement, including the performance of students on Statewide assessment examinations by subject area
- B. dropout, attendance, retention in grade, and graduation rates
- C. number of suspensions and expulsions, the reasons for, and duration of, the suspensions and expulsions, and the length of time students are expelled
- D. staffing and financial data information
- E. number and percentage of resident students attending a course in a nonresident district and the number and percentage of nonresident students attending a course in the district, and
- F. method of reading instruction used in the District

Title I Provisions of the School/District Accountability Report Card

In any year that the District receives Title I funding, its school/District accountability report card(s) must also include the information regarding the delivery of Title I services as described in Policy 2261.03.

State Accountability Report Card

A copy of each school's accountability report card, as prepared by the Wisconsin Department of Public Instruction, shall be provided **by the District** to the parent of each student enrolled in or attending the school on an annual basis. The report shall be sent simultaneously with the ~~notice required in Policy 8146~~—Notification of Educational Options.

Revised 6/19/17
Revised 7/22/19
Revised 4/27/20
Revised 11/16/20

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Legal 115.38, Wis. Stats.
 115.385, Wis. Stats.
 20 U.S.C. 6311

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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of EMPLOYMENT OF SUBSTITUTES
Code	po3120.04
Status	Proposed to Policy & Human Resources Committee
Adopted	May 16, 2016
Last Revised	November 16, 2020

3120.04 - **EMPLOYMENT OF SUBSTITUTES**

The Board recognizes the need to procure the services of substitutes in order to continue the operation of the schools as a result of the absence of regular personnel. **This policy does not apply to regular contracted teachers hired to serve as permanent substitute teachers and whose employment is governed by Policy 3120 - Employment of Professional Staff.**

The District Administrator shall make appropriate arrangements to assure the availability of substitutes for assignment as services are required to replace temporarily-absent regular staff members and temporarily fill new positions. Such assignment of substitutes may be terminated, including permanent removal from the substitute teaching roster, when their services are no longer required or for other reasons as determined by the District Administrator that are not arbitrary, capricious, or discriminatory.

Substitutes must possess appropriate certification to teach as a substitute. The District Administrator may determine what licensure is required and make allowances for the use of alternative forms of certification, emergency certification, and other such options as permitted by law. There must also be verification that a satisfactory background check has been conducted by the Department of Public Instruction or appropriate State agency.

In order to retain well-qualified substitutes for service in this District, the Board will offer competitive compensation at a rate set by the Board.

A substitute employed for more than ten (10) consecutive days in the same professional position shall be paid a salary not less than the current beginning teacher base wage.

A substitute shall be paid a minimum of a half-day (1/2) pay once the substitute is called.

Prior to the end of the school year, District employed~~Employed~~ **substitutes, who the District intends to employ for the ensuing school year, will**~~may~~ **receive ~~in June~~ a letter of reasonable assurance of continued employment**~~eligibility for assignment during the ensuing school year.~~

Revised 11/19/18

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Legal	118.19, Wis. Stats. P.I. 34.109, Wis. Adm. Code
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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS
Code	po3121
Status	Proposed to Policy & Human Resources Committee
Adopted	May 16, 2016
Last Revised	April 25, 2022

3121 - **CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS**

Criminal History Record Check

To more adequately safeguard students and staff members, the Board requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's professional staff. Any contracts with outsourced services, employment agencies or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District and for volunteers assisting District staff.

The District Administrator shall establish the necessary procedures for obtaining any criminal history on the applicant.

Should it be necessary to employ a person in order to maintain continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

Employee Self-Reporting Requirement

All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.

The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses **(e.g. non-moving violations, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking)**. However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension **or any moving violation** must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

T.C. 11/16/20

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Legal 111.335, Wis. Stats.

Last Modified by Melanie J Oppor on October 28, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of STUDENT SUPERVISION AND WELFARE
Code	po3213
Status	Proposed to Policy & Human Resources Committee
Adopted	May 16, 2016
Last Revised	March 15, 2021

3213 - STUDENT SUPERVISION AND WELFARE

Professional staff members are frequently confronted with situations which, if handled incorrectly, could result in liability to the District, personal liability to the professional staff member, and/or harm to the welfare of the student(s). It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility.

This policy should not be construed as affecting any obligations on the part of staff to report suspected child abuse under 48.981, Wis. Stats. and Policy 8462.

Each District employee shall maintain a standard of care for the supervision, control, and protection of students commensurate with **theirhis/her** assigned duties and responsibilities which include, but are not limited to the following standards:

- A. A professional staff member shall report immediately any accident or safety hazard about which **they are/s/he is** informed or **detect/detects** to **theirhis/her** supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.
- B. A professional staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or threat of these activities, by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety.
- C. A professional staff member should not volunteer to assume responsibility for duties **that they/s/he** cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties.
- D. A professional staff member shall provide proper instruction in the safety matters presented in assigned course guides.
- E. A professional staff member shall not send students on any personal errands.
- F. A professional staff member shall not associate with students at any time in a manner which gives the appearance of impropriety including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline, up to and including termination of employment.

This provision should not be construed as precluding a professional staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.
- G. A professional staff member shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.
- H. A professional staff member shall not transport students for school-related activities in a private vehicle without the approval of **theirhis/her** immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is a professional staff member's family member.
- I. A student shall not be required to perform work or services that may be detrimental to **theirhis/her** health.

- J. Staff members are discouraged from engaging students in social media and online networking media (see also Policy 7544), except for appropriate academic, extra-curricular, and/or professional uses only.
- K. Staff members are expressly prohibited from posting any picture, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve or incidentally include depictions of students participating in or observing such events where the purpose of the photo or video is to depict the event, not a particular student. **This section does not apply to depictions of a professional staff member's own child or other relative.**

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and Board Policy 8462, each professional staff member shall report to the proper legal authorities immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 11/19/18

Revised 7/22/19

Revised 4/27/20

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Legal 48.981, 948, 948.095 Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of BENEFITS
Code	po3425
Status	Proposed to Policy & Human Resources Committee
Adopted	May 16, 2016

3425 - **BENEFITS**

It is the Board-~~of Education~~'s policy to provide a competitive and comprehensive package of employee benefits to its employees to effectively attract and retain high-quality employees.

The Board retains final authority to establish, modify, rescind, add, or in any way affect employee benefits.

Covered employees shall be provided continuation rights to the extent required under applicable provisions of the Consolidated Omnibus Budget Reconciliation Act (COBRA).

The Board shall determine annually, in conjunction with the budget process, the anticipated shared cost of all employee benefits, specifying both employee and employer share of applicable premiums through Board action.

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Legal Consolidated Omnibus Budget Reconciliation Act of 1985 Pub. L. 99-272

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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of EMPLOYMENT OF SUBSTITUTES
Code	po4120.04
Status	Proposed to Policy & Human Resources Committee
Adopted	May 16, 2016
Last Revised	January 17, 2022

4120.04 - **EMPLOYMENT OF SUBSTITUTES**

The Board recognizes its responsibility to procure the services of substitute support staff in order to prevent the interruption of the operation of the schools.

The names of potential substitute personnel and the positions in which they may substitute shall be maintained by the District Office.

Relatives of Board Members may be employed by the Board, provided a member of the Board does not participate in any way in the discussion or vote on the employment when conflict of interest is involved.

Relatives of staff members may be employed by the Board, provided the staff member being employed is not placed in a position in which ~~they are relatives/he is~~ supervised directly by the ~~relative~~ staff member who is related~~their relative~~.

The employment of substitute support staff prior to approval by the Board is authorized when their employment is required to maintain continuity of services in the District.

Retroactive employment shall be recommended to the Board at the next meeting.

Prior to the end of the school year, District-employed substitutes~~Substitutes~~, who the District intends to employ for the ensuing school year, will receive ~~in June~~ a letter of reasonable assurance of continued employment.

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Legal	118.19, Wis. Stats. P.I. 34.109, Wis. Adm. Code
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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS
Code	po4121
Status	Proposed to Policy & Human Resources Committee
Adopted	May 16, 2016
Last Revised	April 25, 2022

4121 - **CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS**

Criminal History Record Check

To more adequately safeguard students and staff members, the Board requires an inquiry into the background of each applicant the District Administrator recommends for employment on the District's professional staff. Any contracts with outsourced services, employment agencies or temporary services must require such providers to conduct and retain a criminal history record check of individuals providing service to the District.

Such an inquiry shall also be made for substitutes who may be employed by the District and for volunteers assisting District staff.

The criminal history screening that is completed on potential staff members and for volunteers assisting District staff, in compliance with

The District Administrator shall establish the necessary procedures for obtaining any criminal history on the applicant.

Should it be necessary to employ a person in order to maintain continuity of the program prior to receipt of the report, the District Administrator may employ the person on a provisional basis until the report is received.

All information and records obtained from such inquiries are to be considered confidential and shall not be released or disseminated to those not directly involved in evaluating the applicant's qualifications.

Employee Self-Reporting Requirement

All District employees shall notify the District Administrator as soon as possible, but no more than three (3) calendar days, after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any criminal or municipal offense.

The requirement to report a conviction or deferred adjudication shall not apply to minor traffic offenses (**e.g. non-moving violations, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking**). However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension **or any moving violation** must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

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Legal 111.335, Wis. Stats.

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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of STUDENT SUPERVISION AND WELFARE
Code	po4213
Status	Proposed to Policy & Human Resources Committee
Adopted	May 16, 2016
Last Revised	March 15, 2021

4213 - STUDENT SUPERVISION AND WELFARE

Support staff members may be confronted with situations which, if handled incorrectly, could result in liability to the District, personal liability to the staff member, and/or harm to the welfare of the student(s). It is the intent of the Board to direct the preparation of guidelines that would minimize that possibility.

This policy should not be construed as affecting any obligation on the part of staff to report suspected child abuse under 48.981, Wis. Stats. and Policy 8462.

Each District support staff member shall maintain a standard of care for the supervision, control, and protection of students commensurate with **their/his/her** assigned duties and responsibilities which include, but are not limited to, the following standards:

- A. A support staff member shall report immediately any accident or safety hazard about which **they are/s/he is** informed or **detect/detects** to **their/his/her** supervisor as well as to other authorities or District staff members as may be required by established policies and procedures. ~~(-) Further, each support staff member shall also promptly report to the Principal any accident or safety hazard s/he detects.~~
- B. A support staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or threat of these activities, by students to the District Administrator and local public safety agencies and/or school officials in accordance with Policy 8420 - School Safety. () Additionally, each support staff member shall also promptly report to the Principal any knowledge of threats of violence by students.
- C. A support staff member shall not send students on any personal errands.
- D. A support staff member shall not associate with students at any time in a manner which gives the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as tobacco, alcohol, or drugs. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and District discipline, up to and including termination of employment.

This provision should not be construed as precluding a support staff member from associating with students in private for legitimate or proper reasons or to interfere with familial relationships that may exist between staff and students.
- E. A support staff member shall not disclose personally identifiable information about a student to third parties unless specifically authorized by law or the student's parent(s) to do so.
- F. A support staff member shall not transport students for school-related activities in a private vehicle without the approval of **their/his/her** immediate supervisor and consistent with the provisions of Policy 8660. This does not apply to any student who is a support staff member's family member.
- G. A student shall not be required to perform work or services that may be detrimental to **their/his/her** health.
- H. Staff members are discouraged from engaging students in social media and online networking media (see also Policy 7544), except for appropriate academic, extra-curricular, and/or professional uses only.

I. Staff members are expressly prohibited from posting any picture, video, meme, or other visual depiction, or comment pertaining to any student on personal or unauthorized social networking media or similar forums. This provision of the policy does not apply to pictures and/or videos taken of public events that may involve, or incidentally include, depictions of students participating in or observing such events where the purpose of the photo or video is to depict the event, not a particular student. **This section does not apply to depictions of a support staff member's own child or other relative.**

Since most information concerning a child in school, other than directory information described in Policy 8330 - Student Records, is a confidential student record under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State and Board Policy 8462, each support staff member shall report to the proper legal authorities immediately, any sign of suspected child abuse, abandonment, or neglect.

Revised 7/22/19

Revised 4/27/20

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Legal 48.981, 948, 948.095 Wis. Stats.

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Book	Policy Manual
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Title	Copy of BENEFITS
Code	po4425
Status	Proposed to Policy & Human Resources Committee
Adopted	May 16, 2016

4425 - **BENEFITS**

It is the Board-~~of Education~~'s policy to provide a competitive and comprehensive package of employee benefits to its employees to effectively attract and retain high quality employees.

The Board retains final authority to establish, modify, rescind, add, or in any way affect employee benefits.

Covered employees shall be provided continuation rights to the extent required under applicable provisions of the Consolidated Omnibus Budget Reconciliation Act (COBRA).

The Board shall determine annually, in conjunction with the budget process, the anticipated shared cost of all employee benefits, specifying both employee and employer share of applicable premiums through Board action.

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Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of OPEN ENROLLMENT PROGRAM (Inter-District)
Code	po5113
Status	Proposed to Policy & Human Resources Committee
Adopted	June 20, 2016
Last Revised	April 25, 2022

5113 - **OPEN ENROLLMENT PROGRAM (Inter-District)**

The District will participate in the Wisconsin Public School Open Enrollment Program in accordance all with applicable law and the relevant policies and rules of the District, all as amended from time-to-time.

DEFINITIONS

The following definitions will apply to the District's Open Enrollment Program.

A. Non-Resident District

A school district located in Wisconsin that is not a student's district of residence.

B. Non-Resident Student

A student who is a legal resident or otherwise legally entitled to attend school in another school district in Wisconsin and who seeks admission to this District under the Open Enrollment Program.

C. Tuition Student

A non-resident student who is a resident of the State of Wisconsin and who pays tuition in accordance with State law.

D. Full-Time Enrollment

A student is enrolled for the entire school day and receives all of required education in this District.

E. Class Size

The District's determination of the maximum number of students who can be accommodated properly in a particular classroom without jeopardizing the quality of the instructional program. Circumstances such as enrollment projections for a particular school, class, or program may influence optimum class size.

F. Program Size

The enrollment or size restrictions in a specific program within a class or building. The District reserves the exclusive right to establish program size and to limit enrollment based upon the capability to properly allocate available resources, create and maintain a proper learning environment, and comply with contracts, grants, and applicable laws and regulations.

G. Resident Student

A student who is a legal resident of this District and is consequently entitled to attend school in this District in accordance with Policy 5111 - Eligibility of Resident/Non-resident Students.

FULL-TIME OPEN ENROLLMENT

A. Annual Space Determinations

During a January meeting, the Board shall establish the availability of space by determining the number of regular education and special education spaces in the schools, programs, classes, or grades. In setting space availability, the Board may choose to set no limitations or may set limits on availability using the following criteria:

1. District practices, policies, procedures, or other factors regarding class size ranges for particular programs or classes.
2. District practices, policies, procedures, or other factors regarding faculty-student ratio ranges for particular programs, classes, or buildings.
3. Enrollment projections, which account for factors that include but are not necessarily limited to, likely short and long term economic development in the community, housing starts, current and future needs for special programs, laboratories, or other initiatives.

B. ~~Procedures for~~ Processing of Open Enrollment Applications

A parent of a nonresident student may submit an application to attend school in the District during the applicable regular open enrollment period or through the alternative open enrollment process. The application must be submitted using the form designated by the Wisconsin Department of Public Instruction.

Upon receipt of an application, the District Administrator shall confirm that the application is complete or request that it be completed before being further considered.

Parents shall be notified of the determination on their applications on or before the first Friday following the first Monday in June following receipt of the application, or within the timeframe otherwise established by law. If approved, the parent shall be notified of the approval and the specific assignment within the District. If, upon enrollment, the student is appropriately placed in a different grade level, the student shall be so assigned unless applications for that grade level have been denied or there is no longer space available at that grade level.

Any notice of a decision to deny shall include the following:

~~If there are more applications than spaces, the Board will fill the available spaces by random selection, provided that first priority will be given to non-resident students already attending District schools and their siblings. If the District determines that space is not otherwise available for open enrollment students in the grade or program to which an individual has applied, the District may nevertheless accept a student or the sibling of a student who is already attending in the District. The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants, the remaining names will be drawn randomly and placed on the waiting list in order of selection. After the date specified in s. 118.51(3)(a)3., Wis. Stats., the nonresident school board may approve applications it had initially denied if any of the following cause spaces to become available:~~

1. Specific reason(s) for denial. ~~A parent notifies the nonresident school board that the student will not attend the nonresident school district~~
2. Notice of the parents' right to appeal, the address to send the appeal, and information on where to locate the form required for appeal. ~~A parent fails to provide the notification required in s. 118.51(3)(a)6., Wis. Stats.~~
3. ~~The Board determines that additional spaces have become available since its determination at the January Board meeting.~~

~~In accordance with 118.51(3)(a)3, Wis. Stats., except as provided under sub. (5)(d)1., on or before the first Friday following the first Monday in June following receipt of the application, the nonresident school board shall notify the applicant, in writing, whether it has accepted the application.~~

Application of Space Determinations and Random Selection Process

If there are more applications than spaces, the Board will fill the available spaces by random selection. Random selection shall be conducted among the student applications for each grade level. The order of grade level selection shall also be randomly determined. The following considerations will be included in the random selection process:

1. Preferences

- a. If the Board has not guaranteed approval in its determination of space availability to currently attending students, it shall grant preference to such students in the random selection process.
- b. If the Board has not guaranteed approval in its determination of space availability to the siblings of currently attending students, it shall grant preference to such students in the random selection process.

If in any selection process there are more students eligible for preferred treatment than there are spaces available, the Board shall conduct random selection from among the students granted preference. Both currently attending students and siblings of currently attending students who are not guaranteed approval shall be granted equal preference.

2. The sibling of a student selected in the random selection process shall be granted preference to any spaces available that the sibling has applied for, but the sibling may not be approved if there are no remaining spaces for the sibling.

3. After the date specified in 118.51(3)(a)3., Wis. Stats., the nonresident school board may approve applications it had initially denied if any of the following cause spaces to become available:

- a. A parent notifies the nonresident school board that the student will not attend the nonresident school district.
- b. A parent fails to provide the notification accepting open enrollment as required in 118.51(3)(a)6., Wis. Stats.
- c. The Board determines that additional spaces have become available since its determination at the January Board meeting.

The District shall notify the parent of a student accepted from the waiting list of that student's eligibility to attend the District, unless the student has already enrolled in a different non-resident school district or has since become a resident of the District. The notice shall state the following:

- a. the school or program the student has been assigned to;
- b. a date, at least ten (10) calendar days from the date of the notice, by which the parent must accept the open enrollment approval. Failure to timely accept shall be considered rejection and the approval shall be considered rescinded.

C. Decisional Criteria for Non-Resident Applications

Decisions on non-resident open enrollment applications will be based only on the following criteria:

1. ~~Space availability as defined in this policy. Whether the Board has determined there is space in the schools, programs, classes, or grades within the District for non-resident students. The Board shall determine during a regular meeting each January the number of regular education and special education spaces available at each level, each building, and in each program, or shall determine that it will not set space limitations for open enrollment at any building, level, or program. In determining the amount of space available, the District will count resident students, tuition waiver students under 121.84 Wis. Stats., and may include in its counted occupied spaces students and siblings of students who have applied under Section 118.51(3)(a) and are already attending public school in the District. Other factors the District Administrator shall consider include, but shall not be limited to the following:~~
 - a. ~~District practices, policies, procedures or other factors regarding class size ranges for particular programs or classes.~~
 - b. ~~District practices, policies, procedures or other factors regarding faculty student ratio ranges for particular programs, classes or buildings.~~
 - c. ~~Enrollment projections for the schools of the District that include, but are not limited to, the following factors: the likely short and long term economic development in the community; projected student transfers in and out of the District; preference requirements for siblings of non-resident open enrollment students; the required length of K-12 attendance opportunities for open enrollment students; and current and future space needs for special programs, laboratories (e.g. in technology or foreign languages) or similar District educational initiatives.~~

- d. ~~The number of non-resident students currently attending the schools of the District for whom tuition is paid by another district under Section 121.78(1)(a), Wis. Stats.~~
 - e. ~~The number of resident home schooled or private school students likely to attend the schools of the District in accordance with Section 118.415, Wis. Stats.~~
2. Whether an applicant for a pre-kindergarten, four (4) year old kindergarten, early childhood or school operated day care program resides in a district which offers the program for which application is made. ~~Whether an applicant for a pre-kindergarten, early childhood resides in a district that offers the program for which application is made.~~
3. Whether the non-resident student has been expelled from any school district within the current school year or the two (2) preceding school years, or is pending any disciplinary proceeding, based on any of the following activities:
- a. Conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made, to destroy school property by means of explosives.
 - b. Engaging in conduct while at school or under school supervision that endangered the health, safety or property of others.
 - c. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any school employee or Board member.
 - d. Possessing a dangerous weapon (as defined in ~~Section~~ 939.22(10), Wis. Stats.) while on school property or under school supervision.

Notwithstanding the Board's acceptance of a non-resident student's application, the Board may withdraw acceptance if, prior to the beginning of the first school year in which the non-resident student will attend a school in the District, the student is determined to fall under paragraph B. 3.

The Board may request a copy of a non-resident student's disciplinary records from the resident School Board.

4. Whether the special education program or related services described in the non-resident student's Individualized Education Program ("IEP") are available in the District. Whether a service is available depends on whether existing staff in the District are qualified to provide the service or whether the district has facilities and/or equipment required for the service. A service is not available in the District if that service is currently provided to resident students through contract with a third party. Whether a service is available is not a function of whether there is space available in any program or service. A service may be unavailable even if no space limitations have been established.
5. Whether there is space available in the District to provide the special education or related services identified in the non-resident student's IEP, after consideration of class size limits, student-teacher ratios, and enrollment projections.
6. Whether the non-resident student has been referred to the non-resident student's resident board under ~~Wis. Stat.~~ 115.777(1), Wis. Stats. or identified by the non-resident student's resident school board under ~~Wis. Stat.~~ 115.77(1m)(a), Wis. Stats., but not yet evaluated by an individualized education program team.

If a non-resident student's IEP is developed or changed after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in the special education program, the District may notify the student's parent and the student's resident board. If such notice is provided, the non-resident may be transferred to their resident school district.

7. If the Board has made a determination that a non-resident student attending the District under the Open Enrollment Program is habitually truant from the District during either semester of the current school year, the Board may prohibit the student from attending in the succeeding semester or school year, after complying with the requirements of PI 36.09(2).

The truancy determination shall be made on the sole basis of enrollment in the non-resident district. Open enrollment may not be denied based on the student's truancy from any other district.

D. Reapplication Procedures

The Board will not require accepted non-resident students to reapply under the open enrollment policy as long as the student is continuously enrolled in the District.

E. Transportation

The parents of a student attending a non-resident school district will be solely responsible for providing transportation to and from the school site. The District will permit a non-resident student to ride District transportation if space is available on a regularly-scheduled bus route. The District will provide transportation for a non-resident student with an identified disability for whom transportation is required by their IEP.

The Board will not permit a neighboring District to bus resident students from within its boundaries for attendance at the non-resident neighboring District.

ALTERNATIVE APPLICATION PROCEDURES

The parent of a non-resident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under the alternative application procedure if the student satisfies at least one of the statutory criteria and has not applied to more than three non-resident school districts. (See AG 5113 – Admission of Students Participating Under Open Enrollment)

Applications from a non-resident student under the alternative application procedures received after the Board's January meeting, at which it sets open enrollment space availability numbers for the subsequent year, may be approved for the current year if the Board has not imposed a space limitation for the student's current year grade level and also has not imposed a space limitation for the subsequent school year in the student's subsequent grade level. Alternative applications received prior to the 3rd Friday in September may be approved if the Board has approved all applications for that grade level which were received during the regular period, including the offer of enrollment to applicants placed on the waiting list, if any. **Following the 3rd Friday in September certified count until the time of the Board of Education's January regular meeting, alternative enrollment students may be approved based on actual current enrollment numbers rather than the predicted available space numbers.**

DELEGATION TO DISTRICT ADMINISTRATOR

The Board delegates to the District Administrator the authority to approve or deny open enrollment applications including under the alternative procedures consistent with the criteria in this policy and based on the Board's space determinations approved in January of each year.

ANNUAL REVIEW

The Board shall review its Open Enrollment Program annually.

General Provisions

- A. A student, who has been accepted under this program, who has not met the academic prerequisites for participation in a particular program in which the student wishes to enroll shall not be placed in that program.
- B. The District's Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity shall apply to all applicants under this program. In addition, the District will not discriminate on the basis of an applicant's intellectual, academic, artistic, athletic, or other ability, talent, or accomplishment, or based on a mental or physical disability, except as provided for in the statute authorizing this program.

Application of Emergency Orders

All timelines or other procedures described in this policy and in any implementing administrative guidelines are subject to modification in the event that the State or Federal government issues emergency or other temporary orders affecting any of the subject matter of this policy. The policy automatically incorporates the contents of any such order or proclamation, including any discretionary authority provided, and delegates by policy the authority to exercise that discretion to the District Administrator.

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

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To – District Administrators and Open Enrollment Coordinators

From – Jen Demrow, Open Enrollment Consultant

Subject – Reminder – Guarantee Approval of Open Enrollment Applications

As a reminder, effective on Thursday, June 1, 2022, Wisconsin Administrative Code PI 36 was updated and a clarification was made to the provision that impacts open enrollment procedures of guarantees of currently-attending applicants and siblings of currently-attending students.

If a nonresident school board’s open enrollment policy guarantees approval of currently-attending students and siblings of currently-attending students, it means that all applications for these students must be approved. If a student with a disability is a currently-attending student or a sibling of a currently-attending student and your board guarantees approval of either or both of those groups of students, the board must approve their open enrollment application, even if the board has determined that there are no special education seats available. The nonresident school board may only deny the application for the student if the student’s special education or related services required in their IEP are not available in the district. [PI 36.04\(3\)\(d\) and \(e\)](#).

If a nonresident district that offers a guarantee has erroneously denied an application that falls into these categories, you have until June 10th to reverse your decision. If you choose not to reverse your decision, you may be vulnerable on appeal.

You can find the changes in the complete open enrollment administrative rule in Wis. Admin. Code § [PI 36](#).

If you have any questions, please contact us at openenrollment@dpi.wi.gov or 888-245-2732, option 2.

Legal 118.51, Wis. Stats.
 Wis. Adm. Code Ch. P.I. 36

Last Modified by Melanie J Oppor on October 28, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of STUDENT ACCIDENTS/ILLNESS/CONCUSSION & SUDDEN CARDIAC ARREST
Code	po5340
Status	Proposed to Policy & Human Resources Committee
Adopted	June 20, 2016
Last Revised	November 18, 2019

5340 - **STUDENT ACCIDENTS/ILLNESS/CONCUSSION & SUDDEN CARDIAC ARREST**

The Board believes that school personnel have certain responsibilities in case of accidents, illness or concussions that occur in school. Said responsibilities extend to the administration of first-aid by trained persons so, summoning of medical assistance, notification of administration personnel, notification of parents, and the filing of accident reports.

Accidents

Employees should administer first aid within the limits of their knowledge of recommended practices. All employees should make an effort to increase their understanding of the proper steps to be taken in the event of an accident. However, any staff member or volunteer who, in good faith, renders emergency care to a student is immune from civil liability for **their/his/her** acts or omissions in rendering such emergency care.

The District Administrator may provide for an in-service program on first aid and CPR procedures.

The administrator in charge must submit an accident report to the District Administrator and business office on all accidents.

Illness

School personnel shall not diagnose illness or administer medication of any kind except in accordance with Policy 5330 and AG 5330.

Concussion

A concussion is a type of traumatic brain injury. Concussions occur when there is a forceful blow to the head or body that results in rapid movement of the head and causes any change in behavior, thinking, or physical functioning. Concussions are not limited to situations involving loss of consciousness. Some symptoms of a concussion include headache, nausea, confusion, memory difficulties, dizziness, blurred vision, anxiety, difficulty concentrating, and difficulty sleeping.

At the beginning of a season of any athletic sport, the Athletic Director shall distribute a concussion and head injury information sheet to each coach and to each student participant. No student will be permitted to participate in any athletic activity unless that student, or if the student is under age nineteen (19) his/her parent, has returned a signed concussion and head injury information sheet. A student is only required to return one (1) signed sheet per school year in order to participate in athletics.

A coach shall remove from competition or practice any student that the coach determines is exhibiting signs, symptoms, or behavior consistent with a concussion or head injury or who the coach suspects has sustained a concussion or head injury. Any student removed from participation under this section may not return to participation until a written release to participate from a health care professional is provided.

Parents who inform coaches and teachers that their child is being treated by a healthcare professional for a concussion must provide written clearance from that healthcare professional for full or limited participation in class, practice, activity, or competition. Prior to

receiving written clearance from a healthcare professional, students who have sustained a concussion may not participate in any school-related physical activities.

Sudden Cardiac Arrest

Sudden cardiac arrest is a medical event that involves a sudden increase in the heart's ventricular beat that prevents the heart from distributing blood to the brain, lungs, and other organs. It occurs without warning and in youth athletics participants who appear healthy and have passed pre-participation physical examinations. Severe damage and death can occur very quickly without immediate treatment.

In an effort to educate parents, students, and coaches regarding this condition, information regarding sudden cardiac arrest shall be included along with distribution of the required information concerning concussions and shall be distributed to all participants age 12 and older and to coaches prior to participation on youth athletic activity. The information shall contain the following information as provided by the Wisconsin Department of Public Instruction:

- **information about the risks associated continuing to participate in a youth activity after experiencing one (1) or more symptoms of sudden cardiac arrest, including fainting, difficulty breathing, chest pains, dizziness, and abnormal racing heart rate;**
- **information about electrocardiogram testing, including the potential risks, benefits, and evidentiary basis behind electrocardiogram testing;**
- **information how to request, from a student's health care provider, the administration of an electrocardiogram in addition to a comprehensive physical examination.**

The District shall provide the information regarding sudden cardiac arrest developed by the Department of Public Instruction and the Wisconsin Interscholastic Athletic Association.

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Legal 118.29, 118.293, 118.2935, Wis. Stats.

Last Modified by Melanie J Oppor on October 28, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of BULLYING
Code	po5517.01
Status	Proposed to Policy & Human Resources Committee
Adopted	June 20, 2016
Last Revised	April 25, 2022

5517.01 - **BULLYING**

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

Definitions

"Bullying"

Bullying is deliberate or intentional behavior using word or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well being. The behavior may be motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic, or family status; however this type of prohibited bullying behavior need not be based on any of those particular or other particular characteristics. It includes, but is not necessarily limited to such behaviors as stalking, cyberbullying, intimidating, menacing, coercing, name-calling, taunting, making threats, and hazing.

Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name-calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.
- D. "Cyberbullying" – the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging (IM), defamatory personal websites, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others."

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

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

Cyberbullying includes, but is not limited to the following:

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

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

"Staff" includes all school employees and Board members.

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

For a definition of hazing and instances that could possibly be construed as hazing, consult Policy 5516.

Complaint Procedures

Any student who believes they have been or **are** the victim of bullying should immediately report the situation to the building principal or designee, or the District Administrator. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the building principal should be filed with the District Administrator. Complaints against the District Administrator should be filed with the Board President.

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

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

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

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

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

is necessary to determine the facts and the seriousness of the report.

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

If the matter or complaint involves the District Administrator or a member of the Board, it is appropriate to engage outside legal counsel to conduct the investigation consistent with this policy. Legal counsel shall conduct a prompt investigation. The Board attorney is authorized to designate an outside third party to conduct the investigation. The Board attorney or designee will arrange such meetings as may be necessary with all concerned parties within five (5) business days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The Board attorney or designee conducting the investigation shall notify the complainant and parents as appropriate, (in writing,) when the investigation is concluded and the findings made.

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

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

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

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

Retaliation/False Reports

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

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

Privacy/Confidentiality

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

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

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

Records and Reports

Records of investigations will be maintained ~~on the number and types of reports made and sanctions imposed for incidents found to be in violation of the bullying policy~~ in accordance with Policy 8330 - Student Records and State law.

[DRAFTING NOTE: An annual summary report is not required by statute, however, this provision was included in the initial model bullying policy that the Department of Public Instruction (DPI) was required to develop by law. If your District does not provide this report annually to the Board, do not include this language.]

An annual summary report shall be prepared and presented to the Board, which includes trends in bullying behavior and recommendations on how to further reduce bullying behavior. The annual report will be available to the public. **[END OF OPTION]**

Education and Training

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

Revised 3/15/21

T.C. 9/22/21

Revised 12/20/21

T.C. 4/25/22

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Legal

118.46, Wis. Stats.

Last Modified by Melanie J Oppor on October 28, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of VIDEO SURVEILLANCE AND ELECTRONIC MONITORING
Code	po7440.01
Status	Proposed to Policy & Human Resources Committee
Adopted	November 21, 2016
Last Revised	January 17, 2022

7440.01 - VIDEO SURVEILLANCE AND ELECTRONIC MONITORING

The Board authorizes the use of video surveillance and electronic monitoring equipment at various facilities and school sites throughout the District and on school buses.

Wherever ~~the terms~~ video surveillance or electronic monitoring are used, such ~~notification shall reference includes identify that both~~ video ~~or electronic~~ (.) and audio [END OF OPTIONS] surveillance ~~as~~

(.) is possible technology

(.) are possible technologies

[END OF OPTIONS] being employed.

DRAFTING NOTE: If opting to employ audio surveillance, this should be done with legal consultation. Whether notice of audio surveillance in a school facility is sufficient to establish consent is not a clearly settled legal concept in Wisconsin.

The District Administrator is responsible for determining where to install and operate fixed-location video surveillance/electronic monitoring equipment in the District. The determination of where and when to use video surveillance/electronic monitoring equipment will be made in a nondiscriminatory manner. Video surveillance/electronic monitoring equipment may be placed in common areas in school buildings (e.g. school hallways, entryways, the front office where students, employees and visitors are permitted to freely come and go, gymnasiums, cafeterias, libraries), the school parking lots and other outside areas, and in school buses. Except in extraordinary circumstances and with the written authorization of the District Administrator, video surveillance/electronic monitoring equipment shall not be used in areas where persons have a reasonable expectation of privacy (e.g. restrooms, locker rooms, changing areas, private offices (unless there is express consent given by the office occupant), or conference/meeting rooms), or in individual classrooms during instructional times. Administrators are authorized to carry and use portable video cameras when responding to incidents. The Board authorizes security personnel to use body-worn video cameras while on duty, but prohibits them from being operated while the individual is routinely patrolling restrooms and locker rooms, unless the staff member is responding to a specific incident.

Any person who takes action to block, move, or alter the location and/or viewing angle of a video camera shall be subject to disciplinary action.

Legible and visible signs shall be placed at the main entrance to buildings and in the areas where video surveillance/electronic monitoring equipment is in use to notify people that their actions/behavior are subject to being monitored/recorded, which may include video footage, audio recording, or both. Additionally, the District Administrator is directed to annually notify parents and students via the Student Handbook, and staff via the Staff Handbook(s), of the use of video surveillance/electronic monitoring systems in their schools, which may include video footage, audio recording, or both. In cases approved by the District Administrator, camera surveillance may be used for investigatory purposes without staff, student, or public notice if the usage is calculated to further investigation into misconduct believed to have occurred or believed to be ongoing.

Any information obtained from video surveillance/electronic monitoring systems may only be used to support the orderly operation of the School District's schools and facilities, and for law enforcement purposes, and not for any other purposes. As such, recordings obtained through the use of video surveillance/electronic monitoring equipment may be used as evidence in any disciplinary proceedings, administrative proceeding or criminal proceeding, subject to Board policy and regulations. Further, such recordings may become a part of a student's education record or staff member's personnel file.

Ordinarily, video surveillance/electronic monitoring equipment will not be used to make an audio recording of conversation occurring on school grounds or property.

The Board will not place video surveillance/electronic monitoring equipment for the purpose of obtaining information routine staff appraisal/evaluation or monitoring; however, video footage captured in the normal course of surveillance which shows information pertinent to staff performance or conduct may be used for that purpose.

Additionally, prerecorded lessons or observations of online or virtual learning sessions may be included as part of an employee's evaluation.

Further, if an employee is assigned to work remotely (i.e., telework), the administration is authorized to conduct observations that consist of the supervisor reviewing video-recordings of the employee working and/or watching the employee perform **theirthe employee'shis/her** job responsibilities through means of a live-stream that includes both video and audio.

Additionally, nothing herein shall prevent the administration from using information gathered through electronic means (i.e., viewing a video-recording or live-stream of an employee working) for employment purposes, including but not limited to completing components of an evaluation.

Recordings that capture students may be student records and as such will be treated as confidential, subject to the Board's public records and student records policies.

Retention, Secure Storage, Access to and Disposal of Video Recordings

The Board shall maintain video surveillance/electronic monitoring recordings for a limited period. Any request to view a recording under this policy must be made within seven (7) calendar days of the event/incident in order to assure its availability. Inquiries after that time period may be available depending on current retention capabilities. Unless a recording is separated and maintained for some reason by the District, any recording may be destroyed after thirty (30) calendar days. If, however, action is taken by the Board/administration, as a result of a formal complaint or incident, recordings shall be kept consistent with the Board's record retention policy depending on the nature of the video record retained, but for a minimum of one (1) year from the date of the action taken. Recordings may also be kept beyond the normal retention period if they are going to be utilized for training purposes.

Video recordings, if stored on a removable/portable device or on a locally hosted server, when not in use, shall be stored in a locked cabinet or room in an area to which students and the public do not normally have access. Any video data stored on a cloud-based server system must be stored pursuant to a vendor agreement that assures the confidentiality of data accessible only to school officials.

Access to and viewing of video recordings is limited to authorized personnel. The technology director is responsible for maintaining a proper audit trail for all video recordings (i.e., logs must be maintained of all instances of access to, and use of, recorded material – the log must document the person accessing the recording, the date and time of access, and the purpose). The technology director shall approve requests for access to recorded and stored video images.

The technology director may authorize the viewing of recorded images in the event of an ongoing law enforcement investigation, an incident involving property damage or loss, or for other reasons deemed appropriate.

Video footage should not be removed from school officials' custody except as required by law or upon a request from law enforcement. Video files should not be transmitted electronically to sources outside the District except as required or permitted by law.

All video surveillance/electronic monitoring recording media shall be considered legal evidence and treated as confidential or as directed by Board counsel. The release of original video recordings to individuals or outside agencies may only occur pursuant to subpoena or court order after the same has been reviewed by Board counsel.

Original video recordings shall never be edited or manipulated in any manner. When video recordings are requested by any law enforcement agency as part of an ongoing investigation, a duplicate may be provided for that purpose. The original media shall be protected from accidental overwrite or erasure during the duplicating process. Nothing in this paragraph prohibits the redaction of personally identifiable information from duplicated media when mandated by FERPA.

Video recordings may never be sold publicly, viewed or distributed in any other fashion except as provided for by Board policy and this guideline, and consistent with State and Federal law.

Revised 3/15/21

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Legal

- 19.31 – 19.39, 118.125 Wis. Stats.
- FERPA 20 U.S.C. 1232g
- 34 C.F.R. 99.1-99.67
- Title I of the Electronic Communication Privacy Act of 1986
- 18 U.S.C. 2510-2521

Last Modified by Melanie J Oppor on October 28, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	Copy of NOTIFICATION OF EDUCATIONAL OPTIONS
Code	po8146
Status	Proposed to Policy & Human Resources Committee
Adopted	October 17, 2016
Last Revised	April 27, 2020

8146 - NOTIFICATION OF EDUCATIONAL OPTIONS

The Board recognizes the need to provide alternative means by which students achieve the goals of the District.

Annually, by January 31 ~~On an annual basis~~, a list of all educational options available to children who reside in the District **will be provided to parents as a class 1 notice and on the District's website. These options include, including** public ~~schools~~ **school**, private schools participating in a parental choice program, charter schools, virtual schools, full-time open enrollment, Early College Credit Program, Start College Now Program, part-time open enrollment **in a nonresident school district, youth apprenticeship programs offered under 106.13, Wis. Stats.** and options for students enrolled in a home-based private education program, ~~will be provided to parents.~~ (~~See~~ **see** Policy 2370 - Educational Options Provided by the District)

In the class 1 notice, as well as the notice on the District website, the Board shall identify the most recent report card accountability rating that has been assigned to each school within the District boundaries, including charter schools and private schools participating in a parental choice program. This notice shall also inform parents of the availability of the full school and School District accountability reports. (See also Policy 2700.01 - School Performance and State Accountability Report Cards).

Revised 7/17/17
Revised 12/18/17
Revised 11/19/18

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Legal 115.385(4), Wis. Stats.
118.15, Wis. Stats.
118.55, Wis. Stats.
118.57 Wis. Stats.

Last Modified by Melanie J Oppor on October 28, 2022



Book	Policy Manual
Section	For Board Review - Vol. 31, No. 2
Title	PROTECTION OF DISTRICT FUNDS
Code	po8740 - Review by Business Manager
Status	Proposed to Policy & Human Resources Committee
Adopted	November 21, 2016

8740 - PROTECTION OF DISTRICT FUNDS~~BONDING~~

The Board ~~of Education~~ recognizes that prudent trusteeship of the resources of this District dictates that employees responsible for the safekeeping of District monies () and property ~~[END OF OPTION]~~ be bonded or alternatively be covered by an insurance policy issued by a Board-approved and accredited insurance carrier or joint self-insurance pool.

An insurance policy must cover the Board from losses caused by the fraudulent or dishonest actions of, and the failure to perform a duty prescribed by law of, the employee. Coverage must be equal to or greater than the amount required by the Board for a surety bond.

The District shall be indemnified against loss of money (~~X~~) and property ~~[END OF OPTION]~~ by bonding of employees holding the positions and in the amounts determined by the Board and in accordance with State law or by providing adequate coverage through the issuance of an insurance policy.

(~~X~~) All other employees handling money shall be covered under a blanket bond or insurance policy to an amount determined by the Board. ~~[END OF OPTION]~~

The Board shall bear the cost of insuring or bonding each employee required to be covered~~bonded~~ by this policy.

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Legal 120.13(23), Wis. Stats.

Last Modified by Melanie J Oppor on October 28, 2022



Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of SUBSTANCE ABUSE
Code	ag3170
Status	Proposed to Policy & Human Resources Committee
Adopted	May 21, 2018

~~3170A—SUBSTANCE ABUSE~~

~~Any professional staff member whose physical characteristics, appearance, behavior, or breath odor suggest to a supervisor that s/he may be under the influence of alcohol shall be requested to take a breathalyzer test administered by law enforcement.~~

~~Should the professional staff member refuse to take such a test or should the results of the test be positive, s/he shall be disciplined by the District Administrator.~~

~~Should a supervisor determine from the physical aspects, appearance, or behavior of a professional staff member that s/he might be under the influence of other drugs, the District will contact law enforcement for assistance. Should the professional staff member refuse or be found to be under the influence of drugs, s/he shall be disciplined by the District Administrator.~~

Last Modified by Melanie J Oppor on October 28, 2022



Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of FEDERAL GROUP HEALTH CONTINUATION (COBRA)
Code	ag3421
Status	Proposed to Policy & Human Resources Committee
Adopted	May 21, 2018

~~3421—FEDERAL GROUP HEALTH CONTINUATION (COBRA)~~

~~Qualifying Event~~

- ~~A. Employees covered under the Board of Education's Group Health Coverages shall be offered the opportunity to continue the Group Health Coverages upon occurrence of one of the following "qualifying events":~~
- ~~1. voluntary or involuntary termination of employment for reasons other than "gross misconduct"~~
 - ~~2. reduction in the number of hours of employment~~
- ~~B. Spouses may continue the Group Health Coverages upon occurrence of one of the following "qualifying events":~~
- ~~1. termination of the covered employee's employment for any other reason other than "gross misconduct"~~
 - ~~2. reduction in the hours worked by the covered employee~~
 - ~~3. covered employee's becoming entitled to Medicare~~
 - ~~4. divorce or legal separation of the covered employee~~
 - ~~5. death of the covered employee~~
- ~~C. Dependent children may continue the Group Health Coverages upon the occurrence of one of the following "qualifying events":~~
- ~~1. termination of covered employee's employment for any reason other than "gross misconduct"~~
 - ~~2. reduction in the hours worked by the covered employee~~
 - ~~3. loss of "dependent child" status under the plan rules~~
 - ~~4. covered employee's becoming entitled to Medicare~~
 - ~~5. divorce or legal separation of the covered employee~~
 - ~~6. death of the covered employee~~

~~Election~~

~~Qualified beneficiaries have a sixty (60) day period from the later of the coverage loss date or the date the notice to elect COBRA coverage is sent to elect whether to continue coverage. Once COBRA coverage is chosen, the beneficiary is required to pay for the coverage. COBRA coverage is retroactive if elected and paid for by the qualified beneficiary.~~

~~Benefits Available to Qualified Beneficiaries~~

~~Qualified beneficiaries have the right to elect to continue coverage that is identical to the coverage provided under the plan. A covered employee or the covered employee's spouse may elect COBRA coverage on behalf of any other qualified beneficiary. Each qualified beneficiary, however, may independently elect COBRA coverage. A parent or legal guardian may elect on behalf of a minor child.~~

~~Termination of COBRA Coverage~~

~~Coverage for the employee and eligible dependent(s), if any, can end when:~~

- ~~A. the last day of maximum coverage is reached;~~
- ~~B. premiums are not paid on a timely basis;~~
- ~~C. the employee ceases to maintain any group health plan;~~
- ~~D. coverage is obtained with another employee group health plan that does not contain any exclusion or limitation with respect to any pre-existing condition of such beneficiary;~~
- ~~E. a beneficiary is entitled to Medicare benefits.~~

~~Special rules for disabled individuals may extend the maximum periods of coverage. If a qualified beneficiary is determined under Title II or XVI of the Social Security Act to have been disabled at the time of a termination of employment or reduction in hours of employment and the qualified beneficiary properly notifies the plan administrator of the disability determination, the eighteen (18) month period is expanded to twenty-nine (29) months.~~

~~Regular Conversion Option~~

~~After the continuation coverage under COBRA expires, the beneficiary may be eligible for coverage under any conversion option provided under the plan.~~

- ~~A. The Board will notify a qualified COBRA beneficiary of the option to enroll in a conversion plan within 180 days before the expiration date of COBRA continuation coverage.~~
- ~~B. The benefits and costs of coverage available under a conversion option may differ from those offered through the group health plan.~~

Notification Requirements

A. The Board shall:

- ~~1. notify all covered employees and spouses of their coverage continuation rights on the date the COBRA requirements took effect;~~
~~Thereafter, each employee shall be notified of this policy at the time they begin coverage under the Board's Group Health Coverages and each spouse shall be notified of this policy at the time family or spouse coverage begins under the Board's Group Health Coverages.~~
~~Notification to the employee's spouse shall be deemed to serve as notice on dependent children.~~
- ~~2. include information on the continuation rights in the Summary Plan Description;~~
- ~~3. notify the plan administrator within thirty (30) days of the following qualifying events:~~
 - ~~a. death of the covered employee~~
 - ~~b. termination of employment or reduction in hours of the covered employee~~
 - ~~c. eligibility of covered employee for Medicare~~
 - ~~d. bankruptcy of covered employee~~

B. The Plan Administrator shall:

- ~~1. notify the employee of their COBRA provisions when the employee begins under the group health coverages;~~
- ~~2. notify the eligible beneficiaries within fourteen (14) days of receiving the specified notification of the qualifying event of his/her right to continuation of coverage. Notifying a spouse or former spouse of an employee is considered sufficient notice to all other eligible beneficiaries living with that person.~~

~~The employee, retiree, or family member should notify the plan administrator within sixty (60) days of events consisting of divorce or legal separation or a child's ceasing to be covered as a dependent under plan rules.~~

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P.L. 99-272

Consolidated Omnibus Budget Reconciliation Act of 1984

Last Modified by Melanie J Oppor on October 28, 2022



Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of SUBSTANCE ABUSE
Code	ag4170
Status	Proposed to Policy & Human Resources Committee
Adopted	June 18, 2018

~~4170A—SUBSTANCE ABUSE~~

~~Any professional staff member whose physical characteristics, appearance, behavior, or breath odor suggests to a supervisor that s/he may be under the influence of alcohol shall be requested to take a breathalyzer test administered by law enforcement.~~

~~Should the professional staff member refuse to take such a test or should the results of the test be positive, s/he shall be disciplined by the District Administrator.~~

~~Should a supervisor determine from the physical aspects, appearance, or behavior of a professional staff member that s/he might be under the influence of other drugs, the District will contact law enforcement for assistance. Should the professional staff member refuse or be found to be under the influence of drugs, s/he shall be disciplined by the District Administrator.~~

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Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of FEDERAL GROUP HEALTH CONTINUATION (COBRA)
Code	ag4421
Status	Proposed to Policy & Human Resources Committee
Adopted	June 18, 2018

~~4421—FEDERAL GROUP HEALTH CONTINUATION (COBRA)~~

~~Qualifying Event~~

- ~~A. Employees covered under the Board of Education's Group Health Coverages shall be offered the opportunity to continue the Group Health Coverages upon occurrence of one (1) of the following "qualifying events":~~
- ~~1. voluntary or involuntary termination of employment for reasons other than "gross misconduct"~~
 - ~~2. reduction in the number of hours of employment~~
- ~~B. Spouses may continue the Group Health Coverages upon occurrence of one (1) of the following "qualifying events":~~
- ~~1. termination of the covered employee's employment for any other reason other than "gross misconduct"~~
 - ~~2. reduction in the hours worked by the covered employee~~
 - ~~3. covered employee's becoming entitled to Medicare~~
 - ~~4. divorce or legal separation of the covered employee~~
 - ~~5. death of the covered employee~~
- ~~C. Dependent children may continue the Group Health Coverages upon the occurrence of one (1) of the following "qualifying events":~~
- ~~1. termination of covered employee's employment for any reason other than "gross misconduct"~~
 - ~~2. reduction in the hours worked by the covered employee~~
 - ~~3. loss of "dependent child" status under the plan rules~~
 - ~~4. covered employee's becoming entitled to Medicare~~
 - ~~5. divorce or legal separation of the covered employee~~
 - ~~6. death of the covered employee~~

~~Election~~

~~Qualified beneficiaries have a sixty (60) day period from the later of the coverage loss date or the date the notice to elect COBRA coverage is sent to elect whether to continue coverage. Once COBRA coverage is chosen, the beneficiary is required to pay for the coverage. COBRA coverage is retroactive if elected and paid for by the qualified beneficiary.~~

~~Benefits Available to Qualified Beneficiaries~~

~~Qualified beneficiaries have the right to elect to continue coverage that is identical to the coverage provided under the plan. A covered employee or the covered employee's spouse may elect COBRA coverage on behalf of any other qualified beneficiary. Each qualified beneficiary, however, may independently elect COBRA coverage. A parent or legal guardian may elect on behalf of a minor child.~~

~~Termination of COBRA Coverage~~

~~Coverage for the employee and eligible dependent(s), if any, can end when:~~

- ~~A. the last day of maximum coverage is reached;~~
- ~~B. premiums are not paid on a timely basis;~~
- ~~C. the employee ceases to maintain any group health plan;~~
- ~~D. coverage is obtained with another employee group health plan that does not contain any exclusion or limitation with respect to any pre-existing condition of such beneficiary;~~
- ~~E. a beneficiary is entitled to Medicare benefits.~~

~~Special rules for disabled individuals may extend the maximum periods of coverage. If a qualified beneficiary is determined under Title II or XVI of the Social Security Act to have been disabled at the time of a termination of employment or reduction in hours of employment and the qualified beneficiary properly notifies the plan administrator of the disability determination, the eighteen (18) month period is expanded to twenty-nine (29) months.~~

Regular Conversion Option

~~After the continuation coverage under COBRA expires, the beneficiary may be eligible for coverage under any conversion option provided under the plan.~~

- ~~A. The Board will notify a qualified COBRA beneficiary of the option to enroll in a conversion plan within 180 days before the expiration date of COBRA continuation coverage.~~
- ~~B. The benefits and costs of coverage available under a conversion option may differ from those offered through the group health plan.~~

Notification Requirements**A. The Board shall:**

- ~~1. notify all covered employees and spouses of their coverage continuation rights on the date the COBRA requirements took effect;~~

~~Thereafter, each employee shall be notified of this policy at the time they begin coverage under the Board's Group Health Coverages and each spouse shall be notified of this policy at the time family or spouse coverage begins under the Board's Group Health Coverages.~~

~~Notification to the employee's spouse shall be deemed to serve as notice on dependent children.~~

- ~~2. include information on the continuation rights in the Summary Plan Description;~~
- ~~3. notify the plan administrator within thirty (30) days of the following qualifying events:

 - ~~a. death of the covered employee~~
 - ~~b. termination of employment or reduction in hours of the covered employee~~
 - ~~c. eligibility of covered employee for Medicare~~
 - ~~d. bankruptcy of covered employee~~~~

B. The Plan Administrator shall:

- ~~1. notify the employee of their COBRA provisions when the employee begins under the group health coverages;~~
- ~~2. notify the eligible beneficiaries within fourteen (14) days of receiving the specified notification of the qualifying event of his/her right to continuation of coverage. Notifying a spouse or former spouse of an employee is considered sufficient notice to all other eligible beneficiaries living with that person.~~

~~The employee, retiree, or family member should notify the plan administrator within sixty (60) days of events consisting of divorce or legal separation or a child's ceasing to be covered as a dependent under plan rules.~~

Legal

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Last Modified by Melanie J Oppor on October 28, 2022



Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of ADMISSION OF STUDENTS PARTICIPATING UNDER OPEN ENROLLMENT
Code	ag5113
Status	Proposed to Policy & Human Resources Committee
Adopted	August 20, 2018
Last Revised	February 28, 2022

5113 - **ADMISSION OF STUDENTS PARTICIPATING UNDER OPEN ENROLLMENT**

The School District will participate in the Wisconsin Public School Open Enrollment Program in accordance with applicable law and the relevant policies and rules of the District, all as amended from time-to-time. More specifically, the District, in administering its participation will:

- A. harmonize to the extent possible Sections 118.145(4), 118.51, 118.52;
- B. give priority to its resident students regarding intra-District open enrollment opportunities;
- C. take account, as appropriate, of individual rights under the Wisconsin and United States Constitution.

Full-Time Open Enrollment

A. Application Procedures for Nonresident Students

Applications from nonresidents for full-time open enrollment into a District school must:

1. be submitted on the form provided by the Department of Public Instruction ("DPI"); **and**
2. be received between the first Monday in February and the last weekday in April, unless otherwise provided by **lawthe DPI** or as described in Section **JK**, below - Alternative Application Procedures.

If a student submits applications to more than three (3) nonresident school districts, all applications submitted are invalid.

Untimely applications will not be processed nor will the review process be delayed by failure to submit supporting documentation. Copies of all nonresident student applications will be sent to the resident school district of each nonresident student and the DPI no later than the first weekday after the last weekday in April unless otherwise provided by the DPI.

The District shall provide to any nonresident district to which a resident student with a disability has applied for open enrollment a copy of the student's Individualized Education Program no later than the first Friday following the first Monday in May.

B. Timetable for Decisions on Applications

District decisions on full-time open enrollment applications will be made after April 30th and no later than the Friday following the first Monday in June, unless otherwise provided by the DPI and/or (waiting list provisions of this guideline).

C. Procedure for Processing of Open Enrollment Applications

If there are more applications than spaces, the Board will fill the available spaces by random selection, provided that first

priority will be given to nonresident students already attending District schools and their siblings.

The Board will determine the availability of spots for the following school year at its January Board meeting, which will establish which applicants will be guaranteed approval per Policy 5113 - Open Enrollment Program (Inter-District), if any, and how many available spots there are in each program, grade level, and building.

If there are more applications than spaces, the Board will fill the available spaces by random selection. **Unless provided guaranteed approval in the Board's space availability determinations, provided that first priority in the random selection process shall be provided as follows: will be given to nonresident students already attending District schools and their siblings.**

1. **currently attending students**
2. **siblings of currently attending students**
3. **if neither currently attending student nor siblings of currently attending students are guaranteed approval, both groups shall be provided equal preference**
4. **If the number of students entitled to preference for any grade level exceeds the number of spots available, only those students entitled to preference will be included in the random selection process**
5. **siblings of any student selected in the random selection process will be granted preference to any remaining spots at the sibling(s) grade level, but is not guaranteed approval if no spots are available in the sibling(s) grade level(s).**

[] [OPTIONAL WAITING LIST - Note that selection here must be consistent with Board Policy 5113.]

- D. **+**The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants **or from those entitled to preference**, the remaining names will be drawn randomly and placed on the waiting list in order of selection **beginning first with randomly ordered students entitled to preference followed by all other applicants randomly ordered**. The District may approve attendance by non-resident students on the waiting list up to the third Thursday in September, provided that the student will be in attendance in the District by the third Friday in September **and provided that the student has not already attended a non-resident school district in the current year.**

If a student is on the waiting list for both grade level and special education programming, both spots must become available for the student to become eligible for approval.

[END OF OPTION]

E. Decisional Criteria for Nonresident Applications

Decisions on nonresident open enrollment applications will be based only on the following criteria:

1. The availability of space in the schools, programs, classes, or grades within the District. **as determined by the Board in January. In determining the amount of space available, the District will count resident students, students attending the District for whom tuition is paid under 121.78(1)(a), Wis. Stats. and may include in its counted occupied spaces students and siblings of students who have applied under Section 118.51(3)(a) or (3m)(a) and are already attending public school in the District. Other factors the District Administrator may consider include:**
 - a. **District practices, policies, procedures or other factors regarding class size ranges for particular programs or classes.**
 - b. **District practices, policies, procedures or other factors regarding faculty-student ratio ranges for particular programs, classes, or buildings.**
 - c. **Enrollment projections for the schools of the District which include, but are not limited to, the following factors: the likely short and long-term economic development in the community, projected student transfers in and out of the District, preference requirements for siblings of nonresident open enrollment students, the required length of K-12 attendance opportunities for open enrollment students and current and future space needs for special programs, laboratories (e.g. in technology or foreign languages) or similar District educational initiatives.**
2. Whether an applicant for a pre-kindergarten, four (4) year old kindergarten, early childhood or school operated daycare program resides in a district which offers the program for which application is made.

3. Whether the nonresident student has been expelled from any school district within the current school year or the two (2) preceding school years, or has any pending disciplinary proceeding, based on any of the following activities:
- Conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy school property by means of explosives.
 - Engaging in conduct while at school or under school supervision that endangered the health, safety or property of others.
 - Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any school employee or Board member.
 - Possessing a dangerous weapon (as defined in Section 939.22(10), Wis. Stats.) while on school property or under school supervision.

Notwithstanding the Board's acceptance of a nonresident student's application, the Board may withdraw acceptance if, prior to the beginning of the first school year in which the nonresident student will attend a school in the District, **the nonresident student/s/he** is determined to fall under any of the above.

The **District Administrator Board** may request a copy of a nonresident student's disciplinary records from the resident school board.

4. Whether the special education program or related services described in the nonresident student's individualized education program ("IEP") are available in the District.
5. Whether there is space available in the District to provide the special education or related services identified in the nonresident student's IEP, after consideration of class size limits, student-teacher ratios, and enrollment projections.
6. Whether the non-resident student has been referred to **theirhis/her** resident school board under **Wis. Stat. § 115.777(1), Wis. Stats.** or identified by **thehis/her** resident school board under **Wis. Stat. 115.77(1m) (a), Wis. Stats.,** but not yet evaluated by an individualized education program team.

If a nonresident student's IEP is developed or changed after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in the special education program, the District may notify the student's parent and the student's resident school board. If such notice is provided, the nonresident may be transferred to **theirhis/her** resident school district.

7. If the Board has made a determination that a non-resident student attending the District under the Open Enrollment Program is habitually truant from the District during either semester of the current school year, the Board may prohibit the student from attending in the succeeding semester or school year.

The **habitual** truancy determination shall be made on the sole basis of enrollment in the nonresident district. Open enrollment may not be denied based on the student's truancy from any other district.

Determination of habitual truancy for purposes of open enrollment denial or termination shall be made consistent with Board Policy 5200 - Attendance. Habitual truancy will only be used as a basis to reject or terminate open enrollment if the student or a minor student's parent has been notified that habitual truancy may be a basis to terminate open enrollment and all provisions of DPI regulations have been adhered to (PI 36.04(6)).

Any student or minor student's parent may appeal a determination to reject or terminate open enrollment based on habitual truancy as described in Board Policy 5113 - Open Enrollment Program (Inter-District).

F. Notice of Decisions

Written notice of acceptance or denial of nonresident applications must be sent to all applicants on or before the first Friday following the first Monday in June. Nonresident students whose applications are accepted shall be notified of the specific school or program that the student may attend the following school year.

The District shall notify any resident student and the nonresident school district if the Board denies enrollment in the nonresident district in writing by the second Friday following the first Monday in June.

Notices of denial will include a reason for the determination. Notice of denial for nonresident students will also include notice as to the student's specific place on the waiting list.

1. Additional Notices When a Nonresident Student is Accepted

If the Board approves an open enrollment application of a nonresident student it will also send the following notices:

- a. written notice to the applicant no later than the first Friday following the first Monday in June of the specific school or program that the applicant may attend during the following school year; **and**
- b. notice to the resident School Board no later than July 7th stating the name of the student.

The parents or guardians of an accepted nonresident student must notify the Board no later than the last Friday in June of the student's intent to attend school in the District during the following school year.

If an accepted nonresident student has not attended school in the district by the third Friday in September, the open enrollment is terminated.

2. Additional Notice When a Nonresident Student is Not Accepted but Placed on the Established Waiting List

If space becomes available, the student on the waiting list will be notified in the order in which **they appears/he appears** on the list. The student will be sent notice that space is now available and the school to which the student will be placed. The notice will also state that the applicant has ten (10) **calendar** days to accept the offer of open enrollment from the postmarked date on the notice.

When a selected applicant notifies the District that the open enrollment position is being rejected or fails to respond within ten (10) **calendar** days, the offer will be rescinded and the space will be offered to the next applicant on the waiting list. The District will continue to notify students on the waiting list of available spaces up to the third Thursday in September of the school year for which the waiting list applies, provided that the student will begin attendance no later than the third Friday in September. A non-resident student accepted for enrollment once the school year has begun may attend the District even if the student has already attended school in the resident school district, but not if the student has enrolled in the current term in another non-resident school district.

Disciplinary Records

The District shall provide the disciplinary records of any resident student that applies for enrollment in a non-resident school district. Such disciplinary records should include but are not limited to: A copy of any expulsion findings and orders pertaining to the student; a copy of any records of any pending disciplinary proceedings and the length of term of the expulsion; or the possible outcomes of the pending disciplinary proceedings. Such records shall be provided no later than the first Friday following the first Monday in May or within ten (10) days of an application under the Alternative Application Procedures (Section **jK** below).

F. Reapplication Procedures

The Board will not require accepted non-resident students to reapply under the open enrollment policy as long as the student is continuously enrolled in the District.

G. Transportation

The parents or guardians of a student attending a nonresident school district will be solely responsible for providing transportation to and from the school site or if space is available, or to a scheduled in-District bus stop. The District will provide transportation for a non-resident student with an identified disability for whom transportation is required by **theirhis/her** IEP

H. Tuition Waivers

Students are eligible for tuition waivers as follows:

1. Current Year Permissive

When the student was:

- a. a resident of the School District on July 1st;
- b. enrolled in the School District on July 1st of the current school year; and

- c. after July 1st changes residence by moving to a new school district.

The District may permit the student to complete the school year. The school district of attendance (the nonresident school district) counts the student in membership.

2. **Current Year Mandatory**

When the student:

- a. was a resident of the School District and enrolled on either the third Friday in September or the second Friday in January of the current school year;
- b. was enrolled in the School District for at least twenty (20) school days during the current school year; and
- c. changes residence by moving to a new school district.

The District must permit the student to complete the school year. The school district of attendance (the nonresident school district) counts the student in membership.

3. **"Additional Year" Mandatory**

When the student:

- a. was a resident of the School District on the second Friday in January of the previous school year;
- b. was enrolled in the School District continuously from the second Friday in January of the previous school year to the end of the school term of the previous school year;
- c. ceased to be a resident of the School District after the first Monday in February of the previous school year; and
- d. continues to be a resident of Wisconsin.

The District must permit the student to attend the school year following the year in which the criteria are met. The resident district counts the student in membership and DPI transfers the open enrollment amount to the nonresident district.

I. **Rights and Privileges of Nonresident Students**

Nonresident students attending school in the District on a full-time basis will have all of the rights and privileges of resident students and will be subject to the same rules and regulations as resident students.

J. **Alternative Application Procedures**

1. Basis for Open Enrollment Outside Regular Deadlines:

The parent of a non-resident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under this alternative application procedure if the student satisfies at least one of the following criteria and has not applied to more than three (3) non-resident school districts:

- a. The resident school board determines that the non- resident student has been the victim of a violent criminal offense, as defined by the Department of Public Instruction. An application is not valid unless the District receives the application within thirty (30) days after the determination of the resident school board.
- b. The student is or has been a homeless student in the current or immediately preceding school year. In this subdivision, "homeless student" means an individual who is included in the category of homeless children and youths, as defined in Policy 5111.01 – Homeless Students.
- c. The non-resident student has been the victim of repeated bullying or harassment and all of the following apply:
 - 1. The student's parent has reported the bullying or harassment to the resident school board.
 - 2. Despite action taken by the parents and/or the resident school district the repeated bullying and harassment continues.

- d. The place of residence of the student's parent or guardian and of the student has changed as a result of military orders. An application is not valid unless the District receives the application no later than thirty (30) days after the date on which the military orders changing the place of residence were issued.
 - e. The student moved into the state, but resides in another District. An application made on the basis is not valid unless the District receives the application no later than thirty (30) days after moving into this state.
 - f. The place of residence of the student has changed as a result of a court order or custody agreement or because the student was placed in a foster home or with a person other than the student's parent, or removed from a foster home or from the home of a person other than the student's parent. An application is not valid unless the District receives the application no later than thirty (30) days after the student's change in residence.
 - g. The parent of the non-resident student, the resident school board, and the Board agree that attending school in the District is in the best interests of the student.
 - h. The parent of a non-resident student and the Board agree, upon application by the parent, that attending school in the District is in the best interests of the student. The District shall immediately forward a copy of the application to the student's resident district and shall inform the parent of its decision regarding the student's best interests within twenty (20) days of receipt of the application. If approved, the written decision shall include a designation of which school and/or program the student may enroll in.
2. Decisions Regarding Resident Students Seeking Enrollment out of the District under the Alternative Procedure.

The Board shall review all applications received for Open Enrollment out of the District under this section upon receipt. The District shall allow such student's enrollment in a non-resident district unless the District determines that the criteria relied on by the applicant to qualify for the alternative application procedure does not apply to the student.

3. Appeal Procedures

If the District rejects the application of a resident student despite agreement by the parent and a nonresident school district that the interests of the student are best served by enrollment in the non- resident school district, the parent may appeal the decision to the State Department of Public Instruction. The decision of the State Superintendent will be final.

If the District rejects the application because a special education or a related service is not available, the student's parent(s) may appeal the decision to the State Department of Public Instruction within thirty days after the receipt of the notice.

4. If a non-resident student is notified that the Board has approved his or her application to enroll in the District because it is in the best interests of the student, the student may immediately begin attending the school or program in the nonresident school district and shall begin attending the school or program no later than the 15th day following receipt by the parent or the student of the notice of acceptance from the District. If the nonresident student has not enrolled in or attended school in the District by then, the District may notify the student's parent in writing, that the student is no longer authorized to attend the school or program in the District.

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Legal Secs. 118.145(4), 118.51, 118.52, Wis. Stats.
 Subchapter VI of Chapter 121, Wis. Stats.

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Book	Administrative Guideline Manual
Section	For Board Review - AG - Vol. 31, No. 2
Title	Copy of PROMOTION, TRANSFER, AND RETENTION
Code	ag5410
Status	Proposed to Policy & Human Resources Committee
Adopted	February 22, 2018
Last Revised	July 19, 2021

5410 - PROMOTION, TRANSFER, AND RETENTION

Optimal school achievement is obtained when students experience success in their daily activities and build upon successful experiences as they encounter new learning situations. All aspects of the student must be considered as grade placements are made.

DEFINITIONS

A. Promotion:

~~Occurs when a student is doing the caliber of work (grade level) that indicates the student has met the criteria established in Policy 5410 and restated below.~~ Occurs when a student is doing the quality of work that indicates the student has met the criteria established in Policy 5410 and this administrative guideline, and should be moved forward to the next grade.

B. Transfer:

~~Occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade. However, the Student Intervention Team recommends and the building administrator concurs, that it is in the student's best interest to move to the next grade.~~ Occurs when a student is not doing the quality of work that indicates the student should be promoted to the next grade, but a determination has been made that it is in the student's best interest to move forward to the next grade. [] A placement determination is made by the [] [OPTION 1] building administrator [END OF OPTION] [] [OPTION 2] Student Intervention Team [END OF OPTION] [] [OPTION 3] () _____ with the concurrence of the building administrator [END OF OPTION].

C. Retention:

~~Occurs when a student is not doing the caliber of work that indicates the student should be promoted to the next grade, based on the recommendation of the Student Intervention Team with the concurrence of the building administrator.~~ Occurs when a student is not doing the quality of work that indicates the student should move forward to the next grade, and the student should repeat the current grade. [] A retention decision is made by the [] [OPTION 1] building administrator [END OF OPTION]; [] [OPTION 2] Student Intervention Team [END OF OPTION] [] [OPTION 3] () _____ with the concurrence of the building administrator [END OF OPTION].

D. Building Consultation Team:

A Building Consultation Team is to be appointed by the principal each year to consider situations in which students may not be promoted to the next grade or may not graduate. Such a team may include:

1. classroom teachers,
2. counselors and other support staff,
3. building principal or assistant principal,
4. parents.

Final decisions on student promotion, transfer, or retention rest with the building principal. To implement Board policy, the following guidelines are to be utilized:

4K

Criteria:

When the Building Consultation Team is convened, the following criteria shall be considered:

- A. Current level of achievement
- B. Potential for success at the next level
- C. Emotional, physical, social maturity
- D. Attendance

Grades K-8 Level

Criteria:

To be promoted all students in grades 3-8 must demonstrate adequate progress in reading and mathematics. Literacy and numeracy are the foundation of all core subjects. To that end, adequate progress will be determined by end-of-year report card standard scores for core academic subjects at a score of "3" or higher in grades 3-5 or "D" or better in grades 6-8. If adequate progress is not evident based on the report card scores, multiple measures may be used to compile a complete student learning profile for promotion consideration.

The multiple measures to consider may include, but are not limited to:

- A. Wisconsin School Assessment System Examination scores
- B. Response to Intervention/Instruction documentation
- C. Local assessments
- D. Teacher recommendations
- E. Demonstrate adequate progress toward attainment of annual goals specified in the At-Risk/Intervention Plan, Individualized Education Plan (IEP), Section 504 Plans, or English Development Learning Plan (EDLP) as documented by the staff serving the student

High School Level

Student placement criteria are as follows:

- A. 1st year of high school attendance or the equivalent are placed in 9th grade
- B. 2nd year of high school attendance or the equivalent are placed in 10th grade
- C. 3rd year of high school attendance or the equivalent are placed in 11th grade
- D. 4th year of high school attendance or the equivalent are placed in 12th grade

Remediation Opportunities

School personnel shall make a concerted and repeated effort throughout the school year to notify the parents of students who are at-risk of not meeting grade-level expectations and thus, may not be eligible for promotion. Opportunities to support student

learning will be suggested and encouraged. In this way, students (with the support of their parents) can take full advantage of Response to Intervention/Instruction (Rtl) time, Summer School, or other remediation learning opportunities for the purpose of meeting the grade-level criteria as described above to be eligible for promotion.

Appeal Process

Parents of students recommended for retention may appeal to the District Administrator or designee. Such appeals should be filed in writing no later than five (5) days after receiving the official letter of retention. The appeal petition must include reasons why the parent/guardian believes the student should be promoted. The District Administrator or designee shall respond with a decision in writing fifteen (15) days after receipt of the appeal.

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Book	Policy Manual
Section	2000 Program
Title	Copy of STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION
Code	po2416
Status	Proposed to Policy & Human Resources Committee
Adopted	October 17, 2016
Last Revised	March 15, 2021

2416 - **STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION**

The Board of Education respects the privacy rights of parents and their children.

Parents/guardians may request a change in or exemption to their child's participation in certain District educational programs or activities in accordance with State and Federal laws. These laws also grant parents/guardians the right to inspect certain materials that are part of the District's curriculum or other activities.

A. The parent/guardian of a student may, upon request, opt their child out of participation in:

1. Instruction in human growth and development;
2. Instruction in certain health-related subjects (physiology and hygiene, sanitation, the effects of controlled substances and alcohol upon the human system, symptoms of disease and the proper care of the body);
3. Any State-mandated achievement examinations in grades 4, 8 and 10, and in any other grades authorized by the School Board and allowed by the Wisconsin Department of Public Instruction.

B. The District shall provide to the parent/guardian of each affected student, or to the adult or emancipated student, advance notice of the District's intent to engage any of the following activities (including notice of the scheduled or approximate date of the activity), and the parent/guardian/adult student shall have, at a minimum, the right to opt out of participation in each such activity:

1. Any activity involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or otherwise providing that information to others for that purpose.
2. Any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance, and (c) not necessary to protect the immediate health and safety of the student, or of other students; except that this paragraph shall not be interpreted to apply to any examination or screening that is required or expressly authorized by State law.
3. Any survey that contains or reveals information concerning any of the following **must be reviewed and approved by the Board at least two months prior to administration**:
 - a. political affiliations or beliefs of the student or the student's parent/guardian;
 - b. mental or psychological problems of the student or the student's family;
 - c. sex behavior or attitudes;
 - d. illegal, anti-social, self-incriminating or demeaning behavior;

- e. critical appraisals of other individuals with whom students have close family relationships;
- f. legally recognized privileged or analogous relationships such as those of lawyers, physicals and ministers;
- g. religious practices, affiliations or beliefs of the student or student's parent/guardian; or
- h. income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

If the District intends to require students to participate in any survey, analysis or evaluation that would reveal information concerning any of the eight (8) protected-information categories above, and if the activity in questions is funded in whole or in part by any program of the U.S. Department of Education, then the District shall first obtain the affirmative, written consent of a parent/guardian for the student's participation (or, for an adult student, the advance, affirmative consent of the adult student) **as found in the online registration section of the student information system (Skyward)**.

District staff shall take additional precautions to protect student privacy when engaging in any of the above-mentioned activities in accordance with established procedures.

C. Upon request to the District, the parent/guardian of a student may inspect:

1. Any instrument used in the collection of personal information from students for the purpose of marketing, or otherwise providing that information to others for that purpose.
2. Any survey the District intends to administer or distribute to students that contains or that would reveal information in any of the eight (8) protected-information categories listed within this policy, above.
3. Any survey created by a third party (regardless of content) before the survey is administered or distributed by a school to a student.
4. Any instructional materials (exclusive of tests or assessments) used as part of the educational curriculum for the student, which shall be interpreted to include, for example, a. the curriculum and instructional materials used in any human growth and development instructional program; and b. the instructional materials used in connection with any survey, analysis or evaluation (including any research or experimentation program or project designed to explore new or unproven teaching methods) that is funded in whole or in part by any U.S. Department of Education program.

Parents/guardians shall make any of the above requests regarding inspection of materials or student participation in certain activities in writing to the applicable building principal or designee. Other parent/guardian requests dealing with student participation in other curricular, instructional or programmatic activities that are not expressly identified in this policy may be made in the same manner. All requests will be judged individually and shall be based upon any applicable State or Federal requirements or guidelines. The principal or designee shall respond to such requests in a timely manner.

When whose parents request that their student not take part in the survey, arrangements will be made prior to the time period when the survey will be given, for the student(s) to go to a supervised location where under the supervision of a staff member the student will be provided with an alternate activity.

The Board will not allow the collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling that information (or otherwise providing that information to others for that purpose).

The District Administrator is directed to provide notice of the substantive content of this policy directly to parents of students enrolled in the District at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in this policy. In addition, the District Administrator is directed to notify parents of students in the District, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the administration of any survey by a third party that contains one or more of the items described in A through H above is scheduled or expected to be scheduled.

The notice shall provide the following:

- A. Notice of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:
 1. activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose)

2. the administration of any survey by a third party that contains one or more of the items described in A through H above

B. The opportunity for the parents to opt their child(ren) out of participation in any survey involving any of the items above.

For purposes of this policy, the term "parent" includes a legal guardian or other person standing in loco parentis (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child).

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Legal 20 U.S.C. 1232g, 20 U.S.C. 1232h

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Book	Administrative Guideline Manual
Section	2000 Program
Title	Copy of PROCEDURES FOR INSPECTION OF SURVEYS, ADMINISTERED OR DISTRIBUTED TO STUDENTS
Code	ag2416
Status	Proposed to Policy & Human Resources Committee
Adopted	April 23, 2018

2416 - PROCEDURES FOR INSPECTION OF SURVEYS, ADMINISTERED OR DISTRIBUTED TO STUDENTS

This guideline describes the procedure for parents to use when requesting a survey created by a third party or a survey containing any one (1) or more of the following items:

- A. political affiliation(s) or beliefs of the student or his/her parents;
- B. mental or psychological problems of the student or his/her family;
- C. sex behavior or attitudes;
- D. illegal, anti-social, self-incriminating or demeaning behavior;
- E. critical appraisals of other individuals with whom respondents have close family relationships;
- F. legally-recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- G. religious practices, affiliations, or beliefs of the student or his/her parents;
- H. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).

The parent should **provide the following information in writing complete Form 2416 F1 submit it** to the principal: **parent name, parent address, the name of the school their child attends, and the name of the survey they wish to inspect.** Upon receipt of **a written request Form 2416 F1**, the principal will arrange for the parent to inspect the survey within five (5) days.

Where written consent is not required prior to administering or distributing the survey, the parent shall submit any objections to having their child participate in the survey to the principal within three (3) days of inspecting the survey. **The parent may also submit any concerns or complaints about the survey as provided under Policy 9130 and AG 9130A.**

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Book	Policy Manual
Section	5000 Students
Title	Copy of PERSONAL COMMUNICATION DEVICES
Code	po5136
Status	Proposed to Policy & Human Resources Committee
Adopted	June 20, 2016
Last Revised	April 25, 2022

5136 - PERSONAL COMMUNICATION DEVICES

"Personal communication devices" ("PCDs") as used in this policy are defined in Bylaw 0100.

Students may use PCDs before and after school, during their lunch break, in between classes as long as they do not create a distraction, disruption or otherwise interfere with the educational environment, during after-school activities (e.g., extra-curricular activities), or at school-related functions. Use of PCDs, except those approved by a teacher or administrator, at any other time is prohibited and they must be powered completely off (i.e., not just placed into vibrate or silent mode) and stored out of sight.

~~**T**~~ ~~**However,**~~ technology **not issued by the District**, including, but not limited to, PCDs ~~**intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers)**~~ will **not** be permitted **in the classroom for safety and security reasons**. ~~**as approved by the classroom teacher or the building principal.**~~

Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school.

Students may use PCDs while riding to and from school on a school bus or other Board-provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities, at the discretion of the classroom teacher, or sponsor/advisor/coach. Distracting behavior that creates an unsafe environment will not be tolerated.

During after school activities, PCDs shall be powered completely off (not just placed into vibrate or silent mode) and stored out of sight when directed by the administrator or sponsor.

Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the building principal.

Except as authorized by a teacher, administrator or IEP team, students are prohibited from using PCDs during the school day, including while off-campus on a field trip, to capture, record and/or transmit the words or sounds (i.e., audio) and/or images (i.e., pictures/video) of any student, staff member or other person. Using a PCD to capture, record, and/or transmit audio and/or pictures/video of an individual without proper consent by an authorized adult is considered an invasion of privacy and is not permitted. Students who violate this provision and/or use a PCD to violate the privacy rights of another person shall have their PCD confiscated and held until a parent picks it up, and may be directed to delete the audio and/or picture/video file while the parent is present. If the violation involves potentially illegal activity, the confiscated PCD may be turned over to law enforcement.

PCDs, with cameras or any other recording capabilities, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists. These locations and circumstances include, but are not limited to, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The District Administrator and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited.

Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed, or intimidated. See Policy 5517.01 – Bullying. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex (including sexual orientation/transgender identity), disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting" - i.e., sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law.

Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information.

Possession of a PCD by a student at school during school hours and/or during extra-curricular activities is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege.

Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent or turned over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5771 - Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis.

A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal.

Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property.

Parents are advised that the best way to get in touch with their child during the school day is by calling the school office.

Students may use school phones to contact parents during the school day.

Revised 8/20/18

T.C. 4/25/22

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Book	Policy Manual
Section	5000 Students
Title	Copy of STUDENT FUNDRAISING
Code	po5830
Status	Proposed to Policy & Human Resources Committee
Adopted	October 1, 2015
Last Revised	March 15, 2021

5830 - **STUDENT FUNDRAISING**

The Board acknowledges that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive donor and may also disrupt the program of the schools.

For purposes of this policy, "student fundraising" shall include the solicitation and collection of money from students for any purpose and shall include the collection of money in exchange for tickets, papers, or any other goods or services for approved student activities.

Student-Led Fundraising for School-Related Organizations

All Student-led fundraisers must be approved by the Board. A club or organization must submit the online Fundraising Request Form two (2) months prior to the start of the sale to allow adequate time for approval. The Board will permit student fundraising by students in school, on school property, or at any school-sponsored event only when the profit is to be used for school purposes or for an activity connected with the schools. The Board requires that fundraisers by student clubs and organizations that involve the sale to students of food and/or beverage items that will be consumed on campus, the food and/or beverages items to be sold comply with the current USDA Dietary Guidelines for Americans and the Smart Snack Rules. Each student organization shall be permitted two (2) fundraising exceptions per school year where foods and beverages not allowable under the Smart Snack Rules can be sold. If approved, fundraisers that involve the sale to students of food items or beverages to be consumed on District property shall not compete directly with the sale of reimbursable meals. Each exempt fund-raiser cannot be longer than two (2) consecutive weeks.

Fundraising by approved school organizations, whose funds are managed by the District, may be permitted in school by the Principal.

Funds raised by any student organization, club or class shall be processed through the appropriate financial accounting system and in accordance with the District's student activity funds management policy and procedures.

Fundraising off school grounds may be permitted by the **Principal District Administrator**.

All crowdfunding activities are subject to AG 6605.

Fundraising by students on behalf of school-related organizations **such as, but not limited to, booster clubs, PTO, or FFA Alumni**, whose funds are not managed by the District may be permitted on school grounds by the District Administrator. If the fundraising activity involves students under age twelve (12) such students' parents must provide written permission for the student to participate in the fundraising activity. Any student under nine (9) years of age, or each group containing one (1) or more students under nine (9) years of age, must be physically accompanied by a parent or a person at least sixteen (16) years of age.

All other fundraising shall be done in accordance with Board Policy 9700.

Revised 6/19/17

Revised 12/18/17

Revised 11/18/19

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Legal

Wis. Stat. 103.23

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2022 Checklist of Website Information Required by Policy

Some policies require, often due to State statute or Federal regulation, that certain information be posted on a District's website. Please note such requirements in Neola policy templates.

Bylaw 0151.2 – Required Student Academic Standards Agenda Item

Districts must annually post notice of its student academic standards, adopted by the Board at its first meeting in July. Such notice may be posted electronically, including posting the notice or a link to the student academic standards on the District's website.

[NOTE: See Fond du Lac for an example: About Us/Annual Notices/Student Academic Standards.]

Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities

Districts must post the training materials (not just an outline or document titles) on the District's website. In addition, the Title IX Coordinator's contact information must also be on the website; the link to BoardDocs for all Board policies is not sufficient to meet this requirement.

[NOTE: See Cedar Grove-Belgium for an example: Home/Quick Links/Title IX Information.]

Policy 2420 – Education for Employment

Districts must post the Board-approved Education For Employment long-range plan and the annual report that describes the education for employment program's current progress and future goals related to improving student postsecondary outcomes.

[NOTE: See Cedarburg for an example: Departments/Student Services/E4E.]

Policy 2531 – Copyrighted Works

Districts must appoint a person to serve as its agent to receive notification of claimed copyright infringement. The District must post a link to the agent's name, mailing address, telephone number, fax number, and email address on the home page of the District's website.

[NOTE: See Oshkosh for an example: District/Public Notice.]

Policy 2700.01 – School Performance and State Accountability Report Cards

Districts must post a link to the WISEdash Public Portal to meet the State School Performance Report requirements.

[NOTE: See Horicon for an example: District/School Performance Report.]

Policy 5330 – Administration of Medication/Emergency Care

Any District that maintains its own supply of epinephrine auto-injectors must post its physician-approved epinephrine auto-injector plan on the District website, in accordance with the option at the end of the policy.

[NOTE: See Plymouth for an example: Students & Families/Health Services/Epinephrine Stock...]

Policy 7544 – Use of Social Media

Districts that select the option in the third paragraph of this policy requiring the posting of District-approved social media sites/platforms on the District's website (and the corresponding option in the definition of Social Media in Policy 0100 – Definitions) must post such a list.

[NOTE: See Beaver Dam for an example: Students & Families/Families/District Social Media.]

❑ **Policy 8146 – Educational Options**

Districts must post on its website a description of the educational options available to children in the school district, including public schools, private schools participating in a parental choice program, charter schools, virtual schools, full-time or part-time open enrollment in a nonresident school district, the youth apprenticeship program, and the early college credit program. A district that does not operate high school grades is not required to include an educational option offered only to high school pupils

[NOTE: See DodgeLand for an example: District/District Info/Annual Parent Notices/Ed Options.]

❑ **Policy 8500 – Food Services**

Districts that select the option—located in the Negative Account Balance section—that requires posting of the policy on the District website must do so. Just having the link to BoardDocs for all Board policies is not sufficient to meet this option.

[NOTE: See Lomira for an example: About/Links/Food Service.]

❑ **Policy 8510 – Wellness**

Districts must post the Wellness policy as well as the assessment of the implementation of the policy prepared by the District.

[NOTE: See Kewaskum for an example: About Us/Departments/Nutrition Services/Imp. Links.]

Website Link Required by Statute

❑ **Wis. Stat. 118.015(4)(d) – Wisconsin’s Information Guidebook on Dyslexia & Related Conditions**

Districts must post a link to Wisconsin’s Informational Guidebook on Dyslexia and Related Conditions on their website. (The DPI must revise the Guidebook no less than every 3 years.)

[REQUIRED LINK: https://dpi.wi.gov/sites/default/files/imce/reading/Dyslexia_Guidebook.pdf]

2022 District Website Postings for Special Circumstances

❑ **Bylaw 0142.1 – Electoral Process**

If an incumbent Board member files written notification that the incumbent is not a candidate for re-election to their office, or fails to file a declaration of candidacy by the statutory deadline referenced in this Bylaw, then the District must promptly provide public notice of that fact on the District’s website.

❑ **Bylaw 0165.1 – Notice of Meetings**

If a District uses the statutory option of providing public notice on its website of Board meetings, and other meetings as required by law, then the District must post the meeting notice in at least one (1) public place likely to give notice to persons affected as well as on the District’s website.

❑ **Bylaw 0168.1 – Meeting Minutes**

If a District does not have an official newspaper, it may choose to publicize Board meeting minutes, as well as minutes of other meetings as required by law, on the District website to satisfy the requirement of District-wide distribution of the meeting minutes within forty-five (45) days following the meeting.

2022-23 Neola Annual Listing of Postings & Notices

Listed below is the updated Listing of Posting and Notices for the 2022-23 school year. Some materials referenced on this list appear more than once. However, each time a policy, administrative guideline, or form appears on the list, it is referencing and satisfying a different posting notice or requirement. Some of the posting and notice requirements are listed separately so districts have a way to quickly check and determine that a posting or notice requirement has been met. Please note that this is a partial list. As you developed your District's policies and guidelines you may have included additional notices and postings. Please also be sure that the U.S. Department of Labor and Wisconsin Department of Workforce Development required postings are in a visible location. Samples of these required postings are on the respective websites of those governmental departments.

DATE COMPLETED	NOTIFICATION TOPIC	PAGE	STAFF ASSIGNED
	Student and Staff Nondiscrimination Student Access to Equal Educational Opportunity	4	
	Title IX Sexual Harassment	5	
	Student Nondiscrimination in Career and Technical Education	5	
	Genetic Information Nondiscrimination Act	5	
	Course Description Materials	5	
	Student Records & Directory Information	6	
	Student Harassment and Other Forms of Aggressive Behavior	6	
	Accommodation of Sincerely Held Religious Beliefs	6	
	Human Growth and Development	6	
	Surveys, Student Privacy, and Parental Review and Access	7	
	Parents Right to Inspect Instructional Materials	7	
	Program or Curriculum Modification	7	
	Personal Communication Devices	7	
	Title I Parent and Family Member Participation	7	
	Title I Parents Right to Know	7	
	Title I Special Notice of Staff Qualifications	7	
	Title I State Assessment Opt-Out	8	
	Title I Assessment Information	8	
	Title I Report Card	8	
	Programs for English Learners	8	
	Education of Homeless Children and Youth	8	
	Early College Credit Program	8	
	Child Nutrition Programs and Free/Reduced Meals	9	
	Meal Charge Policy	9	

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DATE COMPLETED	NOTIFICATION TOPIC	PAGE	STAFF ASSIGNED
	Nondiscrimination in Food Service Program	9	
	Bullying and Other Forms of Aggressive Behavior	9	
	Student Code of Classroom Conduct	9	
	Student Attendance	9	
	Student Attendance of Open-Enrollment Students and Habitual Truancy	10	
	Student Attendance and Habitual Truancy	10	
	Authorization for Release of Student to a Non-Custodial Person	10	
	Filing a Complaint under FERPA	10	
	Weapons on School Grounds or at School Events	10	
	Student Locker Searches	10	
	Student Drug Prevention	11	
	Emergency Medical Authorization for Students	11	
	Immunization	11	
	Epinephrine Auto-Injector Plan	11	
	Concussion and Head Injury	11	
	Sudden Cardiac Arrest	11	
	Student Insurance Coverage	12	
	Nonemergency Invasive Physical Examinations	12	
	Meningococcal Disease	12	
	Asbestos Abatement Notification	12	
	Blanket Authorization for Extra-Curricular Trips	12	
	Staff Family and Medical Leave Act (FMLA)	12	
	Staff Anti-Harassment	12	
	Suicide Prevention Resources	12	
	Toxic Hazards Information for Staff	12	
	Pesticide Application	12	
	Indoor Environmental Quality Plan	13	
	Hepatitis B Request or Waiver for Staff	13	
	Blood-borne Pathogens Training for Staff	13	
	HIPPA Compliance Reminder for Staff	13	

2022-23 Neola Annual Listing of Postings & Notices

DATE COMPLETED	NOTIFICATION TOPIC	PAGE	STAFF ASSIGNED
	Federal Drug Regulations for Staff	13	
	Fair Labor Standards Act (FLSA)	13	
	Information Management – Litigation Hold Procedure	13	
	Respirator Authorization	13	
	Public Records Notice	13	
	Video Surveillance Posting	13	
	School and District Performance Reports	14	
	OSHA 300 Posting of Prior Year Accidents	14	
	Rules for Visitors on School Grounds	14	
	Notice to Media Regarding Board Members Individual Statements	14	
	Job Recruitment Materials and Job Announcements	14	
	Military Recruiter Access to Student Data	14	
	Notice of Board’s Adopted Academic Standards	15	
	Board Adoption of Academic Standards	15	
	Notice of Educational Options	15	
	Notice of Special Needs Scholarship	15	
	DPI School Accountability Report	16	
	Child Find Notice	16	
	Notice for Virtual Charter School	16	
	Wellness Policy	16	
	Wellness Policy Report Card	17	
	State Assessments	17	
	Academic and Career Planning Services	17	
	Education for Employment	17	
	Title VII Parent and Indian Tribe Notice	17	
	Special Education Procedures and Services	17	
	Special Education Procedural Notice to Parents of a Student with a Disability	17	

2022-23 Neola Annual Listing of Postings & Notices

L = Required by Law

R = Recommended in Policy or Guidelines

L or R	ISSUE	POLICY/AG	LEGAL CITATIONS	POSTING EXPLANATION	PUBLISHING COMMENT
L	Student and Staff Nondiscrimination and Student Access to Equal Educational Opportunity	po2260 po2260.01 po5517 po1422 po3122 po4122 po1623 po3123 po4123 po1662 po3362 po4362	Title IX 34 C.F.R. 106.9 Section 504 34 C.F.R. 104.8 Title II 28 C.F.R. 35.106 PI 9.05	Notice of the Board's policy on nondiscrimination in educational practices shall be posted throughout the District and published in any District statement regarding the availability of educational services. PI 9.05 requires that the name and address of the employee(s) who will hear complaints and the complaint procedure must be included and must be published in the official newspaper (as a Class 1 legal notice) and in Student/Parent and Staff Handbooks, course catalogs, and the District newsletter. The posting should also be on school and District websites. These statements must also include citations to all applicable Federal laws (Title IX, 34 C.F.R. 106.9, Section 504, 34 C.F.R. 104.8, Title II, 28 C.F.R. 35.106) (Students - Policy 2260, AG 2260D & Form 2260 F2, Staff - Policy 1422, 3122 & 4122) PI 9.05 requires that the name and telephone number of the Civil Rights Compliance officer(s) shall be included in the student/parent handbook. (see Form 2260 F2)	Class 1 legal notice must be published by Mid-August with Back-to-School materials and information. Must be published in Student & Staff Handbooks and any other materials distributed to the public describing school activities and to job applicants. Also, notice of the policy on nondiscrimination in employment practices and the identity of the district's Compliance Officer(s) must be published on the district's website, posted throughout the district, and included in the district's recruitment statements or general information publications.

2022-23 Neola Annual Listing of Postings & Notices

L or R	ISSUE	POLICY/AG	LEGAL CITATIONS	POSTING EXPLANATION	PUBLISHING COMMENT
L	Title IX Sexual Harassment	po2266	34 C.F.R. Part 106	Notice to students, parents, employees, unions, and job applicants of the district's nondiscrimination policy and grievance procedures, including how to file or report sexual harassment and how the district will respond. The notice must also specify the Title IX Coordinator(s) and his/her contact information. The notice must include language that the district does not discriminate on the basis of sex in the education program or activity that it operates or employment. The notice must state that inquiries about the application of Title IX and its regulations may be referred to the Title IX Coordinator(s) or the Assistant Secretary of Education, or both. The notice must include information that ANY person may report sexual discrimination, including sexual harassment, to the district's Title IX Coordinator(s), regardless of whether the person is the alleged victim or the report conduct. The report may be made in person, by mail, by telephone, or by email. The report may be made at any time, including during nonbusiness hours.	The district must prominently display the contact information for the Title IX Coordinator(s) and its Title IX policy on its website and in each handbook. Also must disseminate updated policies, and publish and maintain all Title IX grievance procedures.
L	Student Nondiscrimination in Career and Technical Education	po2421	34 C.F.R. Part 100	Annual notice to students, parents, staff, and public that the district offers its career and technical education program on a nondiscriminatory basis. Included must be a summary description of courses, programs, enrollment requirements, and the contact information for the district's Compliance Officer(s) who receive nondiscrimination violation complaints.	Include annually with other nondiscrimination notices.
L	Genetic Information Nondiscrimination Act (GINA)	po1422.02 po3122.02 po4122.02	42 U.S.C. 2000ff 29 C.F.R. Part 1635	Notice of nondiscrimination for Title II of the Genetic Information Nondiscrimination Act of 2008 must be provided to staff members that also explains all district requests for health-related information (e.g., to support an employee's request for reasonable accommodation under the ADA or a request for sick leave) will be accompanied by a written warning that directs the employee or health care provider not to collect or provide genetic information.	Must be published in Staff Handbook. May also be posted with other required Dept. of Labor posters.
L	Course Description Manuals	po2230	PI 9	All course description manuals must include the nondiscrimination information identified above, AND the following statement: "All courses, including Career and Technical Education courses, are available without discrimination based on race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability, any other characteristic protected by law in any of its student programs, activities, and employment ("Protected Classes")."	Must be published in course description guides and any materials providing course or program options.

2022-23 Neola Annual Listing of Postings & Notices

L or R	ISSUE	POLICY/AG	LEGAL CITATIONS	POSTING EXPLANATION	PUBLISHING COMMENT
L	Student Records (including FERPA rights and Student Directory Data/Information)	po8330 ag8330	20 U.S.C. 1232g 34 C.F.R. Part 99 Wis. Stat. 118.125 (2)(j)	Include the definition of student "Directory Information" in student/parent handbooks, District newsletter and/or local media. Parents and students shall be notified annually of the categories of student record information which have been designated as "directory information" and their right: 1) to deny the release of such information; 2) to inspect, review, and obtain copies of student records; 3) to request the amendment of the student's school records (and how to make the request) if they believe the records are inaccurate or misleading; 4) to consent to the disclosure of the student's school records, except to the extent State and Federal law authorizes disclosure without consent; and 5) to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education. (see Form 8330 F9) For students enrolling in the District after the above notice has been given, the notice will be given to the eligible student and his/her parent at the time and place of enrollment. The notice shall also indicate that student records shall be forwarded to other schools if the student seeks enrollment in those schools.	Notice in District's official newspaper must be published in mid-August. Must be published in Student/Parent Handbooks.
L	Student Harassment	po5517	Wis. Stat. 118.13 PI 9 PI 41 Title IX 20 U.S.C. 1701 29 U.S.C. 794 42 U.S.C. 12101	Include in the Student/Parent Handbook information on disciplinary actions to be taken to halt student harassment. Include in the handbook notice of the District's policy on aggressive behavior toward students. A copy of the student Anti-Harassment Policy, including the reporting, investigation and resolution procedures, must be available in the school office and shall be made available upon request to parents, students, and other interested parties.	Must be published annually in the Student/Parent Handbook.
L	Accommodation of Sincerely Held Religious Beliefs	po2240 po2270 ag2240B	Wis. Stat. 115.28(31) WI PI 41.04(1)(a)	Annual written notification in the Student/Parent Handbook that if either the class content or activities conflicts with his/her religious beliefs or value system, the school will honor a written request for his/her child to be excused from particular classes. Include in the notice the rules and the complaint process including their right of appeal. Instructors must also be informed of this policy.	Must be published annually in the Student/Parent Handbook.
L	Human Growth and Development	po2414	Wis. Stat. 118.019(3)	The notice shall provide parents annually with an outline of the Human Growth and Development program used in their child's grade level, as well as information regarding how the parent may inspect the complete program and instructional materials, and an explanation of the exemption under the statute. If the District does not provide instruction in Human Growth and Development a notice must be sent to parents prior to September 30 providing the information required by state statute 118.019(3).	Notice must be provided annually to parents.

2022-23 Neola Annual Listing of Postings & Notices

L or R	ISSUE	POLICY/AG	LEGAL CITATIONS	POSTING EXPLANATION	PUBLISHING COMMENT
L	Surveys, Student Privacy, and Parental Review and Access	po2416 ag2416	20 U.S.C. 1232g 20 U.S.C. 1232h	The District will notify parents at least annually at the beginning of the school year of the specific or approximate dates when the administration of any survey by a third party that contains one or more of the items described in A through H of Policy 2416 are scheduled. The notice must include their right to review the survey. A special notice is required if the district makes any substantive changes in the policy. Also, the notice shall provide the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled: 1) activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose); 2) the administration of any survey by a third party that contains one or more of the items described in A through H above. The notice must also inform parents of the opportunity to opt their child(ren) out of participation in any survey involving any of the items above.	Notice must be provided annually in mid-August and when changes are made in the policy.
L	Parents Right to Inspect Instructional Materials	po2416 po9130		Annual notification to parents of their right to inspect instructional materials. (see Form 9130 F4)	Published in Student/Parent Handbook or annual notice.
L	Program or Curriculum Modification	po2451	Wis. Stat. 118.15	Notification to students and parents of statutory right to request program or curriculum modifications under Policy 2451 and the process the district uses for responding to such requests.	Published in Student/Parent Handbook or annual notice.
L	Personal Communication Devices	po5136	Wis. Stat. 118.258	Notice of restrictions on the student's use of Personal Communication Devices (PCDs) must be included in Student /Parent Handbooks. The use of a camera phone or recording device to take nude or partially nude pictures in locker rooms and restrooms is prohibited.	Publish annually in Student/Parent Handbook.
L	Title I Parent and Family Engagement	po2261.01	20 U.S.C. 6318 ESSA (ESEA)	Title I districts are required to notify parents of the parent and family engagement policy.	Annually distribute to Title I parents and families the policy specifying the participation opportunities.
L	Title I Parents Right to Know	po2261.02	20 U.S.C. 6312	At the beginning of the school year notify all parents of children in Title I programs or school-wide programs that they may request information regarding the professional qualifications of their child's classroom teacher and paraprofessionals providing support to their child.	Annually notify parents in Mid-August.
L	Title I Special Notice of Staff Qualifications	po2261.02	20 U.S.C. 6312	ESSA requires parents to be given timely notice if the parent's child has been assigned, or taught for four (4) or more consecutive weeks by, a teacher who is not "highly qualified."	Timely notice to parents when applicable.

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L or R	ISSUE	POLICY/AG	LEGAL CITATIONS	POSTING EXPLANATION	PUBLISHING COMMENT
L	Title I State Assessment Opt-Out	po2623	Wis. Stat. 118.30(2) 20 U.S.C. 6312	Parents of all students in schools receiving Title I funds must be notified that they may request information on how to opt their child out of state mandated assessments in grades 4, 8, 9, 10, and 11.	Annually notify parents in Mid-August.
L	Title I Assessment Information	po2623 po2261	20 U.S.C. 6312	For any district receiving Title I funds, all parents must annually be notified of required state and district assessments by grade level. Required information includes the subject matter assessed, the purpose of the assessment, the entity responsible for the requirement, the assessment schedule, and the format and timeline for providing the results.	Annual posting in an easily viewed place on the district website and each school's website.
L	Title I Report Card	po2261.03 po2700.01	20 U.S.C. 6311	For any district receiving Title I funds, an annual school district report card must be disseminated that includes specified information for schools and the district, is presented in a way that is easy for parents to understand, and is accessible.	Annual posting or DPI report link on the district website and each school's website.
L	Programs for English Learners	po2260.02 ag2260.02	Wis. Stat. 115.96(2) 20 U.S.C. 6312	Districts that are required to offer a bilingual-bicultural program must annually, within 30 days of the beginning of the school year, notify parents of identified students of the program, the registration procedures and the parental consent requirements for student placement in the program. Federal law also requires parents of students identified for participation specific descriptions of the program as contained in ESEA.	If required, annually notify parents in mid-August.
L	Education of Homeless Children and Youth	po5111.01 ag5111.01	42 U.S.C. 1431 McKinney-Vento Act	Public notice of the educational rights of homeless children is to be disseminated where such children receive services (for example, in family homeless shelters). In addition, the parent or guardian of the homeless student or unaccompanied youth is to be provided notice of the rights described in Policy 5111.01. Also, the District shall post in each school a public notice of the educational rights of children and youth experiencing homelessness. See DPI Sample Annual Notice: http://www.dpi.state.wi.us/homeless/pdf/annualnotice.pdf	Annual notice, preferably in mid-August. Individual notification when warranted.
L	Early College Credit Program	po2271 ag2271	Wis. Stats. 118.55(8) 118.385(4) 118.57 PI 40	Notice by October 1 of each year to students in grades 8- 11 and their parents of the Early College Credit Program, including any credit limit the Board has approved (must be 18 credits or more). Wis. Stat. 118.385(4) requires districts to simultaneously provide parents with information regarding the ECCP and other educational options when providing a copy of the District's annual accountability report (no specific date); however, 118.57 requires Class 1 legal notice of educational options annually by January 31. (See Educational Options requirements and Accountability Report requirements)	Annual notification of students in grades 8 – 11 required by October 1. Also, include notification in course selection materials.

2022-23 Neola Annual Listing of Postings & Notices

L or R	ISSUE	POLICY/AG	LEGAL CITATIONS	POSTING EXPLANATION	PUBLISHING COMMENT
L	Child Nutrition Programs and Free/Reduced Meals	po8531	Wis. Stats. 118.34 118.341 118.343 42 U.S.C. 1771	School districts in the National School Lunch or Breakfast programs or special milk programs are required to provide annual notice to each household of the programs offered and eligibility requirements for free and reduced price meals or milk. The application form must be included. See DPI guidelines at: https://dpi.wi.gov/school-nutrition/national-school-lunch-program/free-reduced-applications	Published/Distributed by District in mid-August. Repeated at mid-year if required by policy.
L	Meal Charge Policy	po8500 ag8500A	USDA Guidance SP23-2017	Annually, before each school year, the district must notify in writing all households of its meal charge policy in multiple methods and media.	Distribute written notification to all households in mid-August with Free/Reduced Meal information. Include in Student/Parent Handbook, newsletters, and negative account balance communications.
L	Nondiscrimination in Food Service Program	po8500	USDA Guidance	The district must include the USDA nondiscrimination statement contained in Policy 8500 in all materials for programs administered by the district that are funded in whole or in part by the U.S. Department of Agriculture (USDA). Each school site must also post a "And Justice for All" poster that includes USDA nondiscrimination statement and the USDA contact information for filing a complaint.	Publish with food service menus, and food service information contained in handbooks, website, or other publications. Post required poster.
L	Bullying	po5517.01	Wis. Stat. 118.46	Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the District and discussed with students. A summary will be incorporated in the Staff and Student/Parent Handbooks. All new hires will be required to review and sign off on the policy and related complaint procedure. An annual summary report must be presented to the Board and made available to the public.	Notification of policy published in Staff Handbook and Student/Parent Handbook.
R	Student Code of Classroom Conduct	po5500 ag5500 po5511 po5600	Wis. Stat. 120.13(1)(a)	Include in the Student/Parent Handbook information on the Student Code of Classroom Conduct, student dress code, disciplinary consequences, and due process protections.	Must be published annually in the Student/Parent Handbook.
L	Student Attendance	po5200 ag5200	Wis. Stat. 118.16(4)(d)	Publish in the Student/Parent Handbook a summary of the attendance policy.	Must be published annually in the Student/Parent Handbook.

2022-23 Neola Annual Listing of Postings & Notices

L or R	ISSUE	POLICY/AG	LEGAL CITATIONS	POSTING EXPLANATION	PUBLISHING COMMENT
L	Student Attendance of Open-Enrollment Students and Habitual Truancy	po5200 ag5200	PI 36.09(2)	Parents of open-enrollment applicants/students must be notified of the District's attendance policy, the definition of truancy, and the possible consequences of habitual truancy on the student's acceptance/continuation in the open enrollment program of the District.	Publish in attendance summary in Student/Parent Handbook. Also, notice must be provided immediately upon unexcused absence of an open enrollment student.
L	Student Attendance and Habitual Truancy	po5200 ag5200	Wis. Stat. 118.16	The School Attendance Officer shall notify a truant student's parent of the student's truancy and direct the parent to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. When a student initially becomes a habitual truant, the School Attendance Officer shall provide a notice to the student's parent, by registered or certified mail, or by 1st class mail. Additional requirements are contained in Policy 5200.	Notification after each unexcused absence in accordance with Policy 5200.
R	Authorization for Release of Student to a Non-Custodial Person	po5230		Send home or use direct mailing for parent signatures authorizing student early dismissal to a non-custodial person. (see Form 5230 F1)	Provide notification during registration process and as needed.
L	Filing a Complaint under FERPA	ag8330	20 U.S.C. 1232 (FERPA)	Include in the Student/Parent Handbook the address where parents and students can file a complaint if they believe their rights under Federal law (Family Educational Rights and Privacy Act and Protection of Pupil Rights Amendment) have been violated.	Must be published annually in the Student/Parent Handbook.
R	Weapons on School Grounds or at School Events	po3217 po4217 po5772 po7217	Wis. Stats. 120.13 948.605 948.61	Include in Staff Handbook and the Student/Parent Handbook notice of the prohibition of weapons on any school site or at any school related event.	Must be published annually in the Staff and Student/Parent Handbooks.
L	Student Locker Searches	po5771	Wis. Stat. 118.325	Notice in the Student/Parent Handbook that the lockers, desks, and storage areas used by the students are school property under the control of the School District. These areas are subject to random searches.	Must be published annually in the Student/Parent Handbook.

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L or R	ISSUE	POLICY/AG	LEGAL CITATIONS	POSTING EXPLANATION	PUBLISHING COMMENT
L	Student Drug Prevention	po5500 po5530 ag5530	Wis. Stat. 118.24(2)(f) DFSCA of 1989	Provide information about possession and use of alcohol/drugs and disciplinary consequences.(see Form 5530 F2)	Must be published annually in the Student/Parent Handbook, District newsletter(s), or a direct mailing.
R	Emergency Medical Authorization for Students	po5341		Distribute Form 5341 F1 or equivalent local Emergency Medical Authorization form or verification form for Student Information System data.	Distribute and collect medical authorization form as part of enrollment and/or registration.
L	Immunization	po5320	Wis. Stat. 252.04(5)(a)	By the 15th and the 25th school day after the date on which the student is admitted to a school, child care center, or nursery school, the school, child care center, or nursery school shall notify in writing any adult student or the parent, guardian, or legal custodian of any minor student who has not met the immunization or waiver requirements of this section. The notices shall cite the terms of those requirements and shall state that court action and forfeiture penalty could result due to noncompliance. The notices shall also explain the reasons for the immunization requirements and include information on how and where to obtain the required immunizations.	Notice to affected students or parents by the statutory deadlines (15 th and 25 th school day).
L	Epinephrine Auto-Injector Plan	po5330	Wis. Stat. 118.2925	If the district has its own prescription for an emergency supply of epinephrine auto-injectors (Epi-Pen), then the district is required to post its Epinephrine Auto-Injector Plan on its website.	Post Epinephrine Auto-Injector Plan on website, as applicable.
L	Concussion and Head Injury	po5340	Wis. Stat. 118.293	At the beginning of a season of any athletic sport, a concussion and head injury information sheet shall be distributed to each coach and student participant. No student will be permitted to participate in any athletic activity unless that student, or his/her parent if the student is under age 19, has returned a signed concussion and head injury information sheet. A student is only required to return one signed sheet per school year in order to participate in athletics. (See below for required distribution of information regarding sudden cardiac arrest.)	Distribute during sign-ups for participation in athletics
L	Sudden Cardiac Arrest	po5340	Wis. Stat. 118.2935	Along with the concussion and head injury information sheet that is distributed to each coach and student participant 12 years of age or older engaged in a youth athletic activity, information regarding the nature and risk of sudden cardiac arrest must also be distributed. Such information shall be on the concussion and head injury information sheet that is signed by the parent and return before any student may participate.	Since the sudden cardiac arrest information must be part of the information sheet regarding concussion and head injury, see above distribution procedure.

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L or R	ISSUE	POLICY/AG	LEGAL CITATIONS	POSTING EXPLANATION	PUBLISHING COMMENT
R	Student Insurance Coverage	po8760		If the District has this policy, collect Form 8760 F1 or local equivalent for the verification of insurance coverage for student accidents.	Distribute and collect form as part of enrollment and/or registration.
L	Non-emergency Invasive Physical Examinations	po5310	20 U.S.C. 1232h	If such exams occur, the District is required to send a notice to parents of nonemergency invasive physical examinations.	Notify parents of any affected students.
L	Meningococcal Disease		Wis. Stat. 118.07(3)	Schools must provide parents of students in grade 6 with information about meningococcal disease, the causes, symptoms, spread, and where to get information. DPI provides sample notifications on its website.	Annually distribute sample DPI letter and/or sample newsletter article to all parents of 6 th graders.
L	Asbestos Abatement or Management Notice	po8431.01	40 C.F.R. 763 AHERA	Annual written notice to parents, staff, and employee organizations regarding the availability of the Asbestos Abatement or Management Plan is required.	Annual mid-August notification.
R	Blanket Authorization for Extra-Curricular Trips	po2340	Wis. Stat. 121.54(7)	For districts that elect to use them, send home to parents or distribute during extra-curricular sign-up the blanket authorization by parents for their child to go on trips associated with a co-curricular or extra-curricular activity such as football, band, etc. (Form 2340 F2 or Form 2340 F2A may be customized for this purpose.)	Optional for districts that choose to use this approach.
L	Staff Family and Medical Leave Act (FMLA)	po1630.01 po3430.01 po4430.01	Wis. Stat. 103.10(14) 29 U.S.C. 2601 29C.F.R. 825	The District must post a notice of Employee Rights and Responsibilities under FMLA. The notice is available at www.wagehour.dol.gov/whd/resources/posters.htm . A copy of the policy shall be available to staff members upon request.	Notice must be posted with other required Staff Legal Notices. Include notification of policies and right to a copy in Employee Handbook.
R	Staff Anti-Harassment	po1662 po3362 po4362	Wis. Stat. 111.31 Federal non-discrimination laws	Reminder to staff and supervisors during orientation regarding the anti-harassment policies. Emphasize as well cyber-bullying.	Annual reminder during pre-service. Reminder in Employee Handbook.
L	Suicide Prevention Resources	po5350	Wis. Stat. 115.365(3)	Must annually inform the professional staff using the DPI model notice of the resources available from DPI and other sources regarding student suicide.	Annual distribution of DPI model notice during pre-service.
L	Toxic Hazards Information for Staff	po8431 ag8431	101.58 et seq. Occupational Safety and Health Act of 1970	Staff acknowledgement of information concerning toxic hazards at staff orientation prior to the start of the school year or during first two weeks of school year if using electronic training. (see Form 8431 F4 or use comparable local version of acknowledgement of training)	Annual training and acknowledgement of training required.
L	Pesticide Application	po8431	Wis. Stat. 101.58 et seq. 15 U.S.C. 2601	Notification to staff and parents whenever a pesticide is applied, including date and location of application and potential side effects.	Notification or signs when pesticide applied.

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L or R	ISSUE	POLICY/AG	LEGAL CITATIONS	POSTING EXPLANATION	PUBLISHING COMMENT
L	Indoor Environmental Quality Plan	po8405	Wis. Stat. 118.075(4)(c)	Each school board shall provide a copy of its Indoor Environmental Quality Plan to any person upon request.	Provide upon request.
L	Hepatitis B Request or Waiver for Staff	po8453.01 ag8453.01	29 C.F.R. 1910.1030	Request for or waiver of vaccination for Hepatitis B. Make this notice available to new staff members at the orientation prior to the start of the school year. If a staff member has signed a waiver they do not need to renew the waiver each school year. (see Form 8453.01 F1 & F2& F4)	Annual notification to staff at start of school year.
L	Blood-borne Pathogens Training for Staff	po8453.01 ag8453.01	29 C.F.R. 1910.1030	Annual staff acknowledgement that they have received training in blood-borne pathogens at a staff orientation session prior to the start of the school year. (see Form 8453.01 F2)	Annual training and acknowledgement of training required.
L	HIPPA Compliance Reminder for Staff	ag3419.01 ag4419.01	45 C.F.R. 164.520	Notice is required every three years unless the district has elected to send the notice annually.	Annual or tri-annual notice required, or put notice in Employee Handbook
L	Federal Drug Regulations for Staff	po3122.01 po4122.01 ag3122.01 ag4122.01		Annual notice to staff on Federal drug regulations required. (see Form 3122.01 F3 & Form 4122.01 F3)	Annual notification in pay envelopes, direct mailing, or Employee Handbook.
L	Fair Labor Standards Act (FLSA)	po6700	Wis. Stat. 104.1 29 U.S.C. 201 29 C.F.R. Part 541	Employees must be notified of their Fair Labor Standards Act rights and minimum wage requirements.	Federal law posters at each work site. Employee Handbook.
R	Information Management – Litigation Hold Procedure	po8315 ag8315	F.R.C.P. 34, 37(f)	Information on litigation hold procedures shall be posted and distributed in a manner that places all Board members and employees on notice of their responsibilities.	Include summary of Litigation Hold procedures in Employee Handbook.
L	Respirator Authorization	po7430 ag7430	101.055	Physician, and possibly parent, authorization for each staff member and any student who may be using a respirator. Issue by direct contact with appropriate staff members and mailing to appropriate parents. (see Form 7430 F1, F2 & F3)	Distribute/collect authorization to staff and students using respirators
L	Public Records Notice	po8310 ag8310	Wis. Stat. 19.356	The district will display in a prominent location in each school building and office an Open Records Notice conforming to the Open Records Law.	Post Form 8310A F1 to satisfy this requirement.
L	Video Surveillance Posting	po7440.01	Title I of the Electronic Communication Privacy Act of 1986	Parents, students and employees should be informed annually that surveillance cameras are being used on, in and around district facilities.	Signs should be placed at the main entrance and in the areas where video surveillance equipment may be in use.

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L	School and District Performance Reports	po0174.2 po2700.01	Wis. Stat. 115.38(2)	Notify parents by January 1 announcing the availability of the school and district performance reports. In addition, when the district maintains a website the reports must be posted on the website. When requested by a parent, distribute paper copies of the performance report by May 1. The Performance report should include the required Special Education Performance Report.	Annual notification to parents by January 1 and post on district's website when available from DPI.
L	OSHA 300 Posting of Prior Year Accidents		Occupational Safety and Health Act of 1970	Post OSHA annual listing of accidents where the district posts the other required employee and wage/hour posters.	Notice must be posted with other required Staff Legal Notices.
R	Rules for Visitors on School Grounds	po9150 ag9150		Each Principal must post the rules regarding entry on school grounds or premises of persons other than students, staff and faculty.	Post at or near the main entrance to each school building. Include information regarding classroom visitations by parents and others.
R	Notice to Media regarding Board Members' Individual Statements	po0143.1		If incorporated in your policy book, Bylaw 0143.1 should be sent annually to the media by the Board President or District Administrator.	Distribute to media if required by Bylaw 0143.1.
L	Job Recruitment Materials and Job Announcements	po1422 po3122 po4122 po3123 po4123	Wis. Stat. 111.31 34 C.F.R. 110	Recruitment materials, job announcements and all other materials/publications published by the Board must contain the following statement: "The _____ School District Board of Education does not discriminate on the basis of the Protected Classes of race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices.	Annual notice and included in all publications and materials published by the district or its schools, including online publications and employment announcements and materials.
R	Military Recruiter Access to Student Data	po8330 ag8330	20 U.S.C. 7908	Notify parents of secondary students that they may request that their student's name, address, school-provided email address, and telephone number not be released to military recruiters or institutions of higher education with prior written parental consent. This notice is required of districts receiving Federal funds.	Annually include with student directory notice to secondary students/parents.

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L	Notice of Board's Adopted Academic Standards	po0151.2	Wis. Stat. 120.12 (13)	School Districts are required to provide notice to parents of the school board's adopted academic standards prior to the beginning of the school year.	Annual notification required. The district may provide the notice electronically, including by posting the notice or a link to the pupil academic standards on the district's website.
L	Board Adoption of Academic Standards	po0151.2	Wis. Stat. 120.12(13)	Wis. Stat. requires that school boards place a notice on the agenda of the Board's first meeting of each school year (July) that clearly identifies the pupil academic standards adopted by the school board under s. 118.30(1g)(a)1 that will be in effect for the school year.	Annual mandatory agenda item for first Board meeting in July. Parents must be notified of academic standards by a notice or a link to a listing of the academic standards on the district's website.
L	Notice of Educational Options	po8146	Wis. Stat. 118.57	Annually, by January 31, each school board shall publish as a class 1 notice, under ch. 985, and post on its Internet site a description of the educational options available to children in the school district, including public schools, private schools participating in a parental choice program, charter schools, virtual schools, full-time or part-time open enrollment in a nonresident school district, the youth apprenticeship program under s. 106.13, and the early college credit program. A school board that does not operate high school grades is not required to include an educational option offered only to high school pupils in a description of educational options. The school board shall include in the notice the most recent state assessment performance category assigned to each school within the school district boundaries, including charter schools established and private schools participating in a parental choice program. The notice published by the school board shall inform parents that the full school and school district accountability report is available on the school board's Internet site.	Annually a Class 1 notice or 985.02(2) alternative notice must be published prior to January 31. It also must be posted on the district's website. Simultaneously, all parents of students must receive a description of educational options and the DPI performance category of each school. K-8 districts are not required to list high school options.
L	Notice of Special Needs Scholarship		Wis. Stat. 115.7915(5)	Districts must provide notice to parents in the school district with children receiving special education services of the availability of a Special Needs Scholarship.	Annual notice. May be combined with educational options notice.

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L	DPI School Accountability Report	po2605 po2700.01	Wis. Stat. 115.385(4) 118.57(2) 120.123	Annually, each public school, including a charter school, and each private school participating in a parental choice program shall provide a copy of the school's accountability report to the parent or guardian of each pupil enrolled in or attending the school. Each school shall simultaneously provide to the parent or guardian of each pupil enrolled in the school a list of the educational options available to children who reside in the pupil's resident school district, including public schools, private schools participating in a parental choice program, charter schools, virtual schools, full-time or part-time open enrollment in a nonresident school district, the youth apprenticeship program under s. 106.13, the early college credit program, and options for pupils enrolled in a home-based private educational program. A school that does not operate high school grades is not required to include an educational option that is offered only to high school pupils in a list of educational options provided under this subsection.	Annual notice of accountability ratings of each public, charter, and choice school within the district. Must be combined with educational options notice. The notice must indicate the full accountability report(s) are available on the district's website. Also, a link to the DPI school and district accountability report(s) must be posted on the district's website.
L	Child Find Notice		Wis. Stats. 115.77(1m)(a) 115.777(3)(d)	Districts are required to, at least annually, inform parents and persons required to make referrals under sub. (1) (a) about the agency's referral and evaluation procedures.	Annual notice published in mid-August.
L	Notice for Virtual Charter School		Wis. Stat. 118.40(8)(f)	Annually the governing body of a virtual charter school shall inform the parent or guardian of each pupil attending the virtual charter school, in writing, the name of, and how to contact, each of the following persons: 1) The members of the school board that contracted for the establishment of the virtual charter school and the administrators of that school district; 2) The members of the virtual charter school's governing body, if different than the persons listed under previous item; 3) The members of the virtual charter school's parent advisory council; and 4) The staff of the virtual charter school.	For districts with virtual charter schools, notice must be provided in mid-August, prior to start of school year.
L	Wellness Policy	po8510	7 C.F.R. 210.31	Districts that participate in the federally-subsidized child nutrition program must notify the public annually of its wellness policy, a summary of the content, where to find the full policy posted, and the contact information for the district's wellness committee chair.	Distribute notice with other information early in the school year as locally determined.

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L	Wellness Policy Report Card	po8510	7 C.F.R. 210.31	Review of the Wellness policy shall occur every three (3) years, by a committee appointed by the Board, consisting of a representative(s) of the Board, the administration, the food service provider, the parents, the students, and the public. The three-year report, which must use the DPI's Wisconsin Local Wellness Policy Report Card, must be available to the public.	Every three years the Wellness Policy Report Card shall be part of the Board packet that is available to the public. It may be posted to the website.
L	State Assessments	po2623	Wis. Stat. 118.30(1m)(d)	The school district must annually publish information on its website about the State examinations administered to students in grades 4, 8, 9, 10, and 11.	Annual publication required on website. May be combined with Title I notice requirements.
L	Academic and Career Planning Services	po2411	PI 26.03(1)(b)1	Inform parents of students in grades 6-12 in each school year about what academic and career planning services their child receives.	Annual notification required.
L	Education for Employment	po2420	PI 26.04(4)	The district must annually notify parents of its education for employment program. The notice shall inform parents of the information and opportunities available to students at all levels regarding career awareness, exploration, and preparation as well as career planning in grades 6-12, including the availability of programs at technical colleges.	Annual notification required.
L	Title VII Parent and Indian Tribe Notice		Title VII	Districts receiving federal Title VII impact aid for children residing on Indian lands must disseminate plans and information to parents of Indian children and tribes so they may review and make recommendations. This must include an opportunity for parents and tribes to submit comments and recommendations regarding the education program. Annually the district must assess to what extent Indian children participate in the district's education program and activities on an equal basis with non-Indian children and share that information with an opportunity for review and comment by parents and tribes.	Annual notification of Title VII requirements and the district's Indian Policies and Procedures (IPP).
L	Special Education Procedures and Services		Wis. Stat. 115.777	School districts must regularly publicize information regarding its special education procedures and services, including how to make a referral for special education services.	Annual notification to all parents required.
L	Special Education Procedural Notice to Parents of a Student with a Disability		Wis. Stat. 115.792	Districts shall give to the parents of a child with a disability, once a year but also upon the child's initial referral or parental request for evaluation, upon the first occurrence of the filing of a request for a hearing under s. 115.80, and upon request by the child's parent, a full explanation written in an easily understandable manner, and in the native language of the child's parents unless it clearly is not feasible to do so, of the procedural safeguards available under this section and under applicable federal law relating to all of the following: independent educational evaluation; prior	Annual notification required.

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				<p>written notice; parental consent; access to educational records; opportunity to present and resolve complaints, including the period in which the child's parents may request a hearing and the opportunity for the local educational agency to resolve the issues presented by the request; the child's placement during pendency of due process proceedings; procedures for students who are subject to placement in interim alternative educational settings; requirements for the unilateral placement by parents of students in private schools at public expense; mediation; due process hearings under section 115.80; civil actions including the period in which to file a civil action; and attorney fees.</p>	