

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

Google Meet joining information

Video call link: <https://meet.google.com/wzg-xxpm-kkx>

Or dial: (US) +1 413-308-2254 PIN: 463 010 437#

Date: April 10, 2023

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. Consider endorsement of Changes to the Current PTO Language in the Support Staff and Professional Educator Handbook as Presented (Information / Action)
2. Discuss and Consider Endorsement of Job Descriptions For: GUIDANCE CLERICAL SUPPORT/ATHLETIC & ACTIVITIES CLERICAL SUPPORT & DISTRICT HEALTH OFFICE SUPPORT SERVICES/CLERICAL PARAPROFESSIONAL as Presented (Information / Action)
3. Review and Consider Endorsement of Proposed Changes to Policy 5460 - Graduation Requirements as Presented (Information / Action)
4. Discuss Access of the Board Clerk and President to Meeting Written Notification Process as Presented and Email Groups/Lists - to be in Compliance with PO0164.2 (Information / Action)
5. Discuss Maintenance Coordinator Position and Food Service Manager Assignment Options - Will be added to Staff and Program Changes as Needed (Information / Action)
6. Discuss Orientation and On-Boarding Process (Information / Action)
7. Discuss Potential SRO Job Description as Presented (Information)
8. Set meeting with St. Paul's school for potential SRO expectations (Action)
9. Set meeting date for NEOLA review of the next update (Action)
10. Discuss what would need to be put in place to have a Daycare area within the District buildings (Informational)
11. Define list of Board Member responsibilities that have been assigned to staff, i.e.; receipt of notices, issuing of notices, contract issuance, etc. - Needed to ensure coverage of responsibilities going into the 2023-24 school year. (Information)
12. Consider Endorsement of NEOLA Administrative Guideline Technical Changes as Presented (Information / Action)
13. Consider Endorsement of NEOLA Policy Revisions for: (Information / Action)
 - a. PO0171.1 - President
 - b. PO5780 - Adult Student-Parent Rights
 - c. PO9130 - Public Requests Suggestions or Complaints
 - d. PO2330 - Homework

14. Set Next Meeting Date _____

15. Next Meeting Items:

- a. Consider Adding Policy Regarding Artificial Intelligence
- b. Other

16. Adjourn



Students choosing to excel; realizing their strengths.

To: Board of Education
From: Dr. Melanie J. Oppor and Carmen O'Brien
Date: April 6, 2023
Re: Paid Time Off Handbook Language Revisions

The following is the applicable language from the Professional Educator Handbook on pages 28-29. Please see the track changes for revisions in the language.

A. PAID LEAVE DAYS

Each professional educator will have access to his or her paid leave balances through the Employee Portal. Paid leave may be taken in one quarter hour increments. The responsibility for applying for and claiming leave rests with the professional educator.

1. Sick Leave/Personal Leave = Paid Time Off (PTO)

Paid Time Off (PTO) credit of ten days (~~5-3~~ personal / ~~5-8~~ sick) shall be granted to the professional educator on the first day the professional educator reports to work for the contract year. PTO will accumulate to a maximum of ninety (90) days. Eligible employees at the maximum of 90 days with unused PTO on 6/30 (annually) will receive 50% of the substitute teacher pay (\$60) for every day of unused PTO. This is in lieu of losing unused sick days.

Professional educators beginning work after the first day of the contract year shall receive a pro-rated amount of PTO. Professional educators who leave the District's employment prior to the completion of their contract year shall have a pro-rated amount of PTO removed from his/her account; if the professional educator has exceeded his/her account total, then the amount exceeded shall be deducted from the final amount of salary due to the professional educator.

Personal days shall be allowed for any purpose except to attend Association membership meetings or for participating in activities on behalf of the Association, to attend legislative rallies, to engage in job actions such as picketing or demonstrating, or to participate in activities designed to disparage, embarrass, or discredit the District. Stipulations for the use of PTO for personal business include:

- PTO requests must be submitted two weeks in advance although the administrator can approve a PTO day with shorter notice if a substitute can be secured.
- A maximum of ~~five (5)~~three (3) staff districtwide may use PTO for personal business on the same day. The date and time of the request is noted in Skyward so that the first ~~five~~three people requesting a particular day is documented. If a substitute cannot be secured, the administrator will ask the PTO requesters if their day could be moved to a different date.
- No more than three (3) PTO for personal business days may be used consecutively.
- PTO days may not be used to extend a scheduled school calendar nonworking days.
- PTO days may not be used on Mondays and/or Fridays in the months of December and May.
- Personal days shall not be taken on in-service days. (Professional Educators)
- Refer to the Administratively Approved leave section for alternatives given "once in a lifetime" situations.

- Funeral leave is not included in PTO days.
- Please see your administrator for more information.

It is expected that whenever possible medical or dental appointments for the employee or family member be scheduled outside of regularly scheduled work hours. When appointments cannot be scheduled outside of the regularly scheduled work hours, professional educators are expected to return to work after the appointment if the timeframe permits them to do so. When a professional educator intends to be absent for a medical/dental appointment or other non-school business for sixty (60) minutes or less, the professional educator may avoid use of sick leave if the professional educator makes arrangements with a colleague for coverage and notifies the principal of the arrangements in advance of the absence. If the principal, school office, or substitute caller is used to provide a substitute, then the professional educator will be charged with a half-day of sick leave if the absence is limited to either before lunch or after lunch, and a full-day of sick leave if the absence includes time both before and after lunch.

Professional educators employed on separate summer contracts, including summer school, shall be eligible for two days of non-accumulative sick leave, or two days of emergency leave, or a combination of one day each of sick leave and emergency leave, with the day being defined as a full-day. To be eligible for these two days, a professional educator must be employed for a minimum period of the full number of days for the scheduled summer session. Professional educators employed on separate summer contracts are not eligible to use more than the two paid days of sick/emergency leave during their summer assignments.

In the event an employee becomes eligible for benefits under the District's long-term disability insurance program, the employee will no longer be allowed to use sick leave or accumulated sick leave for the duration of the disability.

Whenever the District deems such verification appropriate, the professional educator may be required to furnish the District with a certificate of illness signed by a medical provider verifying the reason for the absence. Such certificate should include a statement releasing the professional educator to return to work and a statement as to whether any limitations or restrictions are placed upon the work which may be performed. Nothing in this section shall be interpreted as limiting the District's ability to discipline or terminate employment of an employee for excessive absenteeism.

When applicable under either Wisconsin or Federal Family and Medical Leave, an employee may elect or the District may require sick leave to run concurrently with the approved Wisconsin and/or Federal leave.

If a school principal and a school counselor (9-month contract) mutually agree, in advance and in writing, that smooth school operations necessitate that a school counselor work on a day other than the contracted days as specified on the official school calendar, the school counselor shall be provided with an amount of paid time off equal to the amount of mutually agreed time worked. No more than the equivalent of five such special work days may be scheduled and no more than the equivalent of five such compensatory paid days off may be scheduled within a school year. This compensatory time off excludes paid extended contract days for school counselors who perform summer work under the direction of their principal.

[The following is the applicable language from the Support Staff Handbook on page 22. Please see the track changes for revisions in the language.](#)

A. Sick Leave and Paid Time Off (PTO) for Personal Business

After a 60-calendar day probation period, Support staff employees will earn sick/personal leave as follows:

- Annual, full-time and annual, part-time Employees will have 13 new days annually —~~three (3) seven (7)~~ for personal business and ~~ten (10) six (6)~~ for sick leave use.
- School Year, Part-time employees will have 10 new days annually —~~three (3) five (5)~~ for personal business and ~~seven (7) five (5)~~ for sick leave use.
- Employees regularly working under 20 hours per week will not earn paid sick/personal leave.
- All unused PTO will roll to Sick Leave at the end of the school year (June 30).
- In the first year, sick/personal leave days/hours will be prorated starting after the 60-calendar day probation period.

Personal days shall be allowed for any purpose except to attend union membership meetings or for participating in activities on behalf of a union, to attend legislative rallies, to engage in job actions such as picketing or demonstrating, or to participate in activities designed to disparage, embarrass, or discredit the District. Stipulations for the use of PTO for personal business include:

- PTO requests must be submitted two weeks in advance although the administrator can approve a PTO day with shorter notice if a substitute can be secured.
- A maximum of ~~three (3) five (5)~~ staff districtwide may use PTO for personal business on the same day. The date and time of the request is noted in Skyward so that the first ~~three five~~ people requesting a particular day is documented. If a substitute cannot be secured, the administrator will ask the PTO requesters if their day could be moved to a different date.
- No more than three (3) PTO for personal business days may be used consecutively.
- PTO days may not be used to extend a scheduled school calendar nonworking days.
- PTO days may not be used on Mondays and/or Fridays in the months of December and May.
- Personal days shall not be taken on in-service days. (Professional Educators)
- Refer to the Administratively Approved leave section for alternatives given “once in a lifetime” situations.
- Funeral leave is not included in PTO days.
- Please see your administrator for more information.



SCHOOL DISTRICT OF MANAWA

Job Description

GUIDANCE ADMINISTRATIVE ASSISTANT ATHLETIC & ACTIVITIES CLERICAL SUPPORT DISTRICT ADMINISTRATIVE CLERICAL SUPPORT

QUALIFICATIONS:

1. High School Diploma
2. Above average technology use skills
3. Knowledge of student information system
4. Exemplary interpersonal and intrapersonal skills
5. Positive and effective verbal and written communication skills (including telephone manners)
6. Ability to maintain confidentiality
7. Hold a valid driver's license
8. Ability to read and interpret a variety of documents, spreadsheets, and data files
9. Ability to handle multiple tasks and prioritize responsibilities independently
10. Ability to operate office equipment

JOB GOALS:

1. To assist the School Counselor in the daily operations of the guidance office.
2. To complete reporting for the Board of Education and the State of Wisconsin as assigned by the District Administrator.
3. To assist the Athletic & Activities Director in general office activities.

REPORTS TO:

Building Principal, District Administrator, Athletic & Activities Director

EVALUATED BY:

Building Principal with input from the District Administrator and Athletic/Activities Director

TERMS OF EMPLOYMENT:

12-month position - 28.75 hours per week or hours as assigned; Salary and benefits as determined by the Board of Education and Employee Handbook

PERFORMANCE RESPONSIBILITIES:

- Maintains confidentiality to the School District of Manawa
 - Promotes a positive image of the District at all times
1. Guidance Administrative Assistant
 - Prepare correspondence and reports, receive visitors, take telephone calls for the guidance office.
 - Update and create forms for guidance.
 - Follow up on requested records for students.
 - Print, date, stamp and emboss student transcripts with seal.
 - Mail transcripts and requested information to post-secondary institutions or prospective employers.

- Enter grades/credits for transferring students for Little Wolf High School and Manawa Middle School.
 - Create transcripts for new students who enter the district.
 - Update special education transcripts history so that exceptions relating to graduation requirements identified in the student's IEP are correct on the transcript.
 - Update data and make corrections in the student information system throughout the year.
 - Create new courses/sections for special circumstances in the student information system. (e.g. Start College Now, Early College Credit Program, PLATO).
 - Enter credit recovery course and driver education classroom summer school grades.
 - Run graduation requirement report.
 - Update, post to the district website, and print (on a limited basis when needed) the course of study guide once it is Board of Education approved.
 - Maintain and update all scholarship information on the District webpage and inform students via email.
 - Assist school counselor with getting Start College now applications for students.
 - Update and mail requested courses to colleges, and order necessary books and materials.
 - Enter Early College Credit Program grades.
 - Complete job-related training as needed.
 - Compile and input ACT test scores into the student information system.
 - Proctor testing as needed following required training.
 - Organize Senior Awards Night. Communicate with contributors for verification of scholarships. Print scholarship certificates, programs, and winners' list.
 - Compile information for high school awards (CWC, Presidents, ect.) and print award certificates.
 - Prepare and copy graduation inserts.
 - Print 8th grade recognition certificates and awards.
 - Assist with the calculation of Laude Points for seniors using GPA/Rank for principal approval.
 - Enter ACT scores into the student information system as they are to appear on the student transcript.
 - Assist in the maintenance of student cumulative files.
 - Assist with roll-over Skyward course/curriculum master.
 - Perform other duties as assigned.
2. Reporting (All reports are sent to one or more of the administrators for data accuracy and approval to submit the report.)
- Add/delete/maintain student enrollment system data and assign student WISEid as required.
 - Maintain enrollment numbers and prepare a monthly Board of Education enrollment report.
 - Complete CTEERS reports.
 - Prepare and file WISEdata: (Third Friday Count, Oct. 1, Discipline, Roster, Attendance, and Year-End.).
 - Create custom reports using the student management system tools.
 - Generate September Third-Friday PI 1563 Pupil Count.
 - Generate January Second-Friday Membership Report PI 1563 Pupil Count.
 - Process Open Enrollment Reporting as needed February through June.
 - Complete Open Enrollment Verifications in October and February.

- Process Tuition Waivers and Alternative Applications to the District.
- Complete Home-based Education Reporting (HOMER) updates to school counselors.
- Enter the Summer School Report using data provided by the summer school coordinators.
- Upload Annual Reporting data to include enrollment, attendance, and the school year calendar based on the “snapshot” data.
- Complete the Transportation Report due in July.
- Process the annual CRCD Federal Reporting of Financial Expenses and Wages using data provided by the Payroll/Accounts Payable Clerk.
- Complete the annual CRDC report regarding bullying and harassment.
- Check WISEdata daily and report warnings and errors with staff when information needs to be added/changed/verified.
- Submit CTE follow-up report in March-April.
- Attend the weekly webinar hosted by DPI for updates on WISEdata.

3. Athletic and Activities Clerical Support

- Assist Athletic/Activities Director in routine office functions to include, but not limited to: email communications, telephone communications, materials preparation, and the like.
- Assist with student emergency contact records maintenance for participation in co-curricular activities.
- Assist in updating the Code of Conduct, Coaches Handbook, and other related official district documents.
- Update and create forms for the guidance and athletic departments as needed.
- Work with the Athletic Director with the scheduling of officials and event workers and arranging transportation for the SDM athletic teams. Records must be entered into RSchool.
- Track student eligibility for co-curricular activities in a spreadsheet format.
- Maintain physical documentation that must be entered into Skyward and send parent reminders when student physicals are due.
- Prepare and duplicate programs, handouts, and other communication materials.
- Telephone referees for the coming week as a reminder and confirm they will be present.
- Assist in scheduling/maintaining the gym use/athletic complex calendar.
- Coordinate related services such as concessions, custodial support, etc. as needed for the success of scheduled events.
- Assist in filing incident reports for injured students or with the Business Manager for personnel injuries.
- Assist A.D. to plan, organize, and prepare materials for District student-athlete registration and physical documentation.
- Assist A.D. in preparing for coach orientation meetings.
- Assist with athletic fees collection and recordkeeping.
- Assist in sending out eligibility letters under direction of A.D.
- Generate athletic requisitions as needed for supplies.
- Other duties as assigned by the Activities Director.

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

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability. Applicants requesting a reasonable accommodation for a disability should contact the District Office by email.

SCHOOL DISTRICT OF MANAWA

HIGH SCHOOL OFFICE - CLERICAL PARAPROFESSIONAL/HEALTH AIDE

Job Description - To assist the high school office in recording attendance, maintaining accurate computer generated absence letters, contacting families related to absences, and assisting in general office functions and to care for student health injuries and/or illnesses in collaboration with parents, students, and school medical personnel for the control and prevention of disease and for the development of optimum health of each student.

QUALIFICATIONS:

- High school diploma
- Positive communication skills
- Maintains confidentiality of health information
- Ability to read and interpret a variety of documents
- Ability to learn and/or operate office equipment
- Experience or training in school health, healthcare setting, or first responder is preferred
- Maintain current CPR and First Aid certification is required
- Good oral and written communication skills
- Ability to react quickly, calmly, and decisively in a crisis
- Computer experience with word processing, data entry, and databases required

REPORTS TO: High School Principal and District Nurse

High School Office Clerical - Major Tasks and Responsibilities

The office clerical paraprofessional will assist the secondary Administrative Assistant with the following:

1. Rehearsal, staging, preparation of materials and displays, etc. for graduation.
2. Student record maintenance and family access including updating emergency contact information and discipline record data entry.
3. Maintain marquee information, announcements, and postings.
4. Deliver passes to classrooms/call classrooms; assist in the monitoring of student whereabouts.
5. Duplication of materials as needed.
6. Sort & distribute staff mail daily; run outgoing mail through the postage meter.
7. Locate substitutes/teacher fill-ins during the day.
8. Process grade reports & mailings (term/semester).
9. Answer phones and return calls.
10. Greet and respond to the needs of visiting parents, community members, vendors, etc.
11. Plan, organize, and prepare materials for District student registration day.
12. Process payments and give a receipt of the same for fees, lunch, etc.
13. Send out truancy letters under the direction of the principal.
14. Provide materials for homework requests (i.e. go to student lockers with parents).
15. Track attendance in Skyward hourly.

16. Monitor the absence reporting phone line and follow-up with families who have not reported an absent child.
17. Monitor camera displays and report concerning behavior or observations as needed.

Health Aide Major Tasks and Responsibilities:

1. Provides appropriate emergency care of illness or injury to students and staff in accordance with school district policy and procedures.
2. Assists in the control of communicable diseases according to procedures.
3. Administers oral, inhaled, injectable, and topical medications to students as delegated by the school nurse.
4. Keeps accurate records of medications brought to the office and records each administration of medication on the individual *Student Medication Record*.
4. Maintains confidentiality of information learned regarding students and their families.
5. Notifies the district nurse and building principal of serious incidents, significant health problems, and referrals and documents the incident response on the appropriate form.
6. Prepares player lists and health conditions for coaches.
7. Prepares summer mailings of health conditions and cover letters for (Emergency Action Plans & Individualized Health Plan).
8. Maintains WIAA physical records.
9. Prepares mass mailings at the beginning and end of the year pertaining to paperwork and medication pickup.
10. Notifies teachers of health conditions, Individualized Health Plans, and Emergency Action Plans.
11. Maintains parent and emergency contact/consent forms and information.
12. Faxes medication administration forms or health conditions to physicians for signatures.
13. Maintains immunization records by updating in Skyward, reporting, and parent contact.
14. Loads and updates all health data records in Skyward including students seen in the health office including their primary complaint, treatment, and outcome for each student.
15. Prepares first aid kits for groups before activities.
16. Performs all other health-related work delegated or required to accomplish the objectives of the total district health program.

Communication/Documentation:

1. Channels requests for health-related information and nursing services to the district nurse.
2. Assists district nurse in preparing and maintaining a cumulative health record for each student.
3. Documents results of screening and designated health information.
4. Collects and maintains student emergency cards and updates as needed into Skyward.
5. Completes student/staff accident/incident reports.

Working with Students with Special Health Needs:

1. Helps maintain a current confidential list of students with health conditions.
2. Communicates to the district nurse any need for follow-up of student health problems.

Health Office Maintenance:

1. Assumes responsibility for maintaining a neat and orderly environment.
2. Follows district policy regarding the cleaning of cots and equipment.
3. Follow district policy regarding infection-control measures.
4. Monitors inventory of supplies/submits requisitions as needed for district nurse approval.

Physical Demands:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is required to have contact with children who are ill. The employee must be capable of performing first aid and CPR. The employee is regularly required to talk or hear and taste or smell. The employee is frequently required to sit; walk; run; use hands to finger, handle, or feel objects, tools, or controls; and reach with hands and arms. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

The employee must frequently lift and/or move up to 10 pounds. The employee is occasionally required to lift up to 50 pounds and to perform a 2-person lift over 50 pounds. (Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.)

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

TERMS OF EMPLOYMENT: Salary and benefits as established by the Board

EVALUATION: Building Principal

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability. Applicants requesting a reasonable accommodation for a disability should contact the District Office by email.



Book	Policy Manual
Section	5000 Students
Title	Copy of GRADUATION REQUIREMENTS
Code	po5460
Status	Proposed to Policy & Human Resources Committee
Adopted	June 20, 2016
Last Revised	May 16, 2022

5460 - **GRADUATION REQUIREMENTS**

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

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

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

- A. Students must attend high school for eight (8) semesters. Students may be eligible for early graduation in accordance with established policies and procedures. Students may have this requirement waived if the early graduation procedures established in the rules are followed.
- B. In accordance with State law, a board may not grant a high school diploma to any student unless, during the high school grades, the student has been enrolled in a class or has participated in an activity approved by the Board during each class period of each school day, or the student has been enrolled in an alternative education program (defined in s. 115.28(7)(e)1) or is participating in a Board-approved program that allows a student enrolled in the high school grades who has demonstrated a high level of maturity and personal responsibility to leave the school premises for up to one (1) class period each day if the student does not have a class scheduled during that class period.
- C. Credits - A Little Wolf High School diploma shall be granted upon successful completion of a total of 24 credits for the Class of 2023 and 25 credits for the Class of 2024 and beyond in grades 9 through 12 to include :

English	4 credits
Social Studies	3 credits
Physical Education	1 ½ credits
Health	½ credit
Math	3 credits
Science	3 credits

Financial Literacy/Employability Skills	1/2 credit
Electives for 2023	8.5 credits
Electives for 2024 and beyond	9.5 credits

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

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

The Board may approve a course or courses in career and technical education that it determines may satisfy up to a total of one (1) credit of mathematics and/or science credit. If the Board approves a career and technical education course as qualifying for mathematics and/or science credit, any student may satisfy a total of one (1) credit of required science and/or mathematics credits through the Board-approved career and technical education course.

The following criteria must be met for participation in a sport to be eligible for substituting an English, social studies, mathematics, or science course for one-half (.5) credit of physical education.

- A. ~~The student (not a manager) must participate in a junior varsity level or varsity level high school sport for an entire season during grade 11 or the fall season of grade 12.~~
- B. ~~The student must submit to the Principal confirmation of regular attendance at practices and participation in competitions with a verification form completed by the coach no later than two (2) weeks after the conclusion of the season.~~
- C. ~~The student must not have been out for more than two (2) weeks for injury or illness during the sport season.~~
- D. ~~The student must not have had any violation of the Co-Curricular Code resulting in a suspension of one (1) or more competitions during the sport season.~~
- E. The student must be an athlete who is eligible to practice ~~compete~~ for the entire season.

A student who participates in marching band for three high school years as confirmed by a verification form completed by the band director will be eligible for one .5 credit of physical education.

Waivers are not approved for physical education credit per this policy.

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

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

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

Option 1: A post-high school candidate is a student who is less than twenty-two (22) years of age at the time of their requested re-enrollment and whose class has previously graduated. District Administrator approval is required for all students who are twenty-two (22) years of age or older.

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

Option 2: The student must be enrolled in an alternative program as approved by the principal and complete at least 17 of 24 credits earned in traditional classes for the 2023 school year and 17 of 25 credits earned in traditional classes for the 2024 school year and beyond. The remaining credits to total 24 or 25 respectively are acquired through a job-based learning log (Work Study/Youth Apprenticeship) and/or an academic portfolio.

Option 3: GED Option 2 - The student must receive a passing score on the four (4) tests or receive credits in high school courses, or the student must receive a green score **twice per subject area on the GED Option 2 Ready Exam. Additionally, the student must pass the civics exam and complete the District required financial literacy course to include completing a portfolio containing a resume, cover letter, and autobiographical project.**

C. Post-Secondary Course Work

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

1. correspondence/online school.

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

2. accredited college/technical college.

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

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

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

G. Attendance

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

H. School Program Obligations

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

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

Graduation Credit as a Middle School Student

The Board permits students in 7th or 8th grade to earn credit towards a high school diploma in any class taken that is approved by the Board for such purpose, provided that the student is academically prepared based on performance on approved student assessments. Any course designated for high school credit at the middle school level must be taught by a teacher with high school certification in the subject matter and must be taught using curriculum and assessments equivalent to those used in the subject at the high school level.

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

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

Graduation Activities and Ceremony

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

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

Policy Reporting and Review

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

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

Revised 1/21/19

Revised 11/18/19

Revised 11/16/20

Revised 2/28/22

© Neola 2021

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

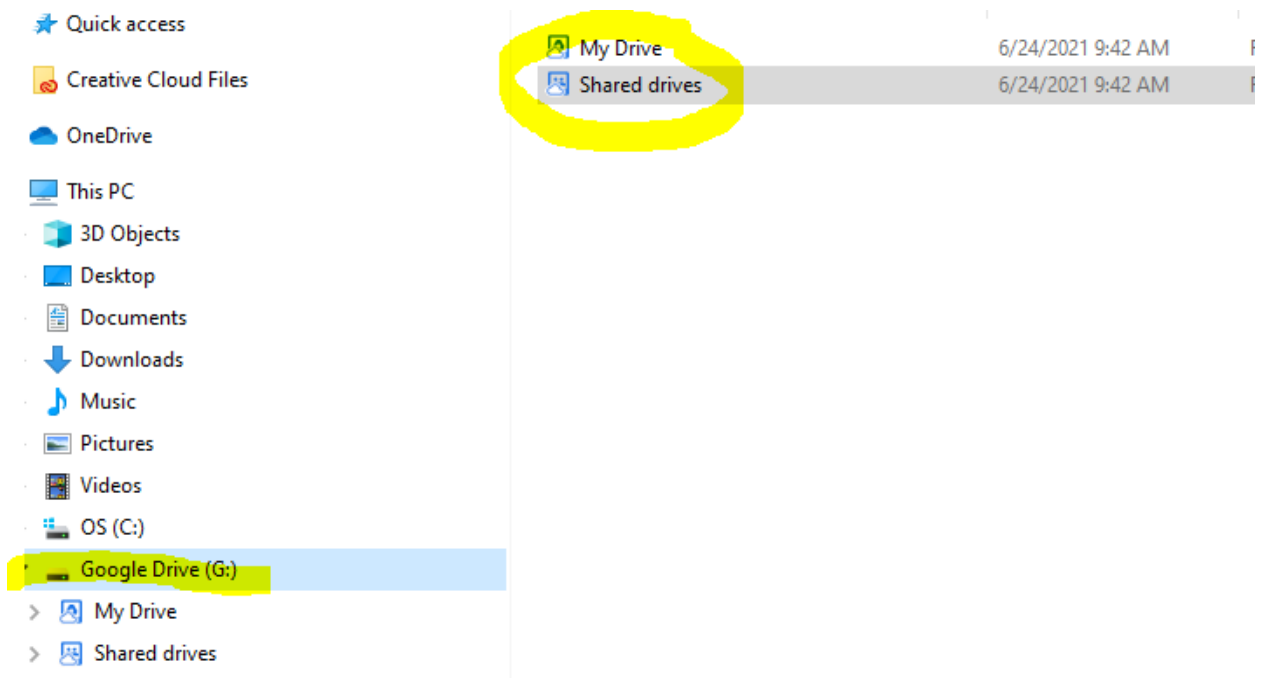
Last Modified by Melanie J Oppor on April 6, 2023

How to Prepare and Post a BOE Agenda, Packet, and Minutes

1. In the Shared Google Drive create a folder with the meeting date. Use the naming convention: Year-Month-Day
2. Open a Google Document or use the provided committee agenda template.
3. Create an agenda.
4. Include the Google Meet link and related information at the top of the agenda.
5. When naming the agenda, always begin with 00 which keeps the agenda as the first item in the folder.
6. Create a pdf of the agenda keeping the naming convention the same as noted above.
7. Add resources to the committee meeting folder in pdf form. (Special note - Do not use any special symbols or punctuation marks other than a hyphen in the names of the resource documents as this will affect the ability to merge the packet as found later in the directions.)
8. Label resources in the file to match the item number on the agenda to which it is related.
 - a. Name (or rename) the resource document so that the agenda item digits appear first. For example, if the agenda item is number five, begin the document name as: 05...
 - b. If there are multiple documents for one agenda item number five, begin the document names in a series 05a, 05b, 05c, and so on. (The agenda always begins with the numbering 00.)
9. Make a copy of the Google Document Agenda and rename it "Minutes". Share the Minutes document with the notetaker for each respective committee or share it with all committee members.
10. If an agenda gets amended, the word AMENDED highlighted in yellow is placed at the top and whatever topic is added should be highlighted.
11. Once all resources are added to the committee folder and are properly named to correspond with the agenda, you are ready to create the packet.
12. Using Adobe Acrobat Pro (special program provided by the IT Director), highlight the agenda followed by all the supporting documents. Right click on the "Combine Files in Acrobat". The combined documents are renamed as "00 Year-Month-Day *Committee Name* Packet". This pushes the committee meeting packet to a position just after the agenda.
13. If an agenda or packet is amended, the process as noted above would need to be repeated.

How to Combine Files to Create a Packet:

14. Go into your computer files and pull up your G drive>click on Shared Drives> continue to find the meeting file you are preparing. Right click all the files you want in the packet and select "Combine Files in Acrobat".

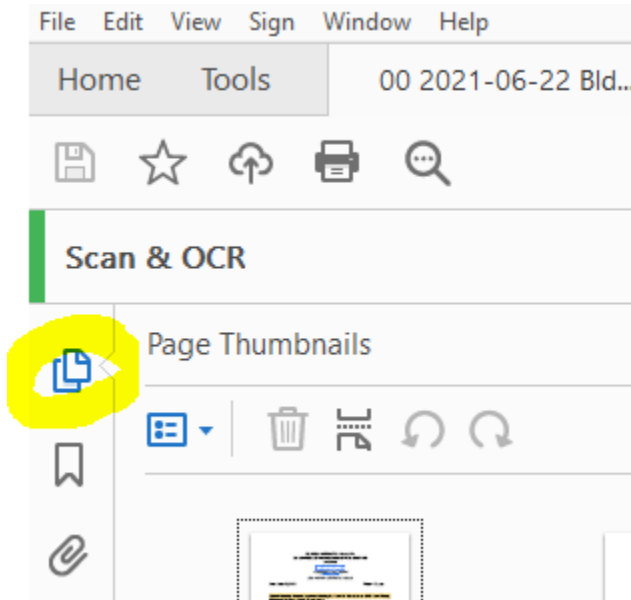


Right click and select all files you want to include in the packet (this would also be the agenda and all accompanying documents) See blue highlight - select “Combine all files in Adobe”

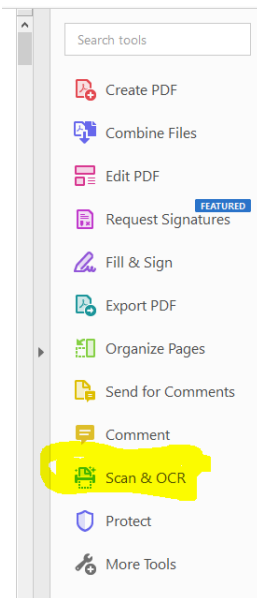
Name	Date modified	Type	Size
00 2021-05-03 Special Board Meeting Ag...	4/29/2021 3:10 PM	Adobe Acrobat D...	112 KB
00 2021-05-03 Special Board Meeting REV...	5/3/2021 1:33 PM	Adobe Acrobat D...	6,925 KB
05a i. Waupaca County DHS Memo 4.27....	4/29/2021 2:12 PM	Adobe Acrobat D...	153 KB
05a ii. Letter from Medical Advisor 4-22-2...	4/29/2021 2:12 PM	Adobe Acrobat D...	76 KB
05a iii. COVID-19 Board letter- School Nu...	4/29/2021 2:13 PM	Adobe Acrobat D...	140 KB
05a iv. Mitigation Strategy Memo 4-29-2...	4/29/2021 2:24 PM	Adobe Acrobat D...	933 KB
05a v. DHS Letter 4-29-2021	5/1/2021 10:10 AM	Adobe Acrobat D...	299 KB
05a vi. Ansay & Associates re mask weari...	5/3/2021 1:08 PM	Adobe Acrobat D...	157 KB
05a vii. Roadmap for Reopening Schools	5/3/2021 1:10 PM	Adobe Acrobat D...	683 KB
05a viii. CIC Response to Liability - COVI...	5/1/2021 10:38 AM	Adobe Acrobat D...	177 KB
05a viiii. SDM Mail - Mask Policy - Waup...	5/3/2021 1:07 PM	Adobe Acrobat D...	168 KB
05a x. Attorney Renning legal opinion on...	5/3/2021 10:19 AM	Adobe Acrobat D...	232 KB
05b 8th Grade Recognition Proposal Rev ...	5/3/2021 1:39 PM	Adobe Acrobat D...	1,402 KB
05c May 16, 2021 Choir Concert Proposal...	4/29/2021 2:11 PM	Adobe Acrobat D...	157 KB
05d 2021 Spring Instrumental Concert Pr...	4/29/2021 2:11 PM	Adobe Acrobat D...	171 KB
05e 2021 Graduation Recommendation R...	5/3/2021 1:37 PM	Adobe Acrobat D...	1,170 KB
2021-05-03 Special Board Meeting Agenda	4/29/2021 3:15 PM	Google Docs	1 KB
2021-05-03 Special Board Meeting Packet...	4/29/2021 3:22 PM	Adobe Acrobat D...	5,294 KB
2021-05-03 Special Board Minutes	5/4/2021 10:19 AM	Google Docs	1 KB

15. Adobe should open and check that everything is in the correct order. Select “Combine”. Delete any blank pages if needed or drag and drop items in the desired order.

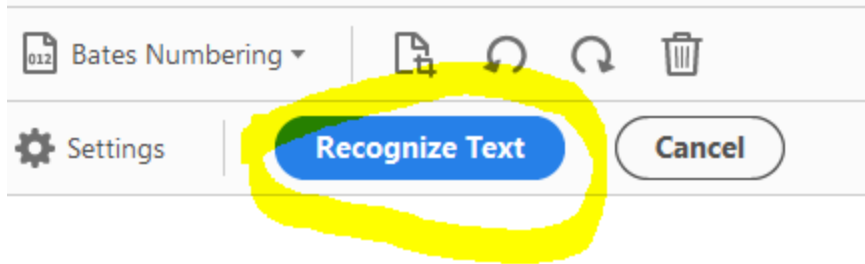
16. Click on the two pages icon so you can see the order. Double check the pages are in order



17. Then on the right side, select SCAN & OCR



18. At the top of the page, select “Recognize Text”, then from the dropdown select “In this file” and then click the blue “Recognize Text” button. If this is a large packet, this will take several minutes. Do not uncheck or go off page, just let it run.

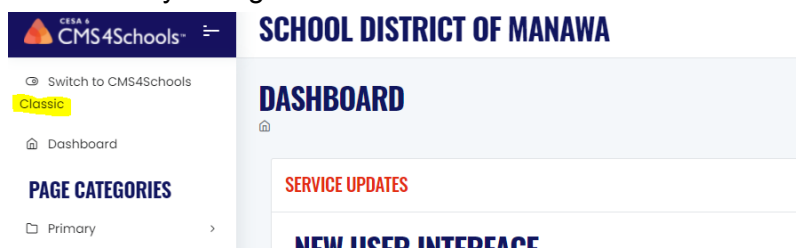


19. Email the **Agenda** and **Packet** to the **board members** and the **admin** team.
20. Email the **Agenda** to the group called **District Staff**
21. MMS-LWHS and MES secretaries post the agenda on their bulletin boards.
22. The District Office clerical support posts the agenda **on the bulletin board** just outside the district office.
23. Email the **Agenda** to the email group called “**Meeting Agenda Extra Notification**” - City Hall and Library prints and posts the agenda on their front doors.
24. Add the **Agenda** and **Packet** on the website under the proper group (BOE or Committee Meeting). See next section
25. **The District Office clerical support person sets the door/fob system** to open for the meeting - Building secretaries can also set the times. Doors generally are set to open 20 minutes prior to the start of the meeting and are set to remain open for the duration of the meeting (usually at least 90 minutes).

TO Post on WEBSITE

Login to CMS4 Schools

I immediately change to the Classic dashboard



It should switch to this view:

cms4schools.com/pro/admin/index.cfm?memberid=862

School District of Manawa

OUR DISTRICT | OUR SCHOOLS | OUR PROGRAMS | OUR COMMUNITY

Switch to New CMS4Schools

Logged in as
Stephanie Flynn
Log Out
Edit My User Account
Back to 4Schools

Navigation Builder Home

Calendar Admin

File Uploads

Disk Usage Report

User Accounts Admin

Settings

Social Media Settings

CMS4Schools Touch App

Members Database

Announcements Database

MAIN WEB SITE ADMINISTRATION

Google Calendar Integration - Operational

12/29/2021 - Google Calendar Integration for new calendars is working once again! You can again add in new (additional) Google Calendars to the Calendar Module. Thank you for your patience as we worked with Google to fix this bug.

How to add Google Calendar Integration

New User Interface

- View our new **CMS4Schools Help Center** for documentation and **watch our recorded training webinars** relating to the new user interface
- Complete this quick survey** to let us know about your experience with the new user interface
- "Switch to CMS4Schools Classic" in the upper left if you would prefer to complete your work in the previous user interface

Receive Service Updates

- Visit our Status Page** and click on "Subscribe" to receive email notifications about scheduled maintenance or when service issues arise
- Follow **@CMS4Schools (twitter.com/CMS4Schools)** on Twitter to receive updates
- Sign-up to receive future emails** from us

At the top of this page, click on **OUR DISTRICT** at the top tab. You should be on the **NAVIGATION BUILDER**

School District of Manawa

OUR DISTRICT | OUR SCHOOLS | OUR PROGRAMS | OUR COMMUNITY

Switch to New CMS4Schools

Logged in as
Stephanie Flynn
Log Out
Edit My User Account
Back to 4Schools

Voluntary, Free Covid Testing Program

COVID-19 School Plan

Board of Education

Annual Meeting Reports

Board Committees

Board Meetings

District Accountability

Policies & Guidelines

Calendar of Events

District Administrator

NAVIGATION BUILDER

Our District

Add Page sitemap.xml

LV	Link Name	Type	Content	Properties	Delete	Preview	Last Modified	Perms
1	Our District	Page	Main Body Right	Update	N/A	Preview Check Accessibility	11/1/21 1:05 PM (Stephanie Flynn)	⬇
1	Voluntary, Free Covid Testing Program	Page	Main Body Right	Update	Delete	Preview Check Accessibility	1/17/22 6:48 PM (Dean Marzofka)	⬇
1	COVID-19 School Plan	Page	Main Body Right	Update	Delete	Preview Check Accessibility	5/10/22 11:23 AM (Dean Marzofka)	⬇
2	Corona Virus	Page	Main Body Right	Update	Delete	Preview Check Accessibility	9/9/21 1:11 PM (Dean Marzofka)	⬇
1	Board of	Page	Main	Update	Delete	Preview	5/17/22 12:13	⬇

In this box, find the correct meeting or committee - you do have to go down pretty far (light colored gray font are items not visible on the website).

When you find the correct meeting, click on MAIN BODY:

1	Board Committees	Page	Main Body Right	Update	Delete	Preview Check Accessibility	5/17/22 12:15 PM (Stephanie Flynn)	
1	Board Meetings	Page	Main Body Right	Update	Delete	Preview Check Accessibility	6/16/22 12:58 PM (Stephanie Flynn)	
3	Buildings & Grounds	Page	Main Body Right	Update	Delete	Preview Check Accessibility	6/13/22 11:48 AM (Stephanie Flynn)	
3	Curriculum	Page	Main Body Right	Update	Delete	Preview Check	6/16/22 2:39 PM	

It will then open to a page where all of that content is held and added. Click at the very top where it says **ADD TOOL TO THIS PAGE:** to ADD a **RESOURCE/NEWS** item and place it after any kind of TEXT/Graphic Editor if there is one (*committees will have this - BOE meetings will not have this*) and click add:

Add Tool to this page: after

1. TEXT/GRAPHIC EDITOR (551240)

Tool Heading: none

Status: Active

Last Modified: 5/17/2022 12:15 PM (Stephanie Flynn)

This will add a space for it on that page. Next There are a few things that you enter on the webpage - the **title** of the meeting, the **agenda** and the **packet**.

Under the newly created Resources/News area, look for the upper "edit" button (below):

3. RESOURCES/NEWS (841013)

Tool Heading: 2022-06-01 Special Board Meeting

Status: Active

Last Modified: 5/31/2022 11:30 AM (*Stephanie Flynn*)

[\(edit\)](#)

[RSS Feed \(learn more\)](#)

Click EDIT Add a **title** such as *2022-06-01 Special Board of Education Meeting*.

Then to add the **agenda** by selecting the red “Add to the Top” and title it “Agenda”. Then find the path using your google drive and selecting where to find it in the shared folder. Select that document and at the bottom click “ADD”. You should be able to preview this to make sure it is correct.

Do the same for adding the **packet** by selecting the red “Add to the bottom”, title it “Packet” and again, find the path in the drive. You can select “Preview” to see if you have the correct document. If you do not, just select the red “Delete” and start again.

After minutes are approved, you go back in this very spot and add a third item to this area(just as above) and title it “Minutes” and add the file where the Final Minutes are (usually in the most recent BOE packet where they were approved).

COMMITTEE MEETINGS

Add Tool to this page: after

1. TEXT/GRAPHIC EDITOR (551538)

Tool Heading: none
Status: Active
Last Modified: 11/9/2020 3:48 PM (Bryant Cobarrubias)
[\(edit\)](#)

This committee oversees and reviews initiatives dealing with the physical plant and operation of the District. The District Administrator supports and assists in the coordination of this committee.

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

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

[Change Position](#) [Move](#) [Update Text/Graphic Editor](#) [Preview](#) [Delete](#)

2. TEXT/GRAPHIC EDITOR (551530)

Tool Heading: none
Status: Active
Last Modified: 4/27/2021 1:02 PM (Stephanie Flynn)
[\(edit\)](#)

Committee Members

- Russ Johnson, Chair
- Pete Griffin
- Russ Holliman

[Change Position](#) [Move](#) [Update Text/Graphic Editor](#) [Preview](#) [Delete](#)

This is what the page for a committee page looks like - see above. There are other items at the top of the Committee Meeting pages so you need to place a committee meeting posting after #2 - see snip below - select "Resource News" and After Text Graphic editor and click add.

Add a **title** such as *2021-06-21 Committee Meeting*. ADD

Add the **agenda** by selecting the red "Add to the Top" and title it "Agenda". Then find the path using your google drive and selecting where to find it in the shared folder. Select that document and at the bottom click "ADD". You should be able to preview this to make sure it is correct.

Do the same for adding the **packet** by selecting the red "Add to the bottom", title it "Packet" and again, find the path in the drive. You can select "Preview" to see if you have the correct document. If you do not, just select the red "Delete" and start again.

BUILDINGS & GROUNDS COMMITTEE

< [Navigation Builder](#) [Main Body](#) [Below Left Nav Text](#) [Right Side Bar](#) [From Template](#)

Main Body:

Add Tool to this page: after

AMENDING OR UPDATING a document - You can update a packet - see snip (using the path to the shared folder in the Google Drive) *Be careful when you only update*. If this agenda/packet was already posted and now it is being amended, you do want to keep the original agenda/packet up and add the Amended items as another document.

When to update - you are adding some additional documents that were not in the original packet. Adding items is okay to update. Removing items should be listed as an amended packet but keeping the original too if it has already been posted and out in the public.

main body.

Add Tool to this page: after

1. RESOURCES/NEWS (805230)

Tool Heading: 2021-06-21 Regular Board of Education Meeting

Status: Active

Last Modified: 6/18/2021 2:46 PM (Stephanie Flynn)
([edit](#))

[RSS Feed \(learn more\)](#)

No, do NOT display an RSS graphic **RSS Title:** none [Update](#)
above the list of items.

Layout Option: Un-Ordered List (Default) | [Update](#)

Add Resource/News Item: [Add to the Top](#) | [Add to the Bottom](#) | [Move Items](#)

Link Name	News Type	Insert After	Up	Down	Update / Delete	Preview
Agenda	File	Insert After	Down	Update	Delete	Preview
Packet	File	Insert After	Up	Update	Delete	Preview

[Change Position](#) | [Move](#) | [Preview](#) | [Delete](#)



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. Organize and work independently on multiple assigned tasks/projects and complete assignments within specified deadlines
4. Accurately follow verbal and written directions
5. Work well under pressure
6. Communicate effectively, both verbally and in writing to all internal and external clients, expressing ideas and instructions clearly and concisely
7. Ability to collaborate with diverse work teams
8. Demonstrate skills in consensus-building and mediation
9. Capable of researching and creative problem solving
10. Maintain confidentiality and loyalty to the School District of Manawa and the Manawa Police Department
11. 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.

https://www.antigojournal.com/news/school/antigo-school-board-finance-committee-hears-about-child-care-partnership/article_5936dbc8-d304-11ed-908c-2f3872d88866.html

FEATURED

Antigo School Board Finance Committee hears about child care partnership

JAMIE TAYLOR jtaylor@antigojournal.com

Apr 4, 2023



Gabby Sorano, owner and operator of Antigo Child Care Center, talks to the Antigo School Board Finance Committee about how the partnership between her center and the school district works.

JAMIE TAYLOR

The partnership between the Antigo School District and Antigo Child Care Center has proven to be so beneficial, the district's Finance Committee is recommending to the full school board to approve tweaking the plan going into the 2023-24 school year.

When Gabby Sorano opened Antigo Child Care Center at 925 Fifth Ave. on July 11, 2022, it was in the site of a previous day care center that shuttered in December 2021, taking with it 37 child care slots. To overcome some of the initial startup costs, Sorano convinced the school district and Volm Industries to sign on as partners in exchange for their employees receiving a number of guaranteed slots or priority placement on the waiting list.

"We're at max capacity," Sorano told the committee Monday, adding there are currently 32 children on a waiting list for one of the 35 slots.

By virtue of the USDA picking the top tier of three available, district employees have priority for 10 slots, with Volm getting six because they opted for the third tier partnership. A middle tier with eight slots has not been taken by any area employer.

Sorano said no other employer in the area was interested in the slots in the partnership plan when she was looking to start the center, although some companies who need fewer slots have now expressed some interest.

She said as part of a team that includes the Langlade County Economic Development Corporation, they have applied for a \$75,000 Dream Up! Child Care Supply-Building Grant from the Wisconsin Department of Children and Families. The money would be used to help start child care operations outside of Antigo.

"There are a lot of in-home spots available, but no rural child care in outlying rural communities like Pearson or Elcho," Sorano said. "And we are the only center in Langlade County."

She also said expanding her business into a second building is a possibility but only if she can find qualified employees.

“I don’t want to fill spots with bodies,” Sorano said. “I want to fill spots with quality people.”

Sorano said that because of the revenue the 16 spots used by the two partners, she is able to pay the highest wages to her employees and has helped at least one employee working toward an associate degree in early childhood development with a financial scholarship.

“A lot of people think child care is baby sitting; it’s not,” Sorano said.

She said her employees do lesson plans and individualized activities for each child in their care, and deserve the best wage she can afford to pay them.

On a related note, she said she would like to find a way to offer after school care for elementary age children, possibly in one of the district buildings because there is a real need there for that service from 3-6 p.m. Again, staffing such a venture is the sticking point.

The committee forwarded the renewal of the partnership agreement to the full board for consideration later in the month.

Jamie Taylor

Reporter/Photographer



Book	Administrative Guideline Manual
Section	Archived Materials 12/19/22 & 1/3/23
Title	Copy of FMLA RECORDKEEPING REQUIREMENTS
Code	ag1630.01B
Status	Proposed to Policy & Human Resources Committee
Adopted	February 22, 2018
Last Revised	January 3, 2023

1630.01B - FMLA RECORDKEEPING REQUIREMENTS

The District office is responsible for making, keeping, and preserving all relevant records pertaining to the Board of Education's obligations under the FMLA in accordance with the recordkeeping requirements of Section 11(c) of the Fair Labor Standards Act (FLSA) and in accordance with the final regulations applicable to the FMLA. Specifically, the Administrative Assistant is charged with keeping/preserving the records identified below in accordance with the Wisconsin Department of Public Instruction's guidelines for District's Records Retention Schedule (~~see Policy AG-8310A~~), and under no circumstances shall said records be kept for less than three (3) years. The records shall be available for inspection, copying, and transcription by representatives of the Department of Labor upon request.

The Administrative Assistant shall maintain records that disclose the following:

- A. Basic payroll and identifying employee data, including name, address, and occupation; rate or basis of pay and terms of compensation; daily and weekly hours worked per pay period; additions to or deductions from wages; and total compensation paid.
- B. Dates FMLA leave is taken by FMLA eligible employees (e.g., available from time records, requests for leave, etc., if so designated). Leave must be designated in records as FMLA leave; leave so designated may not include leave required under State law or a Board plan which is not also covered by FMLA.
- C. If FMLA leave is taken by eligible employees in increments of less than one (1) full day, the hours of the leave.
- D. Copies of employee notices of leave furnished to the District under FMLA, if in writing, and copies of all written notices given to employees as required under the FMLA and its implementing regulations (see 29 C.F.R. Section 825.300(b) through (c)). Copies may be maintained in employee personnel files.
- E. Any documents (including written and electronic records) describing employee benefits or employer policies and practices regarding the taking of paid and unpaid leaves.
- F. Premium payments of employee benefits.

- G. Records of any dispute between the District and an eligible employee regarding designation of leave as FMLA leave, including any written statement from the Superintendent or designee or employee of the reasons for the designation and for the disagreement.

Records and documents relating to certifications, recertifications or medical histories of employees or employees' family members, created for purposes of FMLA, shall be maintained as confidential medical records in separate files/records from the usual personnel files. If the Genetic Information Nondiscrimination Act of 2008 (GINA) is applicable, records and documents created for purposes of FMLA leave containing family medical history or genetic information as defined by GINA shall be maintained in accordance with the confidentiality requirements of Title II of GINA (29 C.F.R. 1635.9), which allow for disclosure consistent with FMLA requirements. If the ADA, as amended, is also applicable, such records shall be maintained in conformance with ADA confidentiality requirements (see 29 1630.14(c)(1)), except that:

- A. supervisors and managers may be informed regarding necessary restrictions on the work or duties of an employee and necessary accommodations;
- B. first aid and safety personnel may be informed (when appropriate) if the employee's physical or medical condition might require emergency treatment; and
- C. government officials investigating compliance with FMLA (or other pertinent laws) shall be provided relevant information upon request.

© Neola 2022~~13~~

Last Modified by Melanie J Oppor on April 6, 2023



Book	Administrative Guideline Manual
Section	Archived Materials 12/19/22 & 1/3/23
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
Last Revised	December 19, 2022

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.~~

Last Modified by Melanie J Oppor on April 6, 2023



Book Administrative Guideline Manual
 Section Archived Materials 12/19/22 & 1/3/23
 Title Copy of SUBSTANCE ABUSE - To be deleted
 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 April 6, 2023



Book	Administrative Guideline Manual
Section	Archived Materials 12/19/22 & 1/3/23
Title	Copy of NONDISCRIMINATION AND ANTI-HARASSMENT - REPORTING THREATENING BEHAVIORS
Code	ag3362.01
Status	Proposed to Policy & Human Resources Committee
Adopted	February 28, 2022
Last Revised	January 3, 2023

3362.01 - **REPORTING THREATENING BEHAVIORS**

Threatening behavior may take different forms including, but not limited to the following:

- A. face-to-face encounters in which words are used that indicate to the staff member that the staff member's safety and well-being are in jeopardy
- B. any conduct or written/oral communications that include comments toward the staff member or the staff member's family which would imply or state explicitly that the staff member and/or the staff member's family may be subject to some form of physical or psychological abuse or violence
- C. written or spoken comments to a staff member which could subject the staff member to blackmail or extortion
- D. written or spoken communication that would imply or explicitly state that some form of damage may be done to the staff member's property or that of the staff member's family
- E. written or spoken communication that causes a dwelling, a building, another structure, or a vehicle to be evacuated

Definitions

Words used in this guideline shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to harassing, threatening, and/or intimidating behavior, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who is alleged to have engaged in harassing, threatening, and/or intimidating behavior, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

District community means students, District employees (i.e., administrators, and professional and support staff), and Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include but are not limited to guests and/or visitors on District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the District community at school-related events/activities (whether on or off District property).

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Any staff member who believes that the staff member is the victim of any of the above actions or has observed such actions taken by a student, parent, fellow staff member, supervisor, co-worker, other member of the District community, or Third Parties, promptly should take the following steps:

- A. If the Respondent would be the staff member's supervisor or a member of the District Office~~central office~~ staff, as soon as possible after the incident, the Complainant should contact the District's Compliance Officer (see Policy 3362 - Anti-Harassment).
- B. If the Respondent is not the staff member's supervisor or member of the District Office~~central office~~ staff, as soon as possible after the incident, the Complainant should contact his/her supervisor or the District Compliance Officer.
- C. If the Respondent is a student of the District, the supervisor, if not the student's principal, should immediately inform the student's principal of the alleged threat.

The staff member may make contact either by a written report or by telephone or personal visit. During this contact, the reporting staff member should provide the name of the person(s) whom the staff member believes to be responsible for the threatening behavior and the nature of the threatening behavior incident(s). A written summary of each report is to be prepared promptly by the staff member receiving the report and forwarded to the immediate supervisor. In the event that a staff member hears or receives a threat of violence in, or targeted at, any school, the staff member shall immediately refer to Policy 8462.01 - Threats of Violence and proceed accordingly.

Each report received by the supervisor as provided above shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

- A. protect the confidentiality of the staff member who files a complaint, except that a Respondent must be informed of the Complainant's identity;
- B. encourage the reporting of any incidents of threat;
- C. protect the reputation of any party wrongfully charged with threatening conduct.

Investigation of a complaint normally will include conferring with the parties involved and any named or apparent witnesses. All staff members and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate, remedial and/or disciplinary action will be taken immediately to prevent the continuance of the threat or its recurrence.

The District recognizes that determining whether a particular action or incident is a threat must be based on all of the facts in the matter. Given the nature of this type of intimidation, the District recognizes that false accusations of a threat can have serious effects on innocent individuals. Accordingly, all staff members are expected to act responsibly, honestly, and with the utmost candor

whenever they present threat allegations or charges against fellow staff members, students, or others associated with the District.

© Neola ~~2022~~

Last Modified by Melanie J Oppor on April 6, 2023



Book	Administrative Guideline Manual
Section	Archived Materials 12/19/22 & 1/3/23
Title	Copy of FEDERAL GROUP HEALTH CONTINUATION (COBRA) -to be deleted
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.~~

© **Neola 2012**

Legal

P.L. 99-272

Consolidated Omnibus Budget Reconciliation Act of 1984

Last Modified by Melanie J Oppor on April 6, 2023



Book	Administrative Guideline Manual
Section	Archived Materials 12/19/22 & 1/3/23
Title	Copy of SUBSTANCE ABUSE - to be deleted
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.~~

© Neola 2005

Last Modified by Melanie J Oppor on April 6, 2023



Book	Administrative Guideline Manual
Section	Archived Materials 12/19/22 & 1/3/23
Title	Copy of NONDISCRIMINATION AND ANTI-HARASSMENT - REPORTING THREATENING BEHAVIORS
Code	ag4362.01
Status	Proposed to Policy & Human Resources Committee
Adopted	February 28, 2022
Last Revised	January 3, 2023

4362.01 - **REPORTING THREATENING BEHAVIORS**

Threatening behavior may take different forms including, but not limited to the following:

- A. face-to-face encounters in which words are used that indicate to the staff member that the staff member's safety and well-being are in jeopardy
- B. any conduct or written/oral communications that include comments toward the staff member or the staff member's family which would imply or state explicitly that the staff member and/or the staff member's family may be subject to some form of physical or psychological abuse or violence
- C. written or spoken comments to a staff member which could subject the staff member to blackmail or extortion
- D. written or spoken communication that would imply or explicitly state that some form of damage may be done to the staff member's property or that of the staff member's family
- E. written or spoken communication that causes a dwelling, a building, another structure, or a vehicle to be evacuated

Definitions

Words used in this guideline shall have those meanings defined herein; words not defined herein shall be construed according to their plain and ordinary meanings.

Complainant is the individual who alleges, or is alleged, to have been subjected to harassing, threatening, and/or intimidating behavior, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged harassment.

Respondent is the individual who is alleged to have engaged in harassing, threatening, and/or intimidating behavior, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

District community means students, District employees (i.e., administrators, and professional and support staff), and Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

Third Parties include but are not limited to guests and/or visitors on District property (e.g., visiting speakers, participants on opposing athletic teams, parents), vendors doing business with, or seeking to do business with, the Board, and other individuals who come in contact with members of the District community at school-related events/activities (whether on or off District property).

Day(s): Unless expressly stated otherwise, the term "day" or "days" as used in this policy means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays).

Any staff member who believes that the staff member is the victim of any of the above actions or has observed such actions taken by a student, parent, fellow staff member, supervisor, co-worker, other member of the District community, or Third Parties, promptly should take the following steps:

- A. If the Respondent would be the staff member's supervisor or a member of the District Office~~central office~~ staff, as soon as possible after the incident, the Complainant should contact the District's Compliance Officer (see Policy 3362 - Anti-Harassment).
- B. If the Respondent is not the staff member's supervisor or member of the District Office~~central office~~ staff, as soon as possible after the incident, the Complainant should contact his/her supervisor or the District Compliance Officer.
- C. If the Respondent is a student of the District, the supervisor, if not the student's principal, should immediately inform the student's principal of the alleged threat.

The staff member may make contact either by a written report or by telephone or personal visit. During this contact, the reporting staff member should provide the name of the person(s) whom the staff member believes to be responsible for the threatening behavior and the nature of the threatening behavior incident(s). A written summary of each report is to be prepared promptly by the staff member receiving the report and forwarded to the immediate supervisor. In the event that a staff member hears or receives a threat of violence in, or targeted at, any school, the staff member shall immediately refer to Policy 8462.01 - Threats of Violence and proceed accordingly.

Each report received by the supervisor as provided above shall be investigated in a timely and confidential manner. While a charge is under investigation, no information is to be released to anyone who is not involved with the investigation, except as may be required by law or in the context of a legal or administrative proceeding. No one involved is to discuss the subject outside of the investigation.

The purpose of this provision is to:

- A. protect the confidentiality of the staff member who files a complaint, except that a Respondent must be informed of the Complainant's identity;
- B. encourage the reporting of any incidents of threat;
- C. protect the reputation of any party wrongfully charged with threatening conduct.

Investigation of a complaint normally will include conferring with the parties involved and any named or apparent witnesses. All staff members and others involved are to be protected from coercion, intimidation, retaliation, or discrimination for filing a complaint or assisting in an investigation.

If the investigation reveals that the complaint is valid, then prompt, appropriate, remedial and/or disciplinary action will be taken immediately to prevent the continuance of the threat or its recurrence.

The District recognizes that determining whether a particular action or incident is a threat must be based on all of the facts in the matter. Given the nature of this type of intimidation, the District recognizes that false accusations of a threat can have serious effects on innocent individuals. Accordingly, all staff members are expected to act responsibly, honestly, and with the utmost candor

whenever they present threat allegations or charges against fellow staff members, students, or others associated with the District.

© Neola ~~2022~~

Last Modified by Melanie J Oppor on April 6, 2023



Book	Administrative Guideline Manual
Section	Archived Materials 12/19/22 & 1/3/23
Title	Copy of FEDERAL GROUP HEALTH CONTINUATION (COBRA) - to be deleted
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 P.L. 99-272
Consolidated Omnibus Budget Reconciliation Act of 1984

Last Modified by Melanie J Oppor on April 6, 2023



Book	Administrative Guideline Manual
Section	Archived Materials 12/19/22 & 1/3/23
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	December 19, 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:
 - 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 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 students/he** is determined to fall under any of the above.

The **District AdministratorBoard** 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 **his/her** resident school board under **Wis. Stat. §-115.777(1)** or identified by **the his/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 **his/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 **s/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 his/her 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.

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.

© Neola 2022±

Legal Secs. 118.145(4), 118.51, 118.52, Wis. Stats.
 Subchapter VI of Chapter 121, Wis. Stats.

Last Modified by Melanie J Oppor on April 6, 2023



Book	Administrative Guideline Manual
Section	Archived Materials 12/19/22 & 1/3/23
Title	Copy of IMMUNIZATION OF STUDENTS IN SCHOOL
Code	ag5320
Status	Proposed to Policy & Human Resources Committee
Adopted	August 20, 2018
Last Revised	January 3, 2023

5320 - IMMUNIZATION OF STUDENTS IN SCHOOL

Principals are to use the following guidelines in addition to those provided in AG 5111.

Immunizations Which are Medically Contraindicated

- A. A written statement from any licensed physician that an immunization is medically contraindicated for a specified period of time and the reasons for the medical contraindications will exempt a student from the specific immunization requirements for the period of time specified in the physician's statement.
- B. The physician's statement shall be maintained by the school as part of the immunization record of the student.

Specific annual immunization requirements are available from the Wisconsin Department of Health Services (**DHS**) and are published and made available to each School District annually. The standards are also available at the **DHS-Department of Health Services** website. ~~at:~~ <https://www.dhs.wisconsin.gov/immunization/index.htm>.

If the District conducts a preschool or day-care program, all children must be immunized in accordance with the regulations provided by the **Wisconsin Department of Health Services (DHS)**.

Admission to School

Before a student can be admitted to school, the parents must present documentation that their child has received all required doses of vaccines or that their child has received at least one (1) dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

Exemptions: Parent Objections

- A. A student shall be exempted from mandatory immunization if the parent objects in a written signed statement upon the grounds that the proposed immunization interferes with the free exercise of the student's religious rights or parents' personal conviction.
- B. This statement will be kept by the school as part of the student's immunization record.

Documents Accepted as Evidence of Immunization

The following documents will be accepted as evidence of a student's immunization history provided they comply with State requirements and contain the date when each immunization was administered.

- A. an official school record from any school
- B. a record from any public health department or the Wisconsin Immunization Registry (WIR)
- C. a certificate signed by a licensed physician

If a parent cannot provide any of the above documentation, their child may not be admitted until such documentation is provided or until the child has received at least one (1) dose of each required vaccine by the 30th day of school. Such vaccinations, if not covered by medical insurance may be available from the Waupaca County Health Department free of charge. The child may then attend school and must follow guidance from DHS and their health care professional for subsequent vaccinations in accordance with the applicable State laws. Details of student immunization requirements are found each year in the DHS publication entitled Wisconsin School Immunization Requirements. The child may then come to school for a period of two (2) months, after which time either the documentation of previous vaccinations shall have been submitted or the child shall have received the second required dose. The child is then eligible to attend school for another two (2) months. If, at the end of that two (2) month period, documentation still has not been received, the child must receive the third required dose in order to remain in school.

Required Records

Each school shall maintain a record of immunization for every student which shall include the date of each individual immunization.

If a student transfers to another school, this record or a copy thereof shall be sent to the new school in accordance with Policy 8330 - Student Records.

Report to be Sent to Local Health Department

A summary report of the immunization status of the students in each school, by total and without students names, shall be sent within forty (40) school days of the start of the school term to the local Department of Health by the Principal.

Records Available for Inspection

The Principal shall make immunization records available for inspection by authorized representatives of the **Wisconsin-DHS Department of Health Services** or the local or County Health Departments, only with parental consent, in the event of an emergency, or as otherwise permitted under State or Federal student record laws.

© Neola 2022±

Legal 252.04, Wis. Stats.
 DHS 144 and 146, Wis. Adm. Code

Last Modified by Melanie J Oppor on April 9, 2023



Book	Administrative Guideline Manual
Section	Archived Materials 12/19/22 & 1/3/23
Title	Copy of PROMOTION, TRANSFER, AND RETENTION
Code	ag5410
Status	Proposed to Policy & Human Resources Committee
Adopted	February 22, 2018
Last Revised	December 19, 2022

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. [X] A placement determination is made by the [] [OPTION 1] building administrator [END OF OPTION] X [OPTION 2] Building Consultation 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. [X] A retention decision is**

made by the [] ~~[OPTION 1] building administrator [END OF OPTION]; [] [OPTION 2] Building Consultation 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 (RtI) 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.

© Neola 2022~~07~~

Last Modified by Melanie J Oppor on April 9, 2023



Book	Administrative Guideline Manual
Section	Archived Materials 12/19/22 & 1/3/23
Title	Copy of SUSPENSION AND EXPULSION
Code	ag5610
Status	Proposed to Policy & Human Resources Committee
Adopted	August 20, 2018
Last Revised	January 3, 2023

5610 - **SUSPENSION AND EXPULSION**

The following administrative guideline deals with suspending and expelling students.

A. Suspension

1. Duration and Grounds for Suspension

The District Administrator or any principal or administrative designee may suspend a student for up to five (5) school days or, if a notice of expulsion hearing has been sent, for up to fifteen (15) consecutive school days (refer to AG 2461A if the student is eligible for special education services under Chapter 115, Wis. Stats.) if the suspension is reasonably justified and based upon any of the following misconduct:

- a. noncompliance with school rules or Board rules, including rules identifying student conduct that is dangerous, disruptive, or unruly behavior that interferes with the ability of the teacher to teach effectively;
- b. knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives
- c. conduct by the student while at school or while under the supervision of a school authority that endangers the property, health, or safety of others
- d. conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of others at school or under the supervision of a school authority
- e. conduct while not at school or while not under the supervision of a school authority that endangers the property, health, or safety of any employee or Board member of the District in which the student is enrolled

Under paragraphs c, d, and e above, conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The District Administrator or any principal or administrative designee shall suspend a student if the student possessed a firearm as defined in 18 U.S.C. 921(a)(3) while at school or while under the supervision of a school authority.

The suspension period applies to "school days." Thus, a suspension period does not include weekend days or vacation days.

2. Suspension Procedure

Prior to being suspended, on the day of the alleged infraction or as soon thereafter as is practicable, the student must be advised orally or in writing of the reason for the proposed suspension and given an opportunity to explain **their student's his/her** conduct ~~(Form 5610-F2)~~.

The principal, ~~within their his/her discretion, may~~ will also inform the student's parents of the reason for the proposed suspension prior to suspending the student ~~(Form 5610-F2)~~ in writing.

3. Notice of Suspension

The parent of a suspended minor student shall be given prompt written notice of the suspension and the reason for the suspension by mail and by sending a copy of the notice home with the student. Oral notice may also be given to the student's parent however, it must be confirmed in writing.

4. Sending a Student Home on the Day of the Suspension

Generally, the student should remain in school on the day of the suspension until school is dismissed for the day. Except as provided below, if the situation requires that the student be removed from the premises before school is dismissed, the principal shall attempt to contact the student's parent to request that **the parents/he** pick up the student or authorize release of the student ~~on their his/her own~~ at the high school level. If the parent is unable to pick up the student, or if the student is not authorized to leave on **their student's his/her** own, the student should remain under the school's supervision until school is dismissed, or in the event law enforcement is involved, under law enforcement supervision.

5. Opportunity to Complete School Work

A suspended student shall not be denied the opportunity to take any quarterly, semester, or grading period examinations or to complete course work missed during the suspension period. Such work shall be completed pursuant to the procedures established by the Board.

6. Reference to the Suspension in the Student's Record

The student's suspension from school shall be entered in the student's record as required by the rules adopted by the Board concerning the content of student records.

The suspended student or the student's parent may, within five (5) school days following the commencement of the suspension, have a conference with the District Administrator ~~or his/her designee~~, who shall be someone other than a principal, administrator, or teacher in the suspended student's school, to discuss removing reference to the suspension from the student's records.

Reference to the suspension in the student's school record shall be removed if the District Administrator finds that:

- a. the student was suspended unfairly or unjustly;

- b. the suspension was inappropriate, given the nature of the alleged offense; or
- c. the student suffered undue consequences or penalties as a result of the suspension.

The District Administrator, shall make his/her finding within fifteen (15) calendar days of the conference.

7. Co-Curricular or Extra-Curricular

The District Administrator shall make **their findings**~~his/her finding~~ within fifteen (15) calendar days of the conference.

B. Expulsion

1. Grounds for Expulsion

The Board may expel a student only when it is satisfied that the interest of the school demands the student's expulsion and it finds that the student:

- a. repeatedly refused or neglected to obey the rules established by the School District;
- b. knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
- c. engaged in conduct while at school or while under the supervision of a school authority that endangered the property, health, or safety of others;
- d. engaged in conduct while not at school or while not under the supervision of a school authority that endangered the property, health, or safety of others at school or under the supervision of a school authority or endangered the property, health, or safety of any employee or Board member of the School District in which the student is enrolled; or
- e. was at least sixteen (16) years old and had repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct did not otherwise constitute grounds for expulsion.

Under this section, conduct that endangers a person or property includes threatening the health or safety of a person or threatening to damage property.

2. Expulsion for Bringing a Firearm to School or for Possessing a Firearm at School

The Board shall expel a student from school for not less than one (1) year whenever it finds that the student brought a firearm to school or, while at school or while under the supervision of a school authority, possessed a firearm, as defined in 18 U.S.C. 921(a)(3), unless the Board finds that the punishment should be reduced based upon the circumstances of the incident. Any such finding by the Board shall be in writing.

3. Expulsion Hearing

Prior to expelling a student, the Board shall provide the student with a hearing.

- a. Notice of the Hearing

Prior written notice of the expulsion hearing must be sent separately both to the student

and ~~their~~his/her parent(s) if the student is a minor; otherwise just to the student.

The notice must be sent at least five (5) days prior to the date of hearing. In counting the number of days, the day the notice is sent is excluded.

The notice must include the following information:

1. the specific grounds upon which the expulsion proceeding is based, pursuant to State Statute
2. the particulars of the student's alleged conduct, including the approximate date and location of the conduct
3. the time and place of the hearing
4. that the Board will keep written minutes of the hearing
5. that the hearing may result in the student's expulsion
6. that the student's, or the student's parent if the student is a minor, have the right to request a closed hearing or the Board may choose to close the hearing under Wis. Stat. section 19.85(1)(f)
7. that the student and, if the student is a minor, the student's parent may be represented at the hearing by counsel
8. that the administration intends to present witnesses at the hearing with knowledge of the alleged conduct
9. that the parties shall have the right to cross-examine witnesses and to present such evidence and witnesses as deemed appropriate
10. that in considering whether to expel the student, and if so, for what period of time, the Board may also consider the student's complete disciplinary and academic records

These student records are available for the student and parent to review as outlined in Sec. 118.125, Wis. Stats.
11. if the student is expelled, the Board will determine the length of the expulsion period, which may extend at a maximum to the student's 21st birthday
12. if the Board orders the expulsion of the student, the School District clerk shall mail a copy of the order to the student and, if the student is a minor, to the student's parent
13. if the student is expelled by the Board, the expelled student or, if the student is a minor, the student's parent may appeal the Board's decision to the Wisconsin Department of Public Instruction
14. if the Board's decision is appealed to the Department of Public Instruction, within sixty (60) days after the date on which the Department receives the appeal, the Department shall review the decision and shall, upon review, approve, reverse, or modify the decision
15. the decision of the Board shall be enforced while the Department of Public Instruction reviews the Board's decision

16. an appeal from the decision of the Department of Public Instruction may be taken within thirty (30) days to the circuit court for the county in which the school is located
17. the State statutes related to student expulsion are Secs. 119.25 and 120.13 (1), Wis. Stats.

b. Hearing Procedures

The procedures for the expulsion hearing shall be as follows:

1. The hearing shall be closed.
2. The student and, if the student is a minor, the student's parent may be represented at the hearing by counsel.
3. A quorum of the Board shall be present at the hearing.
4. The Board shall keep written minutes of the hearing.
5. The parties shall have the right to cross-examine witnesses and to present such evidence and witnesses as deemed appropriate.
6. The student should be advised of ~~their~~ **student's his/her** rights and the procedures to be followed during the hearing.
7. The Administration's burden is to prove the allegations against the student by a preponderance of the evidence.

C. Expulsion Order

The Board shall reduce its decision to writing in the form of a written order. If expulsion is ordered, the order must state the length of time that the student is to be expelled. The order should also state-specific findings of fact and conclusions of law in support of the decision.

d. Post-Hearing Procedures

The following post-hearing procedures shall be followed:

1. If the Board orders the expulsion of the student, the School District clerk shall mail a copy of the order separately to the student and ~~their~~ **his/her** parent(s) if the student is a minor; otherwise just to the student.
2. If the student is expelled by the Board, the expelled student or, if the student is a minor, the student's parent may appeal the Board's decision to the Wisconsin Department of Public Instruction.
3. If the Board's decision is appealed to the Department of Public Instruction, within sixty (60) days after the date on which the Department receives the appeal, the Department shall review the decision and shall, upon review, approve, reverse, or modify the decision.
4. The decision of the Board shall be enforced while the Department of Public Instruction reviews the Board's decision.
5. An appeal from the decision of the Department of Public Instruction may be taken within thirty (30) days to the circuit court for the county in which the school is located.

4. Student Records

The student's expulsion from school shall be entered in the student's record as required by the rules adopted by the Board concerning the content of student records.

5. Services During Expulsion

No school board is required to enroll a student during the term of ~~their~~**his/her** expulsion from another school district. Notwithstanding Sections 118.125 (2) and (4), if a student who has been expelled from one (1) school district seeks to enroll in another school district during the term of ~~their~~**his/her** expulsion, upon request, the school board of the former school district shall provide the school board of the latter school district with a copy of the expulsion findings and order, a written explanation of the reasons why the student was expelled, and the length of the term of the expulsion.

6. Conditional Early Reinstatement

"Early reinstatement" means the reinstatement to school of an expelled student before the expiration of the term of expulsion specified in the student's expulsion order.

"Early reinstatement condition" means a condition that a student is required to meet before **early reinstatement**~~s/he~~ may be granted ~~early reinstatement~~ or a condition that a student is required to meet after ~~his/her~~ early reinstatement but before the expiration of the term of expulsion specified in the student's expulsion order.

- a. A School Board, independent hearing panel, or independent hearing officer may specify one (1) or more early reinstatement conditions in the expulsion order. Early reinstatement conditions must be related to the reasons for the student's expulsion.
- b. Conditional Early Reinstatement Appeal Rights

If the expulsion order is issued by an independent hearing panel or independent hearing officer:

- 1. The student or the student's parent must be informed of their right to appeal the determination regarding whether an early reinstatement condition specified in the expulsion order is related to the reasons for the student's expulsion to the School Board. The appeal must be taken within fifteen (15) days of the issuance of the expulsion order by the independent hearing panel or officer.
- 2. The decision of a school board regarding that determination is final and not subject to appeal.

C. Satisfaction of Early Reinstatement Conditions

The District Administrator or ~~his/her~~ designee, who shall be someone other than a principal, administrator, or teacher in the student's school, has sole discretion to determine whether a student has met the early reinstatement conditions that ~~were~~**s/he is** required to ~~be met~~**meet** before ~~s/he may be granted~~ early reinstatement **will be granted**.

- 1. If the District Administrator or designee determined the early reinstatement conditions have been met, **the District Administrators**~~/he~~ may grant the student early reinstatement.
- 2. The determination of the District Administrator or designee regarding satisfaction of early reinstatement conditions is final.

d. Early Reinstatement Revocation

If a student violates an early reinstatement condition that the student was required to meet after **being granted his/her** early reinstatement but before the expiration of the term of expulsion, the District Administrator or a principal or teacher designated by the District Administrator may revoke the student's early reinstatement.

Revocation Process

Before revoking the student's early reinstatement, the District Administrator or ~~his/her~~ designee shall do all of the following:

1. advise the student of the reason for the proposed revocation, including the early reinstatement condition alleged to have been violated
2. provide the student an opportunity to present an ~~his/her~~ explanation of the alleged violation
3. make a determination that the student violated the early reinstatement condition and that revocation of the student's early reinstatement is appropriate
4. if the District Administrator or designee revokes the student's early reinstatement, the district administrator or designee shall give prompt written notice of the revocation and the reason for the revocation, including the early reinstatement condition violated, to the student and, if the student is a minor, to the student's parent

e. Term of Expulsion Following Revocation

If a student's early reinstatement is revoked the student's expulsion shall continue to the expiration of the term of the expulsion specified in the expulsion order unless the student or, if the student is a minor, the student's parent and the School Board, independent hearing panel or independent hearing officer agree, in writing, to modify the expulsion order.

f. Revocation Decision Appeal Rights

Within five (5) school days after the revocation of a student's early reinstatement the student or, if the student is a minor, the student's parent may request a conference with the District Administrator or ~~his/her~~ designee, who shall be someone other than a principal, administrator or teacher in the student's school.

1. If a conference is requested, it shall be held within five (5) school days following the request.
2. If, after the conference, the District Administrator or his/her designee finds that the student did not violate an early reinstatement condition or that the revocation was inappropriate, the student shall be reinstated to school under the same reinstatement conditions as in the expulsion order and the early reinstatement revocation shall be expunged from the student's record.
3. If the District Administrator or ~~his/her~~ designee finds that the student violated an early reinstatement condition and that the revocation was appropriate, ~~s/he shall issue~~ a written decision **shall be issued** and mail separate copies of the decision to the student and, if the student is a minor, to the parent.

The decision of the Administrator or ~~his/her~~ designee is final as to an appeal of the decision to revoke early reinstatement.

C. Referral to Criminal Justice or Juvenile Delinquency System

The District shall refer any student who brings a firearm (as defined in 18 U.S.C. 921(a)(3)) or a weapon to school to law enforcement.

T.C. 2/28/22

© Neola 2022~~±~~

Legal 119.25, Wis. Stats.
 120.13, Wis. Stats.
 175.32, Wis. Stats.
 18 U.S.C. 921(a)(3)
 20 U.S.C. 7151

Last Modified by Melanie J Oppor on April 9, 2023



Book	Administrative Guideline Manual
Section	Archived Materials 12/19/22 & 1/3/23
Title	Copy of WEB CONTENT AND FUNCTIONALITY SPECIFICATIONS
Code	ag7540.02
Status	Proposed to Policy & Human Resources Committee
Adopted	April 23, 2018
Last Revised	January 3, 2023

7540.02 - **WEB CONTENT AND FUNCTIONALITY SPECIFICATIONS**

~~Form 7540-F4~~The technology requirements as found on the Technology Resources webpage will apply to all web content on the Board's servers or District-affiliated servers, whether created by staff, students, or contracted third parties. The District Administrator retains final editorial authority over all content placed on the Board ~~of Education~~'s servers or District-affiliated servers and displayed on the Board's website(s). The District Administrator has the right to remove pages or links from any web page based upon ~~his/her~~ determination ~~that there isof~~ inappropriate content.

The District's website(s) serve(s) as instructional, communication, and public relations tools. The web pages aim to provide timely, supportive, and educational information to students, parents, staff, and the community. The website(s) are created in order to facilitate access to a wide variety of rich media and educational resources that directly support student achievement, professional development, and organizational effectiveness.

The District strives to deliver a website(s) that is/are responsive and adaptive so it/they can be viewed in an optimal manner on a computer and mobile device . Additionally, key information such as the District's name, contact information, and a link to a table of content/site map should be placed ~~on in the top left corner of~~ the home page so it is easy to find.

Website Accessibility

The District is committed to providing individuals with disabilities with an opportunity equal to that of their nondisabled peers to participate in the District's programs, benefits, and services, including those delivered through electronic and information technology. To this end, the Technology Director is charged with taking appropriate measures to audit, review, and recommend improvements to the District's website(s) allow(s) persons with disabilities to acquire the same information, engage in the same interactions, and enjoy the same benefits and services within the same timeframe as their nondisabled peers, with substantially equivalent ease of use, not be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any District programs, services, and activities delivered online, as required by Federal and State law, and receive effective communication with District programs, services, and activities delivered online.

The District measures the accessibility of online content and functionality according to the World Wide Web Consortiums (W3C's) Web Content Accessibility Guidelines (WCAG) 2.0 and the Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0 for web content (Benchmarks for Measuring Accessibility).

All new, newly-added and modified web content and functionality must be accessible to individuals with disabilities as measured by conformance to the Benchmarks for Measuring Accessibility, except where doing so would impose a fundamental alteration or undue burden. This provision also applies to the District's online content and functionality developed by, maintained by, or offered through a third-party vendor or through the use of open sources.

When the fundamental alteration or undue burden defense applies, the District will provide equally effective alternate access. In providing an equally effective alternate access, the District will take any actions that do not result in a fundamental alteration or undue financial and administrative burden, but nevertheless provide that, to the maximum extent possible, individuals with disabilities receive the same benefits or services as their nondisabled peers. That said, alternatives are not required to produce the identical result or level of achievement for persons with and without disabilities, but must afford persons with disabilities an equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement, in the most integrated setting appropriate to the person's need.

Only the District Administrator, after considering all resources available for use in the funding and operation of the service, program, or activity, may determine an undue burden or fundamental alteration defense is applicable. In making such a determination, the District Administrator will document the reasons ~~thes/he reached that~~ conclusion **was reached**, including the costs of meeting the applicable Benchmarks for Measuring Accessibility on a given web page or site, and the available funding and other resources. Additionally, the District Administrator will describe how the District will provide equally effective alternate access.

The District's website will include on its homepage and throughout the website (including all subordinate pages and sites), a notice to persons with disabilities regarding how to request the webmaster or another appropriate person to provide access to (or notify the District regarding) content or functionality that is currently inaccessible. The notice will also include information or an accessible link to information instructing individuals with disabilities how to file more formal complaints under Section 504 and/or the ADA.

The Technology Director will set up a system to routinely audit/test the accessibility of all web content and functionality. This system must include processes to verify claims of accessibility by third-party vendors or open sources. The purpose of the audit is to identify any web content or functionality that is inaccessible to persons with disabilities. The person/entity who conducts the audit shall report to the District Administrator the results of the audit so that appropriate action can be taken to address any inaccessibility. The audit shall include the District's home page, all subordinate pages, school intranet pages and sites, and third party websites that are used to convey information or otherwise deliver a school district service. The person/entity conducting the audit may seek input from members of the public with disabilities, including parents, students, employees, and others associated with the District, and other persons knowledgeable about website accessibility, regarding the accessibility of the District's web content and functionality.

The District will provide website accessibility training to all appropriate personnel, including, but not limited to: content developers, webmasters, procurement officials, and all others responsible for developing, loading, maintaining, or auditing web content and functionality. The District will maintain documentation of the training it delivers, including a list of attendees and their positions, a description of the delivered training content, and the presenter/trainer's credentials for providing such training.

Individuals responsible for designing, developing and producing web content are expected to employ universal design principles to create web pages and sites that allow persons with the disabilities to access the information and content on the District's website. By following the web content design criteria set forth below, the designers and authors of the District's website(s) can improve the opportunities for persons with disabilities to access the information and content contained on the web pages that make up the District's website(s).

First Page of the Site

The first page of the website should contain:

- A. the index or table of contents for the site;
- B. a school name, address, and phone number;

- C. the webmaster and e-mail address of the person responsible for the site;
- D. a date when the page was last updated or modified;
- E. default index page ;
- F. a link to the Board's web site;
- G. identification of a link to the Board's agent to receive notification of claimed copyright infringement (including name, mailing address, telephone number, fax number, and e-mail address).

Organization of Site Structure

- A. The overall plan or file structure should provide quick access to information and help the user understand how the information is organized. It is recommended that a storyboard be used to plan the website.
- B. Each page should be designed with the audience and goal in mind.
- C. A basic page format should be used, e.g. use the same background, locate navigation tools in the same place on the page, have consistent link appearance, and have consistent font size and type. Be consistent on all pages.
- D. The title bar should include the school name in the
- E. Limit page length, keep the HTML documents as small as possible.
- F. The website may include areas such as staff information, student projects, calendar, school information and mission statement, technology plan, and geographical information.
- G. There should be a "mail to" link that provides a means of feedback on all main pages.

Keep Your Web Site Current

- A. Pages should be checked regularly to ensure that links are working and meet Board standards. Check to make sure all internal and external links work properly.
- B. Remove expired date-related items.
- C. Maintain and update content by removing unneeded or outdated files.

Grammar and Spelling

- A. All pages should be grammatically correct.
- B. All words should be spelled correctly - web pages should be spell checked.

Navigation Tools

All pages should include a "back to" main menu in order to provide a link back to the website index or home page, or a "skip to main content" link in the upper left corner that allows users to jump past repetitive navigation options.

Intellectual Property

- A. All web-site authors must follow all applicable and existing intellectual property laws (copyright and trademark) pertaining to the use of text, images, audio/sounds, and hyperlinks to other web sites/pages. (see AG 2531)
- B. The Board retains proprietary rights to web sites/pages hosted on its servers, absent written authorization to the contrary.

Naming Structure

- A. Use all lower-case letters for names of documents and graphics.
- B. Do NOT use any spaces or other symbols in naming HTML documents or graphics.

Graphics/Video/Audio

- A. Smaller is better, images should be less than 50k.
- B. Pictures need to be in GIF, PNG, or JPEG format.
- C. Always use width and height tags.
- D. Provide short, simple, and meaningful alternative text for all graphical features. Use the "alt" tag to describe your picture for text-only browsers.
- E. Use GIF format for drawings and line art.
- F. Use JPEG or PNG format for photographic color images.
- G. Re-use graphics when appropriate. When graphics are re-used, they remain in the computer and will load more quickly onto a web page.
- H. Avoid using flashing content, as it may cause seizures in susceptible users.
- I. Provide transcripts, descriptions, or captions for video and audio files to assist persons with visual and hearing disabilities.

HTML Standards

It is reasonable to expect that users will see your page using a variety of browsers including Google Chrome, Microsoft Internet Explorer/Edge, Apple Safari, and Mozilla Firefox. It is recommended that you:

- A. test your web pages on a variety of browsers, including text-only browsers and at a variety of screen resolutions to confirm the pages look right to the greatest number of users;
- B. check your website on multiple platforms, and test pages on small screens to confirm the pages do not bleed off the screen;
- C. use standard, universally recognized HTML tags - Do Not use tags which are specific to one (1) browser;
- D. use HTML syntax checkers to search your site for programming mistakes.

Frames and Special Formats

Do not use frame pages. If you do and you link to external content, make sure you are not infringing on any copyrights associated with the website/page to which you are linking. Additionally, if you use frames, make alternative versions of those pages that persons with disabilities can use. To make them accessible to screen reader devices, add meaningful titles to each frame so user can navigate between them easily.

Provide text-based delivery alternatives for as much information as possible. Do not rely solely on special formats (e.g. Adobe Acrobat) that can be more difficult for text and voice systems to read.

Use of Student Names, Pictures, Original Work, and E-mail Addresses

The Board permits the use of photographs of students, names of students, and displaying original work of students on websites in accordance with the following guidelines:

- Identifiable photographs, videos, audio, or likenesses of students and/or student's first names may be placed on the Internet only after the appropriate release form has been signed by the parents or guardians.
- Last names of students and students' e-mail addresses should never be used.
- Original work by students such as artwork, poetry, essays, performances, etc. may be placed on the website only after the appropriate release form has been signed by the parents or guardians.

Prohibited Uses

Under no circumstances may a web page hosted on the Board's servers be used for commercial purposes, advertising, political lobbying, or to provide financial gains for any individual. Included in this prohibition is the fact no web pages contained on the District's website may:

- A. include statements or other items that support or oppose a candidate for public office; the investigation, prosecution, or recall of a public official; or passage of a tax levy or bond issue;
- B. link to a website of another organization if the other website includes such a message; or
- C. communicate information that supports or opposes any labor organization or any action by, on behalf of, or against any labor organization;
- D. include defamatory, libelous, or obscene matter;
- E. promote alcoholic beverages, cigarettes or other tobacco products, or any illegal product, service, or activity;
- F. promote illegal discrimination on the basis of race, sex, color, religion, national origin, disability, age, ancestry, or any other protected classification under State or Federal law.

Additionally, no web pages may contain obscene, profane, vulgar, sexually explicit, defamatory, harassing or abusive language, or be utilized to intimidate or bully another person.

Content for the District's Website(s)

All subject matter on web pages must relate to curriculum, instruction, school-authorized activities, general information, supporting student safety, growth and learning, or public information of interest to community members. The following information/content will/may be addressed in the District's website(s):

A. School Contact Information

1. Name

2. Physical address

3. E-mail

4. Web address

B. School Background

1. History

2. Mission

3. Song

4. Logo

C. School Accomplishments

1. Awards

2. Achievements

3. Grants

4. Special thanks

D. School Announcements

1. Events

2. Schedules - including bus schedules

3. Calendars

4. Timelines

5. Lunch menus

E. News and Information

1. Agendas and minutes

2. Newspaper

3. Ezines

4. Announcements - closings (e.g., snow days) or delayed starts

5. Employment opportunities

F. School Policies and Procedures

1. Mission
2. Philosophy
3. Handbooks
4. Curriculum guides
5. Policies
6. Programs
7. Administrative Guidelines/Regulations/Procedures

G. People Information

1. Staff/Administration
 - a. Principal welcome
 - b. Directory (name, position, contact info)
2. Teacher pages

Directory (name, position, contact info)
3. Support Departments
 - a. Content area departments
 - b. Library/Media
 - c. Technology
 - d. Health Services
 - e. Transportation, including bus routes
 - f. Art and Music
 - g. Sports
 - h. Clubs
 - i. After school programs
 - j. Special programs (special education, etc.)
4. Curriculum Connections
5. Student resources

6. Teacher resources
 - a. Professional development
 - b. Popular/relevant links

7. Parent resources

8. Parenting resources

9. Popular/relevant links

10. Curriculum Materials

H. Community Information and Outreach

1. Local Information

2. Local Resources

3. Call for Participation

a. Volunteers

b. Wish list

c. Funding needs

d. Gather information/feedback from parents and community

Neither staff nor students may publish on the District's website personal pages or pages for individuals or organizations not directly affiliated with the District.

Website/Page Evaluation

Before releasing or publishing a website/page, Technology Director(building principal, sponsoring teacher, central office administrator, technology coordinator, etc.) shall conduct a website/page evaluation to assess the following criteria: age appropriateness (appealing and readable); content (relevant, accurate, complete, objective, current, clear and concise, informative, appropriate, links working); intellectual property issues (sources cited; sponsoring organization identified [i.e. class, school, activity]; releases obtained); format (accessible, navigation, searchable, functional/useable, download speed, pages dated as to creation/updated).

The Technology Director will also assess the web pages/site's accessibility.

Disclaimers

Links to the following disclaimers shall be utilized as appropriate on the District's Web pages:

"The links in this area will let you leave the District's website(s). The linked sites are not under the control of the District and the District is not responsible for the contents of any linked sites, or any links contained in a linked site, or any changes or updates to such sites. The District is providing these links to you only as a convenience and the inclusion of any link does not imply endorsement of the site by the District."

Student Developed Web Pages: "All web pages created by students and student organizations on the District's computer system will be subject to treatment as School-sponsored publications. As such, the District reserves the right to exercise editorial control over such publications in accordance with Policy 5722 – School-Sponsored Publications and Productions."

Domain Name and Copyright: "The District has registered its domain name(s) for the purpose of exclusive Internet identification. The District asserts copyright, trademark, and/or other intellectual property rights in its domain name, district identification, district logo, and all content on the District's website(s). All rights are reserved. Outside parties, including parents, patrons, or outside organizations may not use District and/or school domain names in connection with the publication of web content. Under no circumstances shall any party use District and/or school domain names to promote political issues, causes, or candidates."

General Disclaimer: "Information provided on the website carries no express or implied warranties as to accuracy, timeliness, or appropriateness for a particular purpose; in addition, the Board disclaims owner responsibility for content errors, omissions, or infringing material, and disclaims owner liability for damages associated with user reliance on information provided at the site."

Events: "Visitors rely on information on the website at their own risk. Times and dates are subject to change and spectators or audiences are strongly encouraged to contact the school for the most recent schedule."

Persons wanting to learn more about web accessibility standards and guidelines should consult the following Internet sources:

The Access Board (www.access-board.gov) - Federal agency dedicated to accessible design.

World Wide Web Consortium (www.w3.org) – organization developed "Web Content Accessibility Guidelines (WCAG) 2.0" and the "Web Accessibility Initiative Accessible Rich Internet Applications Suite (WAI-ARIA) 1.0."

Staff Information

District web pages shall not contain the following staff information without the explicit written permission of the staff member:

- A. Identifiable photographs, videos, or likenesses of staff **other than official school photos**.
- B. A staff member's **personal** electronic mail addresses, personal telephone numbers, street addresses, or any other identifying information of a personal nature.

Web pages may contain a staff member's title, work telephone number, work electronic mail address, the building or facility they are employed in, and other work-related information to facilitate communications with parents and other outside correspondents.

© Neola ~~2022~~16

Legal 948.11, Wis. Stats.
 947.0125, Wis. Stats.

Last Modified by Melanie J Oppor on April 9, 2023



Book	Policy Manual
Section	Technical Corrections Vol. 31, No. 2 for the Board
Title	Copy of PRESIDENT
Code	po0171.1
Status	Proposed to Policy & Human Resources Committee
Adopted	April 25, 2016
Last Revised	January 3, 2023

0171.1 - **PRESIDENT**

The President of the Board of Education shall:

- A. act as chairperson at meetings of the Board and ensure that minutes of meetings are properly recorded, approved, and signed;
- B. countersign all checks, share drafts, or other drafts for disbursement of District funds;
- C. defend on behalf of the District all actions brought against it;
- D. prosecute, when authorized by an annual meeting of the District, actions brought by the District and an action for the recovery of any forfeiture incurred under Chapters 115 ~~to and~~ 121, **Wis. Stats.** in which the District has an interest; **and**
- E. perform other duties appropriate to the office of the President under 120.15 Wis. Stats.

© **Neola 2022**

Legal [Chapters 115 to 121, Wis. Stats.](#)
120.15, Wis. Stats.

Last Modified by Melanie J Oppor on March 23, 2023



Book	Policy Manual
Section	5000 Students
Title	Copy of ADULT STUDENT/PARENT RIGHTS
Code	po5780
Status	Proposed to Policy & Human Resources Committee
Adopted	June 20, 2016
Last Revised	July 17, 2017

5780 - **ADULT STUDENT/PARENT RIGHTS**

The Board of Education recognizes that students possess not only the right to an education but the rights of citizenship as well.

In providing students the opportunity for an education to which they are entitled, the District shall attempt to offer nurture, counsel, and custodial care appropriate to their age and maturity. At the same time the Board recognizes that no student may be deprived of the basic right to equal access to the educational program and his/her constitutional right to due process and free expression and association as appropriate for the school environment.

Attendant to the rights afforded to each student, however, are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the guidelines and rules of the District.

The Board realizes that as students differ in age and maturity, so they differ in ability to handle both the rights of citizens and the concomitant responsibilities. The exercise of each right shall be granted, therefore, with due regard for the degree of responsibility possessed by the student and the student's need for the continuing guidance and control of those responsible for his/her education.

Since a student who has reached the age of majority possesses the full rights of an adult, s/he may authorize school matters previously handled by his/her parents, but s/he also assumes the responsibility for his/her performance in school, attendance, and compliance with the guidelines and District rules.

Administrators, counselors, and teachers shall not provide a supporting affidavit for students who have petitioned the court to grant them the status of emancipated minors unless prior approval has been obtained from the District Administrator.

Parents also have rights in the school system to know about their student's educational experience. Specific rights are listed in topic areas of these policies.

In addition, parents have the right to inspect any instructional materials used as part of the educational curriculum for their student. Instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats. Instructional material does not include academic tests or academic assessments.

The District Administrator shall develop a guideline addressing the rights of parents and procedures to ensure timely response to parental requests to review instructional material. The procedure shall also address reasonable notification to parents and students of their rights to review these materials. See AG 9130A ~~and Form 9130-F3~~.

A student who is still a dependent for Federal tax purposes, but who has reached the age of majority may, by written request, restrict his/her parents access to personally identifiable information from his/her student records.

When a student with a disability reaches the age of eighteen (18), with the exception of a student with a disability who has been found incompetent in this State, the District must provide any required notices to both the student and the student's parents, and all other rights accorded to the student's parents under Subchapter 5 of Chapter 115, Wis. Stats., transfer to the student.

This policy shall be applied consistent the Family Education Rights and Privacy Act and applicable State student record law.

© Neola 2016

Legal 20 U.S.C. 1232h

Last Modified by Melanie J Oppor on April 9, 2023



Book	Policy Manual
Section	Technical Corrections Vol. 31, No. 2 for the Board
Title	Copy of PUBLIC REQUESTS, SUGGESTIONS, OR COMPLAINTS
Code	po9130
Status	Proposed to Policy & Human Resources Committee
Adopted	April 23, 2018
Last Revised	March 21, 2022

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

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

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

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

Guidelines for Matters Brought Forth Under This Policy

A. First Level

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

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

school officials prior to approaching the staff member.

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

B. Second Level

If the matter has not been satisfactorily addressed at the First Level or it would be inappropriate to discuss the matter with the staff member, the individual(s) may discuss the matter with the staff member's supervisor, if applicable. Discussions with the supervisor shall occur promptly following any discussion with the staff member. If the matter involves allegations of harassment, discrimination, bullying, or other conduct implicating other policies and investigative procedures, the supervisor shall proceed to follow the applicable procedures which may include informing the District Compliance Officer for further review.

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

C. Third Level

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

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

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

D. Fourth Level

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

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

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

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

Guidelines for Matters Regarding Classroom Instructional Materials

The District Administrator shall inform students and parents each year regarding their right to inspect instructional materials used as part of the educational curriculum and the procedure for completing such an inspection. See Policy **5780 - Adult Student/Parent**

Rights2416 and
AG 9130A.

Classroom instructional materials means instructional content, regardless of format, that is provided to the student, including printed or representational materials, audio-visual materials, and materials available in electronic or digital formats. Instructional material does not include academic tests or academic assessments. If the request, suggestion, or complaint relates to **classroom** instructional materials ~~such as textbooks, library books, reference works, and other instructional aids used in the District~~, the following procedure shall be followed:

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

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

Revised 4/23/18

Revised 11/19/18

Revised 7/22/19

Revised 4/27/20

Revised 3/15/21

Revised 6/21/21

© Neola 20220

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

Last Modified by Melanie J Oppor on April 9, 2023



Book	Policy Manual
Section	Technical Corrections Vol. 31, No. 2 for the Board
Title	Copy of HOMEWORK
Code	po2330
Status	Proposed to Policy & Human Resources Committee
Adopted	October 17, 2016
Last Revised	December 19, 2022

2330 - **HOMEWORK**

The Board of Education acknowledges the educational validity of out-of-school assignments as adjuncts to, and extensions of the instructional program of the schools.

"Homework" shall refer to those assignments to be prepared or practiced outside of the school or independently while in attendance at school.

The Board of Education acknowledges that when used effectively as an extension of learning goals, homework has a variety of purposes:

- A. provide an opportunities to practice concepts and ideas already taught;
- B. reinforce skills by providing necessary practice;
- C. help students acquire a deeper and broader understanding of subject matter;
- D. acquaint parents with what their children are learning in school and invite their help as appropriate;
- E. allow students to pursue special interests;
- F. assist students in developing good study and work habits and responsibility toward learning;
- G. help students become resourceful and work independently;
- H. create a partnership between teacher-child-parent.

The District establishes the following standards for the assignment of homework: ~~The District Administrator shall develop administrative guidelines for the assignment of homework according to these guidelines:~~

- A. Homework should have a meaningful purpose, be connected to classroom learning goals, be carefully explained, and never be punitive in nature.

- B. Homework should extend/reinforce the classroom learning experience with appropriate teacher feedback..
- C. Homework should help students learn by providing practice in the mastery of skills, experience in data gathering, integration of knowledge, and an opportunity to remediate learning problems.
- D. The amount, frequency, and degree of difficulty of homework assignments shall be based on the grade level, ability, and needs of the student and should take into account the student's family life and other legitimate claims on the student's time. Materials needed for homework shall not cause an economic hardship to families.
- E. The schools shall recognize the role of parents by communicating the purpose of homework, the time expectation involved in completing homework, and ways in which parents can assist the school in helping the student carry out assigned responsibilities.
- F. Staff members shall communicate within the building to develop a clear understanding of homework expectations and to assure that students who have multiple teachers are not assigned excessive amounts of homework.

© Neola 2022

Last Modified by Melanie J Oppor on April 9, 2023