

School District of Manawa

Special Board of Education Meeting Agenda June 20, 2023



Google Meet joining information

Video call link: <https://meet.google.com/rkn-nezh-bmb>

Or dial: (US) +1 417-719-9112 PIN: 509 585 139#

1. Call to Order – President Reiersen – 5:30 p.m.
2. Pledge of Allegiance
3. Roll Call
4. Verify Publication of Meeting
5. Public Comment (Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)
6. Unfinished Business: None
7. New Business:
 - a. Consider Approval of 1.0 FTE Secondary Special Education Teacher as Presented
 - b. Consider Approval of 1.0 FTE Technology Education Teacher as Presented
 - c. Consider Approval of School Counselor/Districtwide State and Federal Reporting Clerical Support
 - d. Review, Revise, and Endorse the Following Plans as Presented:
 - i. SDM Section 504 -ADA Plan - *No changes recommended other than school year update.*
 - ii. SDM Special Education Handbook - *Changes and additions are found on the first four cover pages along with edits noted throughout the document.*
 - iii. SDM Gifted and Talented Plan - *Update year but no further changes recommended; new G/T Coordinator will review further for 2024-25.*
 - iv. SDM Title I Schoolwide Plan - *New revised plan.*
 - v. SDM Response to Intervention Plan - *No changes recommended other than school year update.*
 - vi. SDM K-12 Student/Parent Handbook - *Updates are highlighted.*
 - vii. SDM Academic and Career Planning Handbook - *Incorporated into LWHS Course of Study Guide; remove from handbook listing.*
 - viii. SDM Teacher Mentor Program Handbook - *No changes recommended other than school year update.*
 - ix. SDM Support Staff Handbook
 - x. SDM Professional Educator Handbook
 - xi. SDM Salary and Stipend Guide
 - e. Consider Passenger Vehicle Repair or Replacement Plan
8. Next Meeting Dates:

- a. June 21, 2023 – Policy and Human Resources Committee Meeting – 6:00 p.m. – MES Board Room
- b. June 26, 2023 - Regular Board of Education Meeting - 6:00 p.m. - MES Board Room
- c. June 28, 2023 - Curriculum Committee Meeting - 5:00 p.m. - MES Board Room
- d. July 18, 2023 - Finance Committee Meeting - 5:00 p.m. - MES Board Room
- e. August 8, 2023 - School Registration/Picture Day - 10:00 a.m. to 6:00 p.m.

9. Adjourn

PLEASE NOTE: Any person with a qualifying disability under the Americans with Disabilities Act that requires the meeting or material to be in accessible format, please contact the District Administrator to request reasonable accommodation. The meeting room is wheelchair accessible.

Upon request to the District Administrator, submitted twenty-four (24) hours in advance, the District shall make reasonable accommodations including the provision of informational material in an alternative format for a disabled person to be able to attend this meeting.

0167.3 - PUBLIC COMMENT AT BOARD MEETINGS

The Board recognizes the value of public comment on educational issues and the importance of allowing members of the public to express themselves on District matters.

Agenda Item

Any person or group who would like to have an item put on the agenda shall submit their request to the District Administrator no later than ten (10) days prior to the meeting and include:

- A. name and address of the participant;
- B. group affiliation, if and when appropriate;
- C. topic to be addressed.

Such requests shall be subject to the recommendation of the District Administrator and the approval of Board President.

Public Comment Section of the Meeting

To permit fair and orderly public expression, the Board may provide a period for public comment at any regular or special meeting of the Board and publish rules to govern such comment in Board meetings.

The presiding officer of each Board meeting at which public comment is permitted shall administer the rules of the Board for its conduct.

The presiding officer shall be guided by the following rules:

- A. Public comment shall be permitted as indicated on the order of business, at the discretion of the presiding officer, and for individuals who live or work within the District and parents/guardians of students enrolled in the District.

- B. Attendees must register their intention to participate in the public portion of the meeting upon their arrival at the meeting.
- C. Participants must be recognized by the presiding officer and will be requested to preface their comments by an announcement of their name; address; and group affiliation, if and when appropriate.
- D. Each statement made by a participant shall be limited to three (3) minutes duration.
- E. No participant may speak more than once on the same topic unless all others who wish to speak on that topic have been heard.
- F. Participants shall direct all comments to the Board and not to staff or other participants.
- G. Participants shall address only topics within the legitimate jurisdiction of the Board.
- H. All statements shall be directed to the presiding officer; no person may address or question Board members individually.
- I. The presiding officer may:
 - 1. interrupt, warn, or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant;
 - 2. request any individual to leave the meeting when that person does not observe reasonable decorum;
 - 3. request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 - 4. call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.
 - 5. waive these rules with the approval of the Board when necessary for the protection of privacy or the administration of the Board's business.
- J. The portion of the meeting during which the comment of the public is invited shall be limited to fifteen (15) minutes unless extended by a vote of the Board.
- K. The Board may authorize the administration to arrange for the recording, filming, photographing, broadcasting, or live streaming of open sessions of Board meetings.
- L. Signage, banners, or other material which impedes any person's view of the proceedings, including a Board member's view, shall be relocated so as not to obstruct views.

Recording, filming, or photographing the Board's open meetings by Third Parties is permitted pursuant to 19.90, Wis. Stat. Recording, filming, or photographing the Board's closed session is only permitted pursuant to Bylaw 0167.2 – Closed Session. The person operating the equipment should contact the District Administrator prior to the Board meeting to review possible placement of the equipment, and must agree to abide by the following conditions:

- A. No obstructions are created between the Board and the audience.

- B. No interviews are conducted in the meeting room while the Board is in session.
- C. No commentary, adjustment of equipment, or positioning of operators is made that would distract either the Board or members of the audience or otherwise disrupt the meeting while the Board is in session.

Revised 11/16/20

Revised 7/19/21

Revised 1/17/22

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Students choosing to excel; realizing their strengths.

To: Dr. Melanie Oppor

Fr: Michelle Johnson

Date: June 24, 2023

Re : Secondary Special Education Educator Position- Nick Brock (.1position)

This memo is to recommend Nick Brock for the Secondary Special Education Educator position for the 2023-2024 school year. Nick has 12 years of experience as a Special Education Teacher in Clintonville and from Seymour High School. Additionally, he has five years of administrative experience as an Associate Principal and Principal at Clintonville.

Nick received his Bachelor of Arts degree in 2004 from the University of Wisconsin Stevens Point, and his Master of Science in Education from University of Oshkosh in 2008. His personal philosophy of education is based around building relationships, thinking critically and creatively when supporting students, and strong communication with colleagues and families. As an educator he “wants to have a significant positive impact on all the students he works with..not only in academic skill development, but development of character as well.

Impressively, during his interview, he shared a professional development course he implemented with his staff about the understanding and practices surrounding autism and strategies for de-escalation for all students that he would be willing to share with our secondary staff.

Nick is the perfect candidate as our Secondary Special Education educator.. His willingness to bring his experience and ideas to our team, and his passion for reaching even the most complicated students, make him a perfect fit. I recommend him for this 1.0 FTE position without hesitation.



Job title:	<i>Guidance Administrative Assistant and Districtwide State & Federal Reporting</i>
Reports to:	<i>MS/HS Principal</i>
FLSA Status:	<i>Non-exempt</i>
Management:	<i>No</i>
Date Last Reviewed:	
Travel Required:	<i>No</i>

Job purpose

Under the direction of the Secondary School Counselor, the Guidance Administrative Assistant is responsible for assisting the School Counselor in the daily operation of the counselor's office.

Under the direction of the District/Business Administrator, completing and submitting state and federal reports.

Duties and responsibilities

Section Title – School Counselor Administrative Assistant

- A. Prepare correspondence and reports, receive visitors, take telephone calls for the counselor's office.
- B. Update and create forms for the counseling program.
- C. Assist counselor with record requests and transcripts for students.
- D. Print, date, stamp and emboss student transcripts with the District seal.
- E. Send transcripts and requested information to post-secondary institutions or prospective employers.
- F. Enter grades/credits for transferring students for Little Wolf High School and Manawa Middle School.
- G. Create transcripts for new student entering the District.
- H. Update special education transcripts history so that exceptions relating to graduation requirements identified in the student's IEP are correct on the transcript.
- I. Develop and maintain course master in the student information system.
- J. Create new courses/sections for special circumstances in the student information system (e.g. Start College Now, Early College Credit Program, PLATO, etc.).
- K. Enter credit recovery course and driver education classroom summer school grades.
- L. Assist with audit of student graduations requirements.
- M. Schedule Academic and Career Planning Meetings for school counselor, parents, and students in designated grades.
- N. Update, post to the District website, and print (limited number as needed) the LWHS Course of Study Guide following Board of Education annual approval.

- O. Maintain and update all scholarship information and inform students/parents using various forms of communication that could include the District website, Google Classroom, email, and the like.
- P. Assist school counselor in getting Start College Now Applications for students.
- Q. Update and send requested courses to colleges; order necessary books and materials.
- R. Enter Early College Credit Program grades.
- S. Participate in job-related training as needed.
- T. Upload ACT scores into the student information system.
- U. Organize Senior Awards Program; communicate with contributors for verification of scholarships; print scholarship certificates, programs, and winners' list.
- V. Compile information for middle and high school awards (ex. CWC, President, etc.) and print award certificates.
- W. Prepare and duplicate graduation inserts.
- X. Print 8th grade recognition certificates and awards.
- Y. Assist with the calculation of Laude points, grade point average, and class rank for principal approval.
- Z. Assist in the maintenance of student cumulative files.
- AA. Update data and make corrections in the student information system with the data state reporting team.
- BB. Assist with the rollover of the student information system course/curriculum master.
- CC. Perform other duties as assigned.

Districtwide State and Federal Reporting *(All reports should be submitted to the appropriate administrator(s) to verify and approve data accuracy before submittal.)*

- A. Create custom reports using the student information system tools.
- B. Upload the biennial Civil Rights Data Collection via the student information system.
- C. Participate on District "WISE" team to ensure accurate and efficient use of the student information system from which the Department of Public Instruction populates the "WISE" system at scheduled intervals.
- D. Ensure data for "WISE" uploads are verified with ample advance notice (at least two weeks prior) by the appropriate administrator(s) for accuracy to allow time for corrections, additions, or deletions to be made.
- E. Check WISEdata daily and report warnings and errors to appropriate administrator when information needs to be added, corrected, or verified.
- F. Enter Section 504 student data in the student information system.
- G. Enter McKinney-Vento (homeless) data in the student information system.
- H. Enter English learner data in the student information system.
- I. Perform other duties as assigned.

Education and Experience

Experience: Ability to operate various office equipment; polished telephone skills; effective verbal and written communication skills

Education: High School Diploma required; post-secondary study in clerical skills preferred; knowledge of or ability to learn the use of the student information system

Preferred Experience: Office management

Supervision Responsibilities

NA

Certifications

Nonviolent Crisis Intervention and CPR/AED preferred; SDM will train

Skills

Social/Emotional Skills: Ability to maintain strict confidentiality. Ability to promote a positive image of the District at all times.

Language: Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees of the District. Ability to read and write English. Reading, writing, hearing, listening, and speaking effectively with the ability to analyze data.

Mathematical: Ability to calculate and provide strategic metrics as well as basic math.

Reasoning Ability: Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions. Ability to work with problems involving a few concrete variables in standardized situations. Ability to complete data analysis and interpretation with a set of records.

Physical Demands

Activity	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand		X		
Walk		X		
Sit				X
Use hands to finger, handle or feel				X
Reach with hands and arms				X
Climb or balance	X			
Stoop, kneel, crouch, or crawl	X			
Talk or hear				X

Taste or smell	X			
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Lifting: This position may occasionally be required to lift up to 25 lbs.

Vision: Requires close vision, distant vision, and depth perception.

Work Environment

Environmental Conditions	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	X			
Work near moving mechanical parts	X			
Work in high, precarious places	X			
Fumes or airborne particles	X			
Toxic or caustic chemicals	X			
Extreme cold (non-weather)	X			
Extreme heat (non-weather)	X			
Risk of electrical shock	X			
Work with explosives	X			
Risk of radiation	X			
Vibration	X			

Noise: The noise level typical for the work environment of this job is moderate.

In addition to the essential duties and responsibilities listed above, all positions are also responsible for:

- Performing all work related tasks in a manner that is in compliance with all Federal, State, District policies and administrative guidelines and local standards and regulations.
- Adhering to District policies, procedures, and directives regarding safety and standards of workplace behavior in completing job duties and assignments.

Notice

All requirements are subject to modification to reasonably accommodate individuals with disabilities. Requirements are representative of minimum levels of knowledge, skills, and experience required. To perform this job successfully, the worker must possess the abilities and aptitudes to perform each duty proficiently.

This document in and of itself does not create an employment contract, implied or otherwise. The District retains the discretion to add duties or change the duties of this position at any time.

The employee shall remain free of any alcohol or non-prescribed controlled substances in the workplace.

It is the policy of the School District of Manawa to provide equal employment opportunity to all individuals regardless of their race, color, religion, sex, age, national origin, creed, sexual orientation, gender identity, disability, veteran status or any other characteristic protected by state or federal law.

Approved by:	
Date approved:	
I understand my responsibilities.	
Date Signed:	



SCHOOL DISTRICT OF MANAWA

Section 504/ADA Prohibition Against Discrimination Based on Disability Plan

2022-23



The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>).
Copies of any policy/procedure can be obtained by contacting the District Office.
Approved by the Manawa Board of Education July 2022

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.

SCHOOL DISTRICT OF MANAWA

Section 504/ADA Prohibition Against Discrimination Based on Disability

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POLICIES & PROCEDURES

Nondiscrimination on the Basis of Handicap/Disability

The District will not discriminate against otherwise qualified students with disabilities (i.e., students who otherwise meet eligibility criteria – e.g., age – for participation in the educational program and/or activities) in the provision of its educational programs and activities. The District further will provide a free appropriate public education to qualified students with disabilities. Said education shall entail the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of non-disabled students are met. This includes providing academic and non-academic services to students with disabilities in the same setting as their non-disabled peers to the maximum extent appropriate. In addition to its provision of educational services, the Board will not discriminate against otherwise qualified students with disabilities in its provision of non-educational academic and extra-curricular services and activities such as counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, referrals to agencies that provide assistance to persons with disabilities, and employment of students, and will provide students with disabilities with equal opportunity to participate in such services and activities.

Qualified students with disabilities will be afforded accommodations/modifications/interventions to the District's non-academic and extra-curricular services and activities, unless such accommodations/modifications/interventions, service, or activity would impose an undue financial burden. A determination that a particular accommodations/modification/intervention would constitute an undue burden must be made by the District Administrator or his/her designee after considering all resources available for use in the funding and operation of the service or activity, and must be accompanied by written statement of the reasons for reaching that conclusion. In the event the District Administrator or his/her designee determines that an undue burden would result, the District will take any other action that would not result in such burden that would still allow, to the maximum extent possible, individuals with disabilities to receive the benefits of the District's non-academic and extra-curricular services and activities on an equal basis as individuals without disabilities.

Procedures Applicable to Section 504

Annually the District will undertake to identify and locate every qualified person with a disability residing in the District who is not receiving a public education, and notify the person and their parents or guardians of the District's duties and responsibilities under Section 504.

REFERRAL

Any student who needs to is believed to need special accommodations, related services or programs under Section 504 of the Rehabilitation Act of 1973, may be referred to the building Consultation Team for evaluation. Referrals may be made by anyone (e.g., parents, teachers, or other knowledgeable professionals). Referrals shall be made on the Suspected Disability Referral Form and submitted to the building principal. Referrals may be made at any time.

Parents may request a referral form by contacting the building principal, guidance counselor, or District 504 Coordinator (Secondary School Counselor).

EVALUATIONS

Upon receipt of a Suspected Disability Referral Form, the building principal will notify the appropriate 504 Case Manager who will collect all relevant information on the student to assist in documenting whether the student has a physical and/or mental impairment that substantially limits one or more major life activities.

The 504 Case Manager should contact school staff who perform assessments and have them review existing pertinent information and determine whether additional assessments are needed. If an evaluation is needed, parent/guardian written consent will be obtained and a copy of the Notice of Section 504/ADA Procedural Information and Rights will be sent to the parents.

The Building Consultation Team (BCT) will consider all relevant information on the student to determine whether he/she is disabled under Section 504. The assessment information may include, but will not be limited to, medical reports that document a physical and/or mental impairment, aptitude and achievement test scores, teacher observations, recommendations, and other data, including information on social or cultural background and adaptive behavior. Parents will be afforded the opportunity to meaningfully participate and provide input in the evaluation process. The student's parents will be sent a letter inviting them to attend and participate in the BCT conference at least seven (7) calendar days prior to the conference.

PLAN

If the student is identified as disabled pursuant to Section 504, and the BCT determines the student requires specialized services and/or accommodations/modifications/interventions in order to receive Free and Appropriate Public Education (FAPE) and to access the District's programs and activities on an equal basis to students without disabilities, the BCT will develop and complete the Section 504 Plan. The Plan will specify the accommodations/modifications/ interventions necessary so that the student's needs are met as adequately as the needs of nondisabled students. The purpose of the Section 504 Plan is to provide the student with equal access to school activities, to remove barriers to educational opportunity, and provide, to the degree possible, a level playing field. The building principal will request written permission from parents to implement the Section 504 Plan.

REVIEW OF THE STUDENT'S EVALUATION

Re-evaluations are not required at specific intervals; however, assessments will be updated to that eligibility and accommodation planning is based on information that accurately defines the student's disability and reflects the student's current strengths and needs. At least every three years, appropriate school staff should determine whether updated evaluations are needed. A re-evaluation will be completed prior to a significant change in placement. When a re- evaluation is needed, parents will be sent prior notice. Consistent with initial evaluation, parents will be afforded the opportunity to meaningfully participate and provide input in the re-evaluation process.

PROCEDURAL SAFEGUARDS: DUE PROCESS

The parents may challenge the actions of the BCT regarding identification, evaluation or placement of their child by filing a request for an impartial due process hearing. Alternatively, the parents may file an internal complaint. If the parents elect the former, the Board must provide a due process hearing before an impartial hearing officer ("IHO") that is not employed by the District. A parent does not need to first exhaust the internal complaint process in order to file a request for a due process hearing. In fact, a due process hearing may be requested at any time and parents do not waive that right if they first opt to try to resolve their dispute through the internal complaint process. If a parent is not satisfied with the IHO's decision, he or she may appeal it to a Federal Court of competent jurisdiction.

The parents may also file a complaint with the Office for Civil Rights. The Office for Civil Rights, however, is not part of the District's internal complaint process or the system of procedural safeguards, and, absent extraordinary circumstances, will not review the results of individual placement and other education decisions so long as the District complied with the "process" requirements of Section 504 (concerning identification and locations, evaluation, and due process procedures).

504 Process

SCHOOL DISTRICT OF MANAWA

1. A concern is raised about a student by parent or school staff member.
2. The student is referred to the Building Consultation Team (BCT).
3. The BCT reviews all documentation and decides if there is enough information to make a Section 504 Referral. The 504 Referral Form is given to the referring staff member or parent.
4. Upon receipt of the completed referral form, the Principal will notify the 504 Case Manager who will collect all relevant information.
5. A copy of the completed Referral Form, Procedural Information and Rights, and Letter/Notice Section 504 Initial Evaluation are sent to the parent. Consent is to be obtained within 30 days of receipt of referral.
6. Following the receipt of consent from parents, Release of Information form is filled out and sent to parents if the District doesn't already have permission to talk to the student's physician. The Physician Questionnaire is then sent after the Release of Information form is returned.
7. Within 60 calendar days, the Principal will convene the BCT to determine eligibility under 504. Meeting Notice is sent to parents at least 7 calendar days prior to the conference.
8. Summary of Evaluation Report is filled out at the meeting.

If found ineligible:

9. Summary of Evaluation Report and Procedural Information and Rights are sent to parents.
10. BCT decides if the student needs a Response to Intervention (RtI) Plan, student can be served appropriately without written interventions, or more information is needed, before making a determination

If found eligible:

11. 504 Plan is developed by BCT. Parents are given Procedural Information and Rights and Section 9 of the 504 Plan is filled out by parents giving consent to implement the plan if parents attended the meeting.
12. If parents didn't attend the meeting, 504 Plan along with Procedural Information and Rights are sent to parents and consent to implement plan is obtained prior to finalizing the plan.
13. Copy of the finalized plan is sent to District 504 Coordinator (Secondary School Counselor) and filed in student's cumulative file.
14. Copies of plan are distributed to the student's parents.
15. Before school starts each year, teachers of the student receive a copy of the 504 Plan.
16. Within the first two months of a new school year, BCT will meet to review the 504 Plan, decide whether to continue the existing plan, discontinue current plan, or develop new plan.
17. A copy of active 504 Plan is forwarded to the District 504 Coordinator (Secondary School Counselor), put in cumulative file and distributed to teachers by October 15.
18. Copy of active 504 Plan is sent to parents and Procedural Information and Rights is offered.
19. At least every three years, appropriate school staff should determine whether an updated evaluation is needed.
20. When re-evaluation is needed parents will be sent prior notice and a copy of Procedural Information and Rights.

FORMS

NOTICE OF SECTION 504/ADA PROCEDURAL INFORMATION AND RIGHTS

WHAT IS SECTION 504?

Section 504 of the Rehabilitation Act of 1973, as amended by that ADA Amendments Act of 2008 (hereinafter “Section 504”), is Congress’ directive to schools receiving any Federal funding to eliminate discrimination based on disability from all aspects of their school operations. It states: “No otherwise qualified individual with a disability shall solely by reason of his/her disability, be excluded from the participate in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” Since the School District is a recipient of Federal dollars, its administrators and staff are required to provide eligible disabled students with equal access (both physical and academic) to services, programs, and activities offered by its schools. Section 504 is a civil rights statute and not a special education statute.

HOW CAN I REFER MY CHILD TO DETERMINE 504 ELIGIBILITY?

If you suspect that your child is “disabled” under Section 504/ADA, contact your child’s teacher, school counselor, or building principal. You will be asked to complete a referral form and grant consent for a 504 evaluation. After the evaluation is complete, a meeting will be scheduled to determine if your child has a “disability.” You have the right to the opportunity to meaningful participation in the process and provide input, even if you cannot attend the meeting in person.

WHAT CRITERIA ARE USED TO DETERMINE 504 ELIGIBILITY?

A student qualifies for Section 504 protection if he or she is determined to be an individual with a disability as defined by the statute. Specifically, the student must have a physical or mental impairment that substantially limits one or more major life activities, or have a record of such an impairment, or be regarded as having such an impairment. Only those students with an actual impairment, however, are entitled to accommodations/modifications/ interventions pursuant to Section 504. Those students with a record of an impairment or who re regarded as having an impairment are entitled to protection from discrimination based upon disability.

Major life activities include, but are not limited to, (a) functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, learning, and (b) the operation of major bodily functions including the functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions.

WHAT IS THE DIFFERENCE BETWEEN SECTION 504 AND IDEIA?

Section 504 prohibits discrimination against students with disabilities and requires the school district to provide students with disabilities regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met. Any necessary accommodations/modifications/interventions must be delineated in the Section 504 Plan.

IDEIA requires district to provide disabled students (ages 3-21) with special education and related services and supplementary aids and services designed to meet their unique needs and prepare them for further education, employment, and independent living. The special education and related services must be delineated in an Individualized Education Program (IEP).

PROCEDURAL INFORMATION AND RIGHTS

Below is a description of the rights granted by Federal law to individuals with disabilities. It is the intent of the District, pursuant to Section 504, to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

- A. have your child take part in, and receive benefits from public education programs without discrimination because of his/her disability;
- B. have the School District advise you of your rights under Federal law;
- C. receive written notice of any decision regarding the identification, evaluation, or educational placement of your child;
- D. have your child receive a free appropriate public education (FAPE); This includes the right to be educated with students who are not disabled to the maximum extent appropriate (i.e., the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplemental aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids and services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met.
- E. have your child educated in facilities and receive services comparable to those provided students without disabilities;
- F. have evaluation and educational placement decisions made based upon a variety of information sources, and by persons who know your child and are knowledgeable about the evaluation data and placement options;
- G. have your child transported in a non-discriminatory manner; If the District refers a student for services outside the District, adequate transportation will be provided at no greater cost to you than if the services were provided within the District.
- H. place your child in a private school or alternative educational program; However, if the District makes FAPE available to your child and nevertheless you choose to place your child elsewhere, the District is not required to pay for your child's education at the private school or alternative educational program, including any costs associated with related transportation.
- I. have your child be given an equal opportunity to participate in nonacademic and extra-curricular activities offered by the District;
- J. examine all relevant educational records, including, but not limited to, those documents related to decisions regarding your child's identification, evaluation, educational program, and placement;
- K. obtain, at your own expense, an independent educational evaluation of your child;
- L. obtain copies of education records at a reasonable cost unless the fee would effectively deny you access to the records;
- M. a response from the School District to reasonable requests for explanations and interpretations of your child's education records;
- N. periodic re-evaluations and an evaluation before any significant change in program/service modifications;
- O. request amendment for your child's education records if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading, or otherwise in violation of the privacy rights of your child; If the School District refuses to amend the record(s), you have the right to request a hearing and/or to attach to the record(s) a statement of why to disagree with the information it contains.
- P. request mediation or an impartial due-process hearing related to decisions or actions concerning your child's identification, evaluation, and/or educational program or placement, and obtain any relief that is authorized by law; You and your child may take part in the hearing and have an attorney represent you. Hearing requests must be made to the District Compliance Officer (Business Manager).

- Q. receive all information in your native language and mode of communication;
- R. file an internal complaint;
- S. file a complaint with the U.S. Department of Education's Office for Civil Rights;
- T. be represented at any point in the process by an attorney;
- U. be notified of your Section 504 rights (1) when evaluations are conducted, (2) when consent for an evaluation is withheld, (3) when eligibility is determined, (4) when a Section 504 Plan is developed, and (5) before there is significant change in the Plan.

Complaints, including complaints of disability-based harassment and requests for due process hearings, must be put in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint or requests for a hearing, and offer possible solutions to the dispute. Complaints must be filed with the District Section 504/ADA Compliance Officer.

The Board of Education has designated Danielle Brauer as the District Section 504/ADA Compliance Officer. The District Compliance Officer can be reached at the following address/phone number/ email:

800 Beech St.
Manawa, WI 54949 Phone: (920) 596-2559
Fax: (920) 596-5308
dbrauer@manawaschools.org

The Office for Civil Rights of the United States Department of Education enforces the requirements of Section 504 of the Rehabilitation Act of 1973. The address of the Midwest Regional offices:

Office for Civil Rights
U.S. Department of Health and Human Services 233 N. Michigan Ave., Suite 240
Chicago, IL 60601
Customer Response Center: (800) 368-1019
Fax: (202) 619-3818
TDD: (800) 537-7697
Email: ocrmail@hhs.gov

SUSPECTED DISABILITY REFERRAL FORM

Student Name _____ DOB _____

School _____ Grade _____

Parent Name(s) _____ Phone _____

Address _____

Please complete this form if you suspect that this student may have a physical or mental impairment that substantially limits one or more major life activities. (See below)

A. Statement of Suspected Section 504 Disability.

B. Nature of the Concern (attach additional sheets, if necessary).

1. Check the suspected physical or mental impairment.

- | | | |
|---|--|--|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Epilepsy | <input type="checkbox"/> Minimal Brain Dysfunction |
| <input type="checkbox"/> Attention Deficit Disorder | <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Multiple Sclerosis |
| <input type="checkbox"/> Brain Injury | <input type="checkbox"/> Heart Disease | <input type="checkbox"/> Muscular Dystrophy |
| <input type="checkbox"/> Cancer | <input type="checkbox"/> Minimal Brain Dysfunction | <input type="checkbox"/> Orthopedic Impairment |
| <input type="checkbox"/> Cerebral palsy | <input type="checkbox"/> Dyslexia | <input type="checkbox"/> Recovering Chemical Dependent |
| <input type="checkbox"/> Developmental Aphasia | <input type="checkbox"/> Emergent Allergy | <input type="checkbox"/> Seizures |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Emotional Illness | <input type="checkbox"/> Speech Impairment |
| <input type="checkbox"/> Dyslexia | <input type="checkbox"/> Epilepsy | <input type="checkbox"/> Visual Impairment |
| <input type="checkbox"/> Emergent Allergy | <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Emotional Illness | <input type="checkbox"/> Heart Disease | |

2. Describe (and attach) any evaluative/data source supporting diagnosis.

3. Check any functions that is/are limited.

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> Bending | <input type="checkbox"/> Hearing | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Breathing | <input type="checkbox"/> Learning | <input type="checkbox"/> Standing |
| <input type="checkbox"/> Caring for one's self | <input type="checkbox"/> Lifting | <input type="checkbox"/> Thinking |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Performing manual tasks | <input type="checkbox"/> Walking |
| <input type="checkbox"/> Concentrating | <input type="checkbox"/> Seeing | <input type="checkbox"/> Working |
| <input type="checkbox"/> Eating | <input type="checkbox"/> Sleeping | <input type="checkbox"/> Other: _____ |

4. Describe (attach relevant data) how the indicated functions is/are substantially limited.

5. Check any major bodily functions that is/are limited.

- | | |
|--|--|
| <input type="checkbox"/> Bladder | <input type="checkbox"/> Immune System |
| <input type="checkbox"/> Bowel | <input type="checkbox"/> Neurological System |
| <input type="checkbox"/> Brain | <input type="checkbox"/> Normal Cell Growth |
| <input type="checkbox"/> Circulatory/Cardiovascular System | <input type="checkbox"/> Reproduction |
| <input type="checkbox"/> Digestive System | <input type="checkbox"/> Respiratory System |
| <input type="checkbox"/> Endocrine System | <input type="checkbox"/> Other: _____ |

6. Describe (and attach relevant data) how any major bodily function(s) is/are substantially limited.

C. To date, what accommodations/modifications/interventions or special provisions have been made to assist the student?

Signature of Person Making Referral	Relationship to Student	Date
--	--------------------------------	-------------

The signature of the principal receiving this Referral, documents that a copy of this form and the Notice of Sectional 504/ADA Procedural Information and Rights have been given or sent to the parent or guardian.

Principal's Signature	Date Received
------------------------------	----------------------

For Office Use Only

- Copies to:**
- District 504 Coordinator
 - Building Principal
 - Teacher(s)
 - Parent(s)
 - Student File
 - District Health Coordinator
 - School Counselor

LETTER/NOTICE: SECTION 504
PARENTAL NOTICE FOR INITIAL EVALUATION

(504 C)

Date: _____

To the Parent/Guardian of: _____

As part of our efforts to help improve your child's classroom performance, I have asked members of our Building Consultation Team to collect and review information on your child's learning and behavior. The teacher(s), school counselor, principal, and other staff members may be involved in observation, interviews, administration of behavior checklists, and other data collection activities. (Your child is not suspected of being an exceptional student at this time.)

Once the information has been reviewed, we will meet with you to discuss plans to meet your child's needs. If you have any questions, please contact _____ (Section 504 Coordinator) at the School District of Manawa.

You are provided specific rights concerning this request, which are designed to keep you fully informed concerning decisions about your child. These Section 504 rights are attached.

Please provide your consent for us to accomplish this screening/evaluation by indicating your decision and providing your signature (below) and returning the bottom half of this form to:

_____.

Parent Consent

Student's Name

_____ Yes, I consent to the proposed screening/evaluation, if deemed necessary.

_____ No, I do not consent to the proposed screening/evaluation.

Comments: _____

Parent Signature _____ Date _____

Copies to: [] Student File [] 504 Case Manager

SECTION 504 EXCHANGE/RELEASE OF INFORMATION AND RECORDS

In order to ensure your child is provided with equal access (both physical and academic) to services, programs, and activities offered by our school, a mutual exchange of information and records is required for your child.

Name of Student: _____ DOB: _____

School: _____ Grade: _____

The request to exchange is between the School District of Manawa and the following:

(hospital, clinic, physician, institution, association, or school)

Address: _____

Name of Contact Person: _____

Records that may be exchanged include the following (check all that apply):

- Exchange/Release all information
- Exchange/Release the checked information:
 - General identifying data (name, address, birth date, grade level completed, grades, class standing, attendance record)
 - Standardized achievement and aptitude test scores
 - Personality and interest scores
 - Teacher ratings
 - Record of extra-curricular activities
 - Individualized Education Programs
 - Psychological reports
 - Medical records
 - Psychiatric reports
 - Other: _____

Consent of Parent/Guardian for Exchange/Release of Information

I authorize the School District of Manawa and the above-named individual/organization/agency to exchange information and records as indicated. Except as limited above, this authorization encompasses all information pertaining to the minor, including protected health information (PHI) as defined in the Health Insurance Portability and Accountability Act (HIPAA) and its implementing regulations, and education records as defined in the Family Educational Rights and Privacy act (FERPA).

We expressly waive all provisions of law (including, but not limited to, the privacy provisions of HIPAA, PERPA, and R.C. 3319.321), forbidding any physician or other person who has or may hereafter treat, attend, or examine the minor, or any educational agency, from disclosing any knowledge or information, including PHI, which they may have there by acquired.

Pursuant to HIPAA, the following are specified as part of this authorization:

- A. The purpose of disclosure is for assisting the School District in offering the student a free appropriate public education pursuant to Section 504 of the Rehabilitation Act of 1973.
- B. This authorization expires one (1) year after the date it is signed.
- C. The parents signing this permission form understand that they may revoke this authorization at any time by providing written notification to the District Compliance Officer, the building principal/Building Compliance Officer, or the individual/agency/ organization listed above, except to the extent that this authorization has already been relied upon.
- D. The parents signing this form have been informed that the individual/agency/ organization listed above may not condition treatment, payment, enrollment, or eligibility for benefits on whether the parents sign this authorization.
- E. The parents signing this form have been informed of the potential for information disclosed pursuant to this authorization to be subject to re-disclosure by the recipient and to be no longer protected by HIPAA. The parent signing this form are also aware that any information disclosed to the School District is subject to other state and Federal privacy laws.

Parent's Signature	Relationship to Student	Date Signed

Please send released information/records to: _____

Copies to: [] Parent/Guardian [] Student File [] Physician

SECTION 504 PHYSICIAN QUESTIONNAIRE

Name of Student: _____ DOB: _____

Address: _____

School: _____ Grade: _____ Phone: _____

A referral has been initiated for the above-named student under Section 504 of the Rehabilitation Act of 1973, as amended. In order for a student qualify for protection under Section 504, s/he must have a physical or mental impairment that substantially limits one or more major life activities (e.g., caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, thinking, concentrating, communicating, working, and the operation of major bodily functions such as the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions, etc.). Because the referral is related to medical concerns, we are requesting information from you. The parent/guardian assigned the attached Section 504 Exchange/Release of Information and Records.

Please complete this form and attach any reports pertinent to the medical and/or educational needs of this child. We are NOT requesting evaluation, testing, or services be performed, but reports of diagnostic work performed in the past.

1. What physical and/or mental impairments have been identified that may qualify this student under Section 504?
2. What major life activity(ies) may be substantially limited as a result of the impairment?
3. Detail available medical background, including a written diagnostic statement and copies of any/all reports.
4. What treatments or medications are recommended for this impairment?
5. What precautions or accommodations are recommended for consideration by the school?

Physician's Signature

Date

Please return this questionnaire to: _____

Copies to: Parent/Guardian Student File

NOTICE OF SECTION 504 MEETING

Date: _____

To: _____

From: _____

Student: _____

Initial Conference Review Conference Causal Relationship Conference

We are planning a Section 504 Meeting. The meeting will include a discussion of your child's evaluation results, classroom performance, and eligibility for protection under Section 504. If your child is identified as disabled pursuant to Section 504, the 504 Team will determine whether s/he requires regular or special education and related aids and services in order to receive a free appropriate public education. If services, including but not limited to, accommodations/modifications/interventions, are needed, a Section 504 Plan will be prepared. We request that you attend this meeting to assist us with the discussion and program recommendations. Enclosed is a copy of the Parent Rights under Section 504. The meeting is scheduled as follows:

Date: _____ Time: _____ Location: _____

We expect the following persons to attend the meeting. You have the right to bring others to the meeting. If there are other school personnel you wish to have present, please let us know so arrangements can be made.

Participants

(Building Compliance Officer/Principal/Designee)

(General Education Teacher)

(Parent/Guardian)

(Parent/Guardian)

(School Counselor)

(School Psychologist)

(Student)

(Other)

The evaluation data and other information to be discussed are available for your review prior to this conference. **Please keep one copy of this notice and return the other so we will know your intent.**

Enclosed is a copy of the Notice of Section 504/ADA Procedural Information and Rights

PARENT REPLY TO REQUEST TO ATTEND 504 CONFERENCE

I received the Notice of Section 504 Conference and Notice of Section 504/ADA Procedural Information and Rights sent to me by school personnel.

I will attend the meeting at the time stated.

I would prefer to participate by telephone call. At the time of the conference, I can be reached at the following number: _____

I request that the meeting being held without my being present.

I would like the meeting to be held at the following time and location:

Signature of Parent/Guardian

Date

Copies to: 504 Case Manager

Student File

SECTION 504 SUMMARY EVALUATION REPORT

Personal Information

Student Name: _____ DOB: _____

Sex: M F Grade: _____ School: _____

Student Address: _____ City: _____ Zip Code: _____

Parent Name(s): _____ Phone: (home) _____
(work) _____
(cell) _____

The Building Consultation Team met on _____ (date).

Conference Type: Initial Case Review Re-evaluation

Conference Date: _____

Sources of Information Considered in determining Eligibility:

- | | |
|--|--|
| <input type="checkbox"/> Parent Recommendation | <input type="checkbox"/> Physician Diagnosis |
| <input type="checkbox"/> Educational Evaluation/Performance | <input type="checkbox"/> Major Health Problem |
| <input type="checkbox"/> Teacher Observation/Recommendation | <input type="checkbox"/> Behavioral Evaluation/Performance |
| <input type="checkbox"/> Ineligibility for Services under IDEA | <input type="checkbox"/> Other _____ |

Summary of data and evaluation information that was presented:

Committee Determinations

1. The student has a physical or mental impairment.

Yes No *See attached documentation of medical condition.

- | | | |
|---|--|--|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Emergent Allergy | <input type="checkbox"/> Orthopedic Impairment |
| <input type="checkbox"/> Attention Deficit Disorder | <input type="checkbox"/> Emotional Illness | <input type="checkbox"/> Recovering Chemical Dependent |
| <input type="checkbox"/> Brain Injury | <input type="checkbox"/> Epilepsy | <input type="checkbox"/> Seizures |
| <input type="checkbox"/> Cancer | <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Speech Impairment |
| <input type="checkbox"/> Cerebral palsy | <input type="checkbox"/> Heart Disease | <input type="checkbox"/> Visual Impairment |
| <input type="checkbox"/> Developmental Aphasia | <input type="checkbox"/> Minimal Brain Dysfunction | <input type="checkbox"/> Other |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Multiple Sclerosis | |
| <input type="checkbox"/> Dyslexia | <input type="checkbox"/> Muscular Dystrophy | |

List the attached sources of documentation.

2. If student has a physical or mental impairment in #1 above, does the impairment result in a substantial limitation of one or more major life activity(ies)?
[] Yes [] No

List attached sources of documentation related to extent of limitation or lack of limitation for each condition identified in #1:

Summarize the impairment for each condition identified in #1 in relation to the average student:

3. Identify any major life activities to major bodily functions that are substantially limited.

a. Check any major life activities that are substantially limited:

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> Bending | <input type="checkbox"/> Hearing | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Breathing | <input type="checkbox"/> Learning | <input type="checkbox"/> Standing |
| <input type="checkbox"/> Caring for one's self | <input type="checkbox"/> Lifting | <input type="checkbox"/> Thinking |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Performing manual tasks | <input type="checkbox"/> Walking |
| <input type="checkbox"/> Concentrating | <input type="checkbox"/> Seeing | <input type="checkbox"/> Working |
| <input type="checkbox"/> Eating | <input type="checkbox"/> Sleeping | <input type="checkbox"/> Other: _____ |

b. Check any major bodily functions that are substantially limited:

- | | |
|--|--|
| <input type="checkbox"/> Bladder | <input type="checkbox"/> Immune System |
| <input type="checkbox"/> Bowel | <input type="checkbox"/> Neurological System |
| <input type="checkbox"/> Brain | <input type="checkbox"/> Normal Cell Growth |
| <input type="checkbox"/> Circulatory/Cardiovascular System | <input type="checkbox"/> Reproduction |
| <input type="checkbox"/> Digestive System | <input type="checkbox"/> Respiratory System |
| <input type="checkbox"/> Endocrine System | <input type="checkbox"/> Other: _____ |

Determination

[] The student is eligible under Section 504/ADA as a person with a disability for the following conditions.

Does this student need regular or special education and related aids and series, including but not limited to, accommodations/modifications/interventions?

[] No Explain: _____

[] Yes Indicate the type of play to be written: _____

Note: if specially designed/special education is required, follow IDEA procedures.

[] The student is not eligible under Section 504/ADA as a person with a disability.

Does the student nevertheless need accommodations?

[] No Explain: _____

[] Yes Indicate the type of plan to be written: _____

Recommendations

- A Section 504 Plan is recommended and attached.
- The student does not have a physical or mental impairment that substantially limits a major life activity and is not eligible for a Section 504 plan.
- The student has an impairment that substantially limits a major life activity, but does not require a Section 504 Plan.
- Other _____

Review Date: _____

504 Team

Principal _____ Parent(s)/Guardian(s) _____
 Teacher _____ Nurse _____
 Teacher _____ Counselor _____
 Other _____ Other _____

Acknowledgement

I receive a copy of the Notice of Section 504/ADA Procedural Information and Rights for the current year.

- I agree with the Team’s recommendations as stated above.
- I disagree with the Team’s recommendations as stated above. (Please attach a sheet outlining those areas of the recommendations with which you disagree.)

Parent/Guardian Signature _____ **Date** _____

For Office Use Only

Copies to: District 504 Coordinator Parent(s) Student File
 504 Case Manager Building Administrator

SECTION 504 PLAN

Confidential

Case Manager: [] School Counselor [] District Health Coordinator

Plan Type: [] Initial 504 Plan [] Continuing 504 Plan

The student covered under this Plan is a student with a disability. The accommodations/modifications/interventions listed on this Plan comply with the ADA Amendments Act of 2008 and the Rehabilitation Act of 1973 (Section 504).

Date _____

Section 1

Student Name _____ DOB _____

Address _____

City _____ State _____ Zip _____ Phone _____

Parent(s)/Guardian(s) _____

School _____ Grade _____

Section 2

What physical or mental impairment has the team identified?

- | | | |
|---|--|--|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Emergent Allergy | <input type="checkbox"/> Orthopedic Impairment |
| <input type="checkbox"/> Attention Deficit Disorder | <input type="checkbox"/> Emotional Illness | <input type="checkbox"/> Recovering Chemical Dependent |
| <input type="checkbox"/> Brain Injury | <input type="checkbox"/> Epilepsy | <input type="checkbox"/> Seizures |
| <input type="checkbox"/> Cancer | <input type="checkbox"/> Hearing Impairment | <input type="checkbox"/> Speech Impairment |
| <input type="checkbox"/> Cerebral palsy | <input type="checkbox"/> Heart Disease | <input type="checkbox"/> Visual Impairment |
| <input type="checkbox"/> Developmental Aphasia | <input type="checkbox"/> Minimal Brain Dysfunction | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Multiple Sclerosis | |
| <input type="checkbox"/> Dyslexia | <input type="checkbox"/> Muscular Dystrophy | |

Diagnosis _____

Date of Diagnosis _____ Physician _____ Medication _____

Section 3

Background Information (Pertinent educational and additional medical information)

Section 4

Eligible Disability Under: Check major life activities and/or bodily functions that are substantiality or extremely limited as a result of the physical or mental impairment.

- | | |
|--|--|
| <input type="checkbox"/> Bending | <input type="checkbox"/> Performing manual tasks |
| <input type="checkbox"/> Breathing | <input type="checkbox"/> Seeing |
| <input type="checkbox"/> Caring for one's self | <input type="checkbox"/> Sleeping |
| <input type="checkbox"/> Communicating | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Concentrating | <input type="checkbox"/> Standing |
| <input type="checkbox"/> Eating | <input type="checkbox"/> Thinking |
| <input type="checkbox"/> Hearing | <input type="checkbox"/> Walking |
| <input type="checkbox"/> Learning | <input type="checkbox"/> Working |
| <input type="checkbox"/> Lifting | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Bladder | <input type="checkbox"/> Immune System |
| <input type="checkbox"/> Bowel | <input type="checkbox"/> Neurological System |
| <input type="checkbox"/> Brain | <input type="checkbox"/> Normal Cell Growth |
| <input type="checkbox"/> Circulatory/Cardiovascular System | <input type="checkbox"/> Reproduction |
| <input type="checkbox"/> Digestive System | <input type="checkbox"/> Respiratory System |
| <input type="checkbox"/> Endocrine System | <input type="checkbox"/> Other _____ |

Section 5

SUBSTANTIAL LIMITATION (I.E., CONCERN OR PROBLEM TO BE ADDRESSED)	INTERVENTION/ STRATEGY (I.E., ACCOMMODATION, MODIFICATION, OR INTERVENTION)	PERSON(S) RESPONSIBLE	DATE TO BEGIN	EVALUATION PROCEDURE
Testing Accommodations (if needed)				

Comments

Location of the Implementation of this Plan _____

How will teachers and staff be made aware of this Plan _____

How will this Plan be monitored _____

Person responsible for monitoring Plan _____ Anticipated Review Date _____

Section 6

Invitation Date _____ Duration of Plan _____ Review Date _____

Section 7

Attachments [] Yes [] No

If yes, list documents attached _____

Section 8

Participants (Name, Title, Date)

Case Manager _____

**Plans that require expenditure of funds beyond the school’s budget must be approved in advance by the District Administrator or Central Office designee.

District Administrator or Designee Date

Section 9

I received a copy of the Notice of Section 504/ADA Procedural Information and Rights for the current year.

Parent Signature

Date

I give permission for this Section 504 Plan to be implemented for my child. The information contained in this plan will be distributed to the appropriate individuals in the building. Your signature indicates consent to share this plan with the necessary staff.

I do not give permission for this Section 504 Plan to be implemented for my child.

Parent Signature

Date

For Office Use Only

- Copies to:
- | | |
|---|---|
| <input type="checkbox"/> District 504 Coordinator | <input type="checkbox"/> Building Administrator |
| <input type="checkbox"/> Parent(s) | <input type="checkbox"/> Student File |
| <input type="checkbox"/> Teacher(s) | <input type="checkbox"/> 504 Case Manager |

COMPLAINT PROCEDURE

PARENTS' PROCEDURAL RIGHTS AND SAFEGUARDS, INCLUDING DUE PROCESS

Below is a description of the rights granted by Federal law to individuals with disabilities. It is the intent of the District, pursuant to Section 504, to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of those decisions.

- A. Student with disabilities have the right to take part in, and receive the benefits from, public education programs without discrimination because of their disabilities;
- B. parents have the right to be advised of their rights under Section 504;
- C. parents have the right to receive written notice of any decision regarding the identification, evaluation, or educational placement of their child;
- D. parents have the right to have their child receive a free appropriate public education ("FAPE") if the child has a physical or mental impairment that substantially limits one or more major life activities; This includes the right to be educated with students who are not disabled to the maximum extent appropriate (i.e., the student's education will be provided in the regular education classroom unless it is demonstrated that education in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily) and to receive regular or special education and related aids/services that are designed to meet the individual educational needs of students with disabilities as adequately as the needs of nondisabled students are met.
- E. parents have the right to have their child educated in facilities and receive services comparable to those provided to students without disabilities;
- F. parents have a right to have evaluation and educational placement decisions made based upon a variety of informational sources, and by persons who know the student, and are knowledgeable about the evaluation data and placement options;
- G. parents have the right to have their child transported in a non-discriminatory manner; If the District refers a student for aids, benefits, or services outside the District, the District will ensure that adequate transportation is provided at no greater cost to the parents than if the aids, benefits, or services were provided within the District.
- H. parents have the right to place their child in a private school or alternative educational program; However, if the District makes a FAPE available to the student that conforms to the requirements of Section 504 and nevertheless the parents choose to place the student elsewhere, the District is not required to pay for the student's education at the private school or alternative program, including costs associated with transportation.
- I. parents have the right to have their child given an equal opportunity to participate in nonacademic and extracurricular activities offered by the District;
- J. parents have the right to examine all relevant education records, including, but not limited to, those documents related to decisions regarding their child's identification, evaluation, educational program and placement;
- K. parents have the right to obtain, at their own expense, an independent educational evaluation of their child;
- L. parents have the right to obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to records;
- M. parents have the right to a response from the District to reasonable requests for explanations and interpretations of their child's education records;

- N. parents have the right to receive all information in the parents' native language and mode of communication;
- O. parents have the right to periodic re-evaluations and an evaluation before any significant change in program/service modifications;
- P. parents have the right to request amendments of their child's education record(s) if there is reasonable cause to believe that information contained in the record(s) is inaccurate, misleading or otherwise in violation of the privacy rights of their child; If the District refuses to amend the record(s), the parents have the right to request a hearing and/or attach to the record(s) a statement of why they disagree with the information it contains.
- Q. parents have the right to request mediation or an impartial due process hearing related to decisions or actions concerning their child's identification, evaluation, educational program or placement;
- R. parents have the right to file an internal complaint;
- S. parents have the right to be represented at any time in the process by an attorney;
- T. parents have the right to recover reasonable attorney fees as authorized by law (i.e., if the parents are successful in their due process claim);
- U. parents have the right to be notified of their Section 504 rights:
 1. when evaluations are conducted;
 2. when consent for an evaluation is withheld;
 3. when eligibility is determined;
 4. when a Section 504 Plan is developed; and
 5. before there is significant change in the Section 504 Plan.

Procedural Rights Pertaining to Section 504 Due Process Hearings

When a request for a due process hearing is received, the aggrieved party will have the opportunity to receive a hearing conducted by an impartial hearing officer ("IHO") (i.e., by a person not employed by the Board of Education, not involved in the education or care of the child, and not having a personal professional interest that would conflict with his/her objectivity in the hearing).

The District will maintain a list of trained IHO's that may include IDEIA hearing officers, attorneys, and Directors of Special Education outside the District. The District Compliance Officer will appoint an IHO from the list, and the costs of the hearing shall be borne by the District. The appointment of an IHO will be made within fifteen (15) calendar days after the request for a due process hearing is received.

A party to such a due process hearing shall have:

- A. the right, at his/her/their own cost, to be accompanied and advised by legal counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities;
- B. the right to present evidence, and confront, cross-examine and compel the attendance of witnesses;
- C. the right to a written or electronic verbatim record of such hearing; and
- D. the right to written findings of fact and the reasons for the decision.

The IHO shall conduct the due process hearing within a reasonable period of time (i.e., not to exceed ninety (90) calendar days from the request for such a hearing, unless this time-frame is mutually waived by the parties or is determined by the IHO to be impossible to comply with due to extenuating circumstances).

The IHO will give the parent and/or student written notice of the date, time, and place of the hearing. Notice will be given no less than twenty-one (21) calendar days prior to the date of the hearing, unless otherwise agreed to by the parent and/or student. The notice will include:

- A. a statement of time, place, and nature of the hearing;
- B. a statement of the legal authority and jurisdiction under which the hearing is being held;
- C. a reference to the particular section of the statutes and rules involved;
- D. a statement of the availability of relevant records for examination;
- E. a short and plain statement of matters asserted; and
- F. a statement of the right to be represented by counsel.

The IHO shall conduct the hearing in a manner that will afford all parties a full and fair opportunity to present evidence and to otherwise be heard. The parent and/or student may be represented by another person of his/her choice, including an attorney. The IHO shall make a full and complete record of the proceedings. The IHO shall render a decision in writing to the parties within thirty (30) days following the conclusion of the hearing. The decision will be based solely on the testimony and demonstrative evidence presented at the hearing and include a summary of the evidence (i.e., findings of fact) and the reason for the decision. The notification shall include a statement that either party may appeal the decision. Appeal of the IHO's decision may be made to a Federal court of competent jurisdiction.

SECTION 504/ADA - COMPLAINT PROCEDURES RELATED TO ACCESSIBILITY OF DISTRICT FACILITIES

If a person believes that s/he has been discriminated against on the basis of his/her disability, the person may utilize the following complaint procedures as a means of reaching, at the lowest possible administrative level, a prompt and equitable resolution of the matter.

The following person is/are designated as the District's Section 504/ADA Compliance Officer ("District's Compliance Officer"):

Danielle Brauer, MES Principal/Special Education Director 800 Beech St.

Manawa, WI 54949

Phone: (920) 596-5332

Fax: (920) 596-5308

dbrauer@manawaschools.org

Building principals shall serve as Building Section 504/ADA Compliance Officer(s) ("Building Compliance Officer").

Internal complains must be submitted in writing and must identify the specific circumstances or areas of dispute that have given rise to the complaint, and offer possible solutions to the dispute. The complaint must be filed in a timely manner with either the District Compliance Officer or the Building Compliance officer. The District's Compliance Officer is available to assist individuals in filing a complaint.

Internal Complaint Procedure

A person who has a complaint about District facilities or services may register such complaint with the Building Compliance Officer and/or District Compliance Officer. Such complaints should be filed in writing within thirty (30) calendar days of the circumstances or event giving rise to the complaint. Use of the internal complaint procedure is not a prerequisite to the pursuit of other remedies, including the filing of a complaint with the U.S. Department of Education's Office for Civil Rights.

- A. The written complaint must contain the following information:
 1. Name(s) of person(s) filing the complaint.
 2. Whether the person(s) represents an individual or group.
 3. Whether the person(s) making the complaint has discussed the problem with the Building Compliance Officer and/or District Compliance Officer.
 4. A written summary of the complaint and a proposed solution.
- B. The Building Compliance Officer or District Compliance Officer will conduct an impartial investigation and will respond to the complaint within five (5) business days. This complaint procedure contemplates informal, but thorough investigations, affording all interested persons and their representatives, if any an opportunity to present witnesses and other evidence relevant to the complaint.
- C. If a satisfactory response is not received within five (5) business days, the person should forward a copy of the complaint to the District Administrator, who will respond within ten (10) business days.
- D. If satisfactory response is not received within ten (10) business days, the person may forward a copy of the complaint to the Board of Education. The Board will consider the complaint and respond within forty (40) calendar days.

OCR Complaint

At any time, if a member of the public believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the Americans with Disabilities Act, as amended (“ADA”), the individual may file a complaint with the U.S. Department of Education’s Office for Civil Rights (“OCR”). The OCR can be reached at:

Office for Civil Rights
U.S. Department of Education

John C. Kluczynski Federal Building
230 S. Dearborn Street, 37th Floor
Chicago, IL 60604

Telephone: 312-730-1560
Fax: 312-730-1576; TDD: 800-877-8339
Email: OCR.Chicago@ed.gov Web: www.ed.gov/ocr

Prohibition Against Retaliation

The Board will not discriminate against, coerce, intimidate, threaten, or interfere with any individual because the person opposed any act or practice made unlawful by Section 504 or the ADA, or because that individual made a charge, testified, assisted or participated in any manner in an investigation, proceeding, or hearing under section 504 or the ADA, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by Section 504 or the ADA.

SECTION 504/ADA INTERNAL COMPLAINT - STUDENT/PARENT

Name of Complainant _____ Phone Number _____

Address _____

Relationship to the School District

Student _____ (School of Attendance)

Receiving Special Education

Receiving Regular Education

Parent _____ (Child's Name)

Description of Disability

Statement/Nature of Complaint (including date of alleged discrimination, if applicable)

What Action are You Requesting? (i.e., relief statement)

Student/Parent Signature

Date

For Office Use Only:

_____ Date Received by Building Principal/Building Compliance Officer

RECORD OF CONFERENCE WITH SCHOOL DISTRICT OF MANAWA 504 COORDINATOR

A conference was held on _____ at _____
and matters pertaining to the following alleged complaint were discussed.

Brief Description of Alleged Complaint:

Disposition of Alleged Complaint:

504 Coordinator Signature

Date

If you wish to appeal this decision, enclosed is the complaint procedure and appeal timeline.

Student/Parent Signature

Date

For Office Use Only:

_____ Date Received by Building Principal/Building Compliance Officer

MANIFESTATION DETERMINATION REVIEW 504 PLANS

In carrying out a manifestation determination review, the local educational agency, the parent, and relevant members of the Building Consultation Team (BCT) (as determined by the parent and the local educational agency) shall review all relevant information in the student's file, including the student's 504 Plan, any teacher observations, and any relevant information provided by the parents of the student.

Student's Full Name _____ DOB _____

Nature of the student's disability

Nature of the behavior subject to disciplinary action

The Notice of Section 504/ADA Procedural Information and Rights as presented with an explanation by _____ (Name and Title)

1. Is new or additional evaluation/data needed?
If yes, refer the student for evaluation. Yes No
2. Does the student have or require a Section 504 Plan?
If yes, is the Section 504 Plan appropriate? Yes No
If no, revise the Plan and attach a copy of the modified plan.
3. Was the student capable of understanding that the behaviors exhibited were in violation of school rules and/or were unacceptable? Yes No
4. Did the student have previous suspensions/expulsion? Yes No
If yes, attach record.
Aggregate number of suspension days _____
5. In relationship to the behavior subject to disciplinary action:
 - a. Did the BCT review relevant information in the student's file and the student's 504 Plan? Yes No
 - b. Did the BCT review relevant information presented by the parents and teacher observations? Yes No
 - c. Did the BCT determine that the conduct in question was caused by or had a direct and substantial relationship to the child's disability? Yes No
Explain:
 - d. Was the child's conduct a direct result of the District's failure to implement the 504 Plan? Yes No

Special Education Policies and Procedures
Changes/Additions for 2023-24

Emotional Behavioral Disability - Section should be changed to info below (page 24):

Emotional behavioral disability, pursuant to Wis. Stat. 115.76(5)(a)5, means a condition in which a child demonstrates frequent and intense observable behaviors, either over a long period of time or of sudden onset due to an emerging mental health condition which includes a diagnosis by a licensed mental health professional, which adversely affects the child's educational performance. Wis.Admin. Code PI11.36(7). The behaviors shall occur in an academic setting in school, in a non-academic setting in school, and in the child's home or community.

The IEP team may identify a child as having an emotional behavioral disability if the child exhibits at least one of the following:

1. Behaviors that interfere with the development and maintenance of age and grade-appropriate interpersonal relationships.
2. Observable affective or behavioral responses during routine daily activities inconsistent with the norms of the child or the child's community.
3. Pervasive unhappiness, depression or anxiety.
4. Physical symptoms or fears associated with personal or school problems.
5. Insufficient progress toward meeting age or grade level academic standards that cannot be explained by intellectual, sensory, or health factors.
6. Isolation from peers and avoidance of social interactions impacting the child's access and engagement in instructional activities.
7. Patterns of behaviors across settings and individuals presenting risks to the physical safety of the child or others.

The IEP team shall conduct a comprehensive evaluation and shall consider current data from all of the following:

1. The results of evidence-based positive behavioral interventions implemented within general education settings.
2. Systematic observations of the child in both academic and non-academic settings documenting consistency, frequency, rate or duration of observable target behaviors as well as other ecological factors that may be impacting the child's behavior.
3. Interviews of the child and parent or family that includes gathering information regarding the child and family's norms and values, as well as other ecological factors that may impact the child's behavior.

4. Interviews of the child's teachers that includes gathering information regarding the child's strengths and ecological factors that may impact the child's behavior.
5. Interview of an LEA staff member, identified by the child when possible, as having the most positive or more positive relationship with the child, that includes gathering information regarding the child's strengths and ecological factors that may impact the child's behavior unless the LEA staff member has already been interviewed.
6. Review of educational information maintained by the LEA, including health, academic and disciplinary records.
7. Results of standardized behavior rating scales, which are normed using nationally representative samples, from a minimum of 2 sources from school and one source from the home or community. If only one source from the school is familiar enough with the student to obtain valid rating scale results, as defined by publisher recommendations for the individual rating scale, then that shall be documented in the evaluation report. Nationally normed behavior rating scales shall include when available, normative data that reflects the child's background. If the child's background is not included in the normative data of a standardized rating scale used, the evaluation report shall include an explanation.

The IEP team shall consider the effects of any known history of trauma or mental health disorder on the child's functioning. The IEP team may not identify or refuse to identify a child as a child with an emotional behavioral disability based solely on a known history of trauma or mental health disorder. The IEP team shall discuss and determine, based on information and data collected whether behaviors are a result of a difference between the norms of the child's family and community or an emotional behavioral disability. The IEP team may not identify a child as a child with an emotional behavioral disability when there is evidence that the difference is the primary causal factor of the behaviors. The IPE team for a child being evaluated for emotional behavior disabilities may include the LEA staff member, if identified by the child when possible, as having a positive or the most positive relationship with the child.

Add the following to the end of the following sections - Orthopedic Impairment (page 25), Traumatic Brain Injury (page 31)

Upon reevaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code PI 11.35, including specially designed instruction, is a child with a disability under this section.

Add the following to the end of the Significant Developmental Delay section (page 26)

Upon reevaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code PI 11.35, including specially designed instruction, is a child with a disability under this section. In conducting the reevaluation, the IEP team must consider all other suspected impairments before continuing to identify the child's primary impairment as significant developmental delay.

Add the following to Specific Learning Disability under 2. Insufficient Progress (pg. 46)

b. *Significant discrepancy or insufficient progress in achievement as compared to measured ability.* This method may be used only to evaluate a child attending a private school or participating in a home-based private educational program. This method shall not be used to evaluate a child attending a public school, including a public charter school.

A parent of a child attending a private school or participating in a home-based private educational program may request the IEP team to evaluate the child using significant discrepancy. Upon such request, the IEP team shall consider whether use of this method to evaluate the child is feasible. If the IEP team determines that it is not feasible to use this method, the reason for that determination shall be provided to the parent in writing.

Upon initial evaluation, the child exhibits a significant discrepancy between the child's academic achievement in any of the eight areas of potential specific learning disabilities and intellectual ability as documented by the child's composite score on a multiple-score instrument or the child's score on a single score instrument.

The IEP team may base a determination of significant discrepancy only upon the results of individually administered, norm-referenced, valid, and reliable diagnostic assessment of achievement. A significant discrepancy means a difference between standard scores for ability and achievement equal to or greater than 1.75 standard errors of the estimate below expected achievement, using a standard regression procedure that accounts for the correlation between ability and achievement measures.

This regression procedure shall be used except when the IEP team determines that the child cannot attain valid and reliable standard scores for intellectual ability or achievement because of the child's test behavior, the child's language, another impairment of the child that interferes with the attainment of valid and reliable scores, or

the absence of valid and reliable standardized, diagnostic tests appropriate for the child's age. If the IPE team makes such a determination, it shall document the reasons why it was not appropriate to use the regression procedure and shall document that a significant discrepancy exists, including documentation of a variable pattern of achievement or ability, in at least one of the eight areas of potential specific learning disabilities using other empirical evidence.

If the discrepancy between the child's ability and achievement approaches but does not reach the 1.75 standard error of the estimated cut-off for this subdivision paragraph, the child's performance in any of the eight areas of potential specific learning disabilities is variable, and the IEP team determines that the child meets all other criteria, the IEP team may consider that a significant discrepancy exists.

Add section after Protections for Children Not Yet Eligible for Special Education and Related Services (page 45)

Seclusion and Physical Restraint

The School District of Manawa must meet the requirements of state law regarding the use of seclusion and physical restraint. Wis. Stat 118.305.

"Physical restraint" means a restriction that immobilizes or reduces the ability of a pupil to freely move his or her torso, arms, legs, or head.

"Seclusion" means the involuntary confinement of a pupil, apart from other pupils, in a room or area from which the pupil is physically prevented from leaving.

IEP Team Meeting Requirement. The second time seclusion or restraint is used on a child with a disability in the same school year, the IEP team must meet as soon as possible and no later than 10 days after the incident. The IEP team must review and revise the IEP to include appropriate positive behavioral interventions and other strategies to address behaviors of concern, which are based on a functional behavioral assessment.



SCHOOL DISTRICT OF MANAWA

Special Education Policies and Procedures 2022-23



Adopted from:

Model Local Educational Agency Special Education Policies and Procedures

~~Revised August 2021~~ July 2022

Jill K. Underly, PhD, State Superintendent Wisconsin Department of Public Instruction

Approved by the School District of Manawa Board of Education August 2022

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.

SCHOOL DISTRICT OF MANAWA

Student/Parent Handbook

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New Section

Add: Seclusion + Restraint

MODEL LOCAL EDUCATIONAL AGENCY SPECIAL EDUCATION POLICIES AND PROCEDURES

Preface

As a condition of funding under the Individuals with Disabilities Education Act (IDEA), local educational agencies are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires local educational agencies to establish written policies and procedures for implementing state and federal special education requirements. *Model Local Educational Agency Special Education Policies and Procedures* has been developed to help local educational agencies meet their obligation to establish and implement special education requirements. A local educational agency may establish special education requirements by adopting the model policies and procedures. The document may also be used as a reference tool and for staff development activities to promote understanding of and compliance with special education requirements.

The state special education statutes, Subchapter V, Chapter 115, Wis. Stats., incorporate the statutory provisions of Part B of the IDEA. Local educational agencies in Wisconsin must also comply with IDEA's regulations. Therefore, the model policies and procedures are derived primarily from Wisconsin special education statutes and IDEA regulations. A small number of policies and procedures are derived from Wisconsin special education rules, Chapter PI 11, Wis. Admin. Code. The underlying law can be found by using the following tools:

1. The table of contents to the IDEA Regulations found at 34 CFR Part 300, Vol. 71 Federal Register, No. 156 (August 14, 2006);
2. The table of contents of the state special education statute, Subchapter V, Chapter 115, Wis. Stats.; and
3. The table of contents for the state special education rules, Chapter PI 11, Wis. Admin. Code.

Definitions

For the purpose of these policies, the following definitions apply:

- “Assistive technology device” means any item, piece of equipment or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device. 34 CFR § 300.5.
- “Assistive technology service” means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device, including all of the following:
 - evaluating the needs of the child, including a functional evaluation of the child in the child's customary environment;
 - purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
 - selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
 - coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitative plans and programs;
 - training or technical assistance for a child with a disability or, if appropriate, the child's family; and
 - training or technical assistance for professionals, including individuals providing education and rehabilitation services, employers or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child. 34 CFR § 300.6.

- “Business day” means Monday through Friday, except for federal and state holidays unless holidays are specifically included in the designation of business day. 34 CFR § 300.11.
- “Charter school” means a school under contract with a school board under Wis. Stat. § 118.40, or with one of the entities under Wis. Stat. § 118.40(2)(2r)(b), or a school established and operated by one of the entities under Wis. Stat. §§ 118.40(2r)(b), 115.001(1).
- “Child” means any person who is at least three years old but not yet 21 years old and who has not graduated from high school and, for the duration of a school term, any person who becomes 21 years old during that school term and who has not graduated from high school, and includes a child who is homeless, a child who is a ward of the state, county, or child welfare agency, and a child who is attending a private school. Wis. Stat. § 115.76(3).
- “Child with a disability” means a child who, by reason of any of the following, needs special education and related services:
 - autism;
 - blind and visually impaired
 - deaf and hard of hearing
 - deafblind
 - emotional behavioral disability;
 - intellectual disabilities;
 - orthopedic impairments;
 - other health impairments;
 - significant developmental delay;
 - specific learning disabilities;
 - speech or language impairments; or
 - traumatic brain injury.

If the School District of Manawa determines through an appropriate evaluation that a child has one of the impairments listed above but only needs a related service and not special education, the child is not a child with a disability. “Child with a disability” may, at the discretion of the local educational agency and consistent with Department of Public Instruction rules, include a child who, by reason of his or her significant developmental delay, needs special education and related services. 34 CFR § 300.8; Wis. Stat. § 115.76(5).

- “Consent” means:
 - the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
 - the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
 - the parent also understands the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). 34 CFR § 300.9.
- “Controlled substance” means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substance Act, 21 U.S.C. § 812(c). 34 CFR § 300.530(i)(1).
- “Core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography. 34 CFR § 300.10.
- “Day” means calendar day unless otherwise indicated as business day or school day. 34 CFR § 300.11.
- “Destruction,” as used in the section on confidentiality in these policies, means physical destruction or removal of personal identifiers from information so the information is no longer personally identifiable. 34 CFR § 300.611(a).
- “Division” means the Division for Learning Support: Equity and Advocacy in the Department of Public Instruction. Wis. Stat. § 115.76(6).

- “Education records” means the type of records covered under the definition of “education records” set forth in the regulations implementing the Family Educational Rights and Privacy Act of 1974. See Appendix; 34 CFR § 300.611(b).
- “Elementary school” means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under State law. State law defines elementary grades as including K4-8th grade. 34 CFR § 300.13; Wis. Stat. § 115.01(2).
- “Equipment” means machinery, utilities, and built-in equipment, and any necessary enclosures or structures to house the machinery, utilities, or equipment; and all other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture; printed, published and audio-visual instructional materials; telecommunications, sensory, and other technological aids and devices; and books, periodicals, documents; and other related materials. 34 CFR § 300.14.
- “Evaluation” means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. 34 CFR § 300.15.
- “Extended school year services” means special education and related services that are provided to a child with a disability and meet the standards of the State of Wisconsin. These services are provided beyond the normal school year of the local educational agency, in accordance with the individualized education program (IEP), and at no cost to the parents of the child. 30 CFR § 300.106(b).
- “Free appropriate public education” means special education and related services that are provided at public expense and under public supervision and direction, and without charge, meet the standards of the Department of Public Instruction, include
 - an appropriate preschool, elementary or secondary school education; and are provided in conformity with an IEP. 30 CFR § 300.17; Wis. Stat. § 115.76(7).
 - “General curriculum” means the same curriculum as for nondisabled children. 34 CFR § 300.320(a)(1)(i).
 - “Hearing officer” means an independent examiner appointed to conduct due process hearings under Wis. Stat. § 115.80. Wis. Stat. § 115.76(8).
 - “Highly Qualified Teacher” means that a person has met the Department of Public Instruction’s approved or recognized certification, licensing, registration in which he/she is providing special education or related services, consistent with provision 34 CFR § 300.18.
 - “Homeless children” has the meaning given the term homeless children and youths in section 725 of the McKinney-Vento Homeless Assistance Act 42 U.S.C. § 11434(a), as amended, 42 U.S.C. § 11431 et seq. See Appendix; 34 CFR § 300.19.
 - “Illegal drug” means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under federal law. 34 CFR § 300.530(i)(2).
 - “Include” means that the items named are not all of the possible items that are covered whether like or unlike the ones named. 34 CFR § 300.20.
 - “Independent educational evaluation” means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question. 34 CFR § 300.502.
 - “Individualized education program” (IEP) means a written statement for a child with a disability that is developed, reviewed, and revised in accordance with Wis. Stat. § 115.787, and 34 CFR §§ 300.320 through 300.324. 34 CFR § 300.22; Wis. Stat. § 115.76(9).
 - “IEP Team” means a group of individuals described in Wis. Stat. § 115.78 that is responsible for evaluating the child to determine the child’s eligibility or continued eligibility for special education and related services and the educational needs of the child; developing, reviewing, or revising an IEP for the child; and determining the special education placement for the child. 34 CFR § 300.23; Wis. Stat. § 115.78.

- “Limited English Proficiency” has the meaning given the term in section 9101 (25) of the Elementary and Secondary Education Act (ESEA).
- “Local educational agency,” except as otherwise provided, means:
 - the school district in which the child with a disability resides,
 - when the child attends a nonresident school district under Wis. Stat. §§
 - 118.51 (open enrollment) or 121.84(1)(a) or (4) (tuition waiver), the district of attendance;
 - the Department of Health and Family Services if the child with a disability resides in an institution or facility operated by the Department of Health and Family Services; or
 - the Department of Corrections if the child with a disability resides in a Type 1 secured correctional facility, as defined in Wis. Stat. § 938.02(19), or a Type 1 prison, as defined in Wis. Stat. § 301.01(5).

Wis. Stat. § 115.76(10).

- “Native language,” for individuals with limited English proficiency, means the language normally used by that individual. For children with limited English proficiency, the term means the language normally used by the parents of the child, except that in all direct contact with a child (including evaluation of the child), the term means the language normally used by the child in the home or learning environment. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication). 34 CFR § 300.29; Wis. Stat. §. 115.76(11).
- “Nonacademic and extracurricular services and activities” may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities and employment by the public agency and assistance in making outside employment available. 34 CFR § 300.107.
- “Parent” means any of the following:
 - a biological parent;
 - a husband who has consented to the artificial insemination of his wife under Wis. Stat. § 891.40;
 - a male who is presumed to be the child’s father under Wis. Stat. § 891.41;
 - a male who has been adjudicated the child’s father under subchapter VIII of chapter 48, under subchapter IIX of chapter 767, by final order or judgment of an Indian tribal court of competent jurisdiction or by final order or judgment of a court of competent jurisdiction in another state;
 - an adoptive parent;
 - a legal guardian;
 - a person acting as a parent of a child with whom the child lives;
 - a person appointed as a sustaining parent under Wis. Stat. § 48.428;
 - a person assigned as a surrogate parent under Wis. Stat. § 115.792(1)(a)2; and
 - a foster parent, if the right and responsibility of all of the aforementioned individuals to make educational decisions concerning the child has been extinguished by termination of parental rights, by transfer of guardianship or legal custody or by other court order; the foster parent has an ongoing, long-term parental relationship with the child; the foster parent is willing to make educational decisions required of parents under special education law; and the foster parent has no interests that would conflict with the interests of the child.

The biological or adoptive parent, when attempting to act as a parent of the child, must be presumed to be the parent unless that person does not have legal authority to make educational decisions for the child. 34 CFR § 300.30(b).

“Parent” does not include any person whose parental rights have been terminated; the state, county, or a child welfare agency if a child was made a ward of the state, county, or child welfare agency under chapter 54 or 880 or if a child has been placed in the legal custody or guardianship of the state, county, or a child welfare agency under chapter 48 or chapter 767; or an American Indian tribal agency if the child was made a ward of the agency or placed in the legal custody or guardianship of the agency. 34 CFR § 300.30; Wis. Stat. § 115.76(12).

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“Person acting as a parent of a child” means a relative of the child or a private individual allowed to act as a parent of a child by the child’s biological or adoptive parents or guardian, and includes the child’s grandparent, neighbor, friend, or private individual caring for the child with the explicit or tacit approval of the child’s biological or adoptive parents or guardian. “Person acting as a parent of a child” does not include any person that receives public funds to care for the child if such funds exceed the cost of such care. 34 CFR § 300.30(a)(4); Wis. Stat. § 115.76(13).

- “Participating agency,” as used in the section on Confidentiality of Information in these policies, means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under the Individuals with Disabilities Education Act. 34 CFR § 300.611(c).
- “Personally identifiable” means information that includes the name of the child, the child’s parent or other family member; the address of the child; a personal identifier such as the child’s social security number or student number; or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty. 34 CFR § 300.32.
- “Parentally-placed private school children with disabilities” are children with disabilities enrolled by their parents in private schools or facilities, including
- religious schools or facilities that meet the definition of elementary school or secondary school, other than children with disabilities placed or referred to private schools by public agencies. 34 CFR § 300.130.
- “Public Agency” includes the State Educational Agency, Local Educational Agency, Cooperative Educational Service Agency (CESA), charter schools operating under Wis. Stat. § 118.40(2r), county children with disabilities education board, and any other political subdivisions of the State that are responsible for providing education to children with disabilities. 34 CFR § 300.33.
- “Pupil Records” means all records relating to individual pupils maintained by a school but does not include:
 - notes or records maintained for personal use by a teacher or other person to be licensed if such records or notes are not available to others;
 - records necessary for, and available only to persons involved in, the psychological treatment of a pupil; and
 - law enforcement unit records.

Wis. Stat. § 118.125(1)(d).

- “Record” means any material on which written, drawn, printed, spoken, visual, or electromagnetic information is recorded or preserved, regardless of physical form or characteristics. Wis. Stat. § 118.125(1)(e).
- “Related services” means transportation and such developmental, corrective and other supportive services (including speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services; school health services; school nursing services designed to enable a child with a disability to receive a free appropriate public education as described in the child’s IEP; parent counseling and training; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluative purposes only; and the early identification and assessment of disabilities in children) as may be required to assist a child with a disability to benefit from special education. “Related services” does not include a medical device that is surgically implanted, the optimization of device functioning, maintenance of the device, or the replacement of such a device. Nothing in this definition limits the rights of a child with a surgically implanted device to receive related services as determined by the IEP Team to be necessary, limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, while the child is transported to and from school or is at school; or prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly. 34 CFR § 300.34; Wis. Stat. § 115.76(14).

In this definition:

- “Audiology” includes:
 - identification of children with hearing loss;
 - determination of the range, nature, and degree of hearing loss including referral for medical or other professional attention for the habilitation of hearing;
 - provision of habilitative activities such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation and speech conservation;
 - creation and administration of programs for prevention of hearing loss;
 - counseling and guidance of pupils, parents, and teachers regarding hearing loss; and
 - determination of the child’s need for group and individual amplification, selecting and fitting an appropriate aid and evaluating the effectiveness of amplification.
- “Counseling services” means services provided by qualified social workers, psychologists, guidance counselors or other qualified personnel.
- “Early identification and assessment of disabilities in children” means the implementation of a formal plan for identifying a disability as early as possible in a child’s life.
- “Interpreting services,” as used with respect to children who are deaf or hard of hearing, includes oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, and special interpreting services for children who are deaf-blind.
- “Medical services” means services provided by a licensed physician to determine a child’s medically-related disability that results in the child’s need for special education and related services.
- “Occupational therapy” means services provided by a qualified occupational therapist, and includes:
 - improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
 - improving ability to perform tasks for independent functioning if functions are impaired or lost; and
 - preventing, through early intervention, initial or further impairment or loss of function.
- “Orientation and mobility services” means services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, and includes teaching students the following as appropriate:
 - spatial and environmental concepts and use of information received by the senses (such as sound, temperature, and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street);
 - to use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
 - to understand and use remaining vision and distance low vision aids, as appropriate; and
 - other concepts, techniques, and tools.
- “Parent counseling and training” means assisting parents in understanding the special needs of their child, providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child’s IEP.
- “Physical therapy” means services provided by a qualified physical therapist.

- “Psychological services” includes:
 - administering psychological and educational tests, and other assessment procedures;
 - interpreting assessment results;
 - obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
 - consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
 - planning and managing a program of psychological services, including psychological counseling for children and parents; and
 - assisting in developing positive behavioral intervention strategies.
- “Recreation” includes:
 - assessment of leisure function;
 - therapeutic recreation services;
 - recreation programs in schools and community agencies; and
 - leisure education.
- “Rehabilitation counseling services” means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.
- “School health services” means health services provided by a qualified school nurse or other qualified person that are designed to enable a child with a disability to receive FAPE as described in the child’s IEP.
- “School nurse services” mean health services provided by a qualified school nurse, designed to enable a child with a disability to receive FAPE as described in the child’s IEP.
- “Social work services in schools” includes:
 - preparing a social or developmental history on a child with a disability;
 - group and individual counseling with the child and family;
 - working in partnership with parents and others on those problems in a child’s living situation (home, school, and community) that affect the child’s adjustment in school;
 - mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
 - assisting in developing positive behavioral intervention strategies.
- “Speech-language pathology services” include:
 - identification of children with speech or language impairments;
 - diagnosis and appraisal of specific speech or language impairments;
 - referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
 - provision of speech and language services for the habilitation or prevention of communicative impairments; and
 - counseling and guidance of parents, children, and teachers regarding speech and language impairments.

- “Transportation” includes:
 - travel to and from school and between schools;
 - travel in and around school buildings; and
 - specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

34 CFR § 300.34.

- “Residential care center for children and youth” means a facility operated by a child welfare agency licensed under Wis. Stat. § 48.60 for the care and maintenance of children residing in that facility. Wis. Stat. § 115.76(14g).
 - “Responsible Local Educational Agency:” as used in the section on children in residential care centers means the local educational agency that was responsible for providing a free, appropriate public education to the child before the placement of the child in a residential care center for children and youth.
 - Except “responsible local educational agency” means the school district in which the residential care center for children and youth is located if before the placement of the child in a residential care center for children and youth, the children resided in an: institute or facility operated by the department of health and family services; a Type 1 juvenile correctional facility; or a Type 1 prison.

Wis. Stat. § 115.81.

- “School day” means any day, including a partial day, that children are in attendance at school for instructional purposes. The term “school day” has the same meaning for all children in school, including children with and without disabilities. 34 CFR § 300.11.
- “Scientifically-based research” has the meaning given the term in section 9101(37) of the ESEA. See Appendix; 34 CFR § 300.35.
- “Secondary school” means a nonprofit institutional day or residential school including a public secondary charter school that provides secondary education for grades 9-12. 34 CFR § 300.36.
- “Serious bodily injury” has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code. See Appendix; 34 CFR § 300.530(i)(3).
- “Services plan” means a written statement that describes the special education and related services the school district will provide to a parentally-placed child with a disability enrolled in a private school located in the district, including the location of the services and any transportation necessary, consistent with 34 CFR §§ 300.132, 300.137-139. 34 CFR § 300.37.
- “Special education” means specially designed instruction, regardless of where the instruction is conducted, that is provided at no cost to the child or the child’s parents, to meet the unique needs of a child with a disability, including:
 - instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings;
 - instruction in physical education;
 - speech-language pathology services, or any other related service, if the service consists of specially designed instruction and is considered special education rather than a related service under Wisconsin standards;
 - travel training; and
 - vocational education.

○ The terms in the definition of special education are defined as follows:

“At no cost” means that all specially designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.

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- ◇ “Physical education” means the development of:
 - physical and motor fitness;
 - fundamental motor skills and patterns; and
 - skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).
 - The term includes special physical education, adaptive physical education, movement education, and motor development.
- ◇ “Specially-designed instruction” means adapting content, methodology or delivery of instruction:
 - to address the unique needs of an eligible child that result from the child’s disability; and
 - to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the local educational agency that apply to all children.
- ◇ “Travel training” means providing instruction, as appropriate, to children with significant intellectual disabilities and any other children with disabilities who require this instruction to enable them to develop an awareness of the environment in which they live and learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
- ◇ “Vocational education” means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

34 CFR § 300.39; Wis. Stat. § 115.76(15).

- “Supplementary aids and services” mean aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings to enable a child with a disability to be educated with nondisabled children to the maximum extent appropriate. 34 CFR § 300.42, 115.76(16).
- A “transfer pupil with a disability” means a child with a disability under the Individuals with Disabilities Education Act whose residence has changed from a local educational agency in this state to another local educational agency in this state or from a public agency in another state to a local educational agency in this state. Wis. Admin. Code § PI 11.07.
- “Transition services” means a coordinated set of activities for a child with a disability that:
 - is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including:
 - postsecondary education;
 - vocational education;
 - integrated employment (including supported employment);
 - continuing and adult education;
 - adult services;
 - independent living; or
 - community participation
 - is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes:
 - instruction;
 - related services;
 - community experiences;
 - the development of employment and other post-school adult living objectives; and
 - if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR § 300.43.

- “Universal Design” has the meaning given the term in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. § 3002. See Appendix; 34 CFR § 300.44.
- “Weapon” has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code. See Appendix; 34 CFR § 300.530(i)(4).

Full Educational Opportunity Goal

It is the goal of the School District of Manawa to provide full educational opportunity to all children with disabilities in the area served by the local educational agency. The local educational agency has available to all of its children with disabilities the variety of educational programs and services available to nondisabled children in the local educational agency, including: art, music, industrial arts, consumer and homemaking education, and vocational education or any program or activity in which nondisabled children participate. The School District of Manawa provides supplementary aids and services determined appropriate and necessary by the child’s IEP Team, to ensure that children with disabilities have an equal opportunity to participate in nonacademic and extracurricular services and activities. 34 CFR §§ 300.107; 300.109; 300.110; 300.201.

Free Appropriate Public Education

General. All children with disabilities for whom the School District of Manawa is responsible are provided a free appropriate public education. Special education and related services are provided to these children with disabilities, including, as required by 34 CFR § 300.530(d), children with disabilities who have been suspended or expelled from school. Children with disabilities entitled to a free appropriate public education are children age three, but not yet 21 who have not graduated from high school with a regular high school diploma and, for the duration of a school term, persons who become 21 years old during that school term and who have not graduated from high school with a regular diploma. A regular high school diploma does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED). The special education and related services provided to children addresses all of their special education and related services needs and are provided by personnel qualified as required by 34 CFR §§ 300.156, 300.101(a), 300.102(a)(3)(iv), 300.156; Wis. Stat. § 115.76(3).

The School District of Manawa provides prior written notice of a change in placement consistent with the requirements in the law when a child with a disability graduates from high school with a regular diploma. Additionally, for those students who graduate from high school with a regular diploma as well as students who exceed the age of eligibility, the School District of Manawa provides a summary of their academic achievement and functional performance, including recommendations on how to assist the child in meeting the child’s postsecondary goals. 34 CFR §§ 300.102(a)(3)(iii), 300.305(e)(3).

The School District of Manawa ensures that an IEP is in effect for each eligible child no later than the child’s third birthday. If the child’s third birthday occurs during the summer, the child’s IEP team determines when the IEP services will begin. 34 CFR § 300.101(b).

If a placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is provided at no cost to the parents of the child. 34 CFR § 300.104.

The School District of Manawa admits a nonresident child if the program is appropriate for the child’s disability. When a resident child is refused admittance to another local educational agency, the resident local educational agency ensures that a free appropriate public education is provided to the child. When board and lodging are not furnished to a nonresident child with a disability, the resident local educational agency provides transportation, except as provided in Wis. Stat. § 115.82(2)(a) and (b). Wis. Stat. § 115.82.

After a child with a disability has been removed from his or her current placement for ten school days in the same school year, for any subsequent removal, the School District of Manawa provides services, although in another setting, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child’s IEP. In such a case, school personnel, in consultation with at least one of the child’s teachers, determine the extent of the services. When there is a change of placement, the IEP team determines the appropriate services. 34 CFR § 300.530(d).

Hearing Aids and External Components of Surgically Implanted Medical Devices. The School District of Manawa

ensures that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. The School District of Manawa ensures that the external components of surgically implanted medical devices are functioning properly, but is not responsible for the post-surgical maintenance, programming, or replacement of the medical devices that has been surgically implanted, or of an external component of the surgically implanted medical device. 34 CFR § 300.113.

Physical Education. Physical education services, specially designed if necessary, are made available to every child with a disability unless the LEA does not provide physical education to children without disabilities in the same grades. Each child with a disability is afforded the opportunity to participate in regular physical education programs available to nondisabled children unless the child is enrolled full time in a separate facility, or the child needs specially designed physical education as prescribed in the child's IEP.

If specially designed physical education is prescribed in a child's IEP, the School District of Manawa provides the services directly or makes arrangements for those services to be provided through other public or private programs. The School District of Manawa ensures that a child with a disability who is enrolled in a separate facility receives appropriate physical education services in compliance with the law. 34 CFR § 300.108.

Assistive Technology. The School District of Manawa makes available assistive technology devices or assistive technology services, or both, to a child with a disability if required as part of the child's special education, related services, or supplementary aids and services. If a child's IEP team determines that access to school-purchased assistive technology devices or services in the child's home or in other settings is necessary for the child to receive a free appropriate public education, the devices or services are provided. 34 CFR § 300.105.

Extended School Year. The School District of Manawa ensures that extended school year services are available to each child with a disability as necessary to provide a free appropriate public education. Extended school year services are provided when a child's IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education to the child. The School District of Manawa does not limit extended school year services to particular categories of disability, or unilaterally limit the type, amount, or duration of those services. 34 CFR § 300.106.

Participation in Assessments. Children with disabilities attending the School District of Manawa are included in all state-wide and district-wide assessment programs with appropriate accommodations. Those children who cannot participate in state-wide or district-wide assessments participate in alternate assessments. Needed accommodations or alternate assessments are identified by the IEP team and are specified in the child's IEP. 20 U.S.C. § 1412(a)(16); Wis. Stat. § 115.77(1m)(bg).

Methods of Ensuring a Free Appropriate Education. If a public agency, other than an educational agency, fails to meet its obligation under federal or state law or under state policy or interagency agreement to provide or pay for any services that are also considered special education and related services that are necessary for ensuring a free appropriate public education to a child, the School District of Manawa provides or pays for these services to the child in a timely manner. 34 CFR § 300.154(b)(2).

When the School District of Manawa uses Medicaid or other public insurance benefits programs in which a child participates to provide or pay for special education and related services necessary for the child to receive a free appropriate public education as permitted under the public insurance program, the School District of Manawa obtains parent consent each time access to public benefits or insurance is sought.

Furthermore, the School District of Manawa does not:

- require parents to sign up for or enroll in public insurance programs in order for their child to receive a free appropriate public education under Part B of the Act;
- require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for special education and related services; or
- use a child's benefits under a public insurance program if that use would:
 - decrease available lifetime coverage or any other insured benefit,
 - result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school,
 - increase premiums or lead to the discontinuation of benefits or insurance or
 - risk loss of eligibility for home and community-based waivers based on aggregate health-related expenditures.

Each time the School District of Manawa proposes to access the proceeds of a parents' private insurance to provide services necessary for the child to receive a free appropriate public education, the School District of Manawa:

- obtains informed parent consent; and
- informs the parents that their refusal to permit the School District of Manawa to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

34 CFR § 300.154.

The School District of Manawa timely provides instructional materials in accessible formats to children who are blind, children with print disabilities, or other children with disabilities as required in the child's IEP. 34 CFR § 300.210.

Except for the circumstances provided for in Wis. Stat. §§ 118.51(12)(a) and (b)2 of the Full-Time Open Enrollment law, if a non-resident child with a disability is attending the School District of Manawa under the Full-Time Open Enrollment law, the local educational agency provides an educational placement for the child. If tuition charges are required by the placement, the School District of Manawa pays tuition charges instead of the resident school district. Wis. Stat. § 115.79(1)(b).

Public Information

The School District of Manawa regularly publicizes information about its special education procedures and services. Further, the School District of Manawa makes available to any person, upon request, all documents relating to the School District of Manawa's eligibility for state and federal special education funds. 34 CFR § 300.212; Wis. Stat. §§ 115.77(1m)(g) and (h).

If the School District of Manawa receives a notice from the Department of Public Instruction that it is in noncompliance with respect to state or federal special education law and the Department of Public Instruction is proposing to reduce or withhold any further payments to the School District of Manawa until the Department of Public Instruction is satisfied that the School District of Manawa is complying with that requirement, the local educational agency gives public notice of the pending state actions. 34 CFR § 300.222(b).

Child Find

General. The School District of Manawa identifies, locates, and evaluates all children with disabilities, regardless of the severity of their disability, who are in need of special education and related services, including children attending private schools, children who are made a ward of the state, county, or child welfare agency under chapter 54 or 880, children who are not yet three years of age, highly mobile children such as migrant and homeless children, and children who are suspected of being a child with a disability even though they are advancing from grade to grade. 34 CFR § 300.111; Wis. Stat. § 115.77(1m)(a).

Referral. The School District of Manawa accepts and processes referrals of children suspected to have a disability. The School District of Manawa has written procedures for accepting and processing referrals. Licensed school personnel who reasonably believe a child has a disability are required to make a referral.

Prior to submitting a referral, the people required to make referrals inform the parents of their intent to make a referral. If this School District of Manawa receives a referral for a child who is attending this School District of Manawa under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. §§ 121.84(1)(a) or (4), the School District of Manawa provides the name of the child and related information to the local educational agency of residence. Whenever this School District of Manawa receives a referral for a resident child attending school in another local educational agency under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. §§ 121.84(1)(a) or (4), the School District of Manawa provides the name of the child and related information to the local educational agency of attendance.

The School District of Manawa accepts written referrals. Each referral includes the name of the child and reasons why the person making the referral believes that the child is a child with a disability. The School District of Manawa documents and dates the receipt of each referral.

At least annually, the School District of Manawa informs parents and persons required by law to make referrals about the School District of Manawa's referral and evaluation procedures.

The School District of Manawa provides information and in-service opportunities for its licensed staff to

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familiarize them with the School District of Manawa's referral procedures. Wis. Stat. § 115.777.

IEP Team

The School District of Manawa establishes an IEP team for each child referred to the School District of Manawa.

Participants. The IEP team for each child consists of all of the following:

- the parents of the child;
- at least one regular education teacher of the child if the child is, or may be, participating in a regular education environment;
- at least one special education teacher who has recent training or experience related to the child's known or suspected area of special education needs or, where appropriate, at least one special education provider of the child;
- a representative of the School District of Manawa (LEA):
 - who is qualified to provide or supervise the provision of special education,
 - who is knowledgeable about the general education curriculum, and
 - who is knowledgeable about and authorized to commit the available resources of the School District of Manawa (who may be another member of the IEP team if the criteria are met);
- an individual who can interpret the instructional implications of evaluation results, who may otherwise be a team member;
- an appropriate therapist if the child is suspected to need occupational therapy or physical therapy or both. Wis. Admin. Code § PI 11.24.
- a department-licensed speech or language pathologist when documenting a speech or language impairment and the need for speech or language services. Wis. Admin. Code § PI 11.36(5)(e).
- at the discretion of the parent or School District of Manawa, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate. The determination of the individual's knowledge or special expertise is made by the party (parents or School District of Manawa) who invited the individual to be a member of the IEP team;
- whenever appropriate, the child;
- at least one person designated by the school board of the child's school district of residence who has knowledge or special expertise about the child when the student is attending a public school in a nonresident school district under Full-Time Open Enrollment Law, or a tuition waiver under Wis. Stat. §§ 121.84(1)(a) or (4),

In addition to the above members, the School District of Manawa invites the following:

- To the extent appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, if the parents or the child who has reached the age of majority provides consent; and
- The student, when the purpose of the meeting will be consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. If the student does not attend the IEP Team meeting, the School District of Manawa takes other steps to ensure consideration of the student's preferences and interests.
- If requested by the parent, at the initial IEP Team meeting for a child previously served under Part C, the Part C service coordinator or other representatives of the Part C System will be invited.

34 CFR § 300.321; Wis. Stat. § 115.78; Wis. Admin. Code § 11.24(2).

IEP Team Attendance. An IEP Team member is not required to attend an IEP Team meeting, in whole, or in part, if the parent of a child with a disability and the School District of Manawa agree, in writing, the attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed.

An IEP Team member may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if the parent, in writing, and the School District of Manawa consent to the excusal, and the member submits,

in writing to the parent and the IEP Team, input into the development of the IEP prior the meeting. 34 CFR § 300.321(e); Wis. Stat. § 115.78(5).

Parent Participation in IEP Team Meetings. The School District of Manawa takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including:

- notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- scheduling the meeting at a mutually agreed on time and place.

The notice required in this policy:

- indicates the purpose, time, and location of the meeting and who will be in attendance; informs the parents of the provisions in these policies relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child; and
- informs the parents that they can request the Part C coordinator or other representatives of the Part C system be at the initial IEP Team meeting for a child previously served under Part C of IDEA.

Beginning no later than in the first IEP that will be in effect when the child is 14, the notice also:

- indicates that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the child;
- indicates that the School District of Manawa will invite the student; and
- identifies any other agency that will be invited to send a representative.

If neither parent can attend, the School District of Manawa agency uses other methods to ensure parent participation, including individual or conference calls.

The School District of Manawa may conduct meetings without a parent in attendance if the School District of Manawa is unable to convince the parents that they should attend. In this case the School District of Manawa has a record of its attempts to arrange a mutually agreed on time and place, such as:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parents and any responses received; and
- detailed records of visits made to the parent's home or place of employment and the results of those visits.

The School District of Manawa takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

Subject to the timeline requirements contained in this policy, if the parents of the child or the School District of Manawa staff determine at any meeting during the process of the evaluation, development of the IEP or placement of the child that additional time is needed to permit meaningful parental participation, the School District of Manawa provides it. Upon request, the School District of Manawa provides a copy of the most recent evaluation report to the child's parents at any meeting of the IEP team.

The School District of Manawa gives the parent a copy of the child's IEP at no cost to the parent. 34 CFR § 300.322; Wis. Stat. §§ 115.787(2)(g) and 115.78(3)(d).

IEP Team Duties. The IEP team does all of the following:

- evaluates the child to determine the child's eligibility or continued eligibility for special education and related services, and the educational needs of the child;
- develops an IEP for the child; and
- determines the special education placement for the child.

34 CFR § 300.324(a); Wis. Stat. § 115.78.

Timeline. Within 15 business days of receiving a referral, the School District of Manawa sends to the child's parents a request for consent to evaluate the child except that if the School District of Manawa determines that no additional data are necessary, the School District of Manawa notifies the child's parent of that

determination within 15 business days of receiving the referral. The School District of Manawa determines if a child is a child with a disability within 60 days after receiving parental consent for the evaluation or provides notice that no additional data are needed. The 60-day period does not apply:

- if the child transfers into the School District of Manawa before the previous local educational agency has made an eligibility determination, sufficient progress is being made to ensure a prompt completion of the evaluation, and the child's parents agree to a specific time when the evaluation will be completed;
- if the child's parent repeatedly fails or refuses to produce the child for the evaluation; or
- if a child is being evaluated for a specific learning disability and the timeline is extended by mutual written agreement of the child's parents and IEP team.

The School District of Manawa conducts a meeting to develop an IEP and determine placement within 30 days of a determination that a child is a child with a disability.

If the parents of the child or School District of Manawa staff determine at any meeting during the process of evaluation, development of the IEP, or determination of placement, that additional time is needed to permit meaningful parent participation, the School District of Manawa provides it. 34 CFR §§ 300.301, 300.323, 300.309(c); Wis. Stat. §§ 115.777(3)(e), 115.78.

Evaluation

General. As part of an initial evaluation of a child and as part of any reevaluation of a child, the IEP team and other qualified professionals, as determined by the School District of Manawa:

- reviews existing evaluation data on the child, including evaluations and information provided by the child's parents, previous interventions, and the effects of those interventions, current classroom-based, local, or state assessments, classroom-based observations, and observations by teachers and related services providers; and
- on the basis of that review and information provided by the child's parents, identifies the additional data, if any, that are needed, to determine:
 - whether the child meets the criteria for a particular category of disability and the educational needs of the child or, in case of a reevaluation of a child, whether the child continues to meet the criteria for such a disability and the educational needs of the child;
 - the present levels of academic achievement and related developmental needs of the child;
 - whether the child needs specially designed instruction, or in the case of a reevaluation of a child, whether the child continues to need specially designed instruction; and
 - whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable, annual goals specified in the child's IEP and to participate, as appropriate, in the general education curriculum.
- The School District of Manawa administers such assessment and other evaluations as may be needed to produce the additional data.
- The review of existing evaluation data on the child may occur without conducting a meeting.

34 CFR § 300.305; Wis. Stat. § 115.782(2)(b).

The School District of Manawa does not require parental consent before reviewing existing data as part of an evaluation or reevaluation or administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, the School District of Manawa requires consent for all children. 34 CFR § 300.300(d)(1).

Screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services. 34 CFR § 300.302.

The School District of Manawa provides the parents of the child with proper written notice, of any evaluation procedures the agency proposes to conduct, and the names of the individuals who will conduct the evaluation, if known. 34 CFR § 300.304(a); Wis. Stat. § 115.782(1)(a).

Initial Evaluations. The School District of Manawa obtains informed consent from the child's parent before administering assessments or other evaluation materials to the child. Parental consent for the evaluation

does not constitute consent for placement for receipt of special education and related services. 34 CFR § 300.300(a); Wis. Stat. § 115.782(1)(b).

If the child is a ward of the state and is not residing with the child's parent, the School District of Manawa is not required to obtain informed consent from the parent for an initial evaluation if: the School District of Manawa cannot, after reasonable efforts, locate the parent of the child; the rights of the parents of the child have been terminated in accordance with state law; or, the rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child. 34 CFR § 300.300(a)(2).

If the parent of a child enrolled in public school or seeking to be enrolled in public school does not provide consent for an initial evaluation or fails to respond to a request to provide consent, the School District of Manawa may, but is not required to, pursue the initial evaluation by utilizing mediation or due process. 34 CFR § 300.300(a)(3).

If a parent of a child who is home schooled or parentally placed in a private school does not provide consent, or the parent fails to respond to a request to provide consent, the School District of Manawa cannot use mediation or due process and is not required to consider the child as eligible for services. 34 CFR § 300.300(d)(4).

The School District of Manawa does not use a parent's refusal to consent to activities relating to conducting an initial evaluation to deny the parent or child any other service, benefit, or activity of the School District of Manawa. 34 CFR § 300.300(d)(3).

IEP Team Determination of Eligibility or Continuing Eligibility (Initial and Reevaluation). Following a review of existing data and administration of assessments and other evaluation materials (if any), the IEP team determines whether the child is or continues to be a child with a disability. For a child who does not otherwise meet the eligibility criteria under state law, the IEP team does not determine that the child is a child with a disability solely because the child has received inappropriate instruction in reading or math or because the child has limited proficiency in English. In interpreting evaluation data for the purpose of determining if a child is a child with a disability, and the educational needs of the child, the School District of Manawa draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The School District of

Manawa ensures that information obtained from all of these sources is documented and carefully considered. 34 CFR § 300.306.

Reevaluation. In conducting reevaluations, the IEP team:

- evaluates a child with a disability in accordance with the law before determining that the child is no longer a child with a disability, and
- reevaluates a child with a disability in accordance with the law if the School District of Manawa determines that the educational or related services needs of the child, including the child's academic and functional performance, warrant a reevaluation or if the child's parent or teacher requests a reevaluation. The IEP team shall reevaluate a child no more than once a year unless the child's parents and the School District of Manawa agree otherwise, and at least once every 3 years unless the child's parent and School District of Manawa agree that a reevaluation is unnecessary.

34 CFR §§ 300.303, 300.305(e)(1); Wis. Stat. § 115.782(4).

An evaluation is not required before the termination of a child's eligibility for special education and related services because he or she graduated from secondary school with a regular diploma or because he or she reached the age of 21. Under these circumstances, the School District of Manawa provides the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting his or her postsecondary goals. 34 CFR §§ 300.305(e)(2) and (3); Wis. Stat. § 115.782(4).

In conducting a reevaluation, the School District of Manawa obtains informed consent from the child's parent before administering new assessments and other evaluation materials. The School District of Manawa proceeds without consent only if the School District of Manawa has taken reasonable measures to obtain the consent and the child's parents have failed to respond. Reasonable measures are the measures required for conducting an IEP meeting without a parent in attendance. If the parent of a child enrolled in public school or seeking to be enrolled in public school refuses to provide consent, the School District of Manawa is not required to pursue the reevaluation, but may pursue the reevaluation by utilizing mediation or due process.

If a parent of a child who is home schooled or parentally placed in a private school refuses or fails to respond to a request for consent for a reevaluation, the School District of Manawa cannot use mediation or due process and is not required to consider the child as eligible for services. 34 CFR §§ 300.300(c) and (d); Wis. Stat. § 115.782(4)(b).

If the IEP team and other qualified professionals, as appropriate, finds no additional information is needed to determine whether a child continues to be a child with a disability, and to determine the child's educational needs, the School District of Manawa notifies the

child's parents of that finding and the reasons for it, and that the parent has a right to request an assessment to determine whether the child continues to have a disability, and to determine the child's educational needs. The School District of Manawa conducts such an assessment if the parent requests it. 34 CFR § 300.305(d); Wis. Stat. § 115.782(4)(c).

Evaluation Report. When the IEP team determines a child's eligibility, the team prepares an evaluation report that includes documentation of the determination of eligibility. The School District of Manawa gives a copy of the evaluation report and the documentation of determination of eligibility at no cost to the child's parents. 34 CFR § 300.306(a); Wis. Stat. § 115.782(3)(b).

Evaluation Safeguards. When a School District of Manawa evaluates a child with a disability, the IEP team:

- does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child;
- uses a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the child's parent, that may assist in determining whether the child is a child with a disability and the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum or, for preschool children, to participate in appropriate activities;
- uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and
- ensures all of the following:
 - assessments and other evaluation materials used to assess a child are selected and administered so as not to be racially or culturally discriminatory and are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do, academically, developmentally, and functionally, unless it is clearly not feasible to do so;
 - any assessments given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such assessments or evaluation materials;
 - the child is assessed in all areas of suspected disability; including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and
 - assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are used.

34 CFR § 300.304; Wis. Stat. §§ 115.782(2) and 3(b).

The evaluation report includes documentation of determination of eligibility for special education. A copy of the evaluation report, including the documentation of eligibility is given to the child's parents.

In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs whether or not commonly linked to the disability category in which the child has been classified. 34 CFR §§ 300.304 (c)(6)-(7).

The School District of Manawa ensures assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient. 34 CFR § 300.304(c)(2).

The School District of Manawa ensures assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the skills the test purports to measure). 34 CFR § 300.304(c)(3).

Additional Requirements for Specific Learning Disabilities. When a school begins to use data from a multi-level system of support to consider if the student meets the Insufficient Progress criterion, the IEP team shall include the following additional members:

- at least one licensed person who is qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology;
- at least one licensed person who has implemented scientific, research-based or evidence-based, intensive interventions with the referred pupil;
- at least one licensed person who is qualified to conduct individual diagnostic evaluations of children; and
- if the child does not have a licensed general education teacher, a general education classroom teacher licensed to teach a child of the same age, or for a child of less than school age, an individual qualified by the Department of Public Instruction to teach a child of his or her age.

Wis. Admin. Code PI § 11.36(6).

For a child suspected of having a specific learning disability, the documentation of the determination of eligibility shall include:

- whether the child has a specific learning disability;
- the basis for making that determination, including an assurance that the eligibility determination was based on a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and that the information obtained from all of these sources is documented and carefully considered;
- the relevant behavior, if any, noted during observation of the child and the relationship of that behavior to the child's academic functioning in the area of potential specific learning disability;
- documentation that the intensive intervention was applied in a manner highly consistent with its design, was closely aligned to pupil need, and was culturally appropriate;
- the educationally relevant medical findings, if any;
- whether the child does not achieve adequately for the child's age or to meet state approved grade-level standards and the child does not make sufficient progress to meet age or State-approved grade-level standards; the determination of the team concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional behavioral disability; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and
- if the child has participated in a process that assesses the child's response to scientific, research-based intervention, documentation that the child's parents were notified about the following:
 - the progress monitoring data collected;
 - strategies for increasing the child's rate of learning including the intensive interventions used, and
 - the parents' right to request an evaluation.

Each IEP team member certifies in writing whether the report reflects his or her conclusion. If the evaluation report does not reflect the IEP team member's conclusions, the member submits a separate statement presenting his or her conclusions. Wis. Admin. Code § PI 11.36(6).

Determination of Eligibility

An evaluation conducted by an IEP team under Wis. Stat. § 115.782, shall focus on the consideration of information and activities that assist the IEP team in determining the educational needs of the child. Specifically, the IEP team shall meet the evaluation criteria specified under Wis. Stat. § 115.782(2)(a), when conducting tests and using other evaluation materials in determining a child's disability. Evaluation means procedures used in accordance with §§300.304 through 300.311 to determine whether a child has a disability and the nature and extent of the specially designed instruction, supplementary aids and services, and related services that the child needs. 34 CFR § 300.15.

A child shall be identified as having a disability if the IEP team has determined from a comprehensive evaluation conducted under Wis. Stat. § 115.782, that the child has an impairment under Wis. Admin. Code § PI 11.36 that adversely affects the child's educational performance, and the child requires specially designed instruction. "Specially designed instruction" means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability; and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. 34 CFR § 300.39(a)(3).

Every special education evaluation must be sufficiently comprehensive to identify the effects of the student's disability and the student's disability-related needs, whether or not commonly linked to the disability category(s) in which the student has been classified. 34 CFR § 300.304(c)(6). The evaluation must yield sufficient information to allow the team to move forward to develop, or review and revise, the student's IEP if the student is found eligible for special education. This means the team must have the information needed to make decisions about how to educate the student so the student can access the general education curriculum and instruction to make progress toward meeting the expectations and standards that apply to all students of the same age or grade. Wis. Admin. Code § PI 11.35.

A child will not be determined to be a child with a disability if:

- The determinant factor for that determination is
 - Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 U.S.C. § 6368(3); or
 - Lack of appropriate instruction in math; or
 - Limited English proficiency;
- The child does not otherwise meet the eligibility criteria; and,
- The child does not require specially designed instruction.

34 CFR § 300.306(b); Wis. Stat. § 115.782(3)(a).

Disability Categories

All provisions in these policies shall be construed consistent with 20 U.S.C. § 1400 et. seq. and the regulations promulgated thereunder. Wis. Admin. Code § PI 11.36.

Autism. Wis. Admin. Code § PI 11.36(8).

Autism means a developmental disability significantly affecting a child's social interaction and verbal and nonverbal communication, generally evident before age 3 that adversely affects learning and educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional behavioral disability as defined in Wis. Admin. Code § PI 11.36(7).

The results of standardized or norm-referenced instruments used to evaluate and identify a child under this paragraph may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessments, achievement assessments, observation and work samples shall be considered to identify a child under this paragraph. Augmentative communication strategies, such as facilitated communication, picture boards or signing shall be considered when evaluating a child under this paragraph. To identify a child as a child with autism, the criteria under 1. and 2. and one or more criteria under 3. through 6. shall be met.

1. The child displays difficulties or differences or both in interacting with people and events. The child may be unable to establish and maintain reciprocal relationships with people. The child may seek consistency in environmental events to the point of exhibiting rigidity in routines.
2. The child displays problems which extend beyond speech and language to other aspects of social communication, both receptively and expressively. The child's verbal language may be absent or, if present, lacks the usual communicative form which may involve deviance or delay or both. The child may have a speech or language disorder or both in addition to communication difficulties associated with autism.
3. The child exhibits delays, arrests, or regressions in motor, sensory, social, or learning skills. The child may exhibit precocious or advanced skill development, while other skills may develop at normal or extremely depressed rates. The child may not follow normal developmental patterns in the acquisition of skills.
4. The child exhibits abnormalities in the thinking process and in generalizing. The child exhibits strengths in concrete thinking while difficulties are demonstrated in abstract thinking, awareness, and judgment. Perseverant thinking and impaired ability to process symbolic information may be present.
5. The child exhibits unusual, inconsistent, repetitive, or unconventional responses to sounds, sights, smells, tastes, touch, or movement. The child may have a visual or hearing impairment or both in addition to sensory processing difficulties associated with autism.
6. The child displays marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The child's capacity to use objects in an age-appropriate or functional manner may be absent, arrested or delayed. The child may have difficulty displaying a range of interests or imaginative activities or both. The child may exhibit stereotyped body movements.

Blind and Visually Impaired. Wis. Admin. Code § PI 11.36(3).

Blind and visually impaired means even after correction a child's visual functioning adversely affects educational performance.

The IEP team may identify a child as blind and visually impaired after all of the following events occur:

1. A teacher of the blind and visually impaired licensed under Wis. Admin. Code § PI 34.051 conducts a functional vision evaluation which includes a review of medical information from an ophthalmologist or optometrist, formal and informal tests of visual functioning, and a determination of the implications of the blindness or visual impairment on the educational and curricular needs of the child.
2. An orientation and mobility specialist licensed under Wis. Admin. Code § PI 34.089 evaluates the child to determine if there are related orientation and mobility needs in home, school, or community environments. A child may meet this criteria even if they do not have orientation and mobility needs.

Upon re-evaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code § PI 11.35, including specially designed instruction, is a child with a disability under this section.

Deaf and Hard of Hearing. Wis. Admin. Code § PI 11.36(4).

Deaf and hard of hearing means a decreased ability to detect sound in one or both ears with or without amplification, whether permanent or chronically fluctuating, which adversely affects a child's educational performance. This includes academic performance, speech perception, speech production, or communication including language acquisition or expression.

A current evaluation by an audiologist licensed under chapter 459, Stats., shall be one of the components for an initial evaluation of a child with suspected hearing loss. A teacher of the deaf or hard of hearing licensed under Wis. Admin. Code § PI 34.050 must be a member of the IEP team when determining eligibility.

Upon re-evaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code § PI 11.35, including specially designed instruction, is a child with a disability under this section.

Deafblind. Wis. Admin. Code § PI 11.36(4m).

Deafblind means concomitantly deaf or hard of hearing and blind or visually impaired, the combination of which causes severe communication and other developmental and educational needs such that the individual disability-related needs of the student extend beyond the instruction and supports required for a student who is solely deaf or hard of hearing or blind or visually impaired.

Upon re-evaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code § PI 11.35, including specially designed instruction, is a child with a disability under this section.

Emotional Behavioral Disability. Wis. Admin. Code § PI 11.36(7).

Emotional behavioral disability, pursuant to Wis. Stat. § 115.76(5)(a)5, means social, emotional, or behavioral functioning that so departs from the generally accepted, age appropriate ethnic or cultural norms that it adversely affects a child's academic progress, social relationships, personal adjustment, classroom adjustment, self-care, or vocational skills.

The IEP team may identify a child as having an emotional behavioral disability if the child ~~meets the preceding definition and meets all of the following:~~ *exhibits at least one of the following:*

- The child demonstrates severe, chronic, and frequent behavior that is not the result of situational anxiety, stress, or conflict.
- The child's behavior described under par.(a) occurs in school and in at least one other setting.
- The child displays any of the following:
 - Inability to develop or maintain satisfactory interpersonal relationships.
 - Inappropriate affective or behavioral response to a normal situation.
 - Pervasive unhappiness, depression, or anxiety.
 - Physical symptoms, pains or fears associated with personal or school problems.
 - Inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - Extreme withdrawal from social interactions.
 - Extreme aggressiveness for a long period of time.
 - Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences, and opportunities that the child or other children in a regular or special education program are negatively affected.

The IEP team shall rely on a variety of sources of information, including systematic observations of the child in a variety of educational settings and shall have reviewed prior, documented interventions. If the IEP team knows the cause of the disability under this paragraph, the cause may be, but is not required to be, included in the IEP team's written evaluation summary.

The IEP team may not identify or refuse to identify a child as a child with an emotional behavioral disability solely on the basis that the child has another disability, or is socially maladjusted, adjudged delinquent, a dropout, chemically dependent, or a child whose behavior is primarily due to cultural deprivation, familial instability, suspected child abuse or socio-economic circumstances, or when medical or psychiatric diagnostic statements have been used to describe the child's behavior.

New language

all new language

Intellectual Disability. Wis. Admin. Code § PI 11.36(1).

Intellectual disability means significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills and manifested during the developmental period that adversely affects the child's educational performance. The IEP team may identify a child as having an intellectual disability if the child meets the following criteria:

1. The child has a standard score of 2 or more standard deviations below the mean on an individually administered intelligence test which takes into account the child's mode of communication and is developed to assess intellectual functioning using this mode. More than one intelligence test may be used to produce a comprehensive result.
2. The child has significant limitations in adaptive behavior that are demonstrated by a standards score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments that include interviews of the parents, tests, and observations of the child in adaptive behavior which are relevant to the child's age, including at least one of the following:
 - a. Conceptual skills;
 - b. Social adaptive skills;
 - c. Practical adaptive skills; or
 - d. An overall composite score on a standardized measure of conceptual, social, and practical skills.
3.
 - a. The child is age 3 through 5 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in the following areas: language development and communication, cognition, and general knowledge.
 - b. The child is age 6 through 21 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in general information and at least 2 of the following areas: written language, reading, and mathematics.

When it is determined that reliable and valid assessment results are not possible due to the child's functioning level or age, a standardized developmental scale or a body of evidence including informal measures shall be used to assess the child.

Upon re-evaluation, a child who met identification criteria for cognitive disability prior to September 1, 2015, and continues to demonstrate a need for special education under s. PI 11.35 (2), including specially designed instruction, is a child with a disability under this section.

NOTE: Intellectual disabilities typically manifest before age 18. An etiology should be determined when possible, so the IEP team can use this information for program planning.

Orthopedic Impairment. Wis. Admin. Code § PI 11.36(2).

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes but is not limited to impairments caused by congenital anomaly such as clubfoot or absence of some member; impairments caused by disease such as poliomyelitis or bone tuberculosis; and impairments from other causes such as cerebral palsy, amputations, and fractures or burns that cause contractures. ** Upon Reevaluation ...*

Other Health Impairment. 34 CFR § 300.8; Wis. Admin. Code § PI 11.36(10).

Other health impairment means having limited strength, vitality, or alertness due to chronic or acute health problems. The term includes but is not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, Tourette syndrome, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or acquired injuries to the brain caused by internal occurrences or degenerative conditions, which adversely affects a child's educational performance.

Significant Developmental Delay. Wis. Admin. Code § PI 11.36(11).

Significant developmental delay means children, age 3 through 9 years of age, who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional or adaptive development.

All other suspected impairments are considered before identifying a child's primary impairment as significant developmental delay.

A child may be identified as having significant developmental delay when delays in development significantly challenge the child in two or more of the following five major life activities:

- Physical activity in gross motor skills such as the ability to move around and interact with the environment with appropriate coordination, balance, and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils and other useful objects in the environment.
- Intellectual activity such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing, and problem-solving skills often observed in a child's play.
- Communication activity in expressive language such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving, and understanding language.
- Emotional activity such as the ability to feel and express emotions and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers, and sustaining bonds with family members and other significant adults.
- Adaptive activity, such as caring for his or her own needs and acquiring independence in age-appropriate eating, toileting, dressing, and hygiene tasks.

Documentation of significant developmental delays and their detrimental effect upon the child's daily life shall be based upon qualitative and quantitative measures including all of the following:

- A developmental and basic health history including results from vision and hearing screenings and other pertinent information from parents and, if applicable, other caregivers or service providers.
- Observation of the child in his or her daily living environment such as the child's home with a parent or caregiver or an early education or care setting which includes peers who are typically developing. If observation in these settings is not possible, observation in an alternative setting is permitted.
- Results from norm-referenced instruments are used to document significant delays of at least one and one-half standard deviations below the mean in two or more of the developmental areas which correspond to the major life activities. If it is clearly not appropriate to use norm-referenced instruments, other instruments such as criterion-referenced measures are used to document the significant delays.

Specific Learning Disability. Wis. Admin. Code § PI 11.36(6).

Specific learning disability, means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken, or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, motor disabilities, intellectual disabilities, emotional disturbance, cultural factors, environmental, or economic disadvantage.

The IEP team may identify a child as having a specific learning disability if both of the following apply:

1. Inadequate Classroom Achievement

Upon initial identification, the child does not achieve adequately for his or her age or meet state-approved grade-level standards in one or more of the following eight areas of potential specific learning disabilities when provided with learning experiences and instruction appropriate for the child's age: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving. A child's achievement is inadequate when the child's score, after intensive intervention, on one or more assessments of achievement is equal to or more than 1.25 standard deviations below the mean in one or more of the eight areas of potential specific learning disabilities. Assessments shall be individually administered, norm-referenced, valid, reliable, and diagnostic of impairment in the area of potential specific learning disabilities.

Upon reevaluation

The 1.25 standard deviation requirement may not be used if the IEP team determines that the child cannot attain valid and reliable standard scores for academic achievement because of the child's test behavior, the child's language proficiency, an impairment of the child that interferes with the attainment of valid and reliable scores, or the absence of individually administered, norm-referenced, standardized, valid, and reliable diagnostic assessments of achievement appropriate for the child's age. If the IEP team makes such a determination, it shall document the reasons why it was not appropriate to consider standardized achievement testing and shall document that inadequate classroom achievement exists in at least one of the eight areas of potential specific learning disabilities using other empirical evidence.

The IEP team may consider scores within 1 standard error of the measurement of the 1.25 standard deviation criterion above to meet the inadequate classroom achievement criteria if the IEP team determines the child meets all other criteria.

2. Insufficient Progress. Upon evaluation, the child has made insufficient progress in one of the following areas:

a. Insufficient response to intensive, scientific, research-based or evidence-based intervention. The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the eight areas of potential specific learning disabilities when using a process based on the child's response to intensive, scientific, research-based or evidence-based interventions.

Intensive interventions may be implemented prior to referral, or as part of an evaluation, for specific learning disability. The IEP team shall consider progress monitoring data from at least two intensive, scientific, research-based or evidence-based interventions, implemented with adequate fidelity and closely aligned to individual student learning needs. The median score of three probes is required to establish a stable baseline data point for progress monitoring. IEP teams shall use weekly or more frequent progress monitoring to evaluate rate of progress during intensive, scientific, research-based or evidence-based interventions.

Rate of progress during intensive interventions is insufficient when any of the following areas are true: the rate of progress of the referred child is the same or less than that of his or her same-age peers; the referred child's rate of progress is greater than that of his or her same-age peers but will not result in the referred child reaching the average range of his or her same-age peers' achievement for that area of potential disability in a reasonable period of time; or the referred child's rate of progress is greater than that of his or her same-age peers, but the intensity of the resources necessary to obtain this rate of progress cannot be maintained in general education.

If the LEA decides to use insufficient response to intensive, scientific, research-based or evidence-based intervention for any child being evaluated for specific learning disabilities enrolled in a school, the LEA shall use insufficient response to intensive, scientific, research-based or evidence-based interventions for all such evaluations of children enrolled in that school. At least ten days in advance of beginning to use insufficient response to intensive, scientific, research-based or evidence-based intervention in a school, the LEA will notify parents of all children enrolled in that school of the intent to use insufficient response to intensive, scientific, research-based or evidence-based intervention.

The IEP team may not identify a child as having a specific learning disability if the team's findings of inadequate classroom achievement or insufficient progress are primarily due to one of the following exclusionary factors:

- environmental, economic disadvantage or cultural factors;
- lack of appropriate instruction in reading, including in the essential components of reading instruction;
- lack of instruction in math;
- limited proficiency in English;
- any of the other impairments; and
- lack of appropriate instruction in the area(s) of potential specific learning disability under consideration.

The child must be systematically observed in the child's learning environment, including the general classroom setting when possible, to document the child's academic performance and behavior in any of the eight areas of potential specific learning disabilities.

The systematic observation of routine classroom instruction and monitoring of the child's performance in at least one of the eight areas of potential specific learning disabilities may be conducted before the child was referred for evaluation, or the systematic observation of the child's academic performance in at least one of the eight areas of potential specific learning disabilities shall be conducted after the child has been referred for an evaluation and parental consent is obtained. If the child is less than school age or out of school, at least one member of the IEP team will conduct a systematic observation of the child in an environment appropriate for a child of that age.

If the child has participated in a process that assesses the child's response to intensive, scientific, research-based or evidence-based interventions, the IEP team will use information from a systematic observation of pupil behavior and performance in the area or areas of potential specific learning disability during intensive intervention for that area, conducted by an individual who is not responsible for implementing the interventions with the referred pupil.

In addition to all other determinations, the IEP team shall base its decision of whether a child has a specific learning disability on a comprehensive evaluation using formal and informal assessment data regarding academic achievement and learning behavior from sources such as standardized tests, error analysis, criterion referenced measures, curriculum-based assessments, pupil work samples, interviews, systematic observations, analysis of the child's response to previous interventions, and analysis of classroom expectations and curriculum.

Upon reevaluation, a child who met initial identification criteria and continues to demonstrate a need for special education, including specially designed instruction, is a child with a disability under this section, unless the exclusionary factors now apply. If a child with a specific learning disability performs to generally accepted expectations in the general education classroom without specially designed instruction, the IEP team shall determine whether the child is no longer a child with a disability.

Why Blank?

Speech and Language Impairment. Wis. Admin. Code § PI 11.36(5).

Definitions. In this subsection:

1. “Home languages” mean the languages used by the child or the parent of the child in their natural environment, or the modes of communication that are used by the child or the parent of the child in their natural environment, and may include languages other than English, sign language, braille, or augmentative and alternative communication.
2. “Natural environment” means settings that are natural or typical for a same-aged child without a disability and may include school, home, or community.
3. “Significant discrepancy” means performance on a norm-referenced assessment that meets the cutoff score for a speech or language disorder and is significantly below age- or grade-level expectations relative to a normative sample, often reported as a percentile or standard score.
4. “Speech or language impairment” means an impairment of speech or sound production, voice, fluency, or language that adversely affects educational performance or social, emotional, or vocational development.

Assessments and other evaluation materials used to conduct a comprehensive evaluation of a child’s speech and language development shall be provided and administered in the child’s home languages. Assessments and other evaluation materials shall be in the form most likely to yield accurate information unless it is not feasible to do so and shall describe the child’s speech and language abilities and how those abilities impact the child’s progress in the general education environment relative to the speech and language demands of the classroom and curriculum. Interpretation of assessments shall be based on the representativeness of the normative sample and the psychometric properties of the assessment.

Speech Sound Disorder

Following consideration of the child’s age, culture, language background, and dialect, the child meets all of the following conditions for a speech sound disorder:

- a. The child’s speech sound production is documented to be delayed, as evidenced through at least one observation in a natural environment.
- b. The child’s speech sound production is documented to be delayed, as measured by a criterion-referenced assessment, such as a developmental scale or a phonetic inventory, or significant discrepancy in performance from typical on a norm-referenced assessment.
- c. The child’s intelligibility is below the expected range and not due to influences of home languages or dialect. Intelligibility ratings as documented by school staff or caregivers indicate an impact across environments.
- d. Speech sound production is less than 30% stimulable for incorrect sounds.

Phonological Disorder

Following consideration of the child’s age, culture, language background, or dialect, the child demonstrates the characteristics of a phonological disorder, which include both of the following:

- a. The child’s intelligibility is below the expected range and not due to influences of home languages or dialect. Intelligibility ratings as documented by school staff or caregivers indicate an impact across environments.
- b. The child’s phonological process use is documented to be non-developmental or outside of the expected developmental range, as evidenced through at least one observation in a natural environment, and by measurement of either the presence of one or more phonological processes occurring at least 40%, significant discrepancy in performance from typical on a norm-referenced assessment, or both.

Voice Impairment

The child's voice is impaired in the absence of an acute, respiratory virus or infection and not due to temporary physical factors such as allergies, short term vocal abuse, or puberty. Following consideration of the child's age, culture, language background, or dialect, the

child demonstrates characteristics of a voice impairment, which include any of the following:

- a. The child's vocal volume, including loudness.
- b. The child's vocal pitch, including range, inflection, or appropriateness.
- c. The child's vocal quality, including breathiness, hoarseness, or harshness.
- d. The child's vocal resonance, including hypernasality.

Fluency Disorder

The child exhibits characteristics of a fluency disorder, following consideration of the child's age, language background, culture, and dialect. The evaluation shall include a variety of measures, including case history, observation in natural environment, norm-referenced assessment or disfluency analysis, and result in evidence of atypical fluency. The presence of one or more of the following characteristics shall indicate a fluency disorder:

- a. Speech disfluencies associated with stuttering or atypical disfluency, which include repetitions of phrases, words, syllables, and sounds or dysrhythmic phonations such as prolongations of sounds or blockages of airflow typically in excess of 2% of total syllables, one second of duration, and two or more iterations in a repetition. Non-verbal physical movements, such as eye blinking or head jerking, may accompany the stuttering. Negative feelings about oral communication may be significant enough to result in avoidance behaviors in an attempt to hide or diminish stuttering.
- b. A speech rate that is documented to be rapid, irregular, or both and may be accompanied by sound or syllable omissions, sequencing errors, or a high number of non-stuttering speech disfluencies such as interjections, phrase and whole word repetitions, and revisions. The resulting speech fluency pattern is considered to be significantly disruptive to efficient communication. Negative feelings and attitudes about oral communication may or may not be present under this disfluency profile.

Language Impairment

Following consideration of the child's age, culture, language background, or dialect, the child demonstrates a language impairment in the area of language form, content or use, as evidenced through an observation in a natural environment and by measurement of at least two of the following:

- a. Language sample analysis.
- b. Dynamic assessment.
- c. Developmental scales or another criterion-referenced assessment.
- d. Significant discrepancy from typical language skills on a norm-referenced assessment of comprehensive language.

Exclusionary Factors

The IEP team may not identify a child as a child with speech or language impairment when differences in speech or language are based on home languages, culture, or dialect unless the child has a speech or language impairment within the child's home languages, culture, or dialect. In determining whether the child has a speech or language impairment, the IEP team shall consider all of the following:

1. The child's background knowledge, stage of language acquisition, experience with narratives, and exposure to vocabulary to discern speech or language ability from speech or language difference, such as differences due to lack of exposure, stage of language acquisition, cultural or behavioral expectations.
2. Based on information and data collected, the IEP team must determine whether the child's speech or language skills are a result of a speech or language impairment or a difference due to culture, language background, or dialect.

AAC Considerations

In addition to the evaluations under pars. (am) to (c), the IEP team shall evaluate a child's language by assessing the child's augmentative and alternative communication skills, when appropriate to determine the child's needs.

IEP Team Members

An IEP team shall include the following:

1. A speech-language pathologist licensed under chapter PI 34 who shall incorporate information from the most recent assessment to assist the IEP team in documenting whether the child meets the criteria for a speech or language impairment as well as identifying the child's speech or language needs.
2. An educator with foundational knowledge in first and second language instruction and second language acquisition if the child is identified as an English Learner under 20 U.S.C. § 7801(20).

~~Re-evaluation~~

Upon re-evaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code § PI 11.35, including specially designed instruction, is a child with a disability under this section.

Traumatic Brain Injury. Wis. Admin. Code § PI 11.36(9).

Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; speech and language; memory; attention; reasoning; abstract thinking; communication; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and executive functions, such as organizing, evaluating, and carrying out goal-directed activities. The term does not apply to brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

Children whose educational performance is adversely affected as a result of acquired injuries to the brain caused by internal occurrences, such as vascular accidents, infections, anoxia, tumors, metabolic disorders and the effects of toxic substances or degenerative conditions may meet the criteria of one of the other impairments.

The results of standardized and norm-referenced instruments used to evaluate and identify a child as traumatic brain injured may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessment, achievement assessment, observation, work samples, and neuropsychological assessment data are considered to identify a child who exhibits total or partial functional disability or psychosocial impairment in one or more areas listed above. Before a child may be identified as traumatic brain injured, available medical information from a licensed physician is considered.

Developing, Reviewing and Revising IEPs

IEP in Effect. At the beginning of each school year the local educational agency has in effect an IEP for each child with a disability within its jurisdiction. The School District of Manawa ensures that a meeting to develop an IEP and determine placement is conducted within 30 days of determination that the child is a child with a disability. The School District of Manawa ensures an IEP is in effect before special education and related services are provided to children with disabilities and is implemented as soon as possible following the meetings at which the IEP is developed. The School District of Manawa develops and implements an IEP for each child with a disability served by that agency including children placed in or referred to a private school or facility by the School District of Manawa.

★
Add:
Upon reeval. →

The School District of Manawa ensures each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for its implementation. The School District of Manawa ensures each teacher and provider responsible for implementing a child's IEP is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP. The School District of Manawa provides special education and related services to a child with a disability in accordance with the child's IEP and makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. 34 CFR §§ 300.323(a),(c)-(d); Wis. Stat. §§ 115.787(1), 115.78(3)(c).

IEP Development

In developing each child's IEP, the IEP team considers the strengths of the child, the concerns of the child's parents for enhancing the education of their child, and the results of the initial or most recent evaluation of the child, and the academic, developmental, and functional needs of the child.

The IEP team considers the following special factors:

- the use of positive behavioral interventions and supports, and other strategies, to address that behavior in the case of a child whose behavior impedes the child's learning or that of others;
- the language needs of the child as such needs relate to the child's IEP in the case of a child with limited English proficiency;
- instruction in Braille and the use of Braille in the case of a child who is visually impaired unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the child's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the child;
- the communication needs of the child and, in the case of a child who is hearing impaired, the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs including opportunities for direct instruction in the child's language and communication mode; and
- whether the child requires assistive technology devices and services.

If, when considering these special factors, the IEP team determines a child needs a particular device or service in order to receive a free appropriate public education, the IEP team includes a statement to that effect in the IEP.

The child's regular education teacher, as a member on the IEP team, participates in the development of the IEP of the child to the extent appropriate. The teacher participates in the determination of appropriate positive behavioral interventions and supports and other strategies, supplementary aids and services, program modifications and supports for school personnel.

The School District of Manawa gives a copy of the IEP to the child's parents with the notice of placement. 34 CFR § 300.324(a); Wis. Stat. § 115.787(3).

IEP Review and Revision

The IEP team reviews the child's IEP periodically, but at least once a year, to determine whether the annual goals for the child are being achieved and revises the IEP as appropriate to address:

- any lack of expected progress toward the annual goals and in the general education curriculum;
- the results of any reevaluation;
- information about the child provided to or by the parents;
- the child's anticipated needs; or
- other matters.

In conducting a review of the child's IEP, the IEP team considers the special factors listed above under the development of the IEP section.

To the extent appropriate, the regular education teacher of the child, as a member on the IEP team, participates in the review and revision of the IEP of the child.

If a participating agency, other than the School District of Manawa, fails to provide transition services described in the IEP, the School District of Manawa reconvenes the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP. 34 CFR §§ 300.324(b) and (c); Wis. Stat. § 115.787(4).

Amendments to the IEP

In making changes to a child's IEP after the annual IEP team meeting for a school year, the parent of a child with a disability and the School District of Manawa may agree not to convene an IEP team meeting for the purposes of making those changes, and instead develop a written document to amend or modify the child's current IEP. If changes are made without a meeting, the School District of Manawa informs the child's IEP team of those changes.

Changes to the IEP may be made by either the entire IEP Team at an IEP team meeting or as described above by amending the IEP rather than redrafting the entire IEP. The School District of Manawa gives the child's parent a copy of the revised IEP with the amendments incorporated. 34 CFR §§ 300.324(a)(4)-(6); Wis. Stat. § 115.787(4)(c).

IEP Content

The IEP for each child with a disability includes:

- a statement of the child's present levels of academic achievement and functional performance including how the child's disability affects the child's involvement and
- progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or, for a preschool child, as appropriate, how the disability affects the child's participation in appropriate activities;
- a statement of measurable annual goals for the child, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum and to meet each of the child's other educational needs that result from the child's disability;
- for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided to enable the child to:
 - advance appropriately toward attaining the annual goals;
 - be involved in and make progress in the general education curriculum and to participate in extracurricular and other non-academic activities; and
 - be educated and participate with other children with disabilities and nondisabled children in the activities described above;
- an explanation of the extent to which the child will not participate with nondisabled children in regular classes in the general education curriculum and in extracurricular and other nonacademic activities;
- a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on state or district-wide assessments;
- if the IEP team determines a child must take an alternate assessment instead of participating in a particular regular state-wide or local educational agency-wide assessment of student achievement, a statement indicating why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child;
- the projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, duration and location of those services and modifications;

- beginning not later than in the first IEP that will be in effect when the child is 14 and updated annually thereafter until the child is no longer eligible for special education and related services, a statement of appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and a description of the transition services, including courses of study, needed to assist the child in reaching those goals;
- a statement that the student has been informed of the parental rights that will transfer to the pupil under special education law on reaching the age of 18, beginning at least one year before the child attains the age of 18, and annually thereafter until the pupil is no longer eligible for special education and related services;
- a description of how the child's progress toward attaining the annual goals will be measured; and
- a description of when periodic reports, such as quarterly reports or other periodic reports issued concurrent with report cards, on the child's progress toward attaining the annual goals will be provided to the parents.

34 CFR § 300.320; Wis. Stat. § 115.787.

Placement

The School District of Manawa ensures an evaluation is conducted before special education and related services are provided to a child with a disability and an educational placement is provided to implement each child's IEP. The IEP team makes placement decisions. The placement is based upon and implements the child's IEP, is determined at least annually, and in uniformity with the least restrictive environment provisions described below. 34 CFR §§ 300.301(a), 300.116(b); Wis. Stat. §§ 115.78(2), 115.79(1)(a) and (b).

Least Restrictive Environment. The School District of Manawa ensures the following:

- Unless the IEP requires a different arrangement, the child is educated in the school he or she would attend if not disabled.
- The placement is provided as close as possible to the child's home.
- In selecting the least restrictive environment consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.
- A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
- To the maximum extent appropriate, a child with a disability, including a child receiving publicly funded special education in a public or private institution or other care facility, is educated with children who are not disabled.
- Special classes, separate schooling, or any other removal of a child from the regular educational environment occurs only when the nature or severity of a child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The School District of Manawa ensures a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- The School District of Manawa ensures a continuum of alternative placements is available and will be used that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.
- The continuum makes provision for supplementary services (such as resource room or itinerant instruction) that are provided in conjunction with regular class placement.
- The School District of Manawa provides or arranges for nonacademic and extracurricular services and activities including meals and recess periods so each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The School District of Manawa ensures that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

34 CFR §§ 300.114-117.

Notice of Placement. Following the development of the IEP, a notice of placement and a copy of the child's IEP is given to the child's parent(s). 34 CFR § 300.503(b)(4); Wis. Stat. § 115.787(3)(e).

Consent for Placement. The School District of Manawa obtains informed and written parental consent prior to the initial provision of special education and related services to a child with a disability in a program providing special education and related services.

The School District of Manawa makes reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child. If the parent of a child fails to respond or refuses to consent to services, the School District of Manawa cannot provide special education or related services and cannot use mediation or due process procedures in order to obtain agreement or a ruling that the services may be provided to the child.

If the parent of the child refuses to consent to the initial provision of special education and related services, or the parent fails to respond to a request to provide consent for the initial provision of special education and related services, the School District of Manawa will not be considered to be in violation of the requirement to make available FAPE to the child for the failure to provide the child with the special education and related services for which the School District of Manawa requests consent; and is not required to convene an IEP Team meeting or develop an IEP for the child for the special education and related services for which the School District of Manawa requests such consent. 34 CFR § 300.300(b); Wis. Stat. § 115.79(2).

Parent Revocation of Consent:

If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the school district:

- Will stop providing special education and related services to the child, but before doing so, will provide prior written notice in accordance with 34 CFR § 300.503;
- Will not use special education dispute resolution procedures, including mediation and due process, in order to obtain agreement or a ruling that the services may be provided to the child;
- Is not considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
- Is not required to convene an IEP Team meeting or develop an IEP for the child for further provision of special education and related services;
- Is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services because of the revocation of consent.

34 CFR § 300.300.

Related Services: Physical and Occupational Therapy

If a child is suspected to need occupational therapy or physical therapy or both, the IEP team includes an appropriate therapist. Wis. Admin. Code § PI 11.24(2).

Physical Therapists' Licensure and Service Requirements. The School District of Manawa ensures the following:

- Physical therapists are licensed by the Department of Public Instruction as school physical therapists.
- Caseloads for full-time physical therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school physical therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be prorated.
- The school physical therapist has medical information from a licensed physician regarding a child before the child receives physical therapy.
- The school physical therapist delegates to a school physical therapist assistant only those portions of a child's physical therapy which are consistent with the school physical therapist assistant's education, training, and experience.

- The school physical therapist supervises the physical therapy provided by a school physical therapist assistant. The school physical therapist develops a written policy and procedure for written and oral communication to the physical therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school physical therapist assistant which includes either of the following levels of supervision:
 - the school physical therapist has daily, direct contact on the premises with the school physical therapist assistant; or
 - the school physical therapist has direct, face-to-face contact with the school physical therapist assistant at least once every 14 calendar days. Between direct contacts the physical therapist is available by telecommunication. The school physical therapist providing general supervision provides an onsite reevaluation of each child's physical therapy a minimum of one time per calendar month or every tenth day of physical therapy, whichever is sooner, and adjusts the physical therapy as appropriate.
- A full-time school physical therapist supervises no more than two full-time equivalent physical therapist assistant positions which may include no more than three physical therapist assistants.
- Acts undertaken by a school physical therapist assistant are considered acts of the supervising physical therapist who has delegated the act.
- A school physical therapist conducts all physical therapy evaluations and reevaluations of a child, participates in the development of the child's IEP, and develops physical therapy treatment plans for the child. A school physical therapist is not represented by a school physical therapist assistant on an IEP team.

Wis. Admin. Code § PI 11.24(7).

School Physical Therapist Assistants' Qualifications and Supervision of Physical Therapy.

The School District of Manawa ensures the following:

- Physical therapist assistants are licensed by the Department of Public Instruction as school physical therapists.
- The school physical therapist assistant providing physical therapy to a child is supervised by a school physical therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(8).

Occupational Therapists' Licensure and Service Requirements. The School District of Manawa ensures the following:

- Occupational therapists are licensed by the Department of Public Instruction as school occupational therapists.
- Caseloads for full-time school occupational therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school occupational therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be prorated.
- The school occupational therapist has medical information before a child is evaluated for occupational therapy.

Wis. Admin. Code § PI 11.24(9).

The Delegation and Supervision of Occupational Therapy. The School District of Manawa ensures the following:

- The school occupational therapist may delegate to a school occupational therapy assistant only those portions of a child's occupational therapy which are consistent with the school occupational therapy assistant's education, training, and experience.
- The school occupational therapist supervises the occupational therapy provided by a school occupational therapy assistant. The school occupational therapist develops a written policy and procedure for written and oral communication to the occupational therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school occupational therapist assistant which includes either of the following levels of supervision:

- the school occupational therapist has daily, direct contact on the premises with the school occupational therapy assistant; or
- the school occupational therapist has direct, face-to-face contact with the school occupational therapy assistant at least once every 14 calendar days. Between direct contacts the occupational therapist is available by telecommunication. The school occupational therapist providing general supervision provides an onsite reevaluation of each child's occupational therapy a minimum of every two weeks and adjusts the occupational therapy as appropriate.
- A full-time school occupational therapist supervises no more than two full-time equivalent occupational therapy assistant positions which includes no more than three occupational therapy assistants;
- An act undertaken by a school occupational therapy assistant is considered the act of the supervising occupational therapist who has delegated the act.

Wis. Admin. Code § PI 11.24(9).

The Responsibility of a School Occupational Therapist. The School District of Manawa ensures the following:

- A school occupational therapist conducts all occupational therapy evaluations and reevaluations of a child, participates in the development of the child's IEP, and develops occupational therapy treatment plans for the child.
- A school occupational therapist may not be represented by a school occupational therapy assistant on an IEP team.

Wis. Admin. Code § PI 11.24(9).

School Occupational Therapy Assistants' Qualifications and Supervision. The School District of Manawa ensures the following:

- Occupational therapy assistants are licensed by the Department of Public Instruction as school occupational therapy assistants.
- The school occupational therapy assistant providing occupational therapy to a child is supervised by a school occupational therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(10).

Transition from Birth to Three Programs

The School District of Manawa of children with disabilities from the birth to three program for infants and toddlers with disabilities to preschool programs in the School District of Manawa. The School District of Manawa participates in transition planning conferences arranged by birth to three programs.

For children participating in birth to three programs who will participate in special education preschool programs in the School District of Manawa, the School District of Manawa has an IEP in effect by the child's third birthday.

If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin. 34 CFR §§ 300.124, 300.101(b).

Transfer Pupils

In-State-Transfer Students

When a child with a disability (who had an IEP that was in effect in a previous Wisconsin local educational agency) transfers to the School District of Manawa and enrolls in a new school within the same school year, the School District of Manawa (in consultation with the parents) provides FAPE to the child, including services comparable to those described in the child's IEP from the previous agency, until the School District of Manawa:

- Adopts the child's IEP from the previous public agency; or
- Develops, adopts, and implements a new IEP.

The School District of Manawa adopts the evaluation and the eligibility determination of the sending local educational agency or conducts an evaluation and eligibility determination of the transfer pupil. The School District of Manawa does not adopt the evaluation and eligibility determination or the IEP of the sending local educational agency if the evaluation and eligibility determination or the IEP do not meet state and federal requirements. 34 CFR § 300.323(e).

Out-of-State Transfer Students

When a child with a disability (who had an IEP that was in effect in a previous agency in another State) transfers to the School District of Manawa, and enrolls in a new school within the same school year, this School District of Manawa, in consultation with the parents, provides the child with FAPE, including services comparable to those described in the child's IEP from the out-of-state agency, until the School District of Manawa:

- Conducts an evaluation and determines eligibility if determined to be necessary by this local educational agency; and
- Develops, adopts, and implements a new IEP, if appropriate.
34 CFR § 300.323(f).

Transmittal of Records

When the School District of Manawa receives a transfer pupil with a disability and does not receive the pupil's records from the sending local educational agency, the School District of Manawa takes reasonable steps, including a written request, to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child from the previous public agency in which the child was enrolled. When the School District of Manawa receives such a written request for a transfer pupil, the School District of Manawa transfers the pupil's records to the requesting local educational agency no later than the next working day from receipt of the written notice as required under Wis. Stat. § 118.125(4). 34 CFR § 300.323(g); Wis. Stat. § 118.125(4).

Due Process Procedures

Opportunity to Examine Records and Parent Participation in Meetings. The parents of a child with a disability are afforded, in accordance with the policies in the "Confidentiality" section of this document, an opportunity to:

- inspect and review all education records with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child; and
- participate in meetings with respect to the identification, evaluation and educational placement of the child and the provision of a free appropriate public education to the child.

The School District of Manawa notifies parents consistent with the policies in the "Parent Participation in IEP Team Meetings" section of these policies to ensure that parents of children with disabilities have the opportunity to participate in meetings described above. The term "meeting" in this policy does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that local educational agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

The IEP team, which includes the parent, makes decisions on the educational placement of the child. In implementing this policy, the School District of Manawa uses procedures consistent with the policies described above. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the School District of Manawa uses other methods to ensure their participation including individual or conference telephone calls, or video conferencing. A placement decision may be made by the IEP team without the involvement of the parent if the School District of Manawa is unable to obtain the parent's participation in the decision. In this case, the School District of Manawa must have a record of its attempt to ensure parent involvement. 34 CFR §§ 300.501, 300.322(e).

Notice. The School District of Manawa ensures a child's parents are provided prior written notice a reasonable time before the School District of Manawa proposes to initiate or change or refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education to the child. The notice contains:

- a description of the action proposed or refused;
- an explanation of why the local educational agency proposed or refused to take action;
- a statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- a description of any other options considered and the reason(s) they were rejected;
- a description of each evaluation procedure, assessment, record, or report used as a basis for the proposed or refused action;
- the names of the evaluators, if known, if the notices propose to evaluate or reevaluate the child;
- a description of any other factors relevant to the proposal or refusal; and
- sources for parents to contact to obtain assistance in understanding special education law.

Each prior written notice is written in language understandable to the general public, in the parent's native language or other means of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the School District of Manawa takes steps to ensure the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; the parent understands the content of the notice; and there is written evidence that these requirements have been met. 34 CFR § 300.503; Wis. Stat. § 115.792(2).

Procedural Safeguards Notice. A copy of the procedural safeguards available to the parents of a child with a disability is given to the parents one time a school year, except that a copy is given to the parents:

- upon initial referral or parent request for evaluation;
- upon receipt of the first IDEA State complaint and the first due process complaint;
- on the date on which the decision is made to make a disciplinary removal that constitutes a change of placement;
- upon request by a parent.

The procedural safeguards notice includes a full explanation of the procedural safeguards available under special education law written so as to be easily understood by the general public and in the native language of the child's parents unless it is clearly not feasible to do so, relating to:

- independent educational evaluation;
- prior written notice;
- parental consent;
- access to educational records;
- opportunity to present and resolve complaints through the due process complaint and State IDEA complaint procedures, including:
 - the time period in which to file a complaint;
 - the opportunity for the agency to resolve the complaint; and
 - the difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.

- the child’s placement during pendency of due process proceedings;
- procedures for pupils who are subject to placement in interim alternative educational settings under 20 U.S.C. § 1415(k);
- requirements for the unilateral placement by parents of pupils in private schools at public expense;
- availability of mediation;
- due process hearings including requirements for disclosure of evaluation results and recommendations;
- civil actions, including the time period in which to file those actions; and
- attorney fees.

34 CFR § 300.504.

Independent Educational Evaluations. A parent may obtain an independent educational evaluation of his or her child. If a parent requests information from the School District of Manawa about an independent evaluation, the School District of Manawa provides the parent with information about where an independent evaluation may be obtained and the agency criteria applicable for independent educational evaluations. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the School District of Manawa. “Public expense” means the School District of Manawa either pays for the full cost of the evaluation or ensures the evaluation is otherwise provided at no cost to the parent.

If a parent requests an independent educational evaluation at public expense, the School District of Manawa, without unnecessary delay, either initiates a due process hearing to show its evaluation is appropriate or ensures an independent educational evaluation is provided at public expense unless the School District of Manawa demonstrates in a due process hearing that the evaluation obtained by the parent did not meet School District of Manawa criteria.

If a parent requests an independent educational evaluation, the School District of Manawa may ask for the parent’s reason why he or she objects to the public evaluation. However, the School District of Manawa does not require the explanation and the School District of Manawa does not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation. A parent is entitled to only one independent educational evaluation at public expense each time the School District of Manawa conducts an evaluation with which the parent disagrees.

If the School District of Manawa initiates a hearing and the final decision is that the School District of Manawa’s evaluation is appropriate, the parent still has the right to an independent educational evaluation but not at public expense. If the parent obtains an independent educational evaluation at public expense or shares with the School District of Manawa an evaluation obtained at private expense, the results of the evaluation must be considered by the School District of Manawa, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the child.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense. When an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, is the same as the criteria that the School District of Manawa uses when it initiates an evaluation to the extent that those criteria are consistent with the parent’s right to an independent educational evaluation. Except for the criteria described above, School District of Manawa does not impose conditions or timelines related to obtaining an independent educational evaluation at public expense. 34 CFR § 300.502.

Surrogate Parent. The School District of Manawa ensures the rights of a child are protected if no parent can be identified; the School District of Manawa, after reasonable efforts, cannot locate a parent; the child is a ward of the state; or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act. In such instances, the School District of Manawa assigns an individual to act as a surrogate for the parents. The School District of Manawa has a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child. In the case of a child who is a ward of the State, the surrogate parent may be appointed by the judge overseeing the child’s case.

The School District of Manawa ensures that a person selected as a surrogate parent is not an employee of the Department of Public Instruction, the School District of Manawa, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child he or she represents; and has knowledge and skills that ensure adequate representation of the child. A person who otherwise qualifies to be a surrogate parent is not an employee of the School District of Manawa solely because he or she is paid by the School District of Manawa to serve as a surrogate parent.

For an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all of the requirements for selection of surrogate parents.

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.

The local educational agency makes reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after it determines that one is needed. 34 CFR § 300.519; Wis. Stat. § 115.792(1)(a)2.

Mediation. When a local educational agency participates in a mediation under Wis. Stat. § 115, the local educational agency:

- keeps discussion that occurs during mediation confidential;
- does not use discussion that occurs during mediation as evidence in any subsequent hearing or civil proceeding;
- does not record a mediation session unless both parties and the mediator agree;
- may be represented by two individuals, unless the parties agree to additional representatives;
- may withdraw from mediation at any time;
- may recess a mediation session to consult advisors, whether or not present, or to consult privately with the mediator;
- assumes responsibility with the parents for additional compensation if the parties agree that the amount of the mediator's compensation should be greater than the Wisconsin Special Education Mediation System schedule allows; and
- assumes responsibility with the parents for the compensation of a mediator who is not on the mediation system roster.

If the parties resolve the dispute or a portion of the dispute through the mediation process, the parties must execute a legally binding agreement. The agreement is reduced to writing, signed by the parties and a copy is given to each party. The agreement states that all discussions that occurred during mediation are confidential and may not be used as evidence in any hearing or civil proceeding. The agreement is legally binding upon the parties and is enforceable in circuit court. The agreement is signed by a representative of the local educational agency who has the authority to bind the local educational agency.

The Wisconsin Mediation System is voluntary on the part of the parties and the local educational agency does not use it to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded under special education law. 34 CFR § 300.506; Wis. Stat. § 115.797.

Due Process Hearings. When the School District of Manawa files a request for a due process hearing, it will provide a copy of the hearing request to the other party, a copy to the DPI and will keep the hearing request confidential.

If the parent or the child's attorney files a written request for a due process hearing, the School District of Manawa will:

- inform the parent of any free or low cost legal and other relevant services available in the area;
- (unless it has previously sent a written notice to the parent regarding the item in dispute) within 10 days of receiving the hearing request, provide a written response that includes an explanation of why the agency proposed or refused to take the action raised in the hearing request; a description of other options that the IEP team considered and the reasons why those options were rejected; a description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and, a description of the other factors that are relevant to the agency's proposed or refused action;

- within 10 days of receiving the request, send a written response that addresses the issues raised in the hearing request; and
- (except when the parents and School District of Manawa agree in writing to waive a meeting or use mediation) within 15 days of receiving the request and before the hearing is conducted, convene a meeting with the child's parents, a representative of the School District of Manawa who is authorized to make decisions on behalf of the agency, and the relevant members of the IEP team who have specific knowledge of the facts identified in the hearing request. If the meeting resolves any subject matter of the hearing request, the parents and the School District of Manawa will execute and sign a legally binding agreement.

When the School District of Manawa is a party to a due process hearing under Wis. Stat. § 115.80, the School District of Manawa:

- pays for the cost of the hearing;
- pays for the cost of an independent educational evaluation ordered by the hearing officer;
- discloses to all other parties, at least five business days before a hearing is conducted (other than an expedited hearing under the provisions of the Individuals with Disabilities Education Act), all evaluations completed by that date and recommendations based upon the School District of Manawa's evaluations that the School District of Manawa intends to use at the hearing; and
- except as provided in the "discipline" section of the School District of Manawa's policies, the School District of Manawa does not change the educational placement of a child during the pendency of a hearing or judicial proceedings unless the child's parents agree to the change. If the child is applying for initial admission to a public school, the child, with the consent of the parents, is placed in the public school program until all due process proceedings have been completed.

Before filing a civil action under any federal law seeking relief that is also available under state special education law, the School District of Manawa exhausts the due process hearing procedures to the same extent as would be required had the action been brought under special education law. 34 CFR §§ 300.507, 300.508, 300.510; Wis. Stat. § 115.80.

Transfer of Rights at Age of Majority. When a child with a disability reaches the age of 18, unless he or she has been determined to be incompetent as defined by state law, the School District of Manawa transfers the rights of parents under the Individuals with Disabilities Education Act and Chapter 115, Wis. Stats., to the individual pupil. The School District of Manawa provides any required notices to both the parents and the adult pupil. The School District of Manawa notifies both the parents and the individual pupil of the transfer of rights. 34 CFR § 300.520; Wis. Stat. § 115.807.

Discipline Procedures

Authority of School Personnel. School personnel consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the discipline procedures of Individuals with Disabilities Education Act, is appropriate for a child with a disability who violates a code of school conduct.

School personnel are authorized to remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting (IEAS), another setting, or suspension for not more than ten consecutive school days (to the extent those alternatives are applied to children without disabilities) consistent with state requirements relating to the suspension of pupils.

State law permits suspensions from school for up to five consecutive school days and for up to 15 consecutive school days when a notice of expulsion hearing has been sent. A child with a disability may be suspended for more than ten consecutive school days only if the conduct is not a manifestation of the child's disability and the requirements provided below are followed.

School personnel are authorized to remove a child with a disability for additional removals of not more than ten consecutive school days, consistent with state requirements, in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

If a child with a disability has been removed from his or her placement for 10 school days or less, the local educational agency provides services to the child if the local educational agency also provides services to children without disabilities who have been similarly removed.

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if the removal is for more than ten consecutive school days or the child is subjected to a series of removals that constitute a pattern because

- the series of removals total more than ten school days in a school year;
- the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- such additional factors as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another.

The School District of Manawa determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.

After a child with a disability has been removed from the current placement for ten school days in the same school year during any subsequent days of removal the School District of Manawa must provide services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the current removal is for not more than 10 consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the appropriate services.

The School District of Manawa applies the relevant disciplinary procedures for children without disabilities to the child only if, as a result of the manifestation determination review, the School District of Manawa determines the behavior of the child with a disability was not a manifestation of the child's disability. The School District of Manawa applies the relevant disciplinary procedures in the same manner in which they would be applied to children without disabilities.

A child with a disability whose behavior is determined not to be a manifestation of the child's disability continues to be provided education services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. 34 CFR § 300.530; 300.536.

Placement in Interim Alternative Educational Settings. School personnel are authorized to remove a child with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if:

- the child carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state or a local educational agency;
- the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency; or
- the child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency.

34 CFR § 300.530(g).

The IEP team determines the interim alternative educational setting and the appropriate services to be provided. A child placed in an interim alternative educational setting:

- continues to receive educational services to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
 - if the behavior is not a manifestation of the child's disability, receives, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur;
 - if the behavior is a manifestation of the child's disability, receives either:
 - a functional behavior assessment, unless the School District of Manawa had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan, or
 - if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan, and modifications to it, as necessary, to address the behavior.
- 34 CFR §§ 300.530, 300.531.

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On the date on which the decision is made to place the child in an interim alternative educational setting or to make a removal that constitutes a change of placement for violating a code of conduct, the School District of Manawa notifies the parents of that decision and provides the parents a procedural safeguards notice. 34 CFR § 300.530(h).

When the School District of Manawa determines that maintaining the current placement of a child with a disability is substantially likely to result in injury to the child or others, the agency may request an expedited due process hearing to change the child's placement to an appropriate interim alternative educational setting for not more than 45 school days. The request for a due process hearing may be repeated if the School District of Manawa believes that returning the child to the original placement is substantially likely to result in injury to the child or others. 34 CFR § 300.532.

Manifestation Determination Reviews. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP team (as determined by the parent and the School District of Manawa):

- review all relevant information in the student's file, including the child's IEP;
- any teacher observations; and
- any relevant information provided by the parents.

The conduct is determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP team determine that either:

- the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- the conduct in question was the direct result of the School District of Manawa's failure to implement the IEP.

If the LEA, the parent, and relevant members of the child's IEP team determine the conduct in question was the direct result of the School District of Manawa's failure to implement the IEP, the School District of Manawa takes immediate steps to remedy those deficiencies.

If the conduct was a manifestation of the child's disability, the IEP team returns the child to the placement from which the child was removed, unless the child has been placed in an interim alternative educational setting or the parent and School District of Manawa agree to a change of placement as part of the modification of the behavioral intervention plan, and either:

- conducts a functional behavioral assessment, unless the local educational agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan for the child; or
- if a behavioral intervention plan has already been developed, the IEP team reviews the behavioral intervention plan, and modifies it, as necessary, to address the behavior.

If the conduct was not a manifestation of the child's disability, the child receives, as appropriate:

- a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur; and
- educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

34 CFR §§ 300.530(d)(e) and (f).

Placement During Appeals. The parent of a child with a disability who disagrees with any decision regarding a disciplinary change in placement or a manifestation determination, or the School District of Manawa believes that maintaining the current placement is substantially likely to result in injury to the child or others may appeal the decision by requesting a hearing. During such appeal, the child will remain in the placement to which the child was removed pending the decision of the hearing officer or until the expiration of the disciplinary placement, whichever occurs first. The parent and the School District of Manawa may agree to a different placement during the appeal.

Unless the School District of Manawa and the parents agree in writing to waive the resolution meeting or agree to use the mediation process, the School District of Manawa conducts a resolution meeting within seven days of receiving notice of the parent's due process complaint. 34 CFR §§ 300.532; 300.533.

Protections for Children Not Yet Eligible for Special Education and Related Services. The School District of Manawa provides the protections asserted for a child under the Individuals with Disabilities Education Act-Part B to a child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of conduct of the School District of Manawa if the School District of Manawa had knowledge (as determined in accordance with the provisions below) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

The School District of Manawa has knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

- the parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
 - the parent of the child requested an IEP team evaluation of the child; or
 - the teacher of the child, or other personnel of the School District of Manawa, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.
- No Bullets* → ● The School District of Manawa does not have knowledge that a child is a child with a disability if:
- the parent of the child has not allowed an IEP team evaluation of the child or has refused special education services; or
 - the School District of Manawa conducted an IEP team evaluation and determined that the child was not a child with a disability.

If the School District of Manawa does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the School District of Manawa may subject the child to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors. 34 CFR § 300.534.

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation is conducted in an expedited manner. Until the evaluation is completed, the School District of Manawa maintains the child in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the child is determined to be a child with a disability, taking into consideration information from the School District of Manawa's evaluation and information provided by the parents, the School District of Manawa provides special education and related services in accordance with the Individuals with Disabilities Education Act-Part B and state law, including legal requirements relating to discipline and the provision of a free appropriate public education to children with disabilities. 34 CFR § 300.534.

When the School District of Manawa reports a crime committed by a child with a disability, it ensures copies of the child's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom it reports the crime. The School District of Manawa transmits copies of the child's special education and disciplinary records only to the extent that the Family Educational Rights and Privacy Act permits transmission. 34 CFR § 300.535.

★ Add Seclusion + Restraint information

Confidentiality of Information

The Notice to Parents. The School District of Manawa notifies parents before any major child identification, location, or evaluation activity. The notice is published or announced in newspapers or other media, or both, with circulation adequate to notify parents of children attending the School District of Manawa of the activity. 34 CFR § 300.612(b).

The School District of Manawa gives notice that is adequate to fully inform parents about the confidentiality of personally identifiable information requirements in the law, including:

- a description of the extent that the notice is given in the native languages of the various population groups in the School District of Manawa;
- a description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the local educational agency intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- a summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
- a description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and the implementing regulations.

34 CFR § 300.612.

Access Rights. The School District of Manawa permits parents to inspect and review any education records relating to their children that are collected, maintained, or used by the agency under the Individuals with Disabilities Education Act-Part B. The agency complies with a request without unnecessary delay and before any meeting regarding an IEP, or any due process hearing or resolution session, and in no case more than 45 days after the request has been made.

The right to inspect and review education records includes:

- the right to a response from the participating agency to reasonable requests for explanations and interpretations of the records;
- the right to have copies of the records upon request; and
- the right to have a representative of the parent inspect and review the records.

The School District of Manawa presumes that the parent has authority to inspect and review records relating to his or her child unless the local educational agency has been advised that the parent does not have authority under state law. 34 CFR § 300.613.

The School District of Manawa keeps a record of parties obtaining access to education records collected, maintained, or used under the Individuals with Disabilities Education Act (except access by parents and authorized employees of the local educational agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records. 34 CFR § 300.614.

The School District of Manawa provides parents on request a list of the types and locations of education records collected, maintained, or used by the agency. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information. 34 CFR §§ 300.615, 300.616.

The School District of Manawa does not charge a fee for copies of records that are made for parents if the fee effectively prevents the parents from exercising their right to inspect and review those records. The School District of Manawa does not charge a fee to search for or to retrieve information in educational records. 34 CFR § 300.617.

Amendment of Records at Parent's Request. A parent who believes information in the education records collected, maintained, or used under the Individuals with Disabilities Education Act is inaccurate or misleading or violates the privacy or other rights of the child may request the local educational agency to amend the information. The local educational agency decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the School District of Manawa decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to an educational records hearing pursuant to the local educational agency's policies. 34 CFR § 300.618.

The School District of Manawa, on request, provides an opportunity for a hearing to challenge information in education records to ensure it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. 34 CFR § 300.619.

The hearing is conducted according to the procedures described in the Family Educational Rights and Privacy Act implementing regulations. If, as a result of the hearing, the School District of Manawa decides the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and so informs the parent in writing. If, as a result of the hearing, the School District of Manawa decides the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it informs the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the School District of Manawa. 34 CFR §§ 300.619-621.

Any explanation placed in the records of the child under this section is maintained as part of the records of the child as long as the record or contested portion is maintained. If the records of the child or the contested portion are disclosed to any party, the explanation is also disclosed to the party. 34 CFR § 300.620(c)(2).

Red → **Consent.** Parental consent is obtained before personally identifiable information is disclosed, unless the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act and Wis. Stat. § 118.125. Parental consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of the Individuals with Disabilities Education Act with the following exceptions:

- Parental consent or the consent of an eligible child who has reached the age of majority under state law, is obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.
- If a child is enrolled or is going to enroll in a private school that is not located in the local educational agency of the parent's residence, parental consent is obtained before any personally identifiable information about the child is released between school officials in the local educational agency where the private school is located and officials in the local educational agency of the parent's residence.

34 CFR § 300.622.

Safeguards. The School District of Manawa protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at the School District of Manawa assumes responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information receive training or instruction regarding the state's policies and procedures described in the regulations implementing the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act. The School District of Manawa maintains, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information. 34 CFR § 300.623.

Destruction of Information. The School District of Manawa informs parents when personally identifiable information collected, maintained, or used under the Individuals with Disabilities Education Act is no longer needed to provide educational services to the child. The information is destroyed at the request of the parents. However, a permanent record of the student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR § 300.624.

Transfer of Confidentiality Rights at Age of Majority. Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. When the rights accorded to parents under the Individuals with Disabilities Education Act are transferred to a student who reaches the age of majority, the rights regarding educational records in the Individuals with Disabilities Education Act also transfer to the student. However, the local educational agency provides any notice required under the Individuals with Disabilities Education Act to the student and the parents. 34 CFR §§ 300.625(b) and (c).

Children With Disabilities Enrolled in Private Schools by Their Parents

Child Find. The School District of Manawa locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district. The child find process is designed to ensure the equitable participation of parentally-placed private school children and an accurate count of those children. The School District of Manawa undertakes child find activities similar to the activities undertaken for the agency's public school children. The child find process is completed in a time period comparable to that for students attending public schools in this school district. In carrying out the child find requirements for parentally-placed private school students, the School District of Manawa includes parentally-placed private school children who reside in another state. 34 CFR § 300.131.

Any due process complaint regarding child find requirements must be filed with the school district in which the private school is located, and a copy must be forwarded to the Department of Public Instruction. 34 CFR § 300.140(b)(2).

Provision of Services. To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private, including religious, elementary, and secondary schools located in this school district, this school district provides for the participation of those children by providing them with special education and related services, including direct services determined in accordance with the provision under the "Equitable Services Determined" section of this policy.

A services plan is developed and implemented for each private school child with a disability designated by the School District of Manawa to receive special education and related services under the Individuals with Disabilities Education Act. The School District of Manawa maintains in its records, and provides to the Wisconsin Department of Public Instruction, the following information related to parentally-placed private school children:

1. the number of children evaluated;
2. the number of children determined to be children with disabilities; and
3. the number of children served. 34 CFR § 300.132.

Expenditures. In providing special education and related services, including direct services, to children with disabilities enrolled by their parents in private schools, the School District of Manawa spends, for children aged 3 through 21, an amount that is the same proportion of the School District of Manawa's total Individuals with Disabilities Education Act flow-through grant as is the number of private school children with disabilities aged 3 through 21 who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in this school district, is to the total number of children with disabilities in its jurisdiction aged 3 through 21.

For parentally placed private school children aged 3 through 5, the School District of Manawa spends an amount that is the same proportion of this school district's total preschool entitlement funds as the number of parentally placed private school children with disabilities aged 3 through 5 is to the total number of children with disabilities in its jurisdiction aged 3 through 5. The School District of Manawa may provide services to private school children in excess of those required, consistent with the law and School District of Manawa policy.

In calculating the proportionate amount of Federal funds to be provided for parentally-placed private school children with disabilities, the School District of Manawa, after timely and meaningful consultation with representatives of private schools, conducts a thorough and complete child find process to determine the number of parentally-placed children with disabilities attending private schools located in the School District of Manawa.

After timely and meaningful consultation with representatives of parentally-placed private school children with disabilities, the School District of Manawa determines the number of parentally-placed private school children with disabilities attending private schools located in the School District of Manawa; and ensures the count is conducted on October 1 of each year. The child count is used to determine the amount the School District of Manawa must spend on providing special education and related services to parentally-placed private school children with disabilities in the next subsequent fiscal year. 34 CFR § 300.133(c)(2).

State and local funds may supplement and in no case supplant the proportionate amount of Federal funds required to be expended for parentally-placed private school children with disabilities under the Individuals with Disabilities Education Act. 34 CFR § 300.133(d).

The cost of carrying out child find requirements, including individual evaluations, is not considered in determining if the School District of Manawa has met its obligation to expend a proportionate amount of Individuals with Disabilities Education Act funds to provide equitable services. 34 CFR § 300.131(d).

If the School District of Manawa has not expended for equitable services all of the funds required by the end of the fiscal year for which Congress appropriated the funds, the district obligates the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one additional year. 34 CFR § 300.133(a)(3).

Consultation. To ensure timely and meaningful consultation, the School District of Manawa consults with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

- the child find process, including how parentally-placed private school children suspected of having a disability can participate equitably, and how parents, teachers, and private school officials will be informed of the process;
- the determination of the proportionate share of Federal funds available to serve parentally-placed private school children with disabilities including the determination of how the proportionate share of those funds was calculated;
- the consultation process among the School District of Manawa, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- how, where, and by whom special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of the types of services, including direct services and alternate service delivery mechanisms, and how special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school children, and how and when those decisions will be made; and
- how, if the School District of Manawa disagrees with the views of the private school officials on the provision of services or the types of services (whether provided directly or through a contract), the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract.

When timely and meaningful consultation has occurred, the School District of Manawa must obtain a written affirmation signed by the representatives of participating schools. If the representatives do not provide the affirmation within a reasonable period of time, the School District of Manawa forwards the documentation of the consultation process to the Wisconsin Department of Public Instruction.

If a private school representative files a complaint under 34 CFR § 300.136 to the Wisconsin Department of Public Instruction, this school district will forward appropriate documentation to the department. 34 CFR §§ 300.134, 300.135, and 300.136.

Equitable Services Determined. No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services the child would receive if enrolled in the public school. Decisions about the services that will be provided to parentally-placed private school children with disabilities are made in accordance with services plans and consultation processes contained in these policies.

The final decisions regarding services to be provided to eligible private school children are made by the School District of Manawa. 34 CFR § 300.137.

If a child with a disability is enrolled in a religious or other private school by the child's parents and will receive special education or related services from the School District of Manawa, the district initiates and conducts meetings to develop, review and revise a services plan for the child in accordance with the law. The School District of Manawa ensures a representative of the religious or other private school attends each meeting. If the representative cannot attend, the School District of Manawa uses other methods to ensure participation by the private school, including individual or conference telephone calls. 34 CFR § 300.137(c)(2).

Equitable Services Provided. The services provided to parentally-placed private school children with disabilities by the School District of Manawa are provided by personnel meeting the same standards as personnel providing services in this school district, except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements. Parentally-placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools. 34 CFR § 300.138(a)(2).

Each private school child with a disability who has been designated to receive services from the School District of Manawa has a services plan that describes the specific special education and related services the School District of Manawa will provide to the child in light of the services the district has determined (after consultation with representatives of private school children with disabilities) it will make available to parentally-placed private school children with disabilities. The services plan, to the extent appropriate, meets the IEP requirements with respect to the services provided. The services plan is developed, reviewed, and revised consistent with the provisions in the law concerning IEP teams, when IEPs must be in effect, parent participation in IEP team meetings, and development, review, and revision of IEPs. 34 CFR § 300.138(b)(2).

Services to parentally-placed private school children with disabilities are provided by employees of the School District of Manawa or through contract by the district with an individual, association, agency, organization, or other entity. The services, including materials and equipment, are secular, neutral, and non-ideological. 34 CFR § 300.138(c).

Location of Services and Transportation. If the School District of Manawa provides services to private school children with disabilities at the child's private school, including a religiously affiliated private school, it will do so to the extent consistent with state and federal law. If necessary for the child to benefit from or participate in the services provided, this school district transports private school children with disabilities from the child's school or home to a site other than the child's private school and from the service site to the private school or the child's home, depending on the timing of the services. The School District of Manawa may include the cost of such transportation in calculating whether it has met the requirement to expend a proportionate amount of Individuals with Disabilities Education Act funds on services to parentally-placed private school children with disabilities. 34 CFR § 300.139(b)(2).

Requirement that funds not benefit a private school. The School District of Manawa does not use Individuals with Disabilities Education Act funds to finance the existing level of instruction in a private school or to otherwise benefit the private school. The funds are used to meet the special education and related services needs of parentally-placed private school children with disabilities, but not for meeting the needs of a private school or the general needs of the students enrolled in the private school. 34 CFR § 300.141.

Use of Personnel. Individuals with Disabilities Education Act funds are used to make public school personnel available in other than public facilities to the extent necessary to provide equitable services for parentally-placed private school children with disabilities and if those services are not normally provided by the private school. If the School District of Manawa pays for the services of an employee of a private school employee, the employee performs the services outside of his or her regular hours of duty and under public supervision and control. 34 CFR § 300.142.

Separate Classes Prohibited. The School District of Manawa does not use Individuals with Disabilities Education Act funds for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and include both students enrolled in public schools and students enrolled in private schools. 34 CFR § 300.143.

Property, Equipment, and Supplies. The School District of Manawa controls and administers Individuals with Disabilities Education Act funds used to provide special education and related services to parentally-placed private school children with disabilities and holds title to and administer materials, equipment, and property purchased with those funds. Equipment and supplies are placed in a private school for the period of time needed for the Individuals with Disabilities Education Act program. Equipment and supplies placed in a private school are used only for Individuals with Disabilities Education Act purposes and can be removed from the private school without remodeling the private school facility. Equipment and supplies are removed from a private school if the equipment and supplies are no longer needed for Individuals with Disabilities Education Act purposes; or removal is necessary to avoid unauthorized use of the equipment and supplies for other than Individuals with Disabilities Education Act purposes. Individuals with Disabilities Education Act funds are not used for repairs, minor remodeling, or construction of private school facilities. 34 CFR § 300.144.

Parentally Placed Children in Private Schools When FAPE is at Issue. The School District of Manawa is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if the School District of Manawa made FAPE available to the child and the parents elected to place the child in a private school or facility. The child is considered a parentally placed private school child with a disability. 34 CFR § 300.148.

Children With Disabilities in Private Schools Placed or Referred by the School District of Manawa

When, pursuant to an IEP, a child with a disability is or has been placed in or referred to a private school or facility by the School District of Manawa as a means of providing special education and related services, the School District of Manawa ensures that the child:

- is provided special education and related services in conformance with an IEP that meets the requirements of the law and at no cost to the parents;
- is provided an education that meets the standards that apply to education provided by the Department of Public Instruction and local educational agencies including the requirements of Individuals with Disabilities Education Act, except that staff are not required to meet the highly qualified teacher requirements; and
- has all of the rights of a child with a disability who is served by a public agency.

34 CFR § 300.146.

Development, Review, and Revision of the IEP. Before the School District of Manawa places a child with a disability in, or refers a child to, a private school or facility, the School District of Manawa initiates and conducts a meeting to develop an IEP for the child in accordance with the law. The School District of Manawa ensures a representative of the private school or facility attends the meeting. If the representative cannot attend, the School District of Manawa uses other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

After a child with a disability enters a private school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility at the discretion of the School District of Manawa. If the School District of Manawa permits a private school or facility to initiate and conduct meetings to review and revise IEPs, the School District of Manawa ensures the parents and a School District of Manawa representative are involved in any decisions about the IEP and agree to any proposed changes in the IEP before those changes are implemented. Even if a private school or facility implements a child's IEP, the School District of Manawa retains responsibility for compliance with the requirements of special education law. 34 CFR § 300.325.

When the School District of Manawa places a child, in a private school as a means of providing special education and related services, the School District of Manawa ensures an IEP is developed and implemented for each child with a disability and the special education and related services are provided in conformance with an IEP and at no cost to the parents. Wis. Stat. § 115.77(1m)(d).

Children in Residential Care Centers

When the responsible local educational agency receives a notice from a county or a state agency that a child will be placed in a residential care center, the local educational agency does all of the following:

Bullet
if the child is a child with a disability, as soon as reasonably possible and after consulting with the county or state agency, as appropriate, the local educational agency appoints an IEP team to review and revise, if necessary, the child's IEP and develop an educational placement offer;

Bullet
if the child has not been identified as a child with a disability, the local educational agency:

- appoints staff to review the child's education records and develop a status report;
- sends a copy of the status report to the county or state agency within 30 days after receiving the notice that the child will be placed in a residential care center;
- appoints an IEP team to conduct an evaluation of the child if the local educational agency has reasonable cause to believe the child is a child with a disability;
- ensures the IEP team conducts the evaluation; and
- ensures the IEP team develops an IEP and an educational placement offer, in consultation with the county or state agency if the IEP team determines the child is a child with a disability.

Wis. Stat. § 115.81(3)(b).

When the responsible local educational agency offers an educational placement in a residential care center, the responsible local educational agency:

- ensures the child receives a free appropriate public education;
- ensures the child's treatment and security needs are considered when determining the least restrictive environment for the child;
- appoints an IEP team to reevaluate the child, as required by state law, while the child resides at the child caring institution;
- while the child resides at the residential care center, the local educational agency refers the child to another local educational agency after consulting the residential care center and a county department or state agency, if the responsible local educational agency determines that the child's special education needs may be appropriately served in a less restrictive setting in the other local educational agency; and
- assigns staff or an IEP team to develop a reintegration plan for a child leaving the residential care center, in cooperation with county and residential care center staff.

Wis. Stat. § 115.81(4)(a).

When this school district receives a referral from the responsible local educational agency because the referring responsible local educational agency believes the child's special education needs could be met in a less restrictive setting, this school district assigns staff to determine whether the child can appropriately receive special education and related services in the school district. If the assigned staff determine the child can appropriately receive special education and related services in this school district, it provides such services and may apply for state tuition payments under Wis. Stat. § 121.79(1)(a), for the child's educational expenses. If the assigned staff determines the child cannot appropriately receive special education and related services in this school district, the school district keeps a written record of the reasons for that determination. Wis. Stat. § 115.81(4)(c).

Placement Disputes; School Board Referrals; Interagency Cooperation

When a dispute arises between the School District of Manawa and the Wisconsin Department of Health and Family Services, the Wisconsin Department of Corrections, or a county, or between local educational agencies over the placement of a child, the School District of Manawa seeks resolution of the dispute from the State Superintendent. This provision applies only to a placement in a nonresidential educational program made under Wis. Stat. § 48.57 (1)(c) or to a placement in a residential care center made under Wis. Stat. § 115.81.

Annually, on or before August 15, the School District of Manawa reports to the county departments under Wis. Stat. §§ 51.42 and 51.437 the names of resident children who are at least 16, are not expected to be enrolled in an educational program two years from the date of the report and may require services from the county department.

If a public agency, as defined by Wis. Stat. § 166.20(1)(i), except that it does not include a local educational agency, is required by federal or state law or by an interagency agreement to provide or pay for the location, identification or evaluation of a child with a disability, including a child with a disability who is not yet 3 years of age, or for assistive technology devices or services, supplementary aids or services, transition services or special education or related services for a child with a disability, and fails to do so, the School District of Manawa provides or pays for the services. The School District of Manawa seeks reimbursement for the cost of providing the services from the public agency. Wis. Stat. § 115.812.

Local Educational Agency Reporting to State

The School District of Manawa, in providing for the education of children with disabilities within its jurisdiction, has established and implemented policies, procedures and programs that are consistent with state and federal special education requirements, policies and procedures. The School District of Manawa will modify them to the extent necessary to ensure compliance with the law if the provisions of federal or state laws or regulations are amended, if there is a new interpretation of Individuals with Disabilities Education Act by federal or state courts, or if there is an official finding of noncompliance with federal or state law or regulations. 34 CFR § 300.201; Wis. Stat. § 115.77(1m)(f).

The School District of Manawa files with the Department of Public Instruction information to demonstrate all personnel necessary to carry out the requirements of state and federal special education law are appropriately and adequately prepared, subject to the requirements of the personnel requirements of the Individuals with Disabilities Education Act and the Elementary and Secondary Education Act. 34 CFR § 300.207.

The School District of Manawa provides to the Department of Public Instruction information needed for the Department to meet its responsibilities under state and federal special education laws, including information related to the performance of children with disabilities participating in School District of Manawa special education programs. 34 CFR § 300.211; Wis. Stat. § 115.77(2).

The School District of Manawa reports its plan for providing special education and related services to children with disabilities to the Department of Public Instruction on a schedule and using instructions provided by the Department of Public Instruction. The plan includes:

- statements of assurance as required by applicable federal law;
- information relating to access of private school pupils to the School District of Manawa 's special education and related services;
- assurances that the School District of Manawa, in providing for the children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with this subchapter and applicable federal law;
- the School District of Manawa's plan for ensuring that all personnel necessary to carry out the requirements of this subchapter are appropriately and adequately prepared according to applicable state and federal law;
- the data regarding children with disabilities and nondisabled children in the School District of Manawa that the division is required to collect or report to be in compliance with 20 U.S.C. §§ 1400 to 1482; and
- any other information the division requires to permit its review of the plan.

34 CFR § 300.200; Wis. Stat. § 115.77(4).

When the School District of Manawa participates in a county children with disabilities education board program, annually by October 1, the local educational agency and the county children with disabilities education board submit a report to the state superintendent. The report includes the portion of each school day that each pupil enrolled in the county program, who is also enrolled in the local educational agency, spent in county program classes in the previous school year, and the portion of the school day that the pupil spent in the School District of Manawa classes in the previous school year. Wis. Stat. § 115.817(5)(d).

Appendix of Federal Law and Regulations Referenced in the Model Policies and Procedures

34 CFR § 99.3 - Family Educational Rights and Privacy Act of 1974 – Definition of Education Records

- a. The term means those records that are:
 1. Directly related to a student; and
 2. Maintained by an educational agency or institution or by a party acting for the agency or institution.
- b. The term does not include:
 1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
 2. Records of the law enforcement unit of an educational agency or institution, subject to the provisions of Section 99.8.
 3. (i) Records relating to an individual who is employed by an educational agency or institution, that:
 - A. Are made and maintained in the normal course of business;
 - B. Relate exclusively to the individual in that individual's capacity as an employee; and
 - C. Are not available for use for any other purpose.
 4. (ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted under paragraph (b)(3)(i) of this definition.
 4. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - A. Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
 - B. Made, maintained, or used only in connection with treatment of the student; and
 - C. Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution; and
 5. Records that only contain information about an individual after he or she is no longer a student at that agency or institution.

42 U.S.C. § 11434a – McKinney-Vento Homeless Assistance Act, Definition of Homeless Children

1. The term "homeless children and youths"—
 - A. means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302 (a)(1) of this title); and
 - B. includes—
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302 (a)(2)(C) of this title);
 - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - iv. migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

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18 U.S.C. § 1365(h) – Definition of Serious Bodily Injury

2. the term “serious bodily injury” means bodily injury which involves—
- A. a substantial risk of death;
 - B. extreme physical pain;
 - C. protracted and obvious disfigurement; or
 - D. protracted loss or impairment of the function of a bodily member, organ, or mental faculty; and
3. the term “bodily injury” means—
- A. a cut, abrasion, bruise, burn, or disfigurement;
 - B. physical pain;
 - C. illness;
 - D. impairment of the function of a bodily member, organ, or mental faculty; or
 - E. any other injury to the body, no matter how temporary.

29 U.S.C. § 3002(19) - Definition of Universal Design

The term “universal design” means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies.

18 U.S.C. § 930(g)(2) - Definition of Weapon

The term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2 1/2 inches in length.

20 U.S.C. § 7801(37) – Definition of Scientifically Based Research

The term “scientifically based research”--

- A. means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- B. includes research that--
 - i. employs systematic, empirical methods that draw on observation or experiment;
 - ii. involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - iii. relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - iv. is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
 - v. ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
 - vi. has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.



SCHOOL DISTRICT OF MANAWA

Special Education Policies and Procedures 2022-23



Adopted from:

Model Local Educational Agency Special Education Policies and Procedures

Revised August 2021

Jill K. Underly, PhD, State Superintendent Wisconsin Department of Public Instruction

Approved by the School District of Manawa Board of Education: August 2022

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.

SCHOOL DISTRICT OF MANAWA

Student/Parent Handbook

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MODEL LOCAL EDUCATIONAL AGENCY SPECIAL EDUCATION POLICIES AND PROCEDURES

Preface

As a condition of funding under the Individuals with Disabilities Education Act (IDEA), local educational agencies are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires local educational agencies to establish written policies and procedures for implementing state and federal special education requirements. *Model Local Educational Agency Special Education Policies and Procedures* has been developed to help local educational agencies meet their obligation to establish and implement special education requirements. A local educational agency may establish special education requirements by adopting the model policies and procedures. The document may also be used as a reference tool and for staff development activities to promote understanding of and compliance with special education requirements.

The state special education statutes, Subchapter V, Chapter 115, Wis. Stats., incorporate the statutory provisions of Part B of the IDEA. Local educational agencies in Wisconsin must also comply with IDEA's regulations. Therefore, the model policies and procedures are derived primarily from Wisconsin special education statutes and IDEA regulations. A small number of policies and procedures are derived from Wisconsin special education rules, Chapter PI 11, Wis. Admin. Code. The underlying law can be found by using the following tools:

1. The table of contents to the IDEA Regulations found at 34 CFR Part 300, Vol. 71 Federal Register, No. 156 (August 14, 2006);
2. The table of contents of the state special education statute, Subchapter V, Chapter 115, Wis. Stats.; and
3. The table of contents for the state special education rules, Chapter PI 11, Wis. Admin. Code.

Definitions

For the purpose of these policies, the following definitions apply:

- “Assistive technology device” means any item, piece of equipment or product system that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device. 34 CFR § 300.5.
- “Assistive technology service” means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device, including all of the following:
 - evaluating the needs of the child, including a functional evaluation of the child in the child's customary environment;
 - purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
 - selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
 - coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitative plans and programs;
 - training or technical assistance for a child with a disability or, if appropriate, the child's family; and
 - training or technical assistance for professionals, including individuals providing education and rehabilitation services, employers or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child. 34 CFR § 300.6.

- “Business day” means Monday through Friday, except for federal and state holidays unless holidays are specifically included in the designation of business day. 34 CFR § 300.11.
- “Charter school” means a school under contract with a school board under Wis. Stat. § 118.40, or with one of the entities under Wis. Stat. § 118.40(2)(2r)(b), or a school established and operated by one of the entities under Wis. Stat. §§ 118.40(2r)(b), 115.001(1).
- “Child” means any person who is at least three years old but not yet 21 years old and who has not graduated from high school and, for the duration of a school term, any person who becomes 21 years old during that school term and who has not graduated from high school, and includes a child who is homeless, a child who is a ward of the state, county, or child welfare agency, and a child who is attending a private school. Wis. Stat. § 115.76(3).
- “Child with a disability” means a child who, by reason of any of the following, needs special education and related services:
 - autism;
 - blind and visually impaired
 - deaf and hard of hearing
 - deafblind
 - emotional behavioral disability;
 - intellectual disabilities;
 - orthopedic impairments;
 - other health impairments;
 - significant developmental delay;
 - specific learning disabilities;
 - speech or language impairments; or
 - traumatic brain injury.

If the School District of Manawa determines through an appropriate evaluation that a child has one of the impairments listed above but only needs a related service and not special education, the child is not a child with a disability. “Child with a disability” may, at the discretion of the local educational agency and consistent with Department of Public Instruction rules, include a child who, by reason of his or her significant developmental delay, needs special education and related services. 34 CFR § 300.8; Wis. Stat. § 115.76(5).

- “Consent” means:
 - the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
 - the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
 - the parent also understands the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked). 34 CFR § 300.9.
- “Controlled substance” means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substance Act, 21 U.S.C. § 812(c). 34 CFR § 300.530(i)(1).
- “Core academic subjects” means English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography. 34 CFR § 300.10.
- “Day” means calendar day unless otherwise indicated as business day or school day. 34 CFR § 300.11.
- “Destruction,” as used in the section on confidentiality in these policies, means physical destruction or removal of personal identifiers from information so the information is no longer personally identifiable. 34 CFR § 300.611(a).
- “Division” means the Division for Learning Support: Equity and Advocacy in the Department of Public Instruction. Wis. Stat. § 115.76(6).

- “Education records” means the type of records covered under the definition of “education records” set forth in the regulations implementing the Family Educational Rights and Privacy Act of 1974. See Appendix; 34 CFR § 300.611(b).
- “Elementary school” means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under State law. State law defines elementary grades as including K4-8th grade. 34 CFR § 300.13; Wis. Stat. § 115.01(2).
- “Equipment” means machinery, utilities, and built-in equipment, and any necessary enclosures or structures to house the machinery, utilities, or equipment; and all other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture; printed, published and audio-visual instructional materials; telecommunications, sensory, and other technological aids and devices; and books, periodicals, documents; and other related materials. 34 CFR § 300.14.
- “Evaluation” means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs. 34 CFR § 300.15.
- “Extended school year services” means special education and related services that are provided to a child with a disability and meet the standards of the State of Wisconsin. These services are provided beyond the normal school year of the local educational agency, in accordance with the individualized education program (IEP), and at no cost to the parents of the child. 30 CFR § 300.106(b).
- “Free appropriate public education” means special education and related services that are provided at public expense and under public supervision and direction, and without charge, meet the standards of the Department of Public Instruction, include
 - an appropriate preschool, elementary or secondary school education; and are provided in conformity with an IEP. 30 CFR § 300.17; Wis. Stat. § 115.76(7).
- “General curriculum” means the same curriculum as for nondisabled children. 34 CFR § 300.320(a)(1)(i).
- “Hearing officer” means an independent examiner appointed to conduct due process hearings under Wis. Stat. § 115.80. Wis. Stat. § 115.76(8).
- “Highly Qualified Teacher” means that a person has met the Department of Public Instruction’s approved or recognized certification, licensing, registration in which he/she is providing special education or related services, consistent with provision 34 CFR § 300.18.
- “Homeless children” has the meaning given the term homeless children and youths in section 725 of the McKinney-Vento Homeless Assistance Act 42 U.S.C. § 11434(a), as amended, 42 U.S.C. § 11431 et seq. See Appendix; 34 CFR § 300.19.
- “Illegal drug” means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under federal law. 34 CFR § 300.530(i)(2).
- “Include” means that the items named are not all of the possible items that are covered whether like or unlike the ones named. 34 CFR § 300.20.
- “Independent educational evaluation” means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question. 34 CFR § 300.502.
- “Individualized education program” (IEP) means a written statement for a child with a disability that is developed, reviewed, and revised in accordance with Wis. Stat. § 115.787, and 34 CFR §§ 330.320 through 300.324. 34 CFR § 300.22; Wis. Stat. § 115.76(9).
- “IEP Team” means a group of individuals described in Wis. Stat. § 115.78 that is responsible for evaluating the child to determine the child’s eligibility or continued eligibility for special education and related services and the educational needs of the child; developing, reviewing, or revising an IEP for the child; and determining the special education placement for the child. 34 CFR § 300.23; Wis. Stat. § 115.78.

- “Limited English Proficiency” has the meaning given the term in section 9101 (25) of the Elementary and Secondary Education Act (ESEA).
- “Local educational agency,” except as otherwise provided, means:
 - the school district in which the child with a disability resides,
 - when the child attends a nonresident school district under Wis. Stat. §§
 - 118.51 (open enrollment) or 121.84(1)(a) or (4) (tuition waiver), the district of attendance;
 - the Department of Health and Family Services if the child with a disability resides in an institution or facility operated by the Department of Health and Family Services; or
 - the Department of Corrections if the child with a disability resides in a Type 1 secured correctional facility, as defined in Wis. Stat. § 938.02(19), or a Type 1 prison, as defined in Wis. Stat. § 301.01(5).

Wis. Stat. § 115.76(10).

- “Native language,” for individuals with limited English proficiency, means the language normally used by that individual. For children with limited English proficiency, the term means the language normally used by the parents of the child, except that in all direct contact with a child (including evaluation of the child), the term means the language normally used by the child in the home or learning environment. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication). 34 CFR § 300.29; Wis. Stat. §. 115.76(11).
- “Nonacademic and extracurricular services and activities” may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities and employment by the public agency and assistance in making outside employment available. 34 CFR § 300.107.
- “Parent” means any of the following:
 - a biological parent;
 - a husband who has consented to the artificial insemination of his wife under Wis. Stat. § 891.40;
 - a male who is presumed to be the child’s father under Wis. Stat. § 891.41;
 - a male who has been adjudicated the child’s father under subchapter VIII of chapter 48, under subchapter IIX of chapter 767, by final order or judgment of an Indian tribal court of competent jurisdiction or by final order or judgment of a court of competent jurisdiction in another state;
 - an adoptive parent;
 - a legal guardian;
 - a person acting as a parent of a child with whom the child lives;
 - a person appointed as a sustaining parent under Wis. Stat. § 48.428;
 - a person assigned as a surrogate parent under Wis. Stat. § 115.792(1)(a)2; and
 - a foster parent, if the right and responsibility of all of the aforementioned individuals to make educational decisions concerning the child has been extinguished by termination of parental rights, by transfer of guardianship or legal custody or by other court order; the foster parent has an ongoing, long-term parental relationship with the child; the foster parent is willing to make educational decisions required of parents under special education law; and the foster parent has no interests that would conflict with the interests of the child.

The biological or adoptive parent, when attempting to act as a parent of the child, must be presumed to be the parent unless that person does not have legal authority to make educational decisions for the child. 34 CFR § 300.30(b).

“Parent” does not include any person whose parental rights have been terminated; the state, county, or a child welfare agency if a child was made a ward of the state, county, or child welfare agency under chapter 54 or 880 or if a child has been placed in the legal custody or guardianship of the state, county, or a child welfare agency under chapter 48 or chapter 767; or an American Indian tribal agency if the child was made a ward of the agency or placed in the legal custody or guardianship of the agency. 34 CFR § 300.30; Wis. Stat. § 115.76(12).

“Person acting as a parent of a child” means a relative of the child or a private individual allowed to act as a parent of a child by the child’s biological or adoptive parents or guardian, and includes the child’s grandparent, neighbor, friend, or private individual caring for the child with the explicit or tacit approval of the child’s biological or adoptive parents or guardian. “Person acting as a parent of a child” does not include any person that receives public funds to care for the child if such funds exceed the cost of such care. 34 CFR § 300.30(a)(4); Wis. Stat. § 115.76(13).

- “Participating agency,” as used in the section on Confidentiality of Information in these policies, means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under the Individuals with Disabilities Education Act. 34 CFR § 300.611(c).
- “Personally identifiable” means information that includes the name of the child, the child’s parent or other family member; the address of the child; a personal identifier such as the child’s social security number or student number; or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty. 34 CFR § 300.32.
- “Parentally-placed private school children with disabilities” are children with disabilities enrolled by their parents in private schools or facilities, including
- religious schools or facilities that meet the definition of elementary school or secondary school, other than children with disabilities placed or referred to private schools by public agencies. 34 CFR § 300.130.
- “Public Agency” includes the State Educational Agency, Local Educational Agency, Cooperative Educational Service Agency (CESA), charter schools operating under Wis. Stat. § 118.40(2r), county children with disabilities education board, and any other political subdivisions of the State that are responsible for providing education to children with disabilities. 34 CFR § 300.33.
- “Pupil Records” means all records relating to individual pupils maintained by a school but does not include:
 - notes or records maintained for personal use by a teacher or other person to be licensed if such records or notes are not available to others;
 - records necessary for, and available only to persons involved in, the psychological treatment of a pupil; and
 - law enforcement unit records.

Wis. Stat. § 118.125(1)(d).

- “Record” means any material on which written, drawn, printed, spoken, visual, or electromagnetic information is recorded or preserved, regardless of physical form or characteristics. Wis. Stat. § 118.125(1)(e).
- “Related services” means transportation and such developmental, corrective and other supportive services (including speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services; school health services; school nursing services designed to enable a child with a disability to receive a free appropriate public education as described in the child’s IEP; parent counseling and training; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluative purposes only; and the early identification and assessment of disabilities in children) as may be required to assist a child with a disability to benefit from special education. “Related services” does not include a medical device that is surgically implanted, the optimization of device functioning, maintenance of the device, or the replacement of such a device. Nothing in this definition limits the rights of a child with a surgically implanted device to receive related services as determined by the IEP Team to be necessary, limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, while the child is transported to and from school or is at school; or prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly. 34 CFR § 300.34; Wis. Stat. § 115.76(14).

In this definition:

- “Audiology” includes:
 - identification of children with hearing loss;
 - determination of the range, nature, and degree of hearing loss including referral for medical or other professional attention for the habilitation of hearing;
 - provision of habilitative activities such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation and speech conservation;
 - creation and administration of programs for prevention of hearing loss;
 - counseling and guidance of pupils, parents, and teachers regarding hearing loss; and
 - determination of the child’s need for group and individual amplification, selecting and fitting an appropriate aid and evaluating the effectiveness of amplification.
- “Counseling services” means services provided by qualified social workers, psychologists, guidance counselors or other qualified personnel.
- “Early identification and assessment of disabilities in children” means the implementation of a formal plan for identifying a disability as early as possible in a child’s life.
- “Interpreting services,” as used with respect to children who are deaf or hard of hearing, includes oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, and special interpreting services for children who are deaf-blind.
- “Medical services” means services provided by a licensed physician to determine a child’s medically-related disability that results in the child’s need for special education and related services.
- “Occupational therapy” means services provided by a qualified occupational therapist, and includes:
 - improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;
 - improving ability to perform tasks for independent functioning if functions are impaired or lost; and
 - preventing, through early intervention, initial or further impairment or loss of function.
- “Orientation and mobility services” means services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, and includes teaching students the following as appropriate:
 - spatial and environmental concepts and use of information received by the senses (such as sound, temperature, and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street);
 - to use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
 - to understand and use remaining vision and distance low vision aids, as appropriate; and
 - other concepts, techniques, and tools.
- “Parent counseling and training” means assisting parents in understanding the special needs of their child, providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child’s IEP.
- “Physical therapy” means services provided by a qualified physical therapist.

- “Psychological services” includes:
 - administering psychological and educational tests, and other assessment procedures;
 - interpreting assessment results;
 - obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
 - consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
 - planning and managing a program of psychological services, including psychological counseling for children and parents; and
 - assisting in developing positive behavioral intervention strategies.
- “Recreation” includes:
 - assessment of leisure function;
 - therapeutic recreation services;
 - recreation programs in schools and community agencies; and
 - leisure education.
- “Rehabilitation counseling services” means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.
- “School health services” means health services provided by a qualified school nurse or other qualified person that are designed to enable a child with a disability to receive FAPE as described in the child’s IEP.
- “School nurse services” mean health services provided by a qualified school nurse, designed to enable a child with a disability to receive FAPE as described in the child’s IEP.
- “Social work services in schools” includes:
 - preparing a social or developmental history on a child with a disability;
 - group and individual counseling with the child and family;
 - working in partnership with parents and others on those problems in a child’s living situation (home, school, and community) that affect the child’s adjustment in school;
 - mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
 - assisting in developing positive behavioral intervention strategies.
- “Speech-language pathology services” include:
 - identification of children with speech or language impairments;
 - diagnosis and appraisal of specific speech or language impairments;
 - referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
 - provision of speech and language services for the habilitation or prevention of communicative impairments; and
 - counseling and guidance of parents, children, and teachers regarding speech and language impairments.

- “Transportation” includes:
 - travel to and from school and between schools;
 - travel in and around school buildings; and
 - specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

34 CFR § 300.34.

- “Residential care center for children and youth” means a facility operated by a child welfare agency licensed under Wis. Stat. § 48.60 for the care and maintenance of children residing in that facility. Wis. Stat. § 115.76(14g).
 - “Responsible Local Educational Agency:” as used in the section on children in residential care centers means the local educational agency that was responsible for providing a free, appropriate public education to the child before the placement of the child in a residential care center for children and youth.
 - Except “responsible local educational agency” means the school district in which the residential care center for children and youth is located if before the placement of the child in a residential care center for children and youth, the children resided in an: institute or facility operated by the department of health and family services; a Type 1 juvenile correctional facility; or a Type 1 prison.

Wis. Stat. § 115.81.

- “School day” means any day, including a partial day, that children are in attendance at school for instructional purposes. The term “school day” has the same meaning for all children in school, including children with and without disabilities. 34 CFR § 300.11.
- “Scientifically-based research” has the meaning given the term in section 9101(37) of the ESEA. See Appendix; 34 CFR § 300.35.
- “Secondary school” means a nonprofit institutional day or residential school including a public secondary charter school that provides secondary education for grades 9-12. 34 CFR § 300.36.
- “Serious bodily injury” has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code. See Appendix; 34 CFR § 300.530(i)(3).
- “Services plan” means a written statement that describes the special education and related services the school district will provide to a parentally-placed child with a disability enrolled in a private school located in the district, including the location of the services and any transportation necessary, consistent with 34 CFR §§ 300.132, 300.137-139. 34 CFR § 300.37.
- “Special education” means specially designed instruction, regardless of where the instruction is conducted, that is provided at no cost to the child or the child’s parents, to meet the unique needs of a child with a disability, including:
 - instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings;
 - instruction in physical education;
 - speech-language pathology services, or any other related service, if the service consists of specially designed instruction and is considered special education rather than a related service under Wisconsin standards;
 - travel training; and
 - vocational education.
 - The terms in the definition of special education are defined as follows:
 - ◇ “At no cost” means that all specially designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.

- ◇ “Physical education” means the development of:
 - physical and motor fitness;
 - fundamental motor skills and patterns; and
 - skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).
 - The term includes special physical education, adaptive physical education, movement education, and motor development.
- ◇ “Specially-designed instruction” means adapting content, methodology or delivery of instruction:
 - to address the unique needs of an eligible child that result from the child’s disability; and
 - to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the local educational agency that apply to all children.
- ◇ “Travel training” means providing instruction, as appropriate, to children with significant intellectual disabilities and any other children with disabilities who require this instruction to enable them to develop an awareness of the environment in which they live and learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
- ◇ “Vocational education” means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

34 CFR § 300.39; Wis. Stat. § 115.76(15).

- “Supplementary aids and services” mean aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings to enable a child with a disability to be educated with nondisabled children to the maximum extent appropriate. 34 CFR § 300.42, 115.76(16).
- A “transfer pupil with a disability” means a child with a disability under the Individuals with Disabilities Education Act whose residence has changed from a local educational agency in this state to another local educational agency in this state or from a public agency in another state to a local educational agency in this state. Wis. Admin. Code § PI 11.07.
- “Transition services” means a coordinated set of activities for a child with a disability that:
 - is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including:
 - postsecondary education;
 - vocational education;
 - integrated employment (including supported employment);
 - continuing and adult education;
 - adult services;
 - independent living; or
 - community participation
 - is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes:
 - instruction;
 - related services;
 - community experiences;
 - the development of employment and other post-school adult living objectives; and
 - if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR § 300.43.

- “Universal Design” has the meaning given the term in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. § 3002. See Appendix; 34 CFR § 300.44.
- “Weapon” has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code. See Appendix; 34 CFR § 300.530(i)(4).

Full Educational Opportunity Goal

It is the goal of the School District of Manawa to provide full educational opportunity to all children with disabilities in the area served by the local educational agency. The local educational agency has available to all of its children with disabilities the variety of educational programs and services available to nondisabled children in the local educational agency, including: art, music, industrial arts, consumer and homemaking education, and vocational education or any program or activity in which nondisabled children participate. The School District of Manawa provides supplementary aids and services determined appropriate and necessary by the child’s IEP Team, to ensure that children with disabilities have an equal opportunity to participate in nonacademic and extracurricular services and activities. 34 CFR §§ 300.107; 300.109; 300.110; 300.201.

Free Appropriate Public Education

General. All children with disabilities for whom the School District of Manawa is responsible are provided a free appropriate public education. Special education and related services are provided to these children with disabilities, including, as required by 34 CFR § 300.530(d), children with disabilities who have been suspended or expelled from school. Children with disabilities entitled to a free appropriate public education are children age three, but not yet 21 who have not graduated from high school with a regular high school diploma and, for the duration of a school term, persons who become 21 years old during that school term and who have not graduated from high school with a regular diploma. A regular high school diploma does not include an alternative degree that is not fully aligned with the State’s academic standards, such as a certificate or a general educational development credential (GED). The special education and related services provided to children addresses all of their special education and related services needs and are provided by personnel qualified as required by 34 CFR §§ 300.156, 300.101(a), 300.102(a)(3)(iv), 300.156; Wis. Stat. § 115.76(3).

The School District of Manawa provides prior written notice of a change in placement consistent with the requirements in the law when a child with a disability graduates from high school with a regular diploma. Additionally, for those students who graduate from high school with a regular diploma as well as students who exceed the age of eligibility, the School District of Manawa provides a summary of their academic achievement and functional performance, including recommendations on how to assist the child in meeting the child’s postsecondary goals. 34 CFR §§ 300.102(a)(3)(iii), 300.305(e)(3).

The School District of Manawa ensures that an IEP is in effect for each eligible child no later than the child’s third birthday. If the child’s third birthday occurs during the summer, the child’s IEP team determines when the IEP services will begin. 34 CFR § 300.101(b).

If a placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is provided at no cost to the parents of the child. 34 CFR § 300.104.

The School District of Manawa admits a nonresident child if the program is appropriate for the child’s disability. When a resident child is refused admittance to another local educational agency, the resident local educational agency ensures that a free appropriate public education is provided to the child. When board and lodging are not furnished to a nonresident child with a disability, the resident local educational agency provides transportation, except as provided in Wis. Stat. § 115.82(2)(a) and (b). Wis. Stat. § 115.82.

After a child with a disability has been removed from his or her current placement for ten school days in the same school year, for any subsequent removal, the School District of Manawa provides services, although in another setting, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child’s IEP. In such a case, school personnel, in consultation with at least one of the child’s teachers, determine the extent of the services. When there is a change of placement, the IEP team determines the appropriate services. 34 CFR § 300.530(d).

Hearing Aids and External Components of Surgically Implanted Medical Devices. The School District of Manawa

ensures that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. The School District of Manawa ensures that the external components of surgically implanted medical devices are functioning properly, but is not responsible for the post-surgical maintenance, programming, or replacement of the medical devices that has been surgically implanted, or of an external component of the surgically implanted medical device. 34 CFR § 300.113.

Physical Education. Physical education services, specially designed if necessary, are made available to every child with a disability unless the LEA does not provide physical education to children without disabilities in the same grades. Each child with a disability is afforded the opportunity to participate in regular physical education programs available to nondisabled children unless the child is enrolled full time in a separate facility, or the child needs specially designed physical education as prescribed in the child's IEP.

If specially designed physical education is prescribed in a child's IEP, the School District of Manawa provides the services directly or makes arrangements for those services to be provided through other public or private programs. The School District of Manawa ensures that a child with a disability who is enrolled in a separate facility receives appropriate physical education services in compliance with the law. 34 CFR § 300.108.

Assistive Technology. The School District of Manawa makes available assistive technology devices or assistive technology services, or both, to a child with a disability if required as part of the child's special education, related services, or supplementary aids and services. If a child's IEP team determines that access to school-purchased assistive technology devices or services in the child's home or in other settings is necessary for the child to receive a free appropriate public education, the devices or services are provided. 34 CFR § 300.105.

Extended School Year. The School District of Manawa ensures that extended school year services are available to each child with a disability as necessary to provide a free appropriate public education. Extended school year services are provided when a child's IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education to the child. The School District of Manawa does not limit extended school year services to particular categories of disability, or unilaterally limit the type, amount, or duration of those services. 34 CFR § 300.106.

Participation in Assessments. Children with disabilities attending the School District of Manawa are included in all state-wide and district-wide assessment programs with appropriate accommodations. Those children who cannot participate in state-wide or district-wide assessments participate in alternate assessments. Needed accommodations or alternate assessments are identified by the IEP team and are specified in the child's IEP. 20 U.S.C. § 1412(a)(16); Wis. Stat. § 115.77(1m)(bg).

Methods of Ensuring a Free Appropriate Education. If a public agency, other than an educational agency, fails to meet its obligation under federal or state law or under state policy or interagency agreement to provide or pay for any services that are also considered special education and related services that are necessary for ensuring a free appropriate public education to a child, the School District of Manawa provides or pays for these services to the child in a timely manner. 34 CFR § 300.154(b)(2).

When the School District of Manawa uses Medicaid or other public insurance benefits programs in which a child participates to provide or pay for special education and related services necessary for the child to receive a free appropriate public education as permitted under the public insurance program, the School District of Manawa obtains parent consent each time access to public benefits or insurance is sought.

Furthermore, the School District of Manawa does not:

- require parents to sign up for or enroll in public insurance programs in order for their child to receive a free appropriate public education under Part B of the Act;
- require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for special education and related services; or
- use a child's benefits under a public insurance program if that use would:
 - decrease available lifetime coverage or any other insured benefit,
 - result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school,
 - increase premiums or lead to the discontinuation of benefits or insurance or
 - risk loss of eligibility for home and community-based waivers based on aggregate health-related expenditures.

Each time the School District of Manawa proposes to access the proceeds of a parents' private insurance to provide services necessary for the child to receive a free appropriate public education, the School District of Manawa:

- obtains informed parent consent; and
- informs the parents that their refusal to permit the School District of Manawa to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

34 CFR § 300.154.

The School District of Manawa timely provides instructional materials in accessible formats to children who are blind, children with print disabilities, or other children with disabilities as required in the child's IEP. 34 CFR § 300.210.

Except for the circumstances provided for in Wis. Stat. §§ 118.51(12)(a) and (b)2 of the Full-Time Open Enrollment law, if a non-resident child with a disability is attending the School District of Manawa under the Full-Time Open Enrollment law, the local educational agency provides an educational placement for the child. If tuition charges are required by the placement, the School District of Manawa pays tuition charges instead of the resident school district. Wis. Stat. § 115.79(1)(b).

Public Information

The School District of Manawa regularly publicizes information about its special education procedures and services. Further, the School District of Manawa makes available to any person, upon request, all documents relating to the School District of Manawa's eligibility for state and federal special education funds. 34 CFR § 300.212; Wis. Stat. §§ 115.77(1m)(g) and (h).

If the School District of Manawa receives a notice from the Department of Public Instruction that it is in noncompliance with respect to state or federal special education law and the Department of Public Instruction is proposing to reduce or withhold any further payments to the School District of Manawa until the Department of Public Instruction is satisfied that the School District of Manawa is complying with that requirement, the local educational agency gives public notice of the pending state actions. 34 CFR § 300.222(b).

Child Find

General. The School District of Manawa identifies, locates, and evaluates all children with disabilities, regardless of the severity of their disability, who are in need of special education and related services, including children attending private schools, children who are made a ward of the state, county, or child welfare agency under chapter 54 or 880, children who are not yet three years of age, highly mobile children such as migrant and homeless children, and children who are suspected of being a child with a disability even though they are advancing from grade to grade. 34 CFR § 300.111; Wis. Stat. § 115.77(1m)(a).

Referral. The School District of Manawa accepts and processes referrals of children suspected to have a disability. The School District of Manawa has written procedures for accepting and processing referrals. Licensed school personnel who reasonably believe a child has a disability are required to make a referral.

Prior to submitting a referral, the people required to make referrals inform the parents of their intent to make a referral. If this School District of Manawa receives a referral for a child who is attending this School District of Manawa under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. §§ 121.84(1)(a) or (4), the School District of Manawa provides the name of the child and related information to the local educational agency of residence. Whenever this School District of Manawa receives a referral for a resident child attending school in another local educational agency under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. §§ 121.84(1)(a) or (4), the School District of Manawa provides the name of the child and related information to the local educational agency of attendance.

The School District of Manawa accepts written referrals. Each referral includes the name of the child and reasons why the person making the referral believes that the child is a child with a disability. The School District of Manawa documents and dates the receipt of each referral.

At least annually, the School District of Manawa informs parents and persons required by law to make referrals about the School District of Manawa's referral and evaluation procedures.

The School District of Manawa provides information and in-service opportunities for its licensed staff to

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familiarize them with the School District of Manawa's referral procedures. Wis. Stat. § 115.777.

IEP Team

The School District of Manawa establishes an IEP team for each child referred to the School District of Manawa.

Participants. The IEP team for each child consists of all of the following:

- the parents of the child;
- at least one regular education teacher of the child if the child is, or may be, participating in a regular education environment;
- at least one special education teacher who has recent training or experience related to the child's known or suspected area of special education needs or, where appropriate, at least one special education provider of the child;
- a representative of the School District of Manawa (LEA):
 - who is qualified to provide or supervise the provision of special education,
 - who is knowledgeable about the general education curriculum, and
 - who is knowledgeable about and authorized to commit the available resources of the School District of Manawa (who may be another member of the IEP team if the criteria are met);
- an individual who can interpret the instructional implications of evaluation results, who may otherwise be a team member;
- an appropriate therapist if the child is suspected to need occupational therapy or physical therapy or both. Wis. Admin. Code § PI 11.24.
- a department-licensed speech or language pathologist when documenting a speech or language impairment and the need for speech or language services. Wis. Admin. Code § PI 11.36(5)(e).
- at the discretion of the parent or School District of Manawa, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate. The determination of the individual's knowledge or special expertise is made by the party (parents or School District of Manawa) who invited the individual to be a member of the IEP team;
- whenever appropriate, the child;
- at least one person designated by the school board of the child's school district of residence who has knowledge or special expertise about the child when the student is attending a public school in a nonresident school district under Full-Time Open Enrollment Law, or a tuition waiver under Wis. Stat. §§ 121.84(1)(a) or (4),

In addition to the above members, the School District of Manawa invites the following:

- To the extent appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, if the parents or the child who has reached the age of majority provides consent; and
- The student, when the purpose of the meeting will be consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. If the student does not attend the IEP Team meeting, the School District of Manawa takes other steps to ensure consideration of the student's preferences and interests.
- If requested by the parent, at the initial IEP Team meeting for a child previously served under Part C, the Part C service coordinator or other representatives of the Part C System will be invited.

34 CFR § 300.321; Wis. Stat. § 115.78; Wis. Admin. Code § 11.24(2).

IEP Team Attendance. An IEP Team member is not required to attend an IEP Team meeting, in whole, or in part, if the parent of a child with a disability and the School District of Manawa agree, in writing, the attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed.

An IEP Team member may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if the parent, in writing, and the School District of Manawa consent to the excusal, and the member submits,

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in writing to the parent and the IEP Team, input into the development of the IEP prior the meeting. 34 CFR § 300.321(e); Wis. Stat. § 115.78(5).

Parent Participation in IEP Team Meetings. The School District of Manawa takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including:

- notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- scheduling the meeting at a mutually agreed on time and place.

The notice required in this policy:

- indicates the purpose, time, and location of the meeting and who will be in attendance; informs the parents of the provisions in these policies relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child; and
- informs the parents that they can request the Part C coordinator or other representatives of the Part C system be at the initial IEP Team meeting for a child previously served under Part C of IDEA.

Beginning no later than in the first IEP that will be in effect when the child is 14, the notice also:

- indicates that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the child;
- indicates that the School District of Manawa will invite the student; and
- identifies any other agency that will be invited to send a representative.

If neither parent can attend, the School District of Manawa agency uses other methods to ensure parent participation, including individual or conference calls.

The School District of Manawa may conduct meetings without a parent in attendance if the School District of Manawa is unable to convince the parents that they should attend. In this case the School District of Manawa has a record of its attempts to arrange a mutually agreed on time and place, such as:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parents and any responses received; and
- detailed records of visits made to the parent's home or place of employment and the results of those visits.

The School District of Manawa takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

Subject to the timeline requirements contained in this policy, if the parents of the child or the School District of Manawa staff determine at any meeting during the process of the evaluation, development of the IEP or placement of the child that additional time is needed to permit meaningful parental participation, the School District of Manawa provides it. Upon request, the School District of Manawa provides a copy of the most recent evaluation report to the child's parents at any meeting of the IEP team.

The School District of Manawa gives the parent a copy of the child's IEP at no cost to the parent. 34 CFR § 300.322; Wis. Stat. §§ 115.787(2)(g) and 115.78(3)(d).

IEP Team Duties. The IEP team does all of the following:

- evaluates the child to determine the child's eligibility or continued eligibility for special education and related services, and the educational needs of the child;
- develops an IEP for the child; and
- determines the special education placement for the child.

34 CFR § 300.324(a); Wis. Stat. § 115.78.

Timeline. Within 15 business days of receiving a referral, the School District of Manawa sends to the child's parents a request for consent to evaluate the child except that if the School District of Manawa determines that no additional data are necessary, the School District of Manawa notifies the child's parent of that

determination within 15 business days of receiving the referral. The School District of Manawa determines if a child is a child with a disability within 60 days after receiving parental consent for the evaluation or provides notice that no additional data are needed. The 60-day period does not apply:

- if the child transfers into the School District of Manawa before the previous local educational agency has made an eligibility determination, sufficient progress is being made to ensure a prompt completion of the evaluation, and the child's parents agree to a specific time when the evaluation will be completed;
- if the child's parent repeatedly fails or refuses to produce the child for the evaluation; or
- if a child is being evaluated for a specific learning disability and the timeline is extended by mutual written agreement of the child's parents and IEP team.

The School District of Manawa conducts a meeting to develop an IEP and determine placement within 30 days of a determination that a child is a child with a disability.

If the parents of the child or School District of Manawa staff determine at any meeting during the process of evaluation, development of the IEP, or determination of placement, that additional time is needed to permit meaningful parent participation, the School District of Manawa provides it. 34 CFR §§ 300.301, 300.323, 300.309(c); Wis. Stat. §§ 115.777(3)(e), 115.78.

Evaluation

General. As part of an initial evaluation of a child and as part of any reevaluation of a child, the IEP team and other qualified professionals, as determined by the School District of Manawa:

- reviews existing evaluation data on the child, including evaluations and information provided by the child's parents, previous interventions, and the effects of those interventions, current classroom-based, local, or state assessments, classroom-based observations, and observations by teachers and related services providers; and
- on the basis of that review and information provided by the child's parents, identifies the additional data, if any, that are needed, to determine:
 - whether the child meets the criteria for a particular category of disability and the educational needs of the child or, in case of a reevaluation of a child, whether the child continues to meet the criteria for such a disability and the educational needs of the child;
 - the present levels of academic achievement and related developmental needs of the child;
 - whether the child needs specially designed instruction, or in the case of a reevaluation of a child, whether the child continues to need specially designed instruction; and
 - whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable, annual goals specified in the child's IEP and to participate, as appropriate, in the general education curriculum.
- The School District of Manawa administers such assessment and other evaluations as may be needed to produce the additional data.
- The review of existing evaluation data on the child may occur without conducting a meeting.

34 CFR § 300.305; Wis. Stat. § 115.782(2)(b).

The School District of Manawa does not require parental consent before reviewing existing data as part of an evaluation or reevaluation or administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, the School District of Manawa requires consent for all children. 34 CFR § 300.300(d)(1).

Screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services. 34 CFR § 300.302.

The School District of Manawa provides the parents of the child with proper written notice, of any evaluation procedures the agency proposes to conduct, and the names of the individuals who will conduct the evaluation, if known. 34 CFR § 300.304(a); Wis. Stat. § 115.782(1)(a).

Initial Evaluations. The School District of Manawa obtains informed consent from the child's parent before administering assessments or other evaluation materials to the child. Parental consent for the evaluation

does not constitute consent for placement for receipt of special education and related services. 34 CFR § 300.300(a); Wis. Stat. § 115.782(1)(b).

If the child is a ward of the state and is not residing with the child's parent, the School District of Manawa is not required to obtain informed consent from the parent for an initial evaluation if: the School District of Manawa cannot, after reasonable efforts, locate the parent of the child; the rights of the parents of the child have been terminated in accordance with state law; or, the rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child. 34 CFR § 300.300(a)(2).

If the parent of a child enrolled in public school or seeking to be enrolled in public school does not provide consent for an initial evaluation or fails to respond to a request to provide consent, the School District of Manawa may, but is not required to, pursue the initial evaluation by utilizing mediation or due process. 34 CFR § 300.300(a)(3).

If a parent of a child who is home schooled or parentally placed in a private school does not provide consent, or the parent fails to respond to a request to provide consent, the School District of Manawa cannot use mediation or due process and is not required to consider the child as eligible for services. 34 CFR § 300.300(d)(4).

The School District of Manawa does not use a parent's refusal to consent to activities relating to conducting an initial evaluation to deny the parent or child any other service, benefit, or activity of the School District of Manawa. 34 CFR § 300.300(d)(3).

IEP Team Determination of Eligibility or Continuing Eligibility (Initial and Reevaluation). Following a review of existing data and administration of assessments and other evaluation materials (if any), the IEP team determines whether the child is or continues to be a child with a disability. For a child who does not otherwise meet the eligibility criteria under state law, the IEP team does not determine that the child is a child with a disability solely because the child has received inappropriate instruction in reading or math or because the child has limited proficiency in English. In interpreting evaluation data for the purpose of determining if a child is a child with a disability, and the educational needs of the child, the School District of Manawa draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The School District of

Manawa ensures that information obtained from all of these sources is documented and carefully considered. 34 CFR § 300.306.

Reevaluation. In conducting reevaluations, the IEP team:

- evaluates a child with a disability in accordance with the law before determining that the child is no longer a child with a disability, and
- reevaluates a child with a disability in accordance with the law if the School District of Manawa determines that the educational or related services needs of the child, including the child's academic and functional performance, warrant a reevaluation or if the child's parent or teacher requests a reevaluation. The IEP team shall reevaluate a child no more than once a year unless the child's parents and the School District of Manawa agree otherwise, and at least once every 3 years unless the child's parent and School District of Manawa agree that a reevaluation is unnecessary.

34 CFR §§ 300.303, 300.305(e)(1); Wis. Stat. § 115.782(4).

An evaluation is not required before the termination of a child's eligibility for special education and related services because he or she graduated from secondary school with a regular diploma or because he or she reached the age of 21. Under these circumstances, the School District of Manawa provides the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting his or her postsecondary goals. 34 CFR §§ 300.305(e)(2) and (3); Wis. Stat. § 115.782(4).

In conducting a reevaluation, the School District of Manawa obtains informed consent from the child's parent before administering new assessments and other evaluation materials. The School District of Manawa proceeds without consent only if the School District of Manawa has taken reasonable measures to obtain the consent and the child's parents have failed to respond. Reasonable measures are the measures required for conducting an IEP meeting without a parent in attendance. If the parent of a child enrolled in public school or seeking to be enrolled in public school refuses to provide consent, the School District of Manawa is not required to pursue the reevaluation, but may pursue the reevaluation by utilizing mediation or due process.

If a parent of a child who is home schooled or parentally placed in a private school refuses or fails to respond to a request for consent for a reevaluation, the School District of Manawa cannot use mediation or due process and is not required to consider the child as eligible for services. 34 CFR §§ 300.300(c) and (d); Wis. Stat. § 115.782(4)(b).

If the IEP team and other qualified professionals, as appropriate, finds no additional information is needed to determine whether a child continues to be a child with a disability, and to determine the child's educational needs, the School District of Manawa notifies the

child's parents of that finding and the reasons for it, and that the parent has a right to request an assessment to determine whether the child continues to have a disability, and to determine the child's educational needs. The School District of Manawa conducts such an assessment if the parent requests it. 34 CFR § 300.305(d); Wis. Stat. § 115.782(4)(c).

Evaluation Report. When the IEP team determines a child's eligibility, the team prepares an evaluation report that includes documentation of the determination of eligibility. The School District of Manawa gives a copy of the evaluation report and the documentation of determination of eligibility at no cost to the child's parents. 34 CFR § 300.306(a); Wis. Stat. § 115.782(3)(b).

Evaluation Safeguards. When a School District of Manawa evaluates a child with a disability, the IEP team:

- does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child;
- uses a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the child's parent, that may assist in determining whether the child is a child with a disability and the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum or, for preschool children, to participate in appropriate activities;
- uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and
- ensures all of the following:
 - assessments and other evaluation materials used to assess a child are selected and administered so as not to be racially or culturally discriminatory and are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do, academically, developmentally, and functionally, unless it is clearly not feasible to do so;
 - any assessments given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such assessments or evaluation materials;
 - the child is assessed in all areas of suspected disability; including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and
 - assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are used.

34 CFR § 300.304; Wis. Stat. §§ 115.782(2) and 3(b).

The evaluation report includes documentation of determination of eligibility for special education. A copy of the evaluation report, including the documentation of eligibility is given to the child's parents.

In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs whether or not commonly linked to the disability category in which the child has been classified. 34 CFR §§ 300.304 (c)(6)-(7).

The School District of Manawa ensures assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient. 34 CFR § 300.304(c)(2).

The School District of Manawa ensures assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the skills the test purports to measure). 34 CFR § 300.304(c)(3).

Additional Requirements for Specific Learning Disabilities. When a school begins to use data from a multi-level system of support to consider if the student meets the Insufficient Progress criterion, the IEP team shall include the following additional members:

- at least one licensed person who is qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology;
- at least one licensed person who has implemented scientific, research-based or evidence-based, intensive interventions with the referred pupil;
- at least one licensed person who is qualified to conduct individual diagnostic evaluations of children; and
- if the child does not have a licensed general education teacher, a general education classroom teacher licensed to teach a child of the same age, or for a child of less than school age, an individual qualified by the Department of Public Instruction to teach a child of his or her age.

Wis. Admin. Code PI § 11.36(6).

For a child suspected of having a specific learning disability, the documentation of the determination of eligibility shall include:

- whether the child has a specific learning disability;
- the basis for making that determination, including an assurance that the eligibility determination was based on a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and that the information obtained from all of these sources is documented and carefully considered;
- the relevant behavior, if any, noted during observation of the child and the relationship of that behavior to the child's academic functioning in the area of potential specific learning disability;
- documentation that the intensive intervention was applied in a manner highly consistent with its design, was closely aligned to pupil need, and was culturally appropriate;
- the educationally relevant medical findings, if any;
- whether the child does not achieve adequately for the child's age or to meet state approved grade-level standards and the child does not make sufficient progress to meet age or State-approved grade-level standards; the determination of the team concerning the effects of a visual, hearing, or motor disability; intellectual disability; emotional behavioral disability; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and
- if the child has participated in a process that assesses the child's response to scientific, research-based intervention, documentation that the child's parents were notified about the following:
 - the progress monitoring data collected;
 - strategies for increasing the child's rate of learning including the intensive interventions used, and
 - the parents' right to request an evaluation.

Each IEP team member certifies in writing whether the report reflects his or her conclusion. If the evaluation report does not reflect the IEP team member's conclusions, the member submits a separate statement presenting his or her conclusions. Wis. Admin. Code § PI 11.36(6).

Determination of Eligibility

An evaluation conducted by an IEP team under Wis. Stat. § 115.782, shall focus on the consideration of information and activities that assist the IEP team in determining the educational needs of the child. Specifically, the IEP team shall meet the evaluation criteria specified under Wis. Stat. § 115.782(2)(a), when conducting tests and using other evaluation materials in determining a child's disability. Evaluation means procedures used in accordance with §§300.304 through 300.311 to determine whether a child has a disability and the nature and extent of the specially designed instruction, supplementary aids and services, and related services that the child needs. 34 CFR § 300.15.

A child shall be identified as having a disability if the IEP team has determined from a comprehensive evaluation conducted under Wis. Stat. § 115.782, that the child has an impairment under Wis. Admin. Code § PI 11.36 that adversely affects the child's educational performance, and the child requires specially designed instruction. "Specially designed instruction" means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability; and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. 34 CFR § 300.39(a)(3).

Every special education evaluation must be sufficiently comprehensive to identify the effects of the student's disability and the student's disability-related needs, whether or not commonly linked to the disability category(s) in which the student has been classified. 34 CFR § 300.304(c)(6). The evaluation must yield sufficient information to allow the team to move forward to develop, or review and revise, the student's IEP if the student is found eligible for special education. This means the team must have the information needed to make decisions about how to educate the student so the student can access the general education curriculum and instruction to make progress toward meeting the expectations and standards that apply to all students of the same age or grade. Wis. Admin. Code § PI 11.35.

A child will not be determined to be a child with a disability if:

- The determinant factor for that determination is
 - Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 U.S.C. § 6368(3); or
 - Lack of appropriate instruction in math; or
 - Limited English proficiency;
- The child does not otherwise meet the eligibility criteria; and,
- The child does not require specially designed instruction.

34 CFR § 300.306(b); Wis. Stat. § 115.782(3)(a).

Disability Categories

All provisions in these policies shall be construed consistent with 20 U.S.C. § 1400 et. seq. and the regulations promulgated thereunder. Wis. Admin. Code § PI 11.36.

Autism. Wis. Admin. Code § PI 11.36(8).

Autism means a developmental disability significantly affecting a child's social interaction and verbal and nonverbal communication, generally evident before age 3 that adversely affects learning and educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional behavioral disability as defined in Wis. Admin. Code § PI 11.36(7).

The results of standardized or norm-referenced instruments used to evaluate and identify a child under this paragraph may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessments, achievement assessments, observation and work samples shall be considered to identify a child under this paragraph. Augmentative communication strategies, such as facilitated communication, picture boards or signing shall be considered when evaluating a child under this paragraph. To identify a child as a child with autism, the criteria under 1. and 2. and one or more criteria under 3. through 6. shall be met.

1. The child displays difficulties or differences or both in interacting with people and events. The child may be unable to establish and maintain reciprocal relationships with people. The child may seek consistency in environmental events to the point of exhibiting rigidity in routines.
2. The child displays problems which extend beyond speech and language to other aspects of social communication, both receptively and expressively. The child's verbal language may be absent or, if present, lacks the usual communicative form which may involve deviance or delay or both. The child may have a speech or language disorder or both in addition to communication difficulties associated with autism.
3. The child exhibits delays, arrests, or regressions in motor, sensory, social, or learning skills. The child may exhibit precocious or advanced skill development, while other skills may develop at normal or extremely depressed rates. The child may not follow normal developmental patterns in the acquisition of skills.
4. The child exhibits abnormalities in the thinking process and in generalizing. The child exhibits strengths in concrete thinking while difficulties are demonstrated in abstract thinking, awareness, and judgment. Perseverant thinking and impaired ability to process symbolic information may be present.
5. The child exhibits unusual, inconsistent, repetitive, or unconventional responses to sounds, sights, smells, tastes, touch, or movement. The child may have a visual or hearing impairment or both in addition to sensory processing difficulties associated with autism.
6. The child displays marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The child's capacity to use objects in an age-appropriate or functional manner may be absent, arrested or delayed. The child may have difficulty displaying a range of interests or imaginative activities or both. The child may exhibit stereotyped body movements.

Blind and Visually Impaired. Wis. Admin. Code § PI 11.36(3).

Blind and visually impaired means even after correction a child's visual functioning adversely affects educational performance.

The IEP team may identify a child as blind and visually impaired after all of the following events occur:

1. A teacher of the blind and visually impaired licensed under Wis. Admin. Code § PI 34.051 conducts a functional vision evaluation which includes a review of medical information from an ophthalmologist or optometrist, formal and informal tests of visual functioning, and a determination of the implications of the blindness or visual impairment on the educational and curricular needs of the child.
2. An orientation and mobility specialist licensed under Wis. Admin. Code § PI 34.089 evaluates the child to determine if there are related orientation and mobility needs in home, school, or community environments. A child may meet this criteria even if they do not have orientation and mobility needs.

Upon re-evaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code § PI 11.35, including specially designed instruction, is a child with a disability under this section.

Deaf and Hard of Hearing. Wis. Admin. Code § PI 11.36(4).

Deaf and hard of hearing means a decreased ability to detect sound in one or both ears with or without amplification, whether permanent or chronically fluctuating, which adversely affects a child's educational performance. This includes academic performance, speech perception, speech production, or communication including language acquisition or expression.

A current evaluation by an audiologist licensed under chapter 459, Stats., shall be one of the components for an initial evaluation of a child with suspected hearing loss. A teacher of the deaf or hard of hearing licensed under Wis. Admin. Code § PI 34.050 must be a member of the IEP team when determining eligibility.

Upon re-evaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code § PI 11.35, including specially designed instruction, is a child with a disability under this section.

Deafblind. Wis. Admin. Code § PI 11.36(4m).

Deafblind means concomitantly deaf or hard of hearing and blind or visually impaired, the combination of which causes severe communication and other developmental and educational needs such that the individual disability-related needs of the student extend beyond the instruction and supports required for a student who is solely deaf or hard of hearing or blind or visually impaired.

Upon re-evaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code § PI 11.35, including specially designed instruction, is a child with a disability under this section.

Emotional Behavioral Disability. Wis. Admin. Code § PI 11.36(7).

Emotional behavioral disability, pursuant to Wis. Stat. § 115.76(5)(a)5, means social, emotional, or behavioral functioning that so departs from the generally accepted, age appropriate ethnic or cultural norms that it adversely affects a child's academic progress, social relationships, personal adjustment, classroom adjustment, self-care, or vocational skills.

The IEP team may identify a child as having an emotional behavioral disability if the child meets the preceding definition and meets all of the following:

- The child demonstrates severe, chronic, and frequent behavior that is not the result of situational anxiety, stress, or conflict.
- The child's behavior described under par.(a) occurs in school and in at least one other setting.
- The child displays any of the following:
 - Inability to develop or maintain satisfactory interpersonal relationships.
 - Inappropriate affective or behavioral response to a normal situation.
 - Pervasive unhappiness, depression, or anxiety.
 - Physical symptoms, pains or fears associated with personal or school problems.
 - Inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - Extreme withdrawal from social interactions.
 - Extreme aggressiveness for a long period of time.
 - Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences, and opportunities that the child or other children in a regular or special education program are negatively affected.

The IEP team shall rely on a variety of sources of information, including systematic observations of the child in a variety of educational settings and shall have reviewed prior, documented interventions. If the IEP team knows the cause of the disability under this paragraph, the cause may be, but is not required to be, included in the IEP team's written evaluation summary.

The IEP team may not identify or refuse to identify a child as a child with an emotional behavioral disability solely on the basis that the child has another disability, or is socially maladjusted, adjudged delinquent, a dropout, chemically dependent, or a child whose behavior is primarily due to cultural deprivation, familial instability, suspected child abuse or socio-economic circumstances, or when medical or psychiatric diagnostic statements have been used to describe the child's behavior.

Intellectual Disability. Wis. Admin. Code § PI 11.36(1).

Intellectual disability means significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills and manifested during the developmental period that adversely affects the child's educational performance. The IEP team may identify a child as having an intellectual disability if the child meets the following criteria:

1. The child has a standard score of 2 or more standard deviations below the mean on an individually administered intelligence test which takes into account the child's mode of communication and is developed to assess intellectual functioning using this mode. More than one intelligence test may be used to produce a comprehensive result.
2. The child has significant limitations in adaptive behavior that are demonstrated by a standards score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments that include interviews of the parents, tests, and observations of the child in adaptive behavior which are relevant to the child's age, including at least one of the following:
 - a. Conceptual skills;
 - b. Social adaptive skills;
 - c. Practical adaptive skills; or
 - d. An overall composite score on a standardized measure of conceptual, social, and practical skills.
3.
 - a. The child is age 3 through 5 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in the following areas: language development and communication, cognition, and general knowledge.
 - b. The child is age 6 through 21 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in general information and at least 2 of the following areas: written language, reading, and mathematics.

When it is determined that reliable and valid assessment results are not possible due to the child's functioning level or age, a standardized developmental scale or a body of evidence including informal measures shall be used to assess the child.

Upon re-evaluation, a child who met identification criteria for cognitive disability prior to September 1, 2015, and continues to demonstrate a need for special education under s. PI 11.35 (2), including specially designed instruction, is a child with a disability under this section.

NOTE: Intellectual disabilities typically manifest before age 18. An etiology should be determined when possible, so the IEP team can use this information for program planning.

Orthopedic Impairment. Wis. Admin. Code § PI 11.36(2).

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes but is not limited to impairments caused by congenital anomaly such as clubfoot or absence of some member; impairments caused by disease such as poliomyelitis or bone tuberculosis; and impairments from other causes such as cerebral palsy, amputations, and fractures or burns that cause contractures.

Other Health Impairment. 34 CFR § 300.8; Wis. Admin. Code § PI 11.36(10).

Other health impairment means having limited strength, vitality, or alertness due to chronic or acute health problems. The term includes but is not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, Tourette syndrome, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or acquired injuries to the brain caused by internal occurrences or degenerative conditions, which adversely affects a child's educational performance.

Significant Developmental Delay. Wis. Admin. Code § PI 11.36(11).

Significant developmental delay means children, age 3 through 9 years of age, who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional or adaptive development.

All other suspected impairments are considered before identifying a child's primary impairment as significant developmental delay.

A child may be identified as having significant developmental delay when delays in development significantly challenge the child in two or more of the following five major life activities:

- Physical activity in gross motor skills such as the ability to move around and interact with the environment with appropriate coordination, balance, and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils and other useful objects in the environment.
- Intellectual activity such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing, and problem-solving skills often observed in a child's play.
- Communication activity in expressive language such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving, and understanding language.
- Emotional activity such as the ability to feel and express emotions and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers, and sustaining bonds with family members and other significant adults.
- Adaptive activity, such as caring for his or her own needs and acquiring independence in age-appropriate eating, toileting, dressing, and hygiene tasks.

Documentation of significant developmental delays and their detrimental effect upon the child's daily life shall be based upon qualitative and quantitative measures including all of the following:

- A developmental and basic health history including results from vision and hearing screenings and other pertinent information from parents and, if applicable, other caregivers or service providers.
- Observation of the child in his or her daily living environment such as the child's home with a parent or caregiver or an early education or care setting which includes peers who are typically developing. If observation in these settings is not possible, observation in an alternative setting is permitted.
- Results from norm-referenced instruments are used to document significant delays of at least one and one-half standard deviations below the mean in two or more of the developmental areas which correspond to the major life activities. If it is clearly not appropriate to use norm-referenced instruments, other instruments such as criterion-referenced measures are used to document the significant delays.

Specific Learning Disability. Wis. Admin. Code § PI 11.36(6).

Specific learning disability, means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken, or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, motor disabilities, intellectual disabilities, emotional disturbance, cultural factors, environmental, or economic disadvantage.

The IEP team may identify a child as having a specific learning disability if both of the following apply:

1. Inadequate Classroom Achievement

Upon initial identification, the child does not achieve adequately for his or her age or meet state-approved grade-level standards in one or more of the following eight areas of potential specific learning disabilities when provided with learning experiences and instruction appropriate for the child's age: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving. A child's achievement is inadequate when the child's score, after intensive intervention, on one or more assessments of achievement is equal to or more than 1.25 standard deviations below the mean in one or more of the eight areas of potential specific learning disabilities. Assessments shall be individually administered, norm-referenced, valid, reliable, and diagnostic of impairment in the area of potential specific learning disabilities.

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The 1.25 standard deviation requirement may not be used if the IEP team determines that the child cannot attain valid and reliable standard scores for academic achievement because of the child's test behavior, the child's language proficiency, an impairment of the child that interferes with the attainment of valid and reliable scores, or the absence of individually administered, norm-referenced, standardized, valid, and reliable diagnostic assessments of achievement appropriate for the child's age. If the IEP team makes such a determination, it shall document the reasons why it was not appropriate to consider standardized achievement testing and shall document that inadequate classroom achievement exists in at least one of the eight areas of potential specific learning disabilities using other empirical evidence.

The IEP team may consider scores within 1 standard error of the measurement of the 1.25 standard deviation criterion above to meet the inadequate classroom achievement criteria if the IEP team determines the child meets all other criteria.

2. Insufficient Progress. Upon evaluation, the child has made insufficient progress in one of the following areas:

Insufficient response to intensive, scientific, research-based or evidence-based intervention. The child does not make sufficient progress to meet age or state-approved grade-level standards in one or more of the eight areas of potential specific learning disabilities when using a process based on the child's response to intensive, scientific, research-based or evidence-based interventions.

Intensive interventions may be implemented prior to referral, or as part of an evaluation, for specific learning disability. The IEP team shall consider progress monitoring data from at least two intensive, scientific, research-based or evidence-based interventions, implemented with adequate fidelity and closely aligned to individual student learning needs. The median score of three probes is required to establish a stable baseline data point for progress monitoring. IEP teams shall use weekly or more frequent progress monitoring to evaluate rate of progress during intensive, scientific, research-based or evidence-based interventions.

Rate of progress during intensive interventions is insufficient when any of the following areas are true: the rate of progress of the referred child is the same or less than that of his or her same-age peers; the referred child's rate of progress is greater than that of his or her same-age peers but will not result in the referred child reaching the average range of his or her same-age peers' achievement for that area of potential disability in a reasonable period of time; or the referred child's rate of progress is greater than that of his or her same-age peers, but the intensity of the resources necessary to obtain this rate of progress cannot be maintained in general education.

If the LEA decides to use insufficient response to intensive, scientific, research-based or evidence-based intervention for any child being evaluated for specific learning disabilities enrolled in a school, the LEA shall use insufficient response to intensive, scientific, research-based or evidence-based interventions for all such evaluations of children enrolled in that school. At least ten days in advance of beginning to use insufficient response to intensive, scientific, research-based or evidence-based intervention in a school, the LEA will notify parents of all children enrolled in that school of the intent to use insufficient response to intensive, scientific, research-based or evidence-based intervention.

The IEP team may not identify a child as having a specific learning disability if the team's findings of inadequate classroom achievement or insufficient progress are primarily due to one of the following exclusionary factors:

- environmental, economic disadvantage or cultural factors;
- lack of appropriate instruction in reading, including in the essential components of reading instruction;
- lack of instruction in math;
- limited proficiency in English;
- any of the other impairments; and
- lack of appropriate instruction in the area(s) of potential specific learning disability under consideration.

The child must be systematically observed in the child's learning environment, including the general classroom setting when possible, to document the child's academic performance and behavior in any of the eight areas of potential specific learning disabilities.

The systematic observation of routine classroom instruction and monitoring of the child's performance in at least one of the eight areas of potential specific learning disabilities may be conducted before the child was referred for evaluation, or the systematic observation of the child's academic performance in at least one of the eight areas of potential specific learning disabilities shall be conducted after the child has been referred for an evaluation and parental consent is obtained. If the child is less than school age or out of school, at least one member of the IEP team will conduct a systematic observation of the child in an environment appropriate for a child of that age.

If the child has participated in a process that assesses the child's response to intensive, scientific, research-based or evidence-based interventions, the IEP team will use information from a systematic observation of pupil behavior and performance in the area or areas of potential specific learning disability during intensive intervention for that area, conducted by an individual who is not responsible for implementing the interventions with the referred pupil.

In addition to all other determinations, the IEP team shall base its decision of whether a child has a specific learning disability on a comprehensive evaluation using formal and informal assessment data regarding academic achievement and learning behavior from sources such as standardized tests, error analysis, criterion referenced measures, curriculum-based assessments, pupil work samples, interviews, systematic observations, analysis of the child's response to previous interventions, and analysis of classroom expectations and curriculum.

Upon reevaluation, a child who met initial identification criteria and continues to demonstrate a need for special education, including specially designed instruction, is a child with a disability under this section, unless the exclusionary factors now apply. If a child with a specific learning disability performs to generally accepted expectations in the general education classroom without specially designed instruction, the IEP team shall determine whether the child is no longer a child with a disability.

Speech and Language Impairment. Wis. Admin. Code § PI 11.36(5).

Definitions. In this subsection:

1. “Home languages” mean the languages used by the child or the parent of the child in their natural environment, or the modes of communication that are used by the child or the parent of the child in their natural environment, and may include languages other than English, sign language, braille, or augmentative and alternative communication.
2. “Natural environment” means settings that are natural or typical for a same-aged child without a disability and may include school, home, or community.
3. “Significant discrepancy” means performance on a norm-referenced assessment that meets the cutoff score for a speech or language disorder and is significantly below age- or grade-level expectations relative to a normative sample, often reported as a percentile or standard score.
4. “Speech or language impairment” means an impairment of speech or sound production, voice, fluency, or language that adversely affects educational performance or social, emotional, or vocational development.

Assessments and other evaluation materials used to conduct a comprehensive evaluation of a child’s speech and language development shall be provided and administered in the child’s home languages. Assessments and other evaluation materials shall be in the form most likely to yield accurate information unless it is not feasible to do so and shall describe the child’s speech and language abilities and how those abilities impact the child’s progress in the general education environment relative to the speech and language demands of the classroom and curriculum. Interpretation of assessments shall be based on the representativeness of the normative sample and the psychometric properties of the assessment.

Speech Sound Disorder

Following consideration of the child’s age, culture, language background, and dialect, the child meets all of the following conditions for a speech sound disorder:

- a. The child’s speech sound production is documented to be delayed, as evidenced through at least one observation in a natural environment.
- b. The child’s speech sound production is documented to be delayed, as measured by a criterion-referenced assessment, such as a developmental scale or a phonetic inventory, or significant discrepancy in performance from typical on a norm-referenced assessment.
- c. The child’s intelligibility is below the expected range and not due to influences of home languages or dialect. Intelligibility ratings as documented by school staff or caregivers indicate an impact across environments.
- d. Speech sound production is less than 30% stimulable for incorrect sounds.

Phonological Disorder

Following consideration of the child’s age, culture, language background, or dialect, the child demonstrates the characteristics of a phonological disorder, which include both of the following:

- a. The child’s intelligibility is below the expected range and not due to influences of home languages or dialect. Intelligibility ratings as documented by school staff or caregivers indicate an impact across environments.
- b. The child’s phonological process use is documented to be non-developmental or outside of the expected developmental range, as evidenced through at least one observation in a natural environment, and by measurement of either the presence of one or more phonological processes occurring at least 40%, significant discrepancy in performance from typical on a norm-referenced assessment, or both.

Voice Impairment

The child's voice is impaired in the absence of an acute, respiratory virus or infection and not due to temporary physical factors such as allergies, short term vocal abuse, or puberty. Following consideration of the child's age, culture, language background, or dialect, the

child demonstrates characteristics of a voice impairment, which include any of the following:

- a. The child's vocal volume, including loudness.
- b. The child's vocal pitch, including range, inflection, or appropriateness.
- c. The child's vocal quality, including breathiness, hoarseness, or harshness.
- d. The child's vocal resonance, including hypernasality.

Fluency Disorder

The child exhibits characteristics of a fluency disorder, following consideration of the child's age, language background, culture, and dialect. The evaluation shall include a variety of measures, including case history, observation in natural environment, norm-referenced assessment or disfluency analysis, and result in evidence of atypical fluency. The presence of one or more of the following characteristics shall indicate a fluency disorder:

- a. Speech disfluencies associated with stuttering or atypical disfluency, which include repetitions of phrases, words, syllables, and sounds or dysrhythmic phonations such as prolongations of sounds or blockages of airflow typically in excess of 2% of total syllables, one second of duration, and two or more iterations in a repetition. Non-verbal physical movements, such as eye blinking or head jerking, may accompany the stuttering. Negative feelings about oral communication may be significant enough to result in avoidance behaviors in an attempt to hide or diminish stuttering.
- b. A speech rate that is documented to be rapid, irregular, or both and may be accompanied by sound or syllable omissions, sequencing errors, or a high number of non-stuttering speech disfluencies such as interjections, phrase and whole word repetitions, and revisions. The resulting speech fluency pattern is considered to be significantly disruptive to efficient communication. Negative feelings and attitudes about oral communication may or may not be present under this disfluency profile.

Language Impairment

Following consideration of the child's age, culture, language background, or dialect, the child demonstrates a language impairment in the area of language form, content or use, as evidenced through an observation in a natural environment and by measurement of at least two of the following:

- a. Language sample analysis.
- b. Dynamic assessment.
- c. Developmental scales or another criterion-referenced assessment.
- d. Significant discrepancy from typical language skills on a norm-referenced assessment of comprehensive language.

Exclusionary Factors

The IEP team may not identify a child as a child with speech or language impairment when differences in speech or language are based on home languages, culture, or dialect unless the child has a speech or language impairment within the child's home languages, culture, or dialect. In determining whether the child has a speech or language impairment, the IEP team shall consider all of the following:

1. The child's background knowledge, stage of language acquisition, experience with narratives, and exposure to vocabulary to discern speech or language ability from speech or language difference, such as differences due to lack of exposure, stage of language acquisition, cultural or behavioral expectations.
2. Based on information and data collected, the IEP team must determine whether the child's speech or language skills are a result of a speech or language impairment or a difference due to culture, language background, or dialect.

AAC Considerations

In addition to the evaluations under pars. (am) to (c), the IEP team shall evaluate a child's language by assessing the child's augmentative and alternative communication skills, when appropriate to determine the child's needs.

IEP Team Members

An IEP team shall include the following:

1. A speech-language pathologist licensed under chapter PI 34 who shall incorporate information from the most recent assessment to assist the IEP team in documenting whether the child meets the criteria for a speech or language impairment as well as identifying the child's speech or language needs.
2. An educator with foundational knowledge in first and second language instruction and second language acquisition if the child is identified as an English Learner under 20 U.S.C. § 7801(20).

Re-evaluation

Upon re-evaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code § PI 11.35, including specially designed instruction, is a child with a disability under this section.

Traumatic Brain Injury. Wis. Admin. Code § PI 11.36(9).

Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; speech and language; memory; attention; reasoning; abstract thinking; communication; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and executive functions, such as organizing, evaluating, and carrying out goal-directed activities. The term does not apply to brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

Children whose educational performance is adversely affected as a result of acquired injuries to the brain caused by internal occurrences, such as vascular accidents, infections, anoxia, tumors, metabolic disorders and the effects of toxic substances or degenerative conditions may meet the criteria of one of the other impairments.

The results of standardized and norm-referenced instruments used to evaluate and identify a child as traumatic brain injured may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessment, achievement assessment, observation, work samples, and neuropsychological assessment data are considered to identify a child who exhibits total or partial functional disability or psychosocial impairment in one or more areas listed above. Before a child may be identified as traumatic brain injured, available medical information from a licensed physician is considered.

Developing, Reviewing and Revising IEPs

IEP in Effect. At the beginning of each school year the local educational agency has in effect an IEP for each child with a disability within its jurisdiction. The School District of Manawa ensures that a meeting to develop an IEP and determine placement is conducted within 30 days of determination that the child is a child with a disability. The School District of Manawa ensures an IEP is in effect before special education and related services are provided to children with disabilities and is implemented as soon as possible following the meetings at which the IEP is developed. The School District of Manawa develops and implements an IEP for each child with a disability served by that agency including children placed in or referred to a private school or facility by the School District of Manawa.

The School District of Manawa ensures each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for its implementation. The School District of Manawa ensures each teacher and provider responsible for implementing a child's IEP is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP. The School District of Manawa provides special education and related services to a child with a disability in accordance with the child's IEP and makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. 34 CFR §§ 300.323(a),(c)-(d); Wis. Stat. §§ 115.787(1), 115.78(3)(c).

IEP Development

In developing each child's IEP, the IEP team considers the strengths of the child, the concerns of the child's parents for enhancing the education of their child, and the results of the initial or most recent evaluation of the child, and the academic, developmental, and functional needs of the child.

The IEP team considers the following special factors:

- the use of positive behavioral interventions and supports, and other strategies, to address that behavior in the case of a child whose behavior impedes the child's learning or that of others;
- the language needs of the child as such needs relate to the child's IEP in the case of a child with limited English proficiency;
- instruction in Braille and the use of Braille in the case of a child who is visually impaired unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the child's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the child;
- the communication needs of the child and, in the case of a child who is hearing impaired, the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs including opportunities for direct instruction in the child's language and communication mode; and
- whether the child requires assistive technology devices and services.

If, when considering these special factors, the IEP team determines a child needs a particular device or service in order to receive a free appropriate public education, the IEP team includes a statement to that effect in the IEP.

The child's regular education teacher, as a member on the IEP team, participates in the development of the IEP of the child to the extent appropriate. The teacher participates in the determination of appropriate positive behavioral interventions and supports and other strategies, supplementary aids and services, program modifications and supports for school personnel.

The School District of Manawa gives a copy of the IEP to the child's parents with the notice of placement. 34 CFR § 300.324(a); Wis. Stat. § 115.787(3).

IEP Review and Revision

The IEP team reviews the child's IEP periodically, but at least once a year, to determine whether the annual goals for the child are being achieved and revises the IEP as appropriate to address:

- any lack of expected progress toward the annual goals and in the general education curriculum;
- the results of any reevaluation;
- information about the child provided to or by the parents;
- the child's anticipated needs; or
- other matters.

In conducting a review of the child's IEP, the IEP team considers the special factors listed above under the development of the IEP section.

To the extent appropriate, the regular education teacher of the child, as a member on the IEP team, participates in the review and revision of the IEP of the child.

If a participating agency, other than the School District of Manawa, fails to provide transition services described in the IEP, the School District of Manawa reconvenes the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP. 34 CFR §§ 300.324(b) and (c); Wis. Stat. § 115.787(4).

Amendments to the IEP

In making changes to a child's IEP after the annual IEP team meeting for a school year, the parent of a child with a disability and the School District of Manawa may agree not to convene an IEP team meeting for the purposes of making those changes, and instead develop a written document to amend or modify the child's current IEP. If changes are made without a meeting, the School District of Manawa informs the child's IEP team of those changes.

Changes to the IEP may be made by either the entire IEP Team at an IEP team meeting or as described above by amending the IEP rather than redrafting the entire IEP. The School District of Manawa gives the child's parent a copy of the revised IEP with the amendments incorporated. 34 CFR §§ 300.324(a)(4)-(6); Wis. Stat. § 115.787(4)(c).

IEP Content

The IEP for each child with a disability includes:

- a statement of the child's present levels of academic achievement and functional performance including how the child's disability affects the child's involvement and
- progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or, for a preschool child, as appropriate, how the disability affects the child's participation in appropriate activities;
- a statement of measurable annual goals for the child, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum and to meet each of the child's other educational needs that result from the child's disability;
- for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided to enable the child to:
 - advance appropriately toward attaining the annual goals;
 - be involved in and make progress in the general education curriculum and to participate in extracurricular and other non-academic activities; and
 - be educated and participate with other children with disabilities and nondisabled children in the activities described above;
- an explanation of the extent to which the child will not participate with nondisabled children in regular classes in the general education curriculum and in extracurricular and other nonacademic activities;
- a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on state or district-wide assessments;
- if the IEP team determines a child must take an alternate assessment instead of participating in a particular regular state-wide or local educational agency-wide assessment of student achievement, a statement indicating why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child;
- the projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, duration and location of those services and modifications;

- beginning not later than in the first IEP that will be in effect when the child is 14 and updated annually thereafter until the child is no longer eligible for special education and related services, a statement of appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and a description of the transition services, including courses of study, needed to assist the child in reaching those goals;
- a statement that the student has been informed of the parental rights that will transfer to the pupil under special education law on reaching the age of 18, beginning at least one year before the child attains the age of 18, and annually thereafter until the pupil is no longer eligible for special education and related services;
- a description of how the child's progress toward attaining the annual goals will be measured; and
- a description of when periodic reports, such as quarterly reports or other periodic reports issued concurrent with report cards, on the child's progress toward attaining the annual goals will be provided to the parents.

34 CFR § 300.320; Wis. Stat. § 115.787.

Placement

The School District of Manawa ensures an evaluation is conducted before special education and related services are provided to a child with a disability and an educational placement is provided to implement each child's IEP. The IEP team makes placement decisions. The placement is based upon and implements the child's IEP, is determined at least annually, and in uniformity with the least restrictive environment provisions described below. 34 CFR §§ 300.301(a), 300.116(b); Wis. Stat. §§ 115.78(2), 115.79(1)(a) and (b).

Least Restrictive Environment. The School District of Manawa ensures the following:

- Unless the IEP requires a different arrangement, the child is educated in the school he or she would attend if not disabled.
- The placement is provided as close as possible to the child's home.
- In selecting the least restrictive environment consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.
- A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
- To the maximum extent appropriate, a child with a disability, including a child receiving publicly funded special education in a public or private institution or other care facility, is educated with children who are not disabled.
- Special classes, separate schooling, or any other removal of a child from the regular educational environment occurs only when the nature or severity of a child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The School District of Manawa ensures a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- The School District of Manawa ensures a continuum of alternative placements is available and will be used that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.
- The continuum makes provision for supplementary services (such as resource room or itinerant instruction) that are provided in conjunction with regular class placement.
- The School District of Manawa provides or arranges for nonacademic and extracurricular services and activities including meals and recess periods so each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The School District of Manawa ensures that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

34 CFR §§ 300.114-117.

Notice of Placement. Following the development of the IEP, a notice of placement and a copy of the child's IEP is given to the child's parent(s). 34 CFR § 300.503(b)(4); Wis. Stat. § 115.787(3)(e).

Consent for Placement. The School District of Manawa obtains informed and written parental consent prior to the initial provision of special education and related services to a child with a disability in a program providing special education and related services.

The School District of Manawa makes reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child. If the parent of a child fails to respond or refuses to consent to services, the School District of Manawa cannot provide special education or related services and cannot use mediation or due process procedures in order to obtain agreement or a ruling that the services may be provided to the child.

If the parent of the child refuses to consent to the initial provision of special education and related services, or the parent fails to respond to a request to provide consent for the initial provision of special education and related services, the School District of Manawa will not be considered to be in violation of the requirement to make available FAPE to the child for the failure to provide the child with the special education and related services for which the School District of Manawa requests consent; and is not required to convene an IEP Team meeting or develop an IEP for the child for the special education and related services for which the School District of Manawa requests such consent. 34 CFR § 300.300(b); Wis. Stat. § 115.79(2).

Parent Revocation of Consent:

If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the school district:

- Will stop providing special education and related services to the child, but before doing so, will provide prior written notice in accordance with 34 CFR § 300.503;
- Will not use special education dispute resolution procedures, including mediation and due process, in order to obtain agreement or a ruling that the services may be provided to the child;
- Is not considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
- Is not required to convene an IEP Team meeting or develop an IEP for the child for further provision of special education and related services;
- Is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services because of the revocation of consent.

34 CFR § 300.300.

Related Services: Physical and Occupational Therapy

If a child is suspected to need occupational therapy or physical therapy or both, the IEP team includes an appropriate therapist. Wis. Admin. Code § PI 11.24(2).

Physical Therapists' Licensure and Service Requirements. The School District of Manawa ensures the following:

- Physical therapists are licensed by the Department of Public Instruction as school physical therapists.
- Caseloads for full-time physical therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school physical therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be prorated.
- The school physical therapist has medical information from a licensed physician regarding a child before the child receives physical therapy.
- The school physical therapist delegates to a school physical therapist assistant only those portions of a child's physical therapy which are consistent with the school physical therapist assistant's education, training, and experience.

- The school physical therapist supervises the physical therapy provided by a school physical therapist assistant. The school physical therapist develops a written policy and procedure for written and oral communication to the physical therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school physical therapist assistant which includes either of the following levels of supervision:
 - the school physical therapist has daily, direct contact on the premises with the school physical therapist assistant; or
 - the school physical therapist has direct, face-to-face contact with the school physical therapist assistant at least once every 14 calendar days. Between direct contacts the physical therapist is available by telecommunication. The school physical therapist providing general supervision provides an onsite reevaluation of each child's physical therapy a minimum of one time per calendar month or every tenth day of physical therapy, whichever is sooner, and adjusts the physical therapy as appropriate.
- A full-time school physical therapist supervises no more than two full-time equivalent physical therapist assistant positions which may include no more than three physical therapist assistants.
- Acts undertaken by a school physical therapist assistant are considered acts of the supervising physical therapist who has delegated the act.
- A school physical therapist conducts all physical therapy evaluations and reevaluations of a child, participates in the development of the child's IEP, and develops physical therapy treatment plans for the child. A school physical therapist is not represented by a school physical therapist assistant on an IEP team.

Wis. Admin. Code § PI 11.24(7).

School Physical Therapist Assistants' Qualifications and Supervision of Physical Therapy.

The School District of Manawa ensures the following:

- Physical therapist assistants are licensed by the Department of Public Instruction as school physical therapists.
- The school physical therapist assistant providing physical therapy to a child is supervised by a school physical therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(8).

Occupational Therapists' Licensure and Service Requirements. The School District of Manawa ensures the following:

- Occupational therapists are licensed by the Department of Public Instruction as school occupational therapists.
- Caseloads for full-time school occupational therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school occupational therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be prorated.
- The school occupational therapist has medical information before a child is evaluated for occupational therapy.

Wis. Admin. Code § PI 11.24(9).

The Delegation and Supervision of Occupational Therapy. The School District of Manawa ensures the following:

- The school occupational therapist may delegate to a school occupational therapy assistant only those portions of a child's occupational therapy which are consistent with the school occupational therapy assistant's education, training, and experience.
- The school occupational therapist supervises the occupational therapy provided by a school occupational therapy assistant. The school occupational therapist develops a written policy and procedure for written and oral communication to the occupational therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school occupational therapist assistant which includes either of the following levels of supervision:

- the school occupational therapist has daily, direct contact on the premises with the school occupational therapy assistant; or
- the school occupational therapist has direct, face-to-face contact with the school occupational therapy assistant at least once every 14 calendar days. Between direct contacts the occupational therapist is available by telecommunication. The school occupational therapist providing general supervision provides an onsite reevaluation of each child's occupational therapy a minimum of every two weeks and adjusts the occupational therapy as appropriate.
- A full-time school occupational therapist supervises no more than two full-time equivalent occupational therapy assistant positions which includes no more than three occupational therapy assistants;
- An act undertaken by a school occupational therapy assistant is considered the act of the supervising occupational therapist who has delegated the act.

Wis. Admin. Code § PI 11.24(9).

The Responsibility of a School Occupational Therapist. The School District of Manawa ensures the following:

- A school occupational therapist conducts all occupational therapy evaluations and reevaluations of a child, participates in the development of the child's IEP, and develops occupational therapy treatment plans for the child.
- A school occupational therapist may not be represented by a school occupational therapy assistant on an IEP team.

Wis. Admin. Code § PI 11.24(9).

School Occupational Therapy Assistants' Qualifications and Supervision. The School District of Manawa ensures the following:

- Occupational therapy assistants are licensed by the Department of Public Instruction as school occupational therapy assistants.
- The school occupational therapy assistant providing occupational therapy to a child is supervised by a school occupational therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(10).

Transition from Birth to Three Programs

The School District of Manawa of children with disabilities from the birth to three program for infants and toddlers with disabilities to preschool programs in the School District of Manawa. The School District of Manawa participates in transition planning conferences arranged by birth to three programs.

For children participating in birth to three programs who will participate in special education preschool programs in the School District of Manawa, the School District of Manawa has an IEP in effect by the child's third birthday.

If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin. 34 CFR §§ 300.124, 300.101(b).

Transfer Pupils

In-State-Transfer Students

When a child with a disability (who had an IEP that was in effect in a previous Wisconsin local educational agency) transfers to the School District of Manawa and enrolls in a new school within the same school year, the School District of Manawa (in consultation with the parents) provides FAPE to the child, including services comparable to those described in the child's IEP from the previous agency, until the School District of Manawa:

- Adopts the child's IEP from the previous public agency; or
- Develops, adopts, and implements a new IEP.

The School District of Manawa adopts the evaluation and the eligibility determination of the sending local educational agency or conducts an evaluation and eligibility determination of the transfer pupil. The School District of Manawa does not adopt the evaluation and eligibility determination or the IEP of the sending local educational agency if the evaluation and eligibility determination or the IEP do not meet state and federal requirements. 34 CFR § 300.323(e).

Out-of-State Transfer Students

When a child with a disability (who had an IEP that was in effect in a previous agency in another State) transfers to the School District of Manawa, and enrolls in a new school within the same school year, this School District of Manawa, in consultation with the parents, provides the child with FAPE, including services comparable to those described in the child's IEP from the out-of-state agency, until the School District of Manawa:

- Conducts an evaluation and determines eligibility if determined to be necessary by this local educational agency; and
- Develops, adopts, and implements a new IEP, if appropriate.
34 CFR § 300.323(f).

Transmittal of Records

When the School District of Manawa receives a transfer pupil with a disability and does not receive the pupil's records from the sending local educational agency, the School District of Manawa takes reasonable steps, including a written request, to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child from the previous public agency in which the child was enrolled. When the School District of Manawa receives such a written request for a transfer pupil, the School District of Manawa transfers the pupil's records to the requesting local educational agency no later than the next working day from receipt of the written notice as required under Wis. Stat. § 118.125(4). 34 CFR § 300.323(g); Wis. Stat. § 118.125(4).

Due Process Procedures

Opportunity to Examine Records and Parent Participation in Meetings. The parents of a child with a disability are afforded, in accordance with the policies in the "Confidentiality" section of this document, an opportunity to:

- inspect and review all education records with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child; and
- participate in meetings with respect to the identification, evaluation and educational placement of the child and the provision of a free appropriate public education to the child.

The School District of Manawa notifies parents consistent with the policies in the "Parent Participation in IEP Team Meetings" section of these policies to ensure that parents of children with disabilities have the opportunity to participate in meetings described above. The term "meeting" in this policy does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that local educational agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

The IEP team, which includes the parent, makes decisions on the educational placement of the child. In implementing this policy, the School District of Manawa uses procedures consistent with the policies described above. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the School District of Manawa uses other methods to ensure their participation including individual or conference telephone calls, or video conferencing. A placement decision may be made by the IEP team without the involvement of the parent if the School District of Manawa is unable to obtain the parent's participation in the decision. In this case, the School District of Manawa must have a record of its attempt to ensure parent involvement. 34 CFR §§ 300.501, 300.322(e).

Notice. The School District of Manawa ensures a child's parents are provided prior written notice a reasonable time before the School District of Manawa proposes to initiate or change or refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education to the child. The notice contains:

- a description of the action proposed or refused;
- an explanation of why the local educational agency proposed or refused to take action;
- a statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- a description of any other options considered and the reason(s) they were rejected;
- a description of each evaluation procedure, assessment, record, or report used as a basis for the proposed or refused action;
- the names of the evaluators, if known, if the notices propose to evaluate or reevaluate the child;
- a description of any other factors relevant to the proposal or refusal; and
- sources for parents to contact to obtain assistance in understanding special education law.

Each prior written notice is written in language understandable to the general public, in the parent's native language or other means of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the School District of Manawa takes steps to ensure the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; the parent understands the content of the notice; and there is written evidence that these requirements have been met. 34 CFR § 300.503; Wis. Stat. § 115.792(2).

Procedural Safeguards Notice. A copy of the procedural safeguards available to the parents of a child with a disability is given to the parents one time a school year, except that a copy is given to the parents:

- upon initial referral or parent request for evaluation;
- upon receipt of the first IDEA State complaint and the first due process complaint;
- on the date on which the decision is made to make a disciplinary removal that constitutes a change of placement;
- upon request by a parent.

The procedural safeguards notice includes a full explanation of the procedural safeguards available under special education law written so as to be easily understood by the general public and in the native language of the child's parents unless it is clearly not feasible to do so, relating to:

- independent educational evaluation;
- prior written notice;
- parental consent;
- access to educational records;
- opportunity to present and resolve complaints through the due process complaint and State IDEA complaint procedures, including:
 - the time period in which to file a complaint;
 - the opportunity for the agency to resolve the complaint; and
 - the difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.

- the child’s placement during pendency of due process proceedings;
- procedures for pupils who are subject to placement in interim alternative educational settings under 20 U.S.C. § 1415(k);
- requirements for the unilateral placement by parents of pupils in private schools at public expense;
- availability of mediation;
- due process hearings including requirements for disclosure of evaluation results and recommendations;
- civil actions, including the time period in which to file those actions; and
- attorney fees.

34 CFR § 300.504.

Independent Educational Evaluations. A parent may obtain an independent educational evaluation of his or her child. If a parent requests information from the School District of Manawa about an independent evaluation, the School District of Manawa provides the parent with information about where an independent evaluation may be obtained and the agency criteria applicable for independent educational evaluations. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the School District of Manawa. “Public expense” means the School District of Manawa either pays for the full cost of the evaluation or ensures the evaluation is otherwise provided at no cost to the parent.

If a parent requests an independent educational evaluation at public expense, the School District of Manawa, without unnecessary delay, either initiates a due process hearing to show its evaluation is appropriate or ensures an independent educational evaluation is provided at public expense unless the School District of Manawa demonstrates in a due process hearing that the evaluation obtained by the parent did not meet School District of Manawa criteria.

If a parent requests an independent educational evaluation, the School District of Manawa may ask for the parent’s reason why he or she objects to the public evaluation. However, the School District of Manawa does not require the explanation and the School District of Manawa does not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation. A parent is entitled to only one independent educational evaluation at public expense each time the School District of Manawa conducts an evaluation with which the parent disagrees.

If the School District of Manawa initiates a hearing and the final decision is that the School District of Manawa’s evaluation is appropriate, the parent still has the right to an independent educational evaluation but not at public expense. If the parent obtains an independent educational evaluation at public expense or shares with the School District of Manawa an evaluation obtained at private expense, the results of the evaluation must be considered by the School District of Manawa, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the child.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense. When an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, is the same as the criteria that the School District of Manawa uses when it initiates an evaluation to the extent that those criteria are consistent with the parent’s right to an independent educational evaluation. Except for the criteria described above, School District of Manawa does not impose conditions or timelines related to obtaining an independent educational evaluation at public expense. 34 CFR § 300.502.

Surrogate Parent. The School District of Manawa ensures the rights of a child are protected if no parent can be identified; the School District of Manawa, after reasonable efforts, cannot locate a parent; the child is a ward of the state; or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act. In such instances, the School District of Manawa assigns an individual to act as a surrogate for the parents. The School District of Manawa has a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child. In the case of a child who is a ward of the State, the surrogate parent may be appointed by the judge overseeing the child’s case.

The School District of Manawa ensures that a person selected as a surrogate parent is not an employee of the Department of Public Instruction, the School District of Manawa, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child he or she represents; and has knowledge and skills that ensure adequate representation of the child. A person who otherwise qualifies to be a surrogate parent is not an employee of the School District of Manawa solely because he or she is paid by the School District of Manawa to serve as a surrogate parent.

For an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all of the requirements for selection of surrogate parents.

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.

The local educational agency makes reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after it determines that one is needed. 34 CFR § 300.519; Wis. Stat. § 115.792(1)(a)2.

Mediation. When a local educational agency participates in a mediation under Wis. Stat. § 115, the local educational agency:

- keeps discussion that occurs during mediation confidential;
- does not use discussion that occurs during mediation as evidence in any subsequent hearing or civil proceeding;
- does not record a mediation session unless both parties and the mediator agree;
- may be represented by two individuals, unless the parties agree to additional representatives;
- may withdraw from mediation at any time;
- may recess a mediation session to consult advisors, whether or not present, or to consult privately with the mediator;
- assumes responsibility with the parents for additional compensation if the parties agree that the amount of the mediator's compensation should be greater than the Wisconsin Special Education Mediation System schedule allows; and
- assumes responsibility with the parents for the compensation of a mediator who is not on the mediation system roster.

If the parties resolve the dispute or a portion of the dispute through the mediation process, the parties must execute a legally binding agreement. The agreement is reduced to writing, signed by the parties and a copy is given to each party. The agreement states that all discussions that occurred during mediation are confidential and may not be used as evidence in any hearing or civil proceeding. The agreement is legally binding upon the parties and is enforceable in circuit court. The agreement is signed by a representative of the local educational agency who has the authority to bind the local educational agency.

The Wisconsin Mediation System is voluntary on the part of the parties and the local educational agency does not use it to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded under special education law. 34 CFR § 300.506; Wis. Stat. § 115.797.

Due Process Hearings. When the School District of Manawa files a request for a due process hearing, it will provide a copy of the hearing request to the other party, a copy to the DPI and will keep the hearing request confidential.

If the parent or the child's attorney files a written request for a due process hearing, the School District of Manawa will:

- inform the parent of any free or low cost legal and other relevant services available in the area;
- (unless it has previously sent a written notice to the parent regarding the item in dispute) within 10 days of receiving the hearing request, provide a written response that includes an explanation of why the agency proposed or refused to take the action raised in the hearing request; a description of other options that the IEP team considered and the reasons why those options were rejected; a description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and, a description of the other factors that are relevant to the agency's proposed or refused action;

- within 10 days of receiving the request, send a written response that addresses the issues raised in the hearing request; and
- (except when the parents and School District of Manawa agree in writing to waive a meeting or use mediation) within 15 days of receiving the request and before the hearing is conducted, convene a meeting with the child’s parents, a representative of the School District of Manawa who is authorized to make decisions on behalf of the agency, and the relevant members of the IEP team who have specific knowledge of the facts identified in the hearing request. If the meeting resolves any subject matter of the hearing request, the parents and the School District of Manawa will execute and sign a legally binding agreement.

When the School District of Manawa is a party to a due process hearing under Wis. Stat. § 115.80, the School District of Manawa:

- pays for the cost of the hearing;
- pays for the cost of an independent educational evaluation ordered by the hearing officer;
- discloses to all other parties, at least five business days before a hearing is conducted (other than an expedited hearing under the provisions of the Individuals with Disabilities Education Act), all evaluations completed by that date and recommendations based upon the School District of Manawa’s evaluations that the School District of Manawa intends to use at the hearing; and
- except as provided in the “discipline” section of the School District of Manawa’s policies, the School District of Manawa does not change the educational placement of a child during the pendency of a hearing or judicial proceedings unless the child’s parents agree to the change. If the child is applying for initial admission to a public school, the child, with the consent of the parents, is placed in the public school program until all due process proceedings have been completed.

Before filing a civil action under any federal law seeking relief that is also available under state special education law, the School District of Manawa exhausts the due process hearing procedures to the same extent as would be required had the action been brought under special education law. 34 CFR §§ 300.507, 300.508, 300.510; Wis. Stat. § 115.80.

Transfer of Rights at Age of Majority. When a child with a disability reaches the age of 18, unless he or she has been determined to be incompetent as defined by state law, the School District of Manawa transfers the rights of parents under the Individuals with Disabilities Education Act and Chapter 115, Wis. Stats., to the individual pupil. The School District of Manawa provides any required notices to both the parents and the adult pupil. The School District of Manawa notifies both the parents and the individual pupil of the transfer of rights. 34 CFR § 300.520; Wis. Stat. § 115.807.

Discipline Procedures

Authority of School Personnel. School personnel consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the discipline procedures of Individuals with Disabilities Education Act, is appropriate for a child with a disability who violates a code of school conduct.

School personnel are authorized to remove a child with a disability who violates a code of student conduct from the child’s current placement to an appropriate interim alternative educational setting (IEAS), another setting, or suspension for not more than ten consecutive school days (to the extent those alternatives are applied to children without disabilities) consistent with state requirements relating to the suspension of pupils.

State law permits suspensions from school for up to five consecutive school days and for up to 15 consecutive school days when a notice of expulsion hearing has been sent. A child with a disability may be suspended for more than ten consecutive school days only if the conduct is not a manifestation of the child’s disability and the requirements provided below are followed.

School personnel are authorized to remove a child with a disability for additional removals of not more than ten consecutive school days, consistent with state requirements, in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

If a child with a disability has been removed from his or her placement for 10 school days or less, the local educational agency provides services to the child if the local educational agency also provides services to children without disabilities who have been similarly removed.

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if the removal is for more than ten consecutive school days or the child is subjected to a series of removals that constitute a pattern because

- the series of removals total more than ten school days in a school year;
- the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- such additional factors as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another.

The School District of Manawa determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.

After a child with a disability has been removed from the current placement for ten school days in the same school year during any subsequent days of removal the School District of Manawa must provide services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the current removal is for not more than 10 consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the appropriate services.

The School District of Manawa applies the relevant disciplinary procedures for children without disabilities to the child only if, as a result of the manifestation determination review, the School District of Manawa determines the behavior of the child with a disability was not a manifestation of the child's disability. The School District of Manawa applies the relevant disciplinary procedures in the same manner in which they would be applied to children without disabilities.

A child with a disability whose behavior is determined not to be a manifestation of the child's disability continues to be provided education services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. 34 CFR § 300.530; 300.536.

Placement in Interim Alternative Educational Settings. School personnel are authorized to remove a child with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if:

- the child carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state or a local educational agency;
- the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency; or
- the child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency.

34 CFR § 300.530(g).

The IEP team determines the interim alternative educational setting and the appropriate services to be provided. A child placed in an interim alternative educational setting:

- continues to receive educational services to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
- if the behavior is not a manifestation of the child's disability, receives, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur;
- if the behavior is a manifestation of the child's disability, receives either:
 - a functional behavior assessment, unless the School District of Manawa had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan, or
 - if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan, and modifications to it, as necessary, to address the behavior.

34 CFR §§ 300.530, 300.531.

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On the date on which the decision is made to place the child in an interim alternative educational setting or to make a removal that constitutes a change of placement for violating a code of conduct, the School District of Manawa notifies the parents of that decision and provides the parents a procedural safeguards notice. 34 CFR § 300.530(h).

When the School District of Manawa determines that maintaining the current placement of a child with a disability is substantially likely to result in injury to the child or others, the agency may request an expedited due process hearing to change the child's placement to an appropriate interim alternative educational setting for not more than 45 school days. The request for a due process hearing may be repeated if the School District of Manawa believes that returning the child to the original placement is substantially likely to result in injury to the child or others. 34 CFR § 300.532.

Manifestation Determination Reviews. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the child's IEP team (as determined by the parent and the School District of Manawa):

- review all relevant information in the student's file, including the child's IEP;
- any teacher observations; and
- any relevant information provided by the parents.

The conduct is determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP team determine that either:

- the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- the conduct in question was the direct result of the School District of Manawa's failure to implement the IEP.

If the LEA, the parent, and relevant members of the child's IEP team determine the conduct in question was the direct result of the School District of Manawa's failure to implement the IEP, the School District of Manawa takes immediate steps to remedy those deficiencies.

If the conduct was a manifestation of the child's disability, the IEP team returns the child to the placement from which the child was removed, unless the child has been placed in an interim alternative educational setting or the parent and School District of Manawa agree to a change of placement as part of the modification of the behavioral intervention plan, and either:

- conducts a functional behavioral assessment, unless the local educational agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan for the child; or
- if a behavioral intervention plan has already been developed, the IEP team reviews the behavioral intervention plan, and modifies it, as necessary, to address the behavior.

If the conduct was not a manifestation of the child's disability, the child receives, as appropriate:

- a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur; and
- educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

34 CFR §§ 300.530(d)(e) and (f).

Placement During Appeals. The parent of a child with a disability who disagrees with any decision regarding a disciplinary change in placement or a manifestation determination, or the School District of Manawa believes that maintaining the current placement is substantially likely to result in injury to the child or others may appeal the decision by requesting a hearing. During such appeal, the child will remain in the placement to which the child was removed pending the decision of the hearing officer or until the expiration of the disciplinary placement, whichever occurs first. The parent and the School District of Manawa may agree to a different placement during the appeal.

Unless the School District of Manawa and the parents agree in writing to waive the resolution meeting or agree to use the mediation process, the School District of Manawa conducts a resolution meeting within seven days of receiving notice of the parent's due process complaint. 34 CFR §§ 300.532; 300.533.

Protections for Children Not Yet Eligible for Special Education and Related Services. The School District of Manawa provides the protections asserted for a child under the Individuals with Disabilities Education Act-Part B to a child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of conduct of the School District of Manawa if the School District of Manawa had knowledge (as determined in accordance with the provisions below) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

The School District of Manawa has knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

- the parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
- the parent of the child requested an IEP team evaluation of the child; or
- the teacher of the child, or other personnel of the School District of Manawa, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.
- The School District of Manawa does not have knowledge that a child is a child with a disability if:
 - the parent of the child has not allowed an IEP team evaluation of the child or has refused special education services; or
 - the School District of Manawa conducted an IEP team evaluation and determined that the child was not a child with a disability.

If the School District of Manawa does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the School District of Manawa may subject the child to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors. 34 CFR § 300.534.

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation is conducted in an expedited manner. Until the evaluation is completed, the School District of Manawa maintains the child in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the child is determined to be a child with a disability, taking into consideration information from the School District of Manawa's evaluation and information provided by the parents, the School District of Manawa provides special education and related services in accordance with the Individuals with Disabilities Education Act-Part B and state law, including legal requirements relating to discipline and the provision of a free appropriate public education to children with disabilities. 34 CFR § 300.534.

When the School District of Manawa reports a crime committed by a child with a disability, it ensures copies of the child's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom it reports the crime. The School District of Manawa transmits copies of the child's special education and disciplinary records only to the extent that the Family Educational Rights and Privacy Act permits transmission. 34 CFR § 300.535.

Confidentiality of Information

The Notice to Parents. The School District of Manawa notifies parents before any major child identification, location, or evaluation activity. The notice is published or announced in newspapers or other media, or both, with circulation adequate to notify parents of children attending the School District of Manawa of the activity. 34 CFR § 300.612(b).

The School District of Manawa gives notice that is adequate to fully inform parents about the confidentiality of personally identifiable information requirements in the law, including:

- a description of the extent that the notice is given in the native languages of the various population groups in the School District of Manawa;
- a description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the local educational agency intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- a summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
- a description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and the implementing regulations.

34 CFR § 300.612.

Access Rights. The School District of Manawa permits parents to inspect and review any education records relating to their children that are collected, maintained, or used by the agency under the Individuals with Disabilities Education Act-Part B. The agency complies with a request without unnecessary delay and before any meeting regarding an IEP, or any due process hearing or resolution session, and in no case more than 45 days after the request has been made.

The right to inspect and review education records includes:

- the right to a response from the participating agency to reasonable requests for explanations and interpretations of the records;
- the right to have copies of the records upon request; and
- the right to have a representative of the parent inspect and review the records.

The School District of Manawa presumes that the parent has authority to inspect and review records relating to his or her child unless the local educational agency has been advised that the parent does not have authority under state law. 34 CFR § 300.613.

The School District of Manawa keeps a record of parties obtaining access to education records collected, maintained, or used under the Individuals with Disabilities Education Act (except access by parents and authorized employees of the local educational agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records. 34 CFR § 300.614.

The School District of Manawa provides parents on request a list of the types and locations of education records collected, maintained, or used by the agency. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information. 34 CFR §§ 300.615, 300.616.

The School District of Manawa does not charge a fee for copies of records that are made for parents if the fee effectively prevents the parents from exercising their right to inspect and review those records. The School District of Manawa does not charge a fee to search for or to retrieve information in educational records. 34 CFR § 300.617.

Amendment of Records at Parent's Request. A parent who believes information in the education records collected, maintained, or used under the Individuals with Disabilities Education Act is inaccurate or misleading or violates the privacy or other rights of the child may request the local educational agency to amend the information. The local educational agency decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the School District of Manawa decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to an educational records hearing pursuant to the local educational agency's policies. 34 CFR § 300.618.

The School District of Manawa, on request, provides an opportunity for a hearing to challenge information in education records to ensure it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child. 34 CFR § 300.619.

The hearing is conducted according to the procedures described in the Family Educational Rights and Privacy Act implementing regulations. If, as a result of the hearing, the School District of Manawa decides the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and so informs the parent in writing. If, as a result of the hearing, the School District of Manawa decides the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it informs the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the School District of Manawa. 34 CFR §§ 300.619-621.

Any explanation placed in the records of the child under this section is maintained as part of the records of the child as long as the record or contested portion is maintained. If the records of the child or the contested portion are disclosed to any party, the explanation is also disclosed to the party. 34 CFR § 300.620(c)(2).

Consent. Parental consent is obtained before personally identifiable information is disclosed, unless the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act and Wis. Stat. § 118.125. Parental consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of the Individuals with Disabilities Education Act with the following exceptions:

- Parental consent or the consent of an eligible child who has reached the age of majority under state law, is obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.
- If a child is enrolled or is going to enroll in a private school that is not located in the local educational agency of the parent's residence, parental consent is obtained before any personally identifiable information about the child is released between school officials in the local educational agency where the private school is located and officials in the local educational agency of the parent's residence.

34 CFR § 300.622.

Safeguards. The School District of Manawa protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at the School District of Manawa assumes responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information receive training or instruction regarding the state's policies and procedures described in the regulations implementing the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act. The School District of Manawa maintains, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information. 34 CFR § 300.623.

Destruction of Information. The School District of Manawa informs parents when personally identifiable information collected, maintained, or used under the Individuals with Disabilities Education Act is no longer needed to provide educational services to the child. The information is destroyed at the request of the parents. However, a permanent record of the student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation. 34 CFR § 300.624.

Transfer of Confidentiality Rights at Age of Majority. Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. When the rights accorded to parents under the Individuals with Disabilities Education Act are transferred to a student who reaches the age of majority, the rights regarding educational records in the Individuals with Disabilities Education Act also transfer to the student. However, the local educational agency provides any notice required under the Individuals with Disabilities Education Act to the student and the parents. 34 CFR §§ 300.625(b) and (c).

Children With Disabilities Enrolled in Private Schools by Their Parents

Child Find. The School District of Manawa locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district. The child find process is designed to ensure the equitable participation of parentally-placed private school children and an accurate count of those children. The School District of Manawa undertakes child find activities similar to the activities undertaken for the agency’s public school children. The child find process is completed in a time period comparable to that for students attending public schools in this school district. In carrying out the child find requirements for parentally-placed private school students, the School District of Manawa includes parentally-placed private school children who reside in another state. 34 CFR § 300.131.

Any due process complaint regarding child find requirements must be filed with the school district in which the private school is located, and a copy must be forwarded to the Department of Public Instruction. 34 CFR § 300.140(b)(2).

Provision of Services. To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private, including religious, elementary, and secondary schools located in this school district, this school district provides for the participation of those children by providing them with special education and related services, including direct services determined in accordance with the provision under the “Equitable Services Determined” section of this policy.

A services plan is developed and implemented for each private school child with a disability designated by the School District of Manawa to receive special education and related services under the Individuals with Disabilities Education Act. The School District of Manawa maintains in its records, and provides to the Wisconsin Department of Public Instruction, the following information related to parentally-placed private school children:

1. the number of children evaluated;
2. the number of children determined to be children with disabilities; and
3. the number of children served. 34 CFR § 300.132.

Expenditures. In providing special education and related services, including direct services, to children with disabilities enrolled by their parents in private schools, the School District of Manawa spends, for children aged 3 through 21, an amount that is the same proportion of the School District of Manawa’s total Individuals with Disabilities Education Act flow-through grant as is the number of private school children with disabilities aged 3 through 21 who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in this school district, is to the total number of children with disabilities in its jurisdiction aged 3 through 21.

For parentally placed private school children aged 3 through 5, the School District of Manawa spends an amount that is the same proportion of this school district’s total preschool entitlement funds as the number of parentally placed private school children with disabilities aged 3 through 5 is to the total number of children with disabilities in its jurisdiction aged 3 through 5. The School District of Manawa may provide services to private school children in excess of those required, consistent with the law and School District of Manawa policy.

In calculating the proportionate amount of Federal funds to be provided for parentally-placed private school children with disabilities, the School District of Manawa, after timely and meaningful consultation with representatives of private schools, conducts a thorough and complete child find process to determine the number of parentally-placed children with disabilities attending private schools located in the School District of Manawa.

After timely and meaningful consultation with representatives of parentally-placed private school children with disabilities, the School District of Manawa determines the number of parentally-placed private school children with disabilities attending private schools located in the School District of Manawa; and ensures the count is conducted on October 1 of each year. The child count is used to determine the amount the School District of Manawa must spend on providing special education and related services to parentally-placed private school children with disabilities in the next subsequent fiscal year. 34 CFR § 300.133(c)(2).

State and local funds may supplement and in no case supplant the proportionate amount of Federal funds required to be expended for parentally-placed private school children with disabilities under the Individuals with Disabilities Education Act. 34 CFR § 300.133(d).

The cost of carrying out child find requirements, including individual evaluations, is not considered in determining if the School District of Manawa has met its obligation to expend a proportionate amount of Individuals with Disabilities Education Act funds to provide equitable services. 34 CFR § 300.131(d).

If the School District of Manawa has not expended for equitable services all of the funds required by the end of the fiscal year for which Congress appropriated the funds, the district obligates the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one additional year. 34 CFR § 300.133(a)(3).

Consultation. To ensure timely and meaningful consultation, the School District of Manawa consults with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

- the child find process, including how parentally-placed private school children suspected of having a disability can participate equitably, and how parents, teachers, and private school officials will be informed of the process;
- the determination of the proportionate share of Federal funds available to serve parentally-placed private school children with disabilities including the determination of how the proportionate share of those funds was calculated;
- the consultation process among the School District of Manawa, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the child find process can meaningfully participate in special education and related services;
- how, where, and by whom special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of the types of services, including direct services and alternate service delivery mechanisms, and how special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school children, and how and when those decisions will be made; and
- how, if the School District of Manawa disagrees with the views of the private school officials on the provision of services or the types of services (whether provided directly or through a contract), the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract.

When timely and meaningful consultation has occurred, the School District of Manawa must obtain a written affirmation signed by the representatives of participating schools. If the representatives do not provide the affirmation within a reasonable period of time, the School District of Manawa forwards the documentation of the consultation process to the Wisconsin Department of Public Instruction.

If a private school representative files a complaint under 34 CFR § 300.136 to the Wisconsin Department of Public Instruction, this school district will forward appropriate documentation to the department. 34 CFR §§ 300.134, 300.135, and 300.136.

Equitable Services Determined. No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services the child would receive if enrolled in the public school. Decisions about the services that will be provided to parentally-placed private school children with disabilities are made in accordance with services plans and consultation processes contained in these policies.

The final decisions regarding services to be provided to eligible private school children are made by the School District of Manawa. 34 CFR § 300.137.

If a child with a disability is enrolled in a religious or other private school by the child's parents and will receive special education or related services from the School District of Manawa, the district initiates and conducts meetings to develop, review and revise a services plan for the child in accordance with the law. The School District of Manawa ensures a representative of the religious or other private school attends each meeting. If the representative cannot attend, the School District of Manawa uses other methods to ensure participation by the private school, including individual or conference telephone calls. 34 CFR § 300.137(c)(2).

Equitable Services Provided. The services provided to parentally-placed private school children with disabilities by the School District of Manawa are provided by personnel meeting the same standards as personnel providing services in this school district, except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements. Parentally-placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools. 34 CFR § 300.138(a)(2).

Each private school child with a disability who has been designated to receive services from the School District of Manawa has a services plan that describes the specific special education and related services the School District of Manawa will provide to the child in light of the services the district has determined (after consultation with representatives of private school children with disabilities) it will make available to parentally-placed private school children with disabilities. The services plan, to the extent appropriate, meets the IEP requirements with respect to the services provided. The services plan is developed, reviewed, and revised consistent with the provisions in the law concerning IEP teams, when IEPs must be in effect, parent participation in IEP team meetings, and development, review, and revision of IEPs. 34 CFR § 300.138(b)(2).

Services to parentally-placed private school children with disabilities are provided by employees of the School District of Manawa or through contract by the district with an individual, association, agency, organization, or other entity. The services, including materials and equipment, are secular, neutral, and non-ideological. 34 CFR § 300.138(c).

Location of Services and Transportation. If the School District of Manawa provides services to private school children with disabilities at the child's private school, including a religiously affiliated private school, it will do so to the extent consistent with state and federal law. If necessary for the child to benefit from or participate in the services provided, this school district transports private school children with disabilities from the child's school or home to a site other than the child's private school and from the service site to the private school or the child's home, depending on the timing of the services. The School District of Manawa may include the cost of such transportation in calculating whether it has met the requirement to expend a proportionate amount of Individuals with Disabilities Education Act funds on services to parentally-placed private school children with disabilities. 34 CFR § 300.139(b)(2).

Requirement that funds not benefit a private school. The School District of Manawa does not use Individuals with Disabilities Education Act funds to finance the existing level of instruction in a private school or to otherwise benefit the private school. The funds are used to meet the special education and related services needs of parentally-placed private school children with disabilities, but not for meeting the needs of a private school or the general needs of the students enrolled in the private school. 34 CFR § 300.141.

Use of Personnel. Individuals with Disabilities Education Act funds are used to make public school personnel available in other than public facilities to the extent necessary to provide equitable services for parentally-placed private school children with disabilities and if those services are not normally provided by the private school. If the School District of Manawa pays for the services of an employee of a private school employee, the employee performs the services outside of his or her regular hours of duty and under public supervision and control. 34 CFR § 300.142.

Separate Classes Prohibited. The School District of Manawa does not use Individuals with Disabilities Education Act funds for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and include both students enrolled in public schools and students enrolled in private schools. 34 CFR § 300.143.

Property, Equipment, and Supplies. The School District of Manawa controls and administers Individuals with Disabilities Education Act funds used to provide special education and related services to parentally-placed private school children with disabilities and holds title to and administer materials, equipment, and property purchased with those funds. Equipment and supplies are placed in a private school for the period of time needed for the Individuals with Disabilities Education Act program. Equipment and supplies placed in a private school are used only for Individuals with Disabilities Education Act purposes and can be removed from the private school without remodeling the private school facility. Equipment and supplies are removed from a private school if the equipment and supplies are no longer needed for Individuals with Disabilities Education Act purposes; or removal is necessary to avoid unauthorized use of the equipment and supplies for other than Individuals with Disabilities Education Act purposes. Individuals with Disabilities Education Act funds are not used for repairs, minor remodeling, or construction of private school facilities. 34 CFR § 300.144.

Parentally Placed Children in Private Schools When FAPE is at Issue. The School District of Manawa is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if the School District of Manawa made FAPE available to the child and the parents elected to place the child in a private school or facility. The child is considered a parentally placed private school child with a disability. 34 CFR § 300.148.

Children With Disabilities in Private Schools Placed or Referred by the School District of Manawa

When, pursuant to an IEP, a child with a disability is or has been placed in or referred to a private school or facility by the School District of Manawa as a means of providing special education and related services, the School District of Manawa ensures that the child:

- is provided special education and related services in conformance with an IEP that meets the requirements of the law and at no cost to the parents;
- is provided an education that meets the standards that apply to education provided by the Department of Public Instruction and local educational agencies including the requirements of Individuals with Disabilities Education Act, except that staff are not required to meet the highly qualified teacher requirements; and
- has all of the rights of a child with a disability who is served by a public agency.

34 CFR § 300.146.

Development, Review, and Revision of the IEP. Before the School District of Manawa places a child with a disability in, or refers a child to, a private school or facility, the School District of Manawa initiates and conducts a meeting to develop an IEP for the child in accordance with the law. The School District of Manawa ensures a representative of the private school or facility attends the meeting. If the representative cannot attend, the School District of Manawa uses other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

After a child with a disability enters a private school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility at the discretion of the School District of Manawa. If the School District of Manawa permits a private school or facility to initiate and conduct meetings to review and revise IEPs, the School District of Manawa ensures the parents and a School District of Manawa representative are involved in any decisions about the IEP and agree to any proposed changes in the IEP before those changes are implemented. Even if a private school or facility implements a child's IEP, the School District of Manawa retains responsibility for compliance with the requirements of special education law. 34 CFR § 300.325.

When the School District of Manawa places a child, in a private school as a means of providing special education and related services, the School District of Manawa ensures an IEP is developed and implemented for each child with a disability and the special education and related services are provided in conformance with an IEP and at no cost to the parents. Wis. Stat. § 115.77(1m)(d).

Children in Residential Care Centers

When the responsible local educational agency receives a notice from a county or a state agency that a child will be placed in a residential care center, the local educational agency does all of the following:

if the child is a child with a disability, as soon as reasonably possible and after consulting with the county or state agency, as appropriate, the local educational agency appoints an IEP team to review and revise, if necessary, the child's IEP and develop an educational placement offer;

if the child has not been identified as a child with a disability, the local educational agency:

- appoints staff to review the child's education records and develop a status report;
- sends a copy of the status report to the county or state agency within 30 days after receiving the notice that the child will be placed in a residential care center;
- appoints an IEP team to conduct an evaluation of the child if the local educational agency has reasonable cause to believe the child is a child with a disability;
- ensures the IEP team conducts the evaluation; and
- ensures the IEP team develops an IEP and an educational placement offer, in consultation with the county or state agency if the IEP team determines the child is a child with a disability.

Wis. Stat. § 115.81(3)(b).

When the responsible local educational agency offers an educational placement in a residential care center, the responsible local educational agency:

- ensures the child receives a free appropriate public education;
- ensures the child's treatment and security needs are considered when determining the least restrictive environment for the child;
- appoints an IEP team to reevaluate the child, as required by state law, while the child resides at the child caring institution;
- while the child resides at the residential care center, the local educational agency refers the child to another local educational agency after consulting the residential care center and a county department or state agency, if the responsible local educational agency determines that the child's special education needs may be appropriately served in a less restrictive setting in the other local educational agency; and
- assigns staff or an IEP team to develop a reintegration plan for a child leaving the residential care center, in cooperation with county and residential care center staff.

Wis. Stat. § 115.81(4)(a).

When this school district receives a referral from the responsible local educational agency because the referring responsible local educational agency believes the child's special education needs could be met in a less restrictive setting, this school district assigns staff to determine whether the child can appropriately receive special education and related services in the school district. If the assigned staff determine the child can appropriately receive special education and related services in this school district, it provides such services and may apply for state tuition payments under Wis. Stat. § 121.79(1)(a), for the child's educational expenses. If the assigned staff determines the child cannot appropriately receive special education and related services in this school district, the school district keeps a written record of the reasons for that determination. Wis. Stat. § 115.81(4)(c).

Placement Disputes; School Board Referrals; Interagency Cooperation

When a dispute arises between the School District of Manawa and the Wisconsin Department of Health and Family Services, the Wisconsin Department of Corrections, or a county, or between local educational agencies over the placement of a child, the School District of Manawa seeks resolution of the dispute from the State Superintendent. This provision applies only to a placement in a nonresidential educational program made under Wis. Stat. § 48.57 (1)(c) or to a placement in a residential care center made under Wis. Stat. § 115.81.

Annually, on or before August 15, the School District of Manawa reports to the county departments under Wis. Stat. §§ 51.42 and 51.437 the names of resident children who are at least 16, are not expected to be enrolled in an educational program two years from the date of the report and may require services from the county department.

If a public agency, as defined by Wis. Stat. § 166.20(1)(i), except that it does not include a local educational agency, is required by federal or state law or by an interagency agreement to provide or pay for the location, identification or evaluation of a child with a disability, including a child with a disability who is not yet 3 years of age, or for assistive technology devices or services, supplementary aids or services, transition services or special education or related services for a child with a disability, and fails to do so, the School District of Manawa provides or pays for the services. The School District of Manawa seeks reimbursement for the cost of providing the services from the public agency. Wis. Stat. § 115.812.

Local Educational Agency Reporting to State

The School District of Manawa, in providing for the education of children with disabilities within its jurisdiction, has established and implemented policies, procedures and programs that are consistent with state and federal special education requirements, policies and procedures. The School District of Manawa will modify them to the extent necessary to ensure compliance with the law if the provisions of federal or state laws or regulations are amended, if there is a new interpretation of Individuals with Disabilities Education Act by federal or state courts, or if there is an official finding of noncompliance with federal or state law or regulations. 34 CFR § 300.201; Wis. Stat. § 115.77(1m)(f).

The School District of Manawa files with the Department of Public Instruction information to demonstrate all personnel necessary to carry out the requirements of state and federal special education law are appropriately and adequately prepared, subject to the requirements of the personnel requirements of the Individuals with Disabilities Education Act and the Elementary and Secondary Education Act. 34 CFR § 300.207.

The School District of Manawa provides to the Department of Public Instruction information needed for the Department to meet its responsibilities under state and federal special education laws, including information related to the performance of children with disabilities participating in School District of Manawa special education programs. 34 CFR § 300.211; Wis. Stat. § 115.77(2).

The School District of Manawa reports its plan for providing special education and related services to children with disabilities to the Department of Public Instruction on a schedule and using instructions provided by the Department of Public Instruction. The plan includes:

- statements of assurance as required by applicable federal law;
- information relating to access of private school pupils to the School District of Manawa 's special education and related services;
- assurances that the School District of Manawa, in providing for the children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with this subchapter and applicable federal law;
- the School District of Manawa's plan for ensuring that all personnel necessary to carry out the requirements of this subchapter are appropriately and adequately prepared according to applicable state and federal law;
- the data regarding children with disabilities and nondisabled children in the School District of Manawa that the division is required to collect or report to be in compliance with 20 U.S.C. §§ 1400 to 1482; and
- any other information the division requires to permit its review of the plan.

34 CFR § 300.200; Wis. Stat. § 115.77(4).

When the School District of Manawa participates in a county children with disabilities education board program, annually by October 1, the local educational agency and the county children with disabilities education board submit a report to the state superintendent. The report includes the portion of each school day that each pupil enrolled in the county program, who is also enrolled in the local educational agency, spent in county program classes in the previous school year, and the portion of the school day that the pupil spent in the School District of Manawa classes in the previous school year. Wis. Stat. § 115.817(5)(d).

Appendix of Federal Law and Regulations Referenced in the Model Policies and Procedures

34 CFR § 99.3 - Family Educational Rights and Privacy Act of 1974 – Definition of Education Records

- a. The term means those records that are:
 1. Directly related to a student; and
 2. Maintained by an educational agency or institution or by a party acting for the agency or institution.
- b. The term does not include:
 1. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
 2. Records of the law enforcement unit of an educational agency or institution, subject to the provisions of Section 99.8.
 3. Records relating to an individual who is employed by an educational agency or institution, that:
 - A. Are made and maintained in the normal course of business;
 - B. Relate exclusively to the individual in that individual's capacity as an employee; and
 - C. Are not available for use for any other purpose.
 4. Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted under paragraph (b)(3)(i) of this definition.
 5. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - A. Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
 - B. Made, maintained, or used only in connection with treatment of the student; and
 - C. Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution; and
 6. Records that only contain information about an individual after he or she is no longer a student at that agency or institution.

42 U.S.C. § 11434a – McKinney-Vento Homeless Assistance Act, Definition of Homeless Children

1. The term "homeless children and youths" —
 - A. means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302 (a)(1) of this title); and
 - B. includes —
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302 (a)(2)(C) of this title);
 - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - iv. migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

18 U.S.C. § 1365(h) – Definition of Serious Bodily Injury

1. the term “serious bodily injury” means bodily injury which involves—
 - A. a substantial risk of death;
 - B. extreme physical pain;
 - C. protracted and obvious disfigurement; or
 - D. protracted loss or impairment of the function of a bodily member, organ, or mental faculty; and
5. the term “bodily injury” means—
 - A. a cut, abrasion, bruise, burn, or disfigurement;
 - B. physical pain;
 - C. illness;
 - D. impairment of the function of a bodily member, organ, or mental faculty; or
 - E. any other injury to the body, no matter how temporary.

29 U.S.C. § 3002(19) - Definition of Universal Design

The term “universal design” means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies.

18 U.S.C. § 930(g)(2) - Definition of Weapon

The term “dangerous weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2 1/2 inches in length.

20 U.S.C. § 7801(37) – Definition of Scientifically Based Research

The term “scientifically based research”--

- A. means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
- B. includes research that--
 - i. employs systematic, empirical methods that draw on observation or experiment;
 - ii. involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - iii. relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - iv. is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
 - v. ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
 - vi. has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.



SCHOOL DISTRICT OF MANAWA

Gifted and Talented (G/T) Plan 2022-23



The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>).
Copies of any policy/procedure can be obtained by contacting the District Office.
Approved by the Manawa Board of Education August 15, 2022

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.

SCHOOL DISTRICT OF MANAWA

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MISSION AND VISION

Mission Statement:

The School District of Manawa is the place where students choose to excel academically and realize their strengths.

Vision Statement:

The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.

WHAT IS GIFTEDNESS?

The concept of giftedness has varied over the course of educational, philosophical, and psychological history. Researchers such as Terman, Bloom, Renzulli, Feldman, Gardner, and Gagne have all contributed to our understanding and to the ensuing debate about the notion of gifts and talents. Historically, giftedness has been considered to be performance which is two standard deviations above the norm on a standardized test. This approach resulted in labeling individuals as “gifted” in intellectual and academic areas. Views, however, have changed over time so that we now have a much different conception of gifts and talents that includes multiple components of intelligence. Gardner¹ notes that intelligence is multifaceted, not a single entity. He posits that we think, learn, and create in many different ways. In Wisconsin, we translate this idea into five areas of identification: general intellectual, specific academic, creativity, leadership, and artistic.

Bright Child Versus Gifted Child






Some of the research by Janice Szabos helps distinguish between children who are bright versus children who are gifted. Bright children have educational strengths to be admired. Their strengths can be supported, and educational opportunities can be enhanced within the classroom. It is important for teachers to be able to differentiate instruction. Gifted students' needs can often be met within the regular classroom as well. Janice Szabos shared the following information in the *Gifted Child Quarterly*, as well as *Gifted Magazine*. It is important to note not all descriptors must be present to determine brightness or giftedness.

These distinctions can be used as a teacher checklist to identify gifted and talented students.

A BRIGHT CHILD...	A GIFTED CHILD...
Knows the answers.	Asks the questions.
Is interested.	Is highly curious.
Is attentive.	Is mentally and physically involved.
Has good ideas.	Has wild, silly ideas.
Works hard.	Plays around, yet tests well.
Answers the questions.	Discusses in detail and elaborates.
Is in the top group.	Is beyond the group.
Listens with interest.	Shows strong feelings and opinions.
Learns with ease.	Already knows.
Needs 6-8 repetitions for mastery.	Needs 1-2 repetitions for mastery.
Understands ideas.	Constructs abstractions.
Enjoys peers.	Prefers adults.
Grasps the meaning.	Draws inferences.
Completes assignments.	Initiates projects.
Is receptive.	Is intense.
Copies accurately.	Creates new designs.
Enjoys school.	Enjoys learning.
Is a technician.	Is an inventor.
Absorbs information.	Manipulates information.
Good memorizer.	Good guesser.
Prefers straightforward tasks.	Thrives on complexity.
Is alert.	Is keenly observant.
Is pleased with own learning.	Is highly self-critical.

Descriptions of Gifted & Talented Identification Areas

Giftedness is multidimensional. Students may be capable of superior performance or potential in one or more of the following areas.

	<p>General Intellectual Ability (GIA) Demonstrated excellence in most academic areas. Intellectually gifted children exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving in multiple areas. They may manipulate information in divergent ways when challenged by complex issues. Typically, these children are noted for being several years beyond their peers in their cognitive ability.</p>
	<p>Specific Academic Area (SAA) Exceptional ability and performance in a single academic area. Academically able students have unusual/advanced ability or capability in reading or math. These students often make connections within a discipline that transcends the obvious. They quickly grasp relationships among facts and see facts as parts of a more complex whole.</p>
	<p>Creativity Exceptional ability to use divergent and unconventional thinking in arriving at creative and unusual ideas or solutions to problems. Creativity may cross all areas (academic, arts, leadership) or may manifest itself in one specific area such as writing or math. Highly creative students tend to develop original ideas and products. They may express their creativity in oral, written, or nonverbal expression. They are flexible and original in their thinking, tending to reject one-answer solutions. These children tend to possess strong visualization. Frequently these individuals are strongly independent and often resist conformity. Creativity is characterized by originality of thought, human behavior, and product.</p>
	<p>Artistic (Visual/Music) Ability to create or perform in music in a way that suggests exceptional talent or an ability to paint, sculpt, photograph or arrange media in a way that suggests exceptional talent. Students can demonstrate unusual adeptness or skill in the fields of music or visual arts. Since this is a performance-based talent, identification centers around nominations, portfolios and expert assessment.</p>
	<p>Leadership Exceptional ability to relate to and motivate others. Leadership comes in many forms and may be positive or negative. Individuals gifted in leadership usually have the ability to convince people to act or not act in specific ways. Leaders are often self-confident and comfortable with their peers. They express themselves well and frequently are charming and charismatic. It is important to recognize that leadership traits may manifest into different leadership styles, depending upon the environment and personality of the individual. Observable characteristics may include influencing peers, being sought out by others to accomplish a task, addressing a need, holding high expectations for self and others, demonstrating or delegating responsibility, and internalizing concepts of right and wrong.</p>

Identification of Students

Grades K-2—Students in kindergarten, first, and second grades who display gifts/talents will generally not be formally identified but placed on a watch list. These students will work with the classroom teacher in their area of academic talent and their work will be used as additional evidence for formal identification when entering third grade. Exceptions may be made for young students requiring Tier 3 G/T intervention.

Grades 3-12—Students who are formally identified will have a G/T Intervention Plan and will be flagged in the student information system. This plan will identify the student’s strengths and weaknesses, provide for the type and level of opportunity to be provided, and be updated, at a minimum, annually. Formal identification can occur at any grade level above second, and at any time of the school year.

Twice Exceptional Children

These students are gifted children of above average abilities who also have special educational needs—ADHD, learning disabilities, autism spectrum disorders, etc. Because their giftedness can mask their special needs and their special needs can hide their giftedness, SDM recognizes the importance of identifying and servicing this often under-represented group.

The following list should be viewed as characteristics which are typical of many children who are gifted and who also have a disability, rather than characteristics which all such children possess. These twice exceptional children do not form a simple, homogeneous group; they are a highly diverse group of learners.

STRENGTHS	CHALLENGES
Superior vocabulary	Easily frustrated
Highly creative	Stubborn
Resourceful	Manipulative
Curious	Opinionated
Imaginative	Argumentative
Questioning	Lack of interest in or quality of written work
Problem-solving ability	Highly sensitive to criticism
Sophisticated sense of humor	Inconsistent academic performance
Wide range of interests	Lack of organization and study skills
Advanced ideas and opinions	Difficulty with social interactions
Special talent or consuming interest	

Identification of minority students (including students who are economically disadvantaged as determined by free/reduced lunch eligibility)—It is widely recognized that minority students continue to be underrepresented in gifted programs (from Sousa, D., *How the Gifted Brain Learns*, 2009). In order to close this gap, achievement scores will be used to compare students with similar backgrounds. Students who rank high on achievement relative to their ethnic or socioeconomic peers, will be considered for G/T services.

Service Delivery Model

Students may receive services in a variety of different ways in order to best address student learning needs. Services may include compacting, differentiation, acceleration, mentoring, shadowing and enrichment seminars. The district Response to Intervention (RtI) model is used as the foundation on which service delivery plans are based. These service delivery options will vary in duration, frequency, and intensity based on the student(s) for whom the service is being designed.

What is differentiation? (generally considered RtI Tier I)

Differentiation means providing students with different learning options, generally in the classroom, that best meet their learning needs. There are five elements of differentiation (Winebrenner, 2001) to include:

1. Content—providing more advanced, complex instructional resources
2. Process—defining higher order thinking methods for students to make sense of concepts or generalizations often in a more complex and abstract manner
3. Product—offering choices in the ways in which a student demonstrates learning
4. Environment—providing the setting that best suits the learning style and needs of the student
5. Assessment—providing alternative means of documenting mastery of the curriculum

What is enrichment?

Enrichment refers to learning experiences either in the classroom or out of the classroom where the curriculum content is extended. One way in which enrichment is provided at the elementary level is the “seminar.” Students with a common interest or talent are placed together in a cluster group to participate in an extension of the curriculum that may include one or more of the types of differentiation noted above. The classroom teacher facilitates many of the seminars at the elementary and junior high levels. Many departments offer independent study courses at the high school level which serve as seminars. Seminars cover the array of curricular areas and include the talent areas of leadership and fine arts as well. Flexible grouping structures are used so that enrichment opportunities may be provided to many learners over the course of the school year based on the students’ interests and areas of talent.

What is compacting?

Compacting begins with a student being pretested either for the unit of study or the course. The pretest identifies the specific knowledge or skills that need to be developed with the learner and those that have already been mastered. In this way, the unit of study or course is completed in a shorter period of time with a focus on the knowledge or skills needed for further development. Compacting can also be used in situations where the student is able to learn the material more quickly than peers as the student needs less repetition or practice to accomplish mastery. Compacting can be done with individuals or with flexible groupings of students.

What is mentoring?

Mentors are individuals who have expertise with a certain skill set or knowledge base and are willing to share this expertise with students who have interests in that area. G/T personnel may seek mentors for individuals or small groups of students to extend the school experience beyond the grade-level curriculum and expectations. Adults, college students, and high school students may serve as mentors following completion of the district’s police background check process. “Mentor relationships with dedicated scholars, artists, scientists, or businesspeople are highly suitable for gifted adolescents” and provide an opportunity to network with individuals who share a common set of interests.

What is shadowing?

School personnel may arrange for students to shadow a person on the job site or in post-secondary institution to gain experience in an area of high interest for the able learner as another means of extending the school experience beyond the grade-level curriculum and expectations. Generally, an area business or educational institution provides this type of service.

What is acceleration?

Acceleration generally refers to students attending a class with older students. This option is used more frequently with students in grades 6-12 but includes full grade acceleration which may be used at any grade level. For example, a student may complete first grade in the spring of one school year and be enrolled in third grade for the following school year. A student might also be placed in an advanced grade-level for a single course. The more common application of acceleration is to have a middle school or high school student attend an upper level course. In this way, acceleration is course or subject specific and offers students the opportunity for learning options that provide acceleration in the needed areas while also enabling the student to participate in other courses and activities with age mates. Students may travel between the middle school and high school to access such course opportunities.

Co-curricular opportunities may include (but are not limited to):

- Noetic Math Competitions – Grade 2 and up.
- Fox Valley Junior Math League—Grades 5-8
- Scripps National Spelling Bee—Grades 3-8
- National Geographic Geography Bee—Grades 4-8
- Destination Imagination—K-12+
- Student Council—Grades 3-12

Record of Services:

Currently, information about student participation in G/T services is documented in the student's cumulative file. All faculty that work with a student will have ready access to information about the learner in one location. Documents such as students' intervention plans, and seminar participation records are included in the cumulative file. All students identified as G/T will be flagged in the SDM student information system software.

Gifted & Talented Identification and Options

Gifted and Talented National Standards:

AREA	IDENTIFICATION	OPTIONS
General Intellectual Ability	<p>Recommendation based on the following observables:</p> <ol style="list-style-type: none"> 1. iReady scores of >90 percentile rank in both reading and math 2. F&P running records; 2 grade levels ahead 3. Statewide assessment scores at advanced/exceeding/>26 (ACT) in all areas 4. SBG scoring at a 4 early in the year in all subjects 5. IQ >115 	<ul style="list-style-type: none"> • Quiz Bowl • Battle of the Books • Debate Team • Advance a grade level • Enrichment projects • Forensics
Specific Academic Area	<p>Recommendation based on the following observables:</p> <ol style="list-style-type: none"> 1. iReady scores of >90 percentile rank in either math or reading 2. F&P running records; 2 grade levels ahead 3. Statewide assessment scores at advanced/exceeding/>26 (ACT) in one area 4. SBG scoring at a 4 early in the year in one subject 5. Classroom data/grades 	<ul style="list-style-type: none"> • Math Prodigy, Khan Academy, Accelerated Math, Moby Max • Enrichment Projects • Project Boxes • Math Olympics or other competitions • AP classes • Accelerated reading class Reading • Book bins filled with books at reading level • Partner conversations with different grade level peers • Enrichment projects • Attend other grade's IR time • Accelerated reading class • Moby Max • Battle of the Books Writing • Accelerated writing class • Enrichment projects • Forensics
Creativity	<p>Recommendation based on the following observables:</p> <ol style="list-style-type: none"> 1. Divergent and unconventional thinking 2. Unusual ideas or solutions to problems 3. Original ideas and products 4. Flexible and original thinking 5. Tend to reject one-answer solutions 6. Strongly independent 7. Resist conformity 8. The originality of thought, human behavior, and product 	<ul style="list-style-type: none"> • UWSP STEAM Days • Enrichment Projects • Student Council • Drama/One-Act Play • Forensics
Artistic Visual/Music	<p>Recommendation based on the following observables:</p> <ol style="list-style-type: none"> 1. Ability to create or perform in music in a way that suggests exceptional talent 2. Unusual adeptness or skill in the fields of music or visual arts 	<ul style="list-style-type: none"> • Enrichment Activities • Choir/Band/Art Club • Drama/One-Act Play • Forensics • Advanced Classes • Independent Study • Solo and Ensemble • Pep Band/Jazz Band
Leadership	<p>Recommendation based on the following observables:</p> <ol style="list-style-type: none"> 1. Influences peers 2. Is sought out by others to accomplish a task 3. Addresses the needs of others 4. Holds high expectations for self and others 5. Demonstrates or delegates responsibility 6. Internalizes concepts of right and wrong 	<ul style="list-style-type: none"> • Student Council • FOR Club • FFA • FBLA • Peer Mentor/Tutor

Decision Process

Identification can occur at any time during the school year. Servicing decisions are made based on the learning needs of the individual through the Building Consultation Team (BCT) process using the following data:

1. Standardized test scores
2. Interest inventories
3. Performance data (classroom-based evidence like discussion, projects, written work, etc.)
4. Subject or course specific assessments
5. Teacher observation

Students may be referred for services by teachers or parents. At the secondary level, students may also refer to themselves by contacting either their school counselor, the GIT Coordinator, or principal.

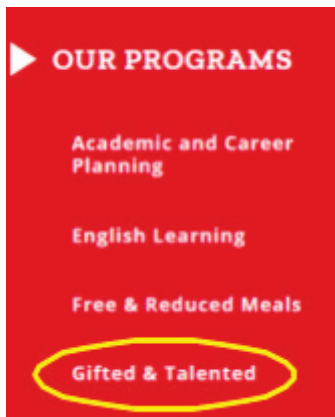
1. Upon receiving a referral form, the principal or designee will notify the student's parent/guardian and request any information for inclusion on the form. If the referral is initiated by the parent, the counselor will request that the student's classroom teacher (and other teachers if applicable) add school-related information to the referral form.
2. Counselors or the GIT Coordinator will collect other evidence of high-performance capability. This evidence may include but is not limited to: district or statewide test scores, (**local norm referenced test scores will be used for inclusionary purposes only; student whose performance in class work exceeds their standardized test scores will not be excluded from opportunities) classroom observation, classwork and portfolios, and audio or video evidence of performance in the arts. Multiple measures will be used to identify students and no single measure will be used to exclude students from G/T opportunities.
3. After evidence is collected, counselors or the GIT Coordinator may interview the prospective student. This interview will be used to further understand the student's interests, learning style, and willingness to be challenged.
4. The BCT will meet using the BCT meeting format to determine the Intervention Plan. Principals will designate a person to contact parents to inform them that their child will be receiving G/T services. All records related to the intervention plan will be maintained by the principal or designee. The principal or designee will add a note in the student information system to indicate the student is identified as a G/T student. Since giftedness is a fluid and dynamic trait, students may at times be best served within their regular classroom and at times via pullout or accelerated opportunities.
5. Based on the intervention plan, the team will evaluate the effectiveness of current interventions through progress monitoring at regular intervals. Follow-up with parents will be communicated as necessary.
6. Steps four and five of this decision process are repeated until the student is at a level that precipitates a change in intervention.

Referral for Gifted & Talented Services

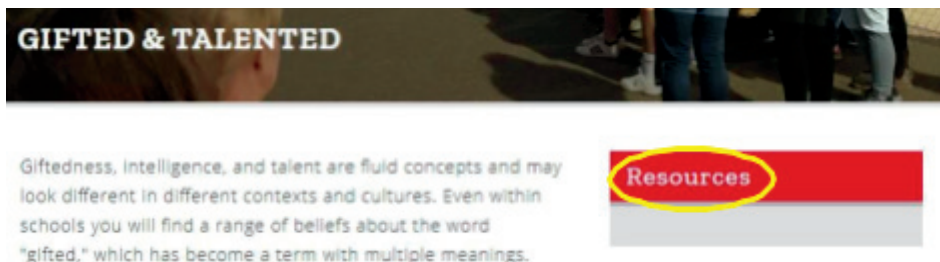
1. Complete the Gifted and Talented Referral form found on the school district website under District Programs.



2. Click on the Gifted and Talented link on the left-hand side.



3. Choose the Gifted & Talented Handbook under Resources on the right-hand side of the page, and print out the form found within. Please, return to Manawa Elementary or Little Wolf High/Middle main office where the student attends.





Parent/Guardian/Student Gifted & Talented Referral Form

Parents/guardians/student should complete this form if they believe the nominee is performing well above grade level or demonstrating exceptional strengths or talents and would like the nominee's performance and achievement to be reviewed to determine eligibility for gifted education services. Please review the **Bright child vs. Gifted Child** chart in the SDM Gifted & Talented Handbook.

Student Name: _____ D.O.B.: _____ Grade: _____

Nominated by: _____ School: _____

AREAS OF GIFTEDNESS	SPECIFIC EXAMPLES
<input type="checkbox"/> General Intellectual Ability Processes new information quickly, uses advanced vocabulary, sees connections in concepts, focuses for long periods of time on special interests, or enjoys solving puzzles and problems.	
<input type="checkbox"/> Specific Academic Ability Shows unusual/advanced ability in: <input type="checkbox"/> Reading <input type="checkbox"/> Math <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Language Arts	
<input type="checkbox"/> Creativity Has a vivid imagination, a keen aesthetic sense, unique ideas in problem-solving situations, may be a risk-taker, adventurous, non-conforming, often asks "why" or sees the unusual.	
<input type="checkbox"/> Artistic Selects art media for free time, shows originality and creativity in the use of art media, keenly observes his/her environment, sees the unusual, easily remembers melodies and can produce them accurately, enjoys performing for others. Shows a heightened interest in: <input type="checkbox"/> music <input type="checkbox"/> art	
<input type="checkbox"/> Leadership Organizes and leads groups, carries responsibility well, tolerant and flexible with peers, possesses good self- confidence, or may be overbearing at times.	

Briefly describe the nominee's major interests, hobbies, and other creative endeavors.

Parent/Guardian/Student Gifted & Talented Referral Form

Please add or attach any other information which you believe is relevant and would assist us in getting to know the nominee's interests and abilities.

Parent/Guardian Signature: _____ Date: _____

Student Signature: (if self-nominating)

_____ Date: _____

Please submit the completed form to the MES, MMS, or LWHS office.

<input type="checkbox"/> IDENTIFIED AS G/T	<input type="checkbox"/> PLACED ON WATCH LIST	<input type="checkbox"/> NOT RECOMMENDED FOR G/T AT THIS TIME
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G/T Signature	Date
Principal Signature	Date

If applicable:
Meeting to write G/T plan will take place on:



Teacher Gifted & Talented Referral Form

Teachers should complete this form if they believe the student is performing well above grade level or demonstrating exceptional strengths or talents and would like the student's performance and achievement to be reviewed to determine eligibility for gifted education services. Please review the **Bright child vs. Gifted Child** chart in the SDM Gifted & Talented Handbook.

Student Name: _____ D.O.B.: _____ Grade: _____

Nominated by: _____ School: _____

AREAS OF GIFTEDNESS	CHARACTERISTICS
<p style="text-align: center;">General Intellectual Ability</p> <p>Comments: _____ _____ _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> understands complex concepts <input type="checkbox"/> draws inferences between content areas <input type="checkbox"/> sees beyond the obvious <input type="checkbox"/> thrives on new or complex ideas <input type="checkbox"/> enjoys hypothesizing <input type="checkbox"/> intuitively knows before taught <input type="checkbox"/> uses an extensive vocabulary <input type="checkbox"/> does in-depth investigations <input type="checkbox"/> learns rapidly in comparison to peers <input type="checkbox"/> 1-2 repetitions for mastery <input type="checkbox"/> manipulates information
<p style="text-align: center;">Specific Academic Ability</p> <p>Comments: _____ _____ _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> strong memorization ability <input type="checkbox"/> advanced comprehension <input type="checkbox"/> intense interest in a specific academic area <input type="checkbox"/> high academic capacity in special-interest area <input type="checkbox"/> pursues special interests with enthusiasm <input type="checkbox"/> operates at a higher level of abstraction than peers <input type="checkbox"/> asks poignant questions <input type="checkbox"/> discusses and elaborates in detail
<p style="text-align: center;">Creativity</p> <p>Comments: _____ _____ _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> independent and/or flexible thinker <input type="checkbox"/> exhibits original thinking in oral/written expression <input type="checkbox"/> generates many ideas to solve a given problem <input type="checkbox"/> possesses a keen sense of humor <input type="checkbox"/> creates and invents <input type="checkbox"/> intrigued by creative tasks <input type="checkbox"/> improvises and sees unique possibilities <input type="checkbox"/> risk taker <input type="checkbox"/> resists conformity
<p style="text-align: center;">Artistic: Visual Arts/Music</p> <p>Comments: _____ _____ _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> communicates his/her vision in visual/performing arts <input type="checkbox"/> unusual ability for aesthetic expression <input type="checkbox"/> compelled to perform/produce <input type="checkbox"/> exhibits creative expression <input type="checkbox"/> desire for creating original product <input type="checkbox"/> keenly observant <input type="checkbox"/> continues experimentation with preferred medium <input type="checkbox"/> excels in demonstrating the visual/performing arts
<p style="text-align: center;">Leadership</p> <p>Comments: _____ _____ _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> takes an active role in decision making <input type="checkbox"/> high expectations for self and others <input type="checkbox"/> expresses self with confidence <input type="checkbox"/> foresees consequences & implications of decisions <input type="checkbox"/> follows through on a plan <input type="checkbox"/> appears to be well liked by peers <input type="checkbox"/> ideas expressed accepted by others <input type="checkbox"/> sought out by others to accomplish a task

Teacher Gifted & Talented Referral Form

School Year:

Please include any other information you feel will help the team in making a decision about the needs of this student.

Please submit completed form to your building principal.

<input type="checkbox"/> IDENTIFIED AS G/T	<input type="checkbox"/> PLACED ON WATCH LIST	<input type="checkbox"/> NOT RECOMMENDED FOR G/T AT THIS TIME
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G/T Signature	Date
Principal Signature	Date

If applicable:
Meeting to write G/T plan will take place on:



Gifted & Talented Learning Plan

Student Name: _____ D.O.B.: _____ Grade: _____

Nominated by: _____ School: _____

There are four ways to provide an appropriate education for gifted students in a regular classroom: change what is taught; change how it is taught; change the setting; change the assignment (what you require the student to do)

Team Members:

Background Information-What We Know:

Summary of Results of Previous Plan(s):

Student Need(s):

Overall Goal for Student:

Differentiated Learning Plan:

Gift/Talent Identification Area:

- General Intellectual Ability
- Specific Academic Area
 - Reading
 - Writing
 - Math
 - Social Studies
 - Science
- Creativity
- Artistic
 - Visual
 - Musical
- Leadership

Begin Date: _____ End Date: _____

Provider: _____

Differentiation Strategies: _____

BCT Check-In Meeting Frequency:

Options:

AREA	OPTIONS
General Intellectual Ability	<input type="checkbox"/> Quiz Bowl <input type="checkbox"/> Debate Team <input type="checkbox"/> Advance a grade level <input type="checkbox"/> Enrichment projects <input type="checkbox"/> Forensics <input type="checkbox"/> Other _____
Specific Academic Ability	<p>Math</p> <input type="checkbox"/> Prodigy, Khan Academy, Accelerated Math, Moby Max <input type="checkbox"/> Enrichment Projects <input type="checkbox"/> Project Boxes <input type="checkbox"/> Math Olympics or other competitions <input type="checkbox"/> AP classes <input type="checkbox"/> Accelerated math class <input type="checkbox"/> Other _____ <p>Reading</p> <input type="checkbox"/> Book bins filled with books at reading level <input type="checkbox"/> Partner conversations with different grade level peers <input type="checkbox"/> Enrichment projects <input type="checkbox"/> Attend other grade's IR time <input type="checkbox"/> Accelerated reading class <input type="checkbox"/> Moby Max <input type="checkbox"/> Other _____ <p>Writing</p> <input type="checkbox"/> Accelerated writing class <input type="checkbox"/> Enrichment projects <input type="checkbox"/> Forensics <input type="checkbox"/> Other _____ <p>Science</p> <input type="checkbox"/> Crystal Growing Competition <input type="checkbox"/> UWSP STEAM Days <input type="checkbox"/> AP Classes <input type="checkbox"/> Other _____ <p>Social Studies</p> <input type="checkbox"/> AP Classes <input type="checkbox"/> Other _____
Creativity	<input type="checkbox"/> UWSP STEAM Days <input type="checkbox"/> Enrichment Projects <input type="checkbox"/> Student Council <input type="checkbox"/> Drama/One-Act Play <input type="checkbox"/> Forensics <input type="checkbox"/> Other _____
Artistic: Visual Arts/Music	<input type="checkbox"/> Enrichment Activities <input type="checkbox"/> Choir/Band/Art Club/Art Team <input type="checkbox"/> Drama/One-Act Play <input type="checkbox"/> Forensics <input type="checkbox"/> Advanced Classes/Independent Study <input type="checkbox"/> Solo and Ensemble <input type="checkbox"/> Pep Band/Jazz Band <input type="checkbox"/> Other _____
Leadership	<input type="checkbox"/> Student Council <input type="checkbox"/> FOR Club <input type="checkbox"/> FFA <input type="checkbox"/> Peer Mentor/Tutor <input type="checkbox"/> Other _____

Responsibilities:

Student:

Classroom Teacher:

Parents:

School Administration:

Review Date:

Additional meetings may be held if the need arises.

IN ATTENDANCE	SIGNATURE
<u>Administration</u>	
<u>G/T Representative</u>	
Teacher	
Teacher	
Counselor	
Student	
Parent/Guardian	
Parent/Guardian	
Other	

Title I Schoolwide Program Plan for

Manawa Elementary School

Created during the 2017-2018 School Year

Updated June 2023



School Information

School Name:	Manawa Elementary School
School Address:	800 Beech Street
Building Principal:	Ms. Danni Brauer
Email Address:	dbrauer@manawaschools.org
Phone:	(920) 596-2559
FAX:	(920) 596-5308
Title IA Coordinator:	Ryan Peterson /Michelle Johnson
Phone:	(920)596-2525
Email Address:	rpeterson@manawaschools.org

Planning Year:	2021-2022 revised annually	Local School Board approval date:	July 20, 2023
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District Information

School District Name:	School District of Manawa
District Administrator:	Mr. Ryan Peterson
Phone:	(920) 596-2525
Email address:	rpeterson@manawaschools.org

Schoolwide Planning Team

Date when plan will be implemented: 2023-2024 school year

Parents:	Jen Rosin, Katie Sitter
School Staff: <i>(include position)</i>	Valerie Pari- Math Specialist/Interventionist Luanne Ujazdowski- Counselor
Administrator(s): <i>(include position)</i>	Danni Brauer- Elementary Principal Michelle Johnson- District Reading Specialist
Community Members:	Jen Rosin, Katie Sitter
Others (Optional):	

Planning Process

This schoolwide plan is designed around the “Ten Comprehensive Components of a Schoolwide Plan.”

Manawa Elementary School is considered a Schoolwide Title I school. Schoolwide programs serve **all** children in a school. **All** staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for **all** students, especially those students most in need.

Communication Plan

Processes and opportunities to develop the SW plan:

The School District of Manawa will establish a Title I team to work on our schoolwide plan. It is essential that we have representation from administration, teachers, and community members. The reading specialist will coordinate the meetings that will take place to review data and discuss the plan. The reading specialist will attend CESA 6 Title I Schoolwide Program professional workshops throughout the year to keep abreast of new information and receive guidance and support. This plan will be reviewed annually.

Processes and opportunities to inform, solicit and receive input from stakeholders:
Once the initial meetings have taken place, the reading specialist will contact the community members that are part of the team. We will meet to discuss the progress of the plan and review and make changes based on stakeholder input.



School Profile

Manawa Elementary School

400 Beech Street
Manawa, WI 54949
(920)596-5700

Manawa Elementary School is a 4K-5 grade school proudly serving approximately 243 young learners in central Wisconsin. The following profile is a brief summary of our school's mission statement and annual goals based on our assessment data. Our entire staff is committed to working in partnership with our families and community to make this the best school possible for our kids. We want all to feel welcomed and valued.

MES Mission Statement:

MES is a supportive and encouraging environment where students and staff can learn and grow through a collaborative and positive approach. Staff and students will respect and listen to each other while sharing the responsibility of learning.

Our Strengths:

In addition to our amazing students, our dedicated staff, families, and community are what make Manawa Elementary a great place to be. As a school that serves young learners from 4K-5th grade, we understand and value the uniqueness and talents of all learners. Through our continual work with student achievement data, we as a school work hard to meet the needs of ALL students.

Manawa Elementary School Principal:

Danni Brauer

State Report Card:

Please use the following Department of Public Instruction site to access our school report card: <https://apps2.dpi.wi.gov/reportcards/home>

Fast Facts: 2022-2023 *Please note this is the most recent data available

Grades	K4-5
School Type	Elementary
Enrollment	243
Percent Open Enrollment	3.9%
Race/Ethnicity	
American Indian/Alaska Native	0%
Asian	0%
Black or African American	.8%
Hispanic/Latino	65%
Multiple Race	6.9%
White	87.2%
Students with Disabilities	20.1%
Economically Disadvantaged	56.1%
English Learners	1.2%

Ten Components of the Schoolwide Plan

I. Data/Conclusions (Needs Assessment)

Analyzing data is a daily practice at Manawa Elementary School. Not only do the interventionists review their students' data often, but a building consultation team (BCT) discusses students' progress weekly. The 2023-2024 Manawa School Calendar provides scheduled Professional Learning Community planning time to collaborate, review data, and student achievement results.

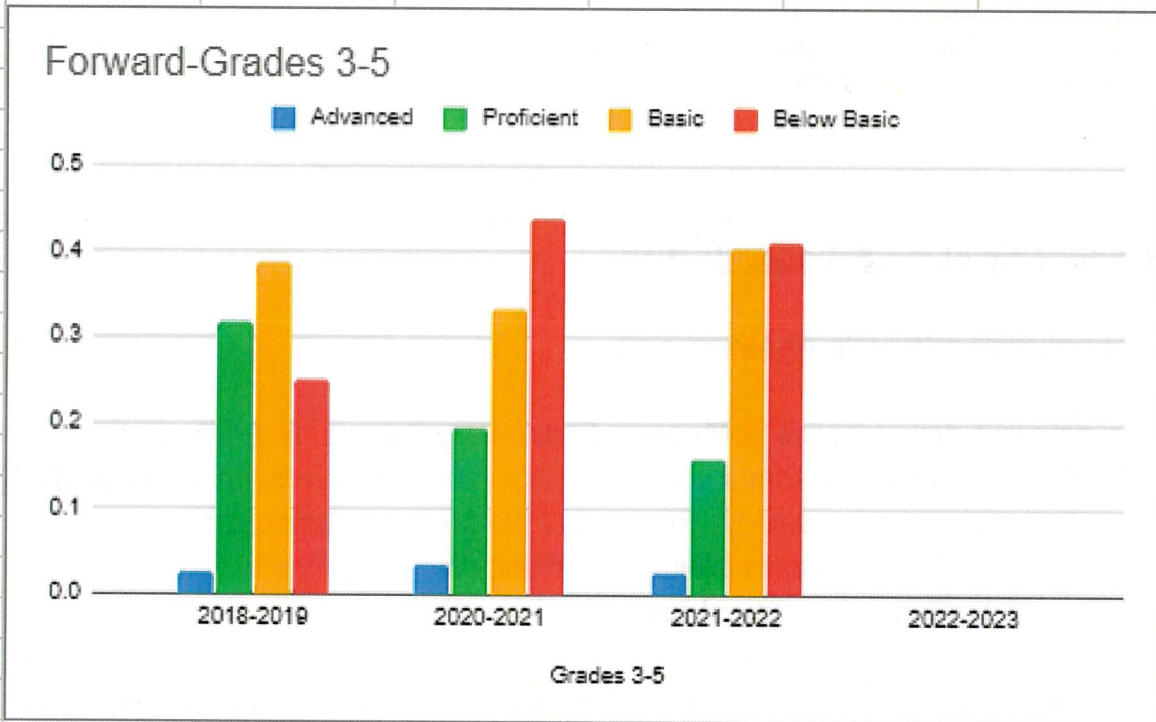
This Comprehensive Needs Assessment will review our Standardized State Test data (the Forward Exam) along with iReady data (our universal screener), our Early Literacy Screeners, and ORF Benchmark Assessment data, attendance, and classroom assessment.

Forward Data

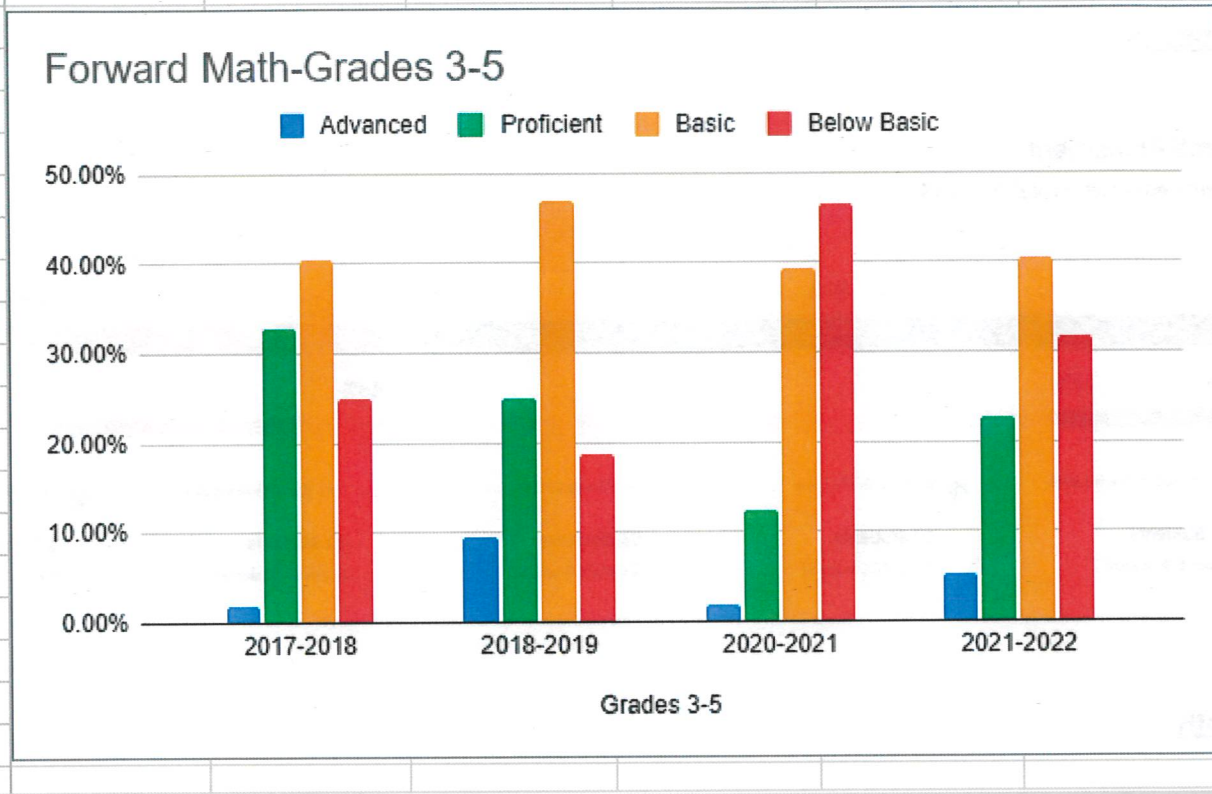
Overall Snapshot 2022- *Most Recent Data* 2023 data will not be in until mid summer of 2023.

Longitudinal Forward (Grades 3-5):

Grades 3-5	ELA			
	Advanced	Proficient	Basic	Below Basic
2018-2019	2.60%	31.60%	38.70%	25%
2020-2021	3.50%	19.30%	33.30%	43.90%
2021-2022	2.60%	15.80%	40.40%	41.20%
2022-2023				



Grades 3-5	Math			
	Advanced	Proficient	Basic	Below Basic
2017-2018	1.90%	32.70%	40.40%	25.00%
2018-2019	9.40%	25.00%	46.90%	19%
2020-2021	1.80%	12.50%	39.30%	46.40%
2021-2022	5.30%	22.80%	40.40%	31.60%



Early Literacy Screener Kindergarten 2022-2023

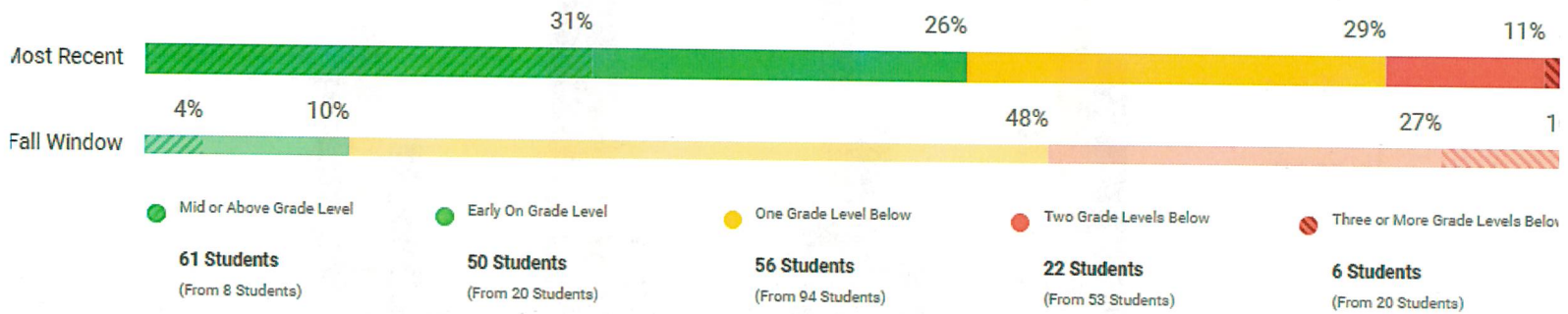
Fall 2022						Winter 2022-23					Spring 2023		
Functional Vocab. /10	Phonological/Phonemic Awareness /14	Letter Knowledge /16	Decoding /5	HF Words /5	Total /50	Phonological/Phonemic Awareness /16	Letter Knowledge /8	Decoding /16	High Frequency Words /10	Total /50	Phonemic Awareness /15	Decoding /25	High Frequency Words /10
10	6	3	0	0	19	11	6	2	0	19	14	7	3
MOVED						MOVED					MOVED		
8	8	16	0	0	32	16	8	9	4	37	15	15	7
8	9	15	0	0	32	16	8	11	5	40	15	24	7
7	1	1	0	0	9	14	6	4	1	25	11	20	7
6	5	1	0	0	12	14	5	4	4	27	15	24	6
6	1	16	0	0	23	14	7	5	6	32	11	16	6
8	10	15	0	0	33	16	8	16	7	47	15	16	6
6	4	5	0	0	15	15	8	11	2	36	13	16	4
10	6	16	0	0	32	16	8	13	6	43	15	25	10
6	2	11	0	0	19	14	7	7	2	30	12	16	9
9	11	12	0	0	32	16	7	9	2	34	12	12	7
9	4	9	0	0	22	13	5	2	2	22	14	7	2
6	4	16	0	0	26	16	8	11	3	38	15	16	7
5	9	13	0	0	27	13	8	12	5	38	14	16	6
10	12	12	0	0	34	16	8	16	6	46	14	18	4
5	3	3	0	0	11	8	0	0	0	8			
MOVED						MOVED					MOVED		
10	8	10	0	0	28	16	8	12	5	41	14	17	5
5	3	13	0	0	21	15	7	12	5	40	15	21	6
4	2	1	0	0	7	6	3	1	0	10	2	0	0
10	8	16	0	0	34	15	7	12	6	41	15	12	4

iReady Grades 1-5 2022-2023 Fall and Spring Comparison

Literacy

Overall Placement

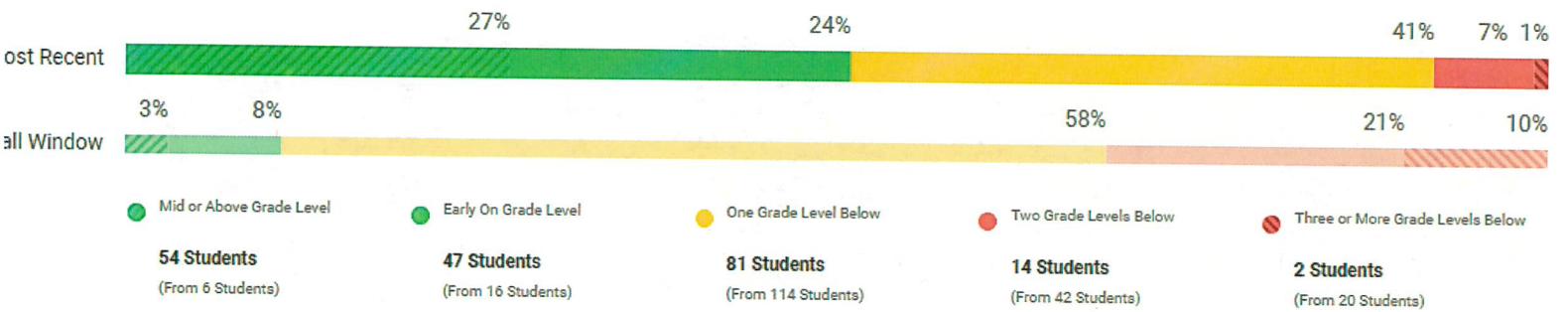
Students Assessed/Total: 195/214



Math

Overall Placement

Students Assessed/Total: 198/214



Math

The data from our statewide assessment (The Forward) from the 2021-2022 year presents a substantial increase in students scoring below basic in ELA. Math shows a large increase in students scoring proficient or advanced. Dropping trends of those scoring at or above grade level brought an awareness of the need to greatly improve rigorous and relevant instruction at the universal level. An extensive action step is the shift from Lucy Calkins to instructional practices aligned with the Science of Reading and new research. During the 2023-2024, UFLI foundational instruction will be added as an extension to Really Great Reading. Additionally, grades 3-5 will be piloting/comparing Wonders curriculum with Into Reading. From various sources of data, building wide goals with associated action steps will be developed and a plan of action set in place.

Review of current data collected from our iReady presented a drastic improvement from 14% students scoring at grade level and beyond in the Fall to 57% students. Various elements such as instructional coaching shifts, further development of Really Great Reading Foundations, the instructional routing of Interactive Read Alouds, and special assignment teachers assisting with targeting intervention instruction. Continued areas of focus are Informational and Vocabulary pillars of literacy.

Informational/nonfiction comprehension:

- Determine the main idea of a text; recount the key details and explain how they support the main idea
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Vocabulary:

- Learn new words in the context of a story, practice using them, and explain their meanings through discussion, illustration, and acting.
- Sort words into categories based on their meaning to build an understanding of how words are related to each other.

When reviewing the math iReady data, students went from 11% of those scoring at grade level and above to 51%. The strongest strand was in Measurement and data. For future, continued targeted instruction on Algebra and Algebraic Thinking.

Measurement and data:

- Draw and interpret bar graphs and picture graphs
- Find the difference between two objects
- Understand that figures with different areas can have the same perimeter and figures with the same area can have different perimeters.

Geometry:

- Identify quadrilaterals using more than one category
- Categorize shapes by their attributes

II. School-Wide Reform Strategies

This data, as reviewed prior to the beginning of the 2022-2023 current year, perpetuated the following action steps to address these concerns:

- Continued implementation and expansion of Fountas and Pinnell Interactive Read Alouds as an educational model strategically and explicitly modeling comprehension questions about the texts, within the text, and going beyond the text. Student comprehension skills were practiced and guided towards mastery through partner/whole class discussion, vocabulary, synthesis of thematic lessons, and experience with both literary and informational texts. (Grades PK-5)
- To address students' learning gap of phonemic awareness and expand foundational decoding skills, Really Great Reading was implemented in grades PK-2. For the 2023-2024 the extension and addition of UFLI (University of Florida Literacy Institute instruction and foundational intervention is a part of the literacy audit changes.
- Incorporation of modeling expectations and literacy behavioral practices through Fountas and Pinnell Mini-Lesson resources and instructional organization.
- ELA curriculum mapping (PK-5) through identification of essential standards, vertical and horizontal alignment, clearly articulated student outcomes, and resources for each thematic unit planned.
- Collaborative team planning, data interpretation, and action step development based on student need on a regular basis.
- Student-centered instructional coaching cycles incorporating classroom demonstration of research-proven best practices, collaborative team planning, data analysis, and student-centered goal setting based on "Look-For" tools

- Addition of a special assignment teacher to co-teach and work with small groups on strategically aligned intervention/student need
- Internal Audit of all literacy practices and instruction initiated a shift in research and instructional practices aligned with Science of Reading and new research.

Parallel to the addition of the new special assignment teacher, daily intervention time (Wolf Time) continuously is refined through our RtI process. Intervention aligned progress monitoring data is reviewed weekly through grade level and BCT teams. Discussion of progress/celebration, or if not enough progress gained, then determination of intervention action steps to follow. For example, if a student shows they need math intervention in the beginning of the year based on their previous data, but over the course of the first quarter they are making large gains, they may be moved out of the intervention and receive basic math fact work time or math enrichment. The same goes for reading. Our teachers work with students on comprehension and fluency in reading if their scores indicate they need that support. If they do not, they are assigned a group for Project Based Learning opportunities. Understanding that we need to make sure the system is “fluid” and able to change according to data and student needs shows that we are cognizant and vigilant in making sure all students’ needs are being met.

One last reform strategy to mention is the fact that our school offers a summer school remediation program for our struggling readers and math students. Programming is designed to be as individualized as possible to meet the specific needs of our struggling students. It is offered to anyone who signs up and wants to work on their skill deficits. We do not require students to attend; however, if a student is falling below benchmark, it is strongly encouraged that they participate.

2023-2024 Targeted Goals Based on Current Data:

1. Foster and build strategic small group/guided instructional practices through expertise professional development, administrative Look-For tools and feedback, and continuous student goal alignment to small group instruction.
 - a. Resource: Literacy Footprints lessons and corresponding text titles
 - b. Strategic Level and Strategy Small Group development and targeted instruction
2. Strategic instructional coaching cycles focusing on grades 3-5 to develop vocabulary, literary and nonfiction comprehension.
3. Building decoding skills and identifying needs of students in grades 3-5.
4. Implementation of an expanding Early Literacy Screener at the 4K to determine our earliest learners’ needs.

5. An expansion and continued improvement of our WOLF intervention time through the addition of a second special assignment teacher, regular progress monitoring, and fidelity of intervention reviewed.
6. Pilot Into Reading and Wonders as a pivotal shift in instruction for grades 3-5 aligned with new research and the Science of Reading.
7. Continue the process of developing formative and summative assessments for math and literacy.

During the 2020-2021 school year, the SDM decided it was time to write and begin implementing a District-wide literacy plan. This plan will span five years, and it is a combination of a glimpse at our current state, and goals and steps that outline our desired state. The elementary school continues to focus on the areas of Phonics instruction using new materials (Really Great Reading) 4K-2, and continue both Interactive Read Aloud/Mini Lesson implementation on a daily basis.

III. Instruction by Highly-Qualified Teachers

All staff in the School District of Manawa are highly qualified. Not only do we ensure that staff have the correct license each time we hire for a position, but all our support staff have either had classroom experience or have completed the Master Teacher requirements.

Most recently, the pupil services committee has worked hard at identifying the qualities for effective instruction. This will be shared with current staff for personal reflection as well as for newly hired staff to ensure they fit our expectations. Please find the complete document below that identifies these qualities.

Effective Instruction

- Instructional Delivery
 - Teaching occurs in the middle of the learners
 - 80% student talk, 20% teacher talk
 - Technology is used in a purposeful and innovative manner
 - Lesson objective is written, verbalized, and reinforced throughout the lesson

- Real-world application and high order questioning; includes open-ended questions
- Differentiation of materials and lesson delivery
- Student goal setting and student reflection
- Instructional Planning
 - Backward planning - start with the end in mind
 - Intentionally planning questions, transitions, content, differentiation, and assessments linked to the standards
 - Collaborate with colleagues (interdisciplinary, specialists, guidance, etc.) to ensure all student needs are met
- Professional Knowledge
 - Demonstrates accurate knowledge of the subject matter
 - Knowledgeable of research/evidence-based practices
- Assessment for and of Learning
 - Formative assessment results are used to differentiate, inform, and guide instruction
 - Summative assessments are written before the unit/lesson is taught
 - Timely feedback of assessment results to all stakeholders
 - Common assessments are used to measure learning
- Learning Environment
 - Builds relationships with students, parents, and colleagues
 - Creates an environment that is conducive to engaging all learners
 - Effective routines and procedures
 - Promotes digital citizenship
- Professionalism
 - Collaborates with colleagues to share responsibility for all learners
 - Networks with professionals in and outside the district
 - Reflects on instructional practices
 - Demonstrates appropriate communication with students, colleagues, administration, parents, and community
 - Willingness to seek out professional development opportunities to grow as a teacher

IV. High Quality and Ongoing Professional Development (may be included in implementation activities)

The administrative team has taken up the task of writing a five-year professional development plan for the school district. After looking at student achievement data

along with teacher perception surveys, the following has been determined as our focus area and goals in which to measure our progress as shown on the following [Plan on a Page](#). Along with forward planning for professional development, the district also provides some current PD for our staff. The elementary teachers receive iReady data training to learn how to more specifically understand and use their student data. The staff also participates in ongoing book studies on various topics. The reading specialist and math coach serve as instructional coaches and offer both literacy and numeracy support for teachers.

V. Strategies to attract highly-qualified teachers

The School District of Manawa takes great pride in its staff and wants the very best instructors. The district's SAM (Salary Advancement Model) is a salary program that allows us to remain competitive with surrounding school districts and provides incentives for teachers to pursue professional development opportunities.

Below is the Hiring Process and Timeline for Hiring Effective/Quality Instructors for our school district.

Hiring Process and Timeline for School District of Manawa

Posting Process

- Review position description
- Establish timeline for posting, interviews and approval of candidate
- Post internally via email by District Office Secretary simultaneously with external posting; internal candidate requests transfer to a different position
- Post externally to WECAN and District Webpage to include qualifications and job description (or local newspapers, radio, local t.v., etc.) by District Office Secretary and send to Board of Education Members via email
- Develop interview questions
- Determine interview team(s)

Searching Timeline

- Post for at least two weeks or until filled
- Develop interview questions (drafted by District Administration with Admin. Team for administrative and teaching positions; drafted by principals for support staff)
- Determine interview teams
 - 1st Round for teachers is conducted by a combination of stakeholders to

- include the principal, teachers, parents, and students (if age appropriate).
 - 2nd Round for teachers is conducted by the Admin. Team.
 - **Or**, in unique circumstances, round 1 and 2 for teachers are combined to streamline the interview/hiring process
 - 1st Round for administrators is conducted by a combination of stakeholders to include the superintendent, teachers, parents, and students (if age appropriate).
 - 2nd Round for administrators is conducted by the Board of Education.
- Review applications
 - Conduct initial reference checks
 - Call candidates for 1st round of interviews
 - 1st round interviews
 - Call candidates for 2nd round of interviews
 - Conduct final reference and background checks
 - 2nd round of interviews
 - Confirming interview with District Administrator (financial and district expectations)
 - Recommend candidate to Board of Education

Transition Process

- Candidate to be introduced
- Transition plan developed and shared with candidate for a smooth entry into the position
- Transition days to occur
- Position start day

Staff and Program Change Proposals

- November - Written proposal is submitted to District Administrator by principals and directors for the following school year
- December – District Administrator compiles list of staff and program change proposals
- December – Business Manager assigns dollar value to each change proposal
- January - Finance Committee meets with Administrative Team to balance additions and reductions based on presenting a total balanced budget to the full Board
- January/February – Full Board of Education approval of staff and program changes as part of the balanced budget; apprise personnel affected by changes prior to the Board meeting

- February/March – Create job descriptions, post new positions, and begin timeline beginning at the beginning of this procedure
- March – Issue contracts
- April 15 – Contracts due

VI. Parent Involvement Strategies

The following is our school district's policy for parent involvement:

9250 - RELATIONS WITH PARENTS

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The Board believes that it is the parents who have the ultimate responsibility for their children's in-school behavior, including the behavior of students who have reached the legal age of majority, but are still, for all practical purposes, under parental authority. During school hours, the Board, through its designated administrators, acts *in loco parentis* or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. parent-teacher conferences to permit two-way communication between home and school
- B. meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- C. special events of a cultural, ethnic, or topical nature which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community
- D. open houses in District schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first-hand basis

Each school in the District shall hold an open house at least annually.

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's intentional in-school behavior;

- B. sending children to school with proper attention to their health, personal cleanliness, and dress;
- C. maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. reading all communications from the school, signing, and returning them promptly when required;
- E. cooperating with the school in attending conferences, meetings, and workshops set up for the exchange of information of the child's progress in school.

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Manawa Elementary School recognizes the importance of the home and school connection. Student success is enhanced when students, parents, and teachers all work together. We strive to create a welcoming environment where families feel comfortable and are confident that we focus on their child's safety and success.

Parent Involvement Opportunities:

- Open house
- Parent-Teacher Conferences
- Title I Literacy and Math Family Nights
- EL family home visits
- Team meetings for Gifted and Talented, EL, struggling, and students who have IEP's
- Art and music family nights
- Parent volunteer opportunities within classrooms, field trips, etc
- Student celebration phone calls, emails and positive communication
- STEP community volunteers of extended family members and friends
- End of the year celebration volunteer/organization
- Parent Teacher Association organized activities with the school
- Open Board of Education meetings

VII. Transitioning Students

Manawa Elementary School offers an Early Childhood Program as well as a 4K program. The Early Childhood teacher assures her students not only receive the individual skills practice they need, but they are included in many of the 4K learning

opportunities as well.

In the past, in coordination with our Title I program, the 4K team invited all parents of incoming preschool students to participate in a family fun and information night. Families had the opportunity to explore many different stations with hands-on activities they could complete with their child. They also got a tour of the school, an opportunity to meet the 4K teacher and principal, and ask any questions regarding their child and their transition into school. There is also a summer school program offered for our students both those going into 4K and those that are transitioning into kindergarten.

Manawa Elementary School continues to work hard at helping the transition of our students from fifth grade to the new Middle School, which is grades 6-8. Students and teachers take a day to tour the middle school and meet the teachers. This is often a time for many apprehensive students to get their questions answered and get a feel for what to expect. As a district, we also offer a Summer School Transitions class for our students where they learn how to use their locker, stay organized, test-taking skills, and other useful strategies to make their transition to junior high successful. In addition, all teachers in each grade fill out transition forms for students so that their next teacher is aware of their strengths, needs, and any additional support they will need to provide to ensure the students start the new year set up for success.

VIII. Teacher Participation in Assessment Decisions

Monthly, the school calendar provides PLC time for partnering teachers to have built-in planning time. During this time, teachers can work with their grade level team on reviewing student achievement data, goal-setting, and developing common assessments. Teachers have also been given training on how to use our STAR assessments to provide skill intervention or enrichment to our students. Having a key role in analyzing and using data makes it more relevant for teachers so there is a strong connection between data and the curriculum.

IX. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

MES prides itself on our continually-improving RtI model. A Building Consultation Team meets weekly to discuss students “who” are not making gains or having difficulty mastering the standards. Teachers sign up to be part of the meetings and bring useful

data, so the team can implement skill aligned intervention and support. The following link will take you to the [District Rtl Plan](#).

We feel it is critical to find our students strengths and weaknesses and create ways to either help enhance their skills or improve their skills. Because of this, thirty minutes a day are set aside for Wolf Time. Wolf Time is an opportunity to work on skill deficits with a teacher that re-teaches and uses programs to close gaps, or it is an enrichment time to work on Project-Based Learning opportunities to enhance our above-benchmark students. Students that do need remediation for their skills are put into a Tier 2 intervention. They are given small group support from either a teacher, a math or reading interventionist. We monitor these students using intervention aligned progress monitoring tools to see if they are making improvements.

The most important part of our Rtl process is that we realize that our groups of students are always changing. Grade level teams meet quarterly or sometimes sooner if there is new data, and they determine their new groupings of students. This constant monitoring and willingness to provide useful, tailored support for students makes our Wolf-Time an imperative part of the school day.

X. Coordination and Integration of Federal, State, and Local Resources

Manawa Elementary School utilizes its Title I resources to provide teachers who specialize in reading and math instruction. These staff members work with all children in the school, but they are the main resource people for students needing additional support. In addition to these federal funds, MES uses other state and local resources to best meet the needs of our students and our school's mission. Utilization of all these resources follows federal requirements.

The following is a list of programs that have been made possible through state and local resources:

- Free and Reduced meals for qualifying families
- School Counselor, Health Para Professional, Speech Therapist and Part-Time Psychologist
- Special Education Services
- Physical and Occupational Therapy
- Seal-A-Smile Dental Assistance
- Routine screenings for hearing, vision, or academic concerns

- Growth and Human Development Classes
- Red Ribbon Week
- Project Backpack (food for families in need)
- Project Back-to-School Backpack (school supplies for students in need)
- Clothing Drive
- Summer School Program for extended learning opportunities
- Intervention materials and support programming for both gifted and at-risk students
- PD opportunities for all staff
- PBIS incentive program
- Student Council
- Two additional special assignment teachers to lead small group, intervention, progress monitoring and co-teach where needed
- Implementation of student-led instructional coaching cycles based on data

Dissemination, Review and Revision

This schoolwide plan will be shared at a staff meeting so that all elementary staff can take part and ask any questions they may have. The plan also gets addressed during the Curriculum Committee meeting as well as at the school board meeting. It will also get linked to the district's website under the Title I tab once it has been reviewed and approved. Review and revision of this plan will take place annually. Once the initial assessment data is gathered during the next school year, the committee will begin to meet and analyze the findings and begin the Needs Assessment to determine focus areas. There will be meetings throughout the school year to reassess and add data and new programming. The plan will continue to be shared with all stakeholders on the district website.



SCHOOL DISTRICT OF MANAWA

Title I Schoolwide Program Plan for Manawa Elementary School

2022-23



The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>).
Copies of any policy/procedure can be obtained by contacting the District Office.
Created during the 2017-2018 School Year Updated June 2022

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.

School Information

School Name: Manawa Elementary School
School Address: 800 Beech Street
Building Principal: Ms. Danni Brauer
Email Address: dbrauer@manawaschools.org
Phone: (920) 596-2559
FAX: (920) 596-5308
Title IA Coordinator: Michelle Johnson
Phone: (920) 569-5310
Email Address: moppor@manawaschools.org/
mjohnson@manawaschools.org/
Planning Year: 2021-2022 revised annually
Local School Board approval date: July 20, 2022

District Information

School District Name: School District of Manawa
District Administrator: Dr. Melanie J. Oppor
Phone: (920) 596-5300
Email address: moppor@manawaschools.org

Schoolwide Planning Team

Date when plan will be implemented: 2022-2023 school year
Parents: Jen Rosin, Katie Sitter
School Staff: Valerie Pari- Math Specialist/
(include position) Interventionist Luanne Ujzdowski- Counselor
Administrator(s): Danni Brauer- Elementary Principal
(include position) Michelle Johnson- District Reading Specialist
Community Members: Jen Rosin, Katie Sitter
Others (Optional):

This schoolwide plan is designed around the “Ten Comprehensive Components of a Schoolwide Plan.”

Manawa Elementary School is considered a Schoolwide Title I school. Schoolwide programs serve all children in a school. **All** staff, resources, and classes are part of the overall Schoolwide program. The purpose is to generate high levels of academic achievement in core subject areas for **all** students, especially those students most in need.

Communication Plan

Processes and opportunities to develop the SW plan:

The School District of Manawa will establish a Title I team to work on our schoolwide plan. It is essential that we have representation from administration, teachers, and community members. The reading specialist will coordinate the meetings that will take place to review data and discuss the plan. The reading specialist will attend CESA 6 Title I Schoolwide Program professional workshops throughout the year to keep abreast of new information and receive guidance and support. This plan will be reviewed annually.

Processes and opportunities to inform, solicit and receive input from stakeholders: Once the initial meetings have taken place, the reading specialist will contact the community members that are part of the team. We will meet to discuss the progress of the plan and review and make changes based on stakeholder input.



SCHOOL PROFILE

Manawa Elementary School
400 Beech Street
Manawa, WI 54949
(920)596-5700

Manawa Elementary School is a 4K-5 grade school proudly serving approximately 238 young learners in central Wisconsin. The following profile is a brief summary of our school’s mission statement and annual goals based on our assessment data. Our entire staff is committed to working in partnership with our families and community to make this the best school possible for our kids. We want all to feel welcomed and valued.

MES Mission Statement:

MES is a supportive and encouraging environment where students and staff can learn and grow through a collaborative and positive approach. Staff and students will respect and listen to each other while sharing the responsibility of learning.

Our Strengths:

In addition to our amazing students, our dedicated staff, families, and community are what make Manawa Elementary a great place to be. As a school that serves young learners from 4K-5th grade, we understand and value the uniqueness and talents of all learners. Through our continual work with student achievement data, we as a school work hard to meet the needs of ALL students.

Manawa Elementary School Principal:

Danni Brauer

State Report Card:

Please use the following Department of Public Instruction site to access our school report card:
<https://apps2.dpi.wi.gov/reportcards/home>

Fast Facts: 2021-2022

**Please note this is the most recent data available*

Grades K4-5
School Type..... Elementary
Enrollment 242
Percent Open Enrollment 3.9%

RACE/ETHNICITY

American Indian/Alaska Native..... 0%
Asian..... 0%
Black or African American8%
Hispanic/Latino 5.0%
Multiple Race..... 8.7%
White 85.5%
Students with Disabilities 21.9%
Economically Disadvantaged 56.1%
English Learners..... 2.5%

TEN COMPONENTS OF THE SCHOOLWIDE PLAN

I. Data/Conclusions (Needs Assessment)

Analyzing data is a daily practice at Manawa Elementary School. Not only do the interventionists review their students' data often, but a building consultation team (BCT) discusses students' progress weekly. The 2022-2023 Manawa School Calendar provides scheduled monthly Professional Learning Community planning time to collaborate, review data, and student achievement results.

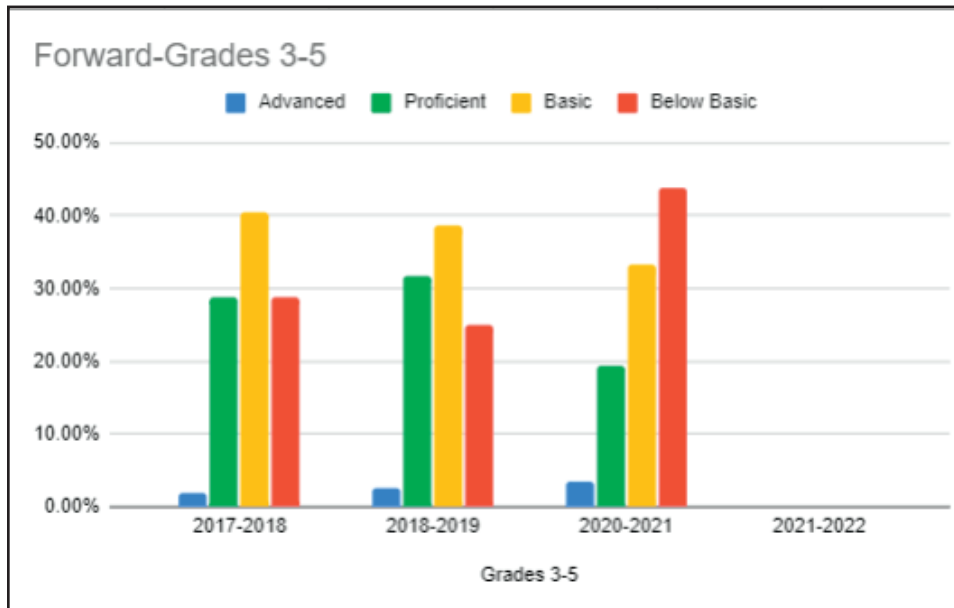
This Comprehensive Needs Assessment will review our Standardized State Test data (the Forward Exam) along with iReady data (our universal screener), our Fountas and Pinnell Running Record Assessment data, attendance, and classroom assessment.

Forward Data

Overall Snapshot 2021- *Most Recent Data* 2022 data will not be in until mid summer of 2022.

LONGITUDINAL FORWARD (GRADES 3-5):

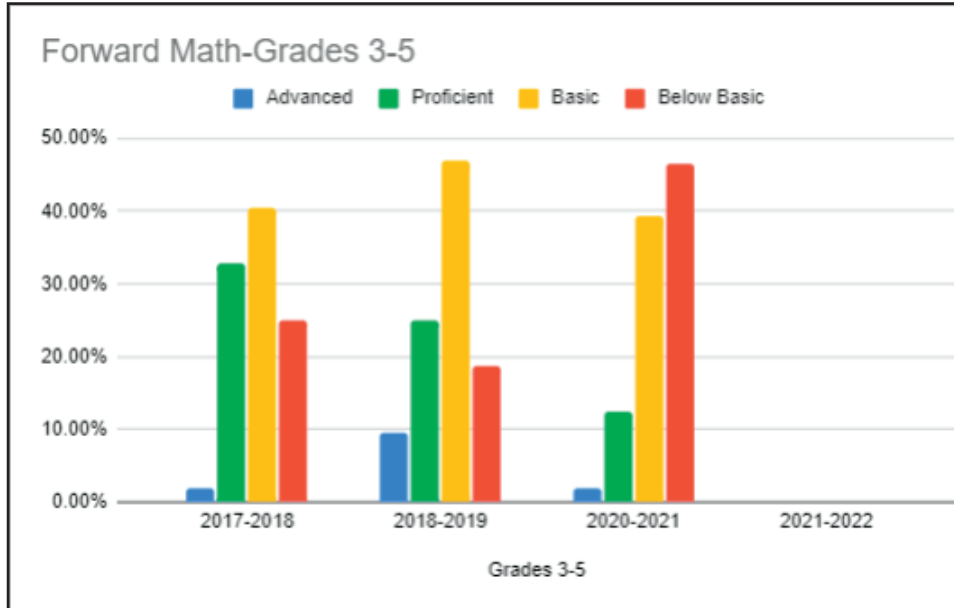
Grades 3-5	ELA			
	Advanced	Proficient	Basic	Below Basic
2017-2018	1.90%	28.80%	40.40%	28.80%
2018-2019	2.60%	31.60%	38.70%	25.00%
2020-2021	3.50%	19.30%	33.30%	43.90%
2021-2022				



Grades 3-5

ELA

	Advanced	Proficient	Basic	Below Basic
2017-2018	1.90%	32.70%	40.40%	25.00%
2018-2019	9.40%	25.00%	46.90%	19.00%
2020-2021	1.80%	12.50%	39.30%	46.40%
2021-2022				



EARLY LITERACY SCREENER KINDERGARTEN

Kindergarten Early Literacy Screener

Fall						Winter				Spring			
Functional Vocab. /10	Phonological Awareness /14	Letter Knowledge /16	Decoding /5	HF Words /5	Total /50	Phonological/Phonemic Awareness /16	Letter Knowledge /8	Decoding /16	High Frequency Words /10	Total /50	Phonemic Awareness /15	Decoding /25	High Frequency Words /10
10	14	16	4	4	48	16	8	14	5	43	13	23	9
7	12	14	0	0	33	16	7	4	3	30	13	17	4
6	11	16	0	0	33	15	7	3	3	28	10	11	5
						16	8	16	9	49	15	23	9
9	11	13	0	1	34	16	8	10	5	39	15	16	5
10	12	16	0	2	40	16	8	10	7	41	15	20	10
6	7	2	0	0	15	6	8	0	0	14	14	7	2
10	14	16	4	3	47	16	8	15	6	45	15	16	8
10	10	15	0	1	36	16	8	7	4	35	15	18	6
10	14	15	3	5	47	15	8	15	9	47	15	20	10
10	8	9	0	0	27	15	5	2	1	23	14	3	2
7	5	0	0	0	12	10	2	1	0	13	7	0	1
10	12	14	0	1	37	11	6	4	2	23	15	6	4
5	14	13	0	1	33	15	7	10	4	36	14	25	7
2	4	1	0	0	7						0	0	0
10	11	16	2	1	40	16	8	11	5	40	15	25	7
10	14	16	0	1	41	16	8	14	6	44	15	25	10
10	14	16	0	4	44	16	8	13	6	43	15	24	8
10	11	16	0	5	42	16	8	12	5	41	13	24	5
7	9	3	0	0	19	10	2	1	1	14	0	0	0
10	6	1	0	0	17	8	3	0	0	11	6	0	0
7	9	14	0	0	30	15	6	3	0	24	13	13	3
10	11	16	0	1	38	15	6	1	2	24	11	17	5
6	13	11	0	0	30	14	4	2	2	22	11	9	3
10	7	6	0	0	23	15	8	10	3	36	14	17	4
Low= 1 Emerging= 8 On Track= 15	Low= 1 Emerging= 8 On Track= 15	Low= 5 Emerging= 2 On Track= 17	Low= 0 Emerging= 21 On Track= 3	0 19 5	Low= 1 Emerging= 4 On Track= 19	Low= 4 Emerging= 4 On Track= 16	Low= 11 Emerging= 6 On Track= 7	Low= 12 Emerging= 10 On Track= 2	Low= 3 Emerging= 4 On Track= 18	Low= 9 Emerging= 7 On Track= 9	Low= 8 Emerging= 10 On Track= 7		

FOUNTAS AND PINNELL RUNNING RECORDS (FALL/SPRING) 2021-2022

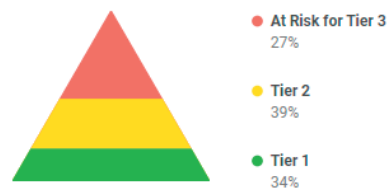
Grade	Percentage of Students at/above benchmark	Percentage of Students at/above benchmark
Grade K		13%
Grade 1	52%	87%
Grade 2	44%	69%
Grade 3	64%	77%
Grade 4	34%	60%
Grade 5	48%	63%

IREADY (PILOTED 2022) GRADES 1-5

Literacy

Students Assessed/Total: 134/208

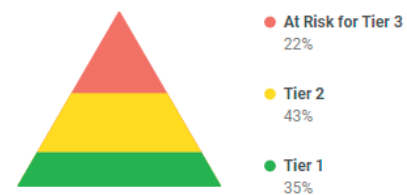
Overall Placement



Math

Students Assessed/Total: 162/208

Overall Placement



The data from our statewide assessment (The Forward) from the 2020-2021 year presents a substantial increase in students scoring below basic in both ELA and Math. Dropping trends of those scoring at or above grade level brought an awareness of the need to greatly improve rigorous and relevant instruction at the universal level. An extensive action step is to engage staff in a data dig prior to the beginning of the 2022-2023 school year to identify strengths and areas of improvement. From various sources of data, building wide goals with associated action steps will be developed and a plan of action set in place.

Review of current data collected from our iReady pilot, presented that our students struggled the most with comprehending informational text and vocabulary; however, 94% of our students scored at/or above grade level in phonological awareness, and 90% of our students scored at/or above grade level in the use of high-frequency words. Targeted skills to increase both comprehension of informational and vocabulary text include (but are not limited to):

Informational/nonfiction comprehension:

- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Vocabulary:

- Learn new words in the context of a story, practice using them, and explain their meanings through discussion, illustration, and acting.
- Sort words into categories based on their meaning to build an understanding of how words are related to each other.

When reviewing the math iReady data, measurement and data as well as geometry are specific targeted needs of our students; whereas they were strongest in number/operations as well as algebra and algebraic thinking.

Measurement and data:

- Draw and interpret bar graphs and picture graphs.
- Find the difference between two objects.
- Understand that figures with different areas can have the same perimeter and figures with the same area can have different perimeters.

Geometry:

- Identify quadrilaterals using more than one category.
- Categorize shapes by their attributes.

II. School-Wide Reform Strategies

This data, as reviewed prior to the beginning of the 2021-2022 current year, perpetuated the following action steps to address these concerns:

- Implementation of Fountas and Pinnell Interactive Read Alouds as an educational model strategically and explicitly modeling comprehension questions about the texts, within the text, and going beyond the text. Student comprehension skills were practiced and guided towards mastery through partner/whole class discussion, vocabulary, synthesis of thematic lessons, and experience with both literary and informational texts. (Grades PK-5)
- To address students' learning gap of phonemic awareness and expand foundational decoding skills, Really Great Reading was implemented in grades PK-2.
- Incorporation of modeling expectations and literacy behavioral practices through Fountas and Pinnell Mini-Lesson resources and instructional organization.
- ELA curriculum mapping (PK-5) through identification of essential standards, vertical and horizontal alignment, clearly articulated student outcomes, and resources for each thematic unit planned.
- Collaborative team planning, data interpretation, and action step development based on student need on a regular basis.
- Student-centered instructional coaching cycles incorporating classroom demonstration of research-proven best practices, collaborative team planning, data analysis, and student-centered goal setting based on "Look-For" tools.
- Addition of a special assignment teacher to co-teach and work with small groups on strategically aligned intervention/student need.

Parallel to the addition of the new special assignment teacher, daily intervention time (Wolf Time) continuously is refined through our RtI process. Intervention aligned progress monitoring data is reviewed weekly through grade level and BCT teams.

Discussion of progress/celebration, or if not enough progress gained, then determination of intervention action steps to follow. For example, if a student shows they need math intervention in the beginning of the year based on their previous data, but over the course of the first quarter they are making large gains, they may be moved out of the intervention and receive basic math fact work time or math enrichment. The same goes for reading. Our teachers work with students on comprehension and fluency in reading if their scores indicate they need that support. If they do not, they are assigned a group for Project Based Learning opportunities. Understanding that we need to make sure the system is “fluid” and able to change according to data and student needs shows that we are cognizant and vigilant in making sure all students’ needs are being met.

One last reform strategy to mention is the fact that our school offers a summer school remediation program for our struggling readers and math students. Programming is designed to be as individualized as possible to meet the specific needs of our struggling students. It is offered to anyone who signs up and wants to work on their skill deficits.

We do not require students to attend; however, if a student is falling below benchmark, it is strongly encouraged that they participate.

2022-2023 Targeted Goals Based on Current Data:

1. Foster and build small group/guided instructional practices through expertise professional development, administrative Look-For tools and feedback, and continuous student goal alignment to small group instruction.
 - a. Resource: Literacy Footprints lessons and corresponding text titles
2. Strategic instructional coaching cycles focusing on grades 3-5 to develop vocabulary, literary and nonfiction comprehension.
3. Building decoding skills and identifying needs of students in grades 3-5.
4. Implementation of an expanding Early Literacy Screener at the 4K to determine our earliest learners’ needs.
5. An expansion and continued improvement of our WOLF intervention time through the addition of a second special assignment teacher, regular progress monitoring, and fidelity of intervention reviewed.
6. Continue the process of developing formative and summative assessments for math and literacy.

During the 2020-2021 school year, the SDM decided it was time to write and begin implementing a District-wide literacy plan. This plan will span five years, and it is a combination of a glimpse at our current state, and goals and steps that outline our desired state. The elementary school continues to focus on the areas of Phonics instruction using new materials (Really Great Reading) 4K-2, and continue both Interactive Read Aloud/Mini Lesson implementation on a daily basis.

III. Instruction by Highly-Qualified Teachers

All staff in the School District of Manawa are highly qualified. Not only do we ensure that staff have the correct license each time we hire for a position, but all our support staff have either had classroom experience or have completed the Master Teacher requirements.

Most recently, the pupil services committee has worked hard at identifying the qualities for effective instruction. This will be shared with current staff for personal reflection as well as for newly hired staff to ensure they fit our expectations. Please find the complete document below that identifies these qualities.

Effective Instruction

■ Instructional Delivery

- Teaching occurs in the middle of the learners.
- 80% student talk, 20% teacher talk.
- Technology is used in a purposeful and innovative manner.
- Lesson objective is written, verbalized, and reinforced throughout the lesson.
- Real-world application and high order questioning; includes open-ended questions.
- Differentiation of materials and lesson delivery.
- Student goal setting and student reflection.

■ Instructional Planning

- Backward planning - start with the end in mind.
- Intentionally planning questions, transitions, content, differentiation, and assessments linked to the standards.
- Collaborate with colleagues (interdisciplinary, specialists, guidance, etc.) to ensure all student needs are met.

■ Professional Knowledge

- Demonstrates accurate knowledge of the subject matter.
- Knowledgeable of research/evidence-based practices.

■ Assessment for and of Learning

- Formative assessment results are used to differentiate, inform, and guide instruction.
- Summative assessments are written before the unit/lesson is taught.
- Timely feedback of assessment results to all stakeholders.
- Common assessments are used to measure learning.

■ Learning Environment

- Builds relationships with students, parents, and colleagues.
- Creates an environment that is conducive to engaging all learners.
- Effective routines and procedures.
- Promotes digital citizenship.

■ Professionalism

- Collaborates with colleagues to share responsibility for all learners.
- Networks with professionals in and outside the district.
- Reflects on instructional practices.
- Demonstrates appropriate communication with students, colleagues, administration, parents, and community.
- Willingness to seek out professional development opportunities to grow as a teacher.

IV. High Quality and Ongoing Professional Development (may be included in implementation activities)

The administrative team has taken up the task of writing a five-year professional development plan for the school district. After looking at student achievement data along with teacher perception surveys, the following has been determined as our focus area and goals in which to measure our progress as shown on the following Plan on a Page. Along with forward planning for professional development, the district also provides some current PD for our staff. The elementary teachers receive iReady data training to learn how to more specifically understand and use their student data. The staff also participates in ongoing book studies on various topics. The reading specialist and math coach serve as instructional coaches and offer both literacy and numeracy support for teachers.

V. Strategies to Attract Highly-Qualified Teachers

The School District of Manawa takes great pride in its staff and wants the very best instructors. The district's SAM (Salary Advancement Model) is a salary program that allows us to remain competitive with surrounding school districts and provides incentives for teachers to pursue professional development opportunities.

Below is the Hiring Process and Timeline for Hiring Effective/Quality Instructors for our school district.

Hiring Process and Timeline for School District of Manawa

Posting Process

- Review position description.
- Establish timeline for posting, interviews and approval of candidate.
- Post internally via email by District Office Secretary simultaneously with external posting; internal candidate requests transfer to a different position.
- Post externally to WECAN and District Webpage to include qualifications and job description (or local newspapers, radio, local t.v., etc.) by District Office Secretary and send to Board of Education Members via email.
- Develop interview questions.
- Determine interview team(s).

Searching Timeline

- Post for at least two weeks or until filled.
- Develop interview questions (drafted by District Administration with Admin. Team for administrative and teaching positions; drafted by principals for support staff).
- Determine interview teams.
 - 1st Round for teachers is conducted by a combination of stakeholders to include the principal, teachers, parents, and students (if age appropriate).
 - 2nd Round for teachers is conducted by the Admin. Team.
 - Or, in unique circumstances, round 1 and 2 for teachers are combined to streamline the interview/hiring process.
 - 1st Round for administrators is conducted by a combination of stakeholders to include the superintendent, teachers, parents, and students (if age appropriate).
 - 2nd Round for administrators is conducted by the Board of Education.
- Review applications.
- Conduct initial reference checks.
- Call candidates for 1st round of interviews.

- 1st round interviews.
- Call candidates for 2nd round of interviews.
- Conduct final reference and background checks.
- 2nd round of interviews.
- Confirming interview with District Administrator (financial and district expectations).
- Recommend candidate to Board of Education.

Transition Process

- Candidate to be introduced.
- Transition plan developed and shared with candidate for a smooth entry into the position.
- Transition days to occur.
- Position start day.

Staff and Program Change Proposals

- November - Written proposal is submitted to District Administrator by principals and directors for the following school year.
- December – District Administrator compiles list of staff and program change proposals.
- December – Business Manager assigns dollar value to each change proposal.
- January - Finance Committee meets with Administrative Team to balance additions and reductions based on presenting a total balanced budget to the full Board.
- January/February – Full Board of Education approval of staff and program changes as part of the balanced budget; apprise personnel affected by changes prior to the Board meeting.
- February/March – Create job descriptions, post new positions, and begin timeline beginning at the beginning of this procedure.
- March – Issue contracts.
- April 15 – Contracts due.

VI. Parent Involvement Strategies

The following is our school district’s policy for parent involvement:

9250 - RELATIONS WITH PARENTS

The Board of Education believes that the education of children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.

The Board believes that it is the parents who have the ultimate responsibility for their children’s in-school behavior, including the behavior of students who have reached the

legal age of majority, but are still, for all practical purposes, under parental authority. During school hours, the Board, through its designated administrators, acts in loco parentis or in place of the parents.

The Board recommends that the following activities be implemented to encourage parent-school cooperation:

- A. parent-teacher conferences to permit two-way communication between home and school
- B. meetings of staff members and groups of parents of those students having special abilities, disabilities, needs, or problems
- C. special events of a cultural, ethnic, or topical nature which are initiated by parent groups, involve the cooperative effort of students and parents, and are of general interest to the schools or community

- D. open houses in District schools to provide parents with the opportunity to see the school facilities, meet the faculty, and sample the program on a first-hand basis
Each school in the District shall hold an open house at least annually.

For the benefit of children, the Board believes that parents have a responsibility to encourage their child's career in school by:

- A. supporting the schools in requiring that the children observe all school rules and regulations, and by accepting their own responsibility for children's intentional in-school behavior;
- B. sending children to school with proper attention to their health, personal cleanliness, and dress;
- C. maintaining an active interest in the student's daily work and making it possible for the student to complete assigned homework by providing a quiet place and suitable conditions for study;
- D. reading all communications from the school, signing, and returning them promptly when required;
- E. cooperating with the school in attending conferences, meetings, and workshops set up for the exchange of information of the child's progress in school.

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Manawa Elementary School recognizes the importance of the home and school connection. Student success is enhanced when students, parents, and teachers all work together. We strive to create a welcoming environment where families feel comfortable and are confident that we focus on their child's safety and success.

Parent Involvement Opportunities:

- Open house
- Parent-Teacher Conferences
- Title I Literacy and Math Family Nights
- EL family home visits
- Team meetings for Gifted and Talented, EL, struggling, and students who have IEP's
- Art and music family nights
- Parent volunteer opportunities within classrooms, field trips, etc
- Student celebration phone calls, emails and positive communication
- STEP community volunteers of extended family members and friends
- End of the year celebration volunteer/organization
- Parent Teacher Association organized activities with the school
- Open Board of Education meetings

VII. Transitioning Students

Manawa Elementary School offers an Early Childhood Program as well as a 4K program. The Early Childhood teacher assures her students not only receive the individual skills practice they need, but they are included in many of the 4K learning opportunities as well.

In the past, in coordination with our Title I program, the 4K team invited all parents of incoming preschool students to participate in a family fun and information night.

Families had the opportunity to explore many different stations with hands-on activities they could complete with their child. They also got a tour of the school, an opportunity to meet the 4K teacher and principal, and ask any questions regarding their child and their transition into school. There is also a summer school program offered for our students both those going into 4K and those that are transitioning into kindergarten.

Manawa Elementary School continues to work hard at helping the transition of our students from fifth grade to the new Middle School, which is grades 6-8. Students and teachers take a day to tour the middle school and meet the teachers. This is often a time for many apprehensive students to get their questions answered and get a feel for what to expect. As a district, we also offer a Summer School Transitions class for our students where they learn how to use their locker, stay organized, test-taking skills, and other useful strategies to make their transition to junior high successful. In addition, all teachers in each grade fill out transition forms for students so that their next teacher is aware of their strengths, needs, and any additional support they will need to provide to ensure the students start the new year set up for success.

VIII. Teacher Participation in Assessment Decisions

Monthly, the school calendar provides PLC time for partnering teachers to have built-in planning time. During this time, teachers can work with their grade level team on reviewing student achievement data, goal-setting, and developing common assessments. Teachers have also been given training on how to use our STAR assessments to provide skill intervention or enrichment to our students. Having a key role in analyzing and using data makes it more relevant for teachers so there is a strong connection between data and the curriculum.

IX. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

MES prides itself on our continually-improving RtI model. A Building Consultation Team meets weekly to discuss students “who” are not making gains or having difficulty mastering the standards. Teachers sign up to be part of the meetings and bring useful data, so the team can implement skill aligned intervention and support. The following link will take you to the District RtI Plan.

We feel it is critical to find our students strengths and weaknesses and create ways to either help enhance their skills or improve their skills. Because of this, thirty minutes a day are set aside for Wolf Time. Wolf Time is an opportunity to work on skill deficits with a teacher that re-teaches and uses programs to close gaps, or it is an enrichment time to work on Project-Based Learning opportunities to enhance our above-benchmark students. Students that do need remediation for their skills are put into a Tier 2 intervention. They are given small group support from either a teacher, a math or reading interventionist. We monitor these students using intervention aligned progress monitoring tools to see if they are making improvements.

The most important part of our RtI process is that we realize that our groups of students are always changing. Grade level teams meet quarterly or sometimes sooner if there is new data, and they determine their new groupings of students. This constant monitoring and willingness to provide useful, tailored support for students makes our Wolf-Time an imperative part of the school day.

X. Coordination and Integration of Federal, State, and Local Resources

Manawa Elementary School utilizes its Title I resources to provide teachers who specialize in reading and math instruction. These staff members work with all children in the school, but they are the main resource people for students needing additional support. In addition to these federal funds, MES uses other state and local resources to best meet the needs of our students and our school's mission. Utilization of all these resources follows federal requirements.

The following is a list of programs that have been made possible through state and local resources:

- Free and Reduced meals for qualifying families
- School Counselor, Health Para Professional, Speech Therapist and Part-Time Psychologist
- Special Education Services
- Physical and Occupational Therapy
- Seal-A-Smile Dental Assistance
- Routine screenings for hearing, vision, or academic concerns
- Human Growth and Development Classes
- Red Ribbon Week
- Project Backpack (food for families in need)
- Project Back-to-School Backpack (school supplies for students in need)
- Clothing Drive
- Summer School Program for extended learning opportunities
- Intervention materials and support programming for both gifted and at-risk students
- PD opportunities for all staff
- PBIS incentive program
- Student Council
- Two additional special assignment teachers to lead small group, intervention, progress monitoring and co-teach where needed
- Implementation of student-led instructional coaching cycles based on data

Dissemination, Review and Revision

This schoolwide plan will be shared at a staff meeting so that all elementary staff can take part and ask any questions they may have. The plan also gets addressed during the Curriculum Committee meeting as well as at the school board meeting. It will also get linked to the district's website under the Title I tab once it has been reviewed and approved. Review and revision of this plan will take place annually. Once the initial assessment data is gathered during the next school year, the committee will begin to meet and analyze the findings and begin the Needs Assessment to determine focus areas. There will be meetings throughout the school year to reassess and add data and new programming. The plan will continue to be shared with all stakeholders on the district website.



Students choosing to excel; realizing their strengths.

Support Staff Handbook

*Approved by the Manawa Board of Education on August 19, 2019
Revised: November 18, 2019, July 27, 2020, June 21, 2021, August 15, 2022*

**School District of Manawa
800 Beech Street, Manawa, WI 54949**

Phone: 920-596-2525

www.manawaschools.org

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I. INTRODUCTION

A. WELCOME

We are pleased to have you as a member of the staff of the School District of Manawa (SDM). The skills and commitment each employee brings to his/her job makes an important contribution to our goal of providing excellence in education to the students and families of the SDM. It is the District's responsibility to provide for the public education of students from 4-year-old kindergarten (4K) through twelfth grade. The school system is governed by a seven-member Board of Education elected by area for 3-year terms by the residents of the District. The District Administrator is responsible for overall administration of the schools and implementation of Board policies. A SDM employee can expect a fair and equitable salary, competitive benefits, and the opportunity to be a part of the best that public education has to offer. We are pleased to have you as a member of our team and hope that you find that the satisfaction gained from doing your job matches the effort you put into your work.

It is each employee's responsibility to read and become familiar with this information and to comply with the policies adopted by the Board and the administrative guidelines available electronically on the District website, as well as the rules and regulations contained herein.

This *Support Staff Handbook* has been written to provide information and guidance to support staff members. Given the reality of a complex, ever-evolving organization, the information in this handbook is not all-inclusive. We recognize that employees are bound to have many questions relating to their specific position or responsibilities. You are encouraged to direct any specific inquiries you may have to the District Administrator or your immediate supervisor. Staff have the privilege to bring representation of choice when meeting with an administrator.

B. DISCLAIMER

This *Support Staff Handbook* has been prepared for informational purposes only. None of the statements, policies, procedures, rules or regulations contained herein constitute a guarantee of employment, a guarantee of any other right or benefit, or an appointment of employment, expressed or implied. All District employees are employed "at will" and employment is not for any definite period, unless otherwise set forth in writing by appointment or statute. The School District of Manawa Board of Education reserves the right to add, delete or otherwise modify any or all of the below terms and conditions of employment, in whole or in part, for the good of the School District of Manawa, at any time with or without notice. The School District of Manawa Board of Education recognizes the District's employees are an integral part of the development of terms and conditions of employment found within this Handbook. The Board of Education and/or its representatives will inform district employees prior to making any modifications found within this Handbook.

Violations of the terms of the *Support Staff Handbook*, policies, regulations or guidelines may result in disciplinary action, up to and including, termination of employment. This *Support Staff Handbook* supersedes any and all previous handbooks, statements, policies and administrative guidelines, rules, or regulations given to employees, whether verbal or written.

This Handbook is not all-inclusive of the information for which staff members are responsible. It is intended to provide employees with information regarding Board policies and administrative guidelines (available online), procedures, ethics, expectations, and standards of the District. Additional publications that staff members should follow include, but are not limited to, the support staff evaluation document, administrative announcements, handbooks, Federal laws and regulations, and Wisconsin state law.

School District of Manawa

Students Choosing to Excel, Realizing their Strengths

Mission Statement:

The School District of Manawa is the place where students choose to excel academically and realize their strengths.

Vision Statement:

The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.

Guiding Principles Grouped by Core Values:

1. **Student Success – the District focuses on addressing the needs of all students by creating a student-centered learning environment conducive to all learners.**
2. **Highly Effective Staff – The District demonstrates accountability to the students and community it serves by promoting high standards for:**
 - *Creating academically rigorous curriculum and instruction for ALL.*
 - *Closing the achievement gaps between sub-groups of students and their peers.*
 - *Engaging in regular professional development on research-based best practices.*
 - *Supporting and rewarding innovative and progressive initiatives.*
 - *Fostering a positive attitude toward change.*
 - *Expecting the highest degree of professionalism.*
 - *Creating a culture of competent and passionate employees.*
3. **Innovative Leadership – The District demonstrates accountability to the students and community it serves by holding high leadership standards for:**
 - *Developing proactive planning procedures for curriculum, instruction, assessment, and record-keeping.*
 - *Budgeting with the needs of all learners as the first priority.*
 - *Recruiting and retaining highly effective educators.*
 - *Creating balanced programming options for remediation and enrichment.*
4. **Parent-Community Engagement – The District is a center of community life and enhances the community’s quality of life to the extent that it promotes and supports:**
 - *Collaborating with all stakeholders involved in issues prior to decision-making.*
 - *Being transparent in communications.*
 - *Maintaining an open-door policy.*
 - *Creating a culture that develops and sustains school/district pride.*
 - *Offering academic and social programs for families and the community.*
5. **Learning Environment – Successful teaching and learning are nurtured in an institutional climate characterized by:**
 - *Maintaining the facilities to ensure they are safe, clean, welcoming, inspirational and reliable work spaces for all.*
 - *Nurturing a learning community that provides stability and a sense of satisfaction and fulfillment for all students and personnel.*
 - *Supplying and maintaining contemporary technology.*

II. EMPLOYMENT POLICIES

A. DEFINITION OF SUPPORT STAFF EMPLOYEES

Full-time Employees: A Full-time Employee (FT) is hereby defined as a person who is regularly scheduled to work forty (40) or more hours per week and two hundred-sixty (260) or more workdays per year, including paid leaves.

Part-time Employees: A Part-time Employee (PT) is hereby defined as a person who is regularly scheduled to work less than forty (40) hours per week and/or less than two-hundred-sixty (260) workdays per year. Part-time employees are further delineated as:

A-PT	Annual, Part-time	Works throughout the year and under 40 hours per week.
SY-PT	School Year, Part-time	Works according to the school year schedule under 40 hours per week, generally reports when students are in session.
EXT-PT	Extended, Part-time	Works for a specific time period and under 40 hours per week (i.e. long-term coverage for an employee that is on a leave).

Temporary/Seasonal Employee: A Temporary/Seasonal Employee is hereby defined as an employee hired for a specific time or project.

B. ANTI-HARASSMENT POLICY

The School District of Manawa is committed to maintaining and ensuring a working environment that is free of harassment or intimidation. The District will not tolerate any form of harassment, including sexual harassment, and will take all necessary and appropriate action to eliminate it.

Harassment refers to physical or verbal conduct, or psychological abuse, by any person who disrupts or interferes with a person's work performance, or which creates an intimidating, hostile, or offensive work environment. Harassment may be student to staff, staff to student, staff to staff, male to female, female to male, female to female, or male to male. Harassment may include, but is not limited to the following:

1. Verbal harassment, including epithets, kidding, derogatory comments, slurs, or ethnic jokes.
2. Physical interference with movement, activities, or work.
3. Visual harassment, including derogatory cartoons, drawings, or posters.
4. Sexual harassment, which is defined as any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark that is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's work performance. Sexual harassment can take the form of any unwanted sexual attention ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material, and subtle or expressed pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, unsatisfactory work evaluations, different treatment, sarcasm, or unwarranted comments to or by peers.

Any individual who believes he/she has been subjected to harassment by any other person should report that incident to a building principal or to the District Administrator. If an employee is not comfortable making a complaint to their building principal or the District Administrator, the complaint may be made to the District Compliance Coordinators. It is the intent of the District to establish an atmosphere where complaints are timely investigated and the harassment is appropriately addressed. The Board designates the following individuals to serve as the District's Compliance Officers:

~~Abe El Manssouri~~Mrs. Michelle Johnson, Manawa Middle School/Little Wolf High School Principal
515 E. Fourth St.
Manawa, WI 54949

~~Carmen O'Brien, Business Manager~~Mr. Jeff Bortle, Dean of Students

~~800 Beech Street~~515 E. Fourth St.
Manawa, WI 54949

920-596-~~5800~~5310

920-596- ~~2525~~5806

~~aelmanssouri@manawaschools.org~~mjohnson@manawaschools.org

~~eobrien@manawaschools.org~~jbortle@manawaschools.org

org

The District forbids retaliation against anyone who has reported harassment or cooperates in a harassment investigation.

III. REPORTING PROCEDURE/INTERNAL INVESTIGATION – EMPLOYEES

The District expects employees to immediately report incidents of harassment to the appropriate supervisor.

Anyone who engages in harassment in the school setting may be subject to disciplinary action, up to and including dismissal. Any employee who permits harassment of students, other employees or volunteers may be subject to disciplinary action up to and including termination.

Any employee who receives a complaint of harassment from a student, other employee or volunteer and who does not act promptly to forward that complaint to the Supervisor and/or District Anti-Harassment officer designated to receive notice of all harassment complaints, shall be disciplined appropriately up to and including termination.

The School District prohibits retaliatory behavior against any complainant or any participant in the complaint process. The initiation of a complaint of harassment or an appeal will not reflect negatively on the employee or volunteer who initiates the complaint or an appeal, and will not affect any part of the employee's or volunteer's standing rights or privileges.
(Policy 3362, 4362)

A. Drug-Free Workplace

The School District of Manawa is committed to maintaining an alcohol and other drug-free workplace. Therefore, the Board of Education prohibits school employee use, possession, distribution, dispensing, or manufacturing of alcohol and other illegal drugs on school premises, in school vehicles and at school-sponsored activities while in a student supervisory role.

The District will not condone the involvement of any employee with illicit drugs, even when the employee is not on District premises.

All school employees shall cooperate with law enforcement agencies in investigation concerning any violation of this provision.

B. Tobacco Policy

Employee use of tobacco on District property, in District-owned vehicles or at any District affiliated event is prohibited. Tobacco products may not be stored on District property. These policies also prohibit the use of tobacco in all forms as well as smoking of electronic, “vapor,” or other substitute cigarettes. (Policy 3215, 4215)

C. Equal Employment Opportunity

The Board does not discriminate in the employment of support staff on the basis of the Protected Classes of race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District’s premises during non-working hours, declining to attend an employer-sponsored meeting outside of professional responsibilities, or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices. (as defined in §111.32, Wis. Stats.). (Policy 3122, 4122)

D. Conflict of Interest and Ethical Standards

It is imperative that our professional organization not create the perception of favoritism or special privilege. Employees are not permitted to gain monetarily by their position within the district. Employees are prohibited by Wis. Stat. § 118.12 from receiving anything of value for their own benefit that results from selling, soliciting or promoting the sale of any goods or services to any public-school pupil while on school property or at school-sponsored events.

Employees are expected to avoid situations in which their personal interests, activities and associations may conflict with the interest of the District. This would include engaging in social media communications that may portray the District in a negative light.

E. Communications and Suggestions

The School District of Manawa welcomes the comments and problem-solving suggestions of its employees. All comments and suggestions should follow the chain of command by bringing the concern or idea forward to his/her immediate supervisor/evaluator.

IV. OUTSIDE EMPLOYMENT

Employment with the School District of Manawa must be considered pre-eminent. Outside employment must not interfere with the employee’s performance or work schedule. Employees may not perform any duties for an outside employer during regularly scheduled working hours or during additional hours required for professional responsibilities.

V. PERSONNEL FILES

An employee shall have the right to review certain personnel documents upon request and consistent with the timelines and content limitations specified in Wis. Stat. § 103.13, at least 2 times per calendar year.

A. Personal Data Changes

All changes in personal information, including changes of name, address, telephone numbers, education, marital status, dependent status, etc., should be updated with the District Office in a timely manner.

B. Political Activities of Staff

Because political activities may be disruptive, divisive and distracting to a positive learning environment, such activities are not appropriate within the school setting. The Board prohibits political activities on all District-owned and used property, within all school buildings and at all school-sponsored activities unless part of a Board-approved teaching unit.

C. Work Stoppage

Staff will not instigate, promote, encourage, sponsor, engage in or condone any strike, picketing, slowdown, considered work stoppage or any other intentional interruption of work involving the District.

D. Acceptable Use

All employees are required to read and adhere to the Acceptable Use Policy (po 7540.04).

E. Health Examination

As a requirement for employment, employees will be required to furnish evidence of a physical examination, drug test, and tuberculin questionnaire (po 3160, 4160).

The physical examination must be performed by ThedaCare at Work and the result recorded on a standard form furnished by the Board of Education. The form must be submitted to the District Administrator before the effective date of employment. Upon receipt of the form, the Board of Education shall pay for the physical examination.

The Wisconsin Tuberculosis (TB) Risk Assessment Questionnaire Screen must be filled out as part of the physical at ThedaCare at Work or under the direction of the District Nurse. If a skin tuberculin test is recommended, the test must be completed during the physical, prior to the first day of work. Subsequent physical examinations will be required at intervals determined by the School Board, consistent with state and federal laws.

A physical or mental examination may be requested by the District's Administration whenever an employee demonstrates any physical or mental disorder that may impact his/her performance. The employee shall be notified of the reason(s) for the examination and such examination shall be arranged and paid for by the Board of Education.

An employee may request an exemption from the physical examination requirement for religious reasons by filing an affidavit with the Board stating that the employee depends exclusively upon prayer or spiritual means for healing in accordance with the teachings of a bona fide religious sect, denomination or organization and that the employee is to the best of the employee's knowledge and belief in good health and that the employee claims exemption from health examination on these grounds. If there is reasonable cause to believe that an employee who has requested an exemption is suffering from an illness detrimental to the health of the pupils, the School Board may require a health examination sufficient to determine whether the employee is suffering from such an illness. The School Board shall not discriminate against any employee for filing an affidavit seeking an exemption from the physical requirement.

The District shall maintain all physical examination records and other medical records in a file separate from all other personnel records, and shall treat such records as confidential medical records, in accordance with state and federal laws and regulations.

F. Military Leave

Pursuant to federal and state law, the District shall provide eligible employees with leaves of absence with or without pay for purposes of federal service in the uniformed services or active state service. Eligible employees should notify the District of the need for a leave of absence as far in advance as possible and

should notify the District of the commencement date of the military leave and its expected duration. Eligible employees should also provide the District with a copy of any relevant military orders.

All rights and privileges regarding salary, benefits, status, and seniority shall be reserved to such employees as required by law.

An employee on leave shall notify the District of his/her intent to return to work in a timely manner following his/her period of military service. Failure to notify the employer of his/her intention to return within a reasonable period may subject the employee to disciplinary action up to and including termination for unexcused absence. An employee's reemployment rights and benefits upon completion of federal service in the uniformed services or active state service shall be governed by any applicable federal and/or state laws.

VI. EMPLOYMENT GENERAL PRACTICES AND EXPECTATIONS

A. Attendance

Employees are expected to make every effort to be present for work and adhere to their assigned schedule. Employees who are unable to report to work shall follow their building procedures for reporting and recording absences by contacting the substitute caller. Time off used must be entered into the Skyward system and noted on the time card. Supervisors may pre-authorize the use of Vacation, PTO, Sick Time, or Compensatory Time as noted on timecards. All Leave Without Pay shall be preauthorized by the District Administrator. School-year staff must use allotted PTO/Sick Time before applying for Leave Without Pay, except when qualifying for Family and Medical Leave.

On days when school is cancelled due to inclement weather,

Annual, Full- & Part-time Staff: will report to work (MOU states: reports daily, per the District Calendar)

Staff may notify their supervisor and mutually decide if they will not report and/or if adjustments will be made to their schedule. PTO or Sick Time may be used for up to three (3) days based on the employee's regular schedule. Vacation may be used at the employee's discretion.

School Year, Part-time Staff: will not report (MOU states: reports with students)

If the day is NOT to be made up – may choose to use PTO or Sick Time. PTO/Sick Time used for inclement weather may not exceed three (3) days based on the employee's regular schedule.

If the day is to be made up – neither PTO nor Sick Time may be used because the day will be paid when worked.

For times when school is delayed, staff is to report according to the delay. Part-time staff should plan to adjust their arrival to the student schedule or as per the direction of the Supervisor. In the event of an early dismissal due to inclement weather, any staff member would leave after all students are safely out of the building or at the conclusion of their normal working hours, whichever comes sooner or as agreed upon with the Supervisor. Sick time or PTO may not be used for delays except if the delay becomes a cancellation. Food Service and Full-time staff must arrive as close to their scheduled start time as possible. All adjustments must be noted on time cards.

Although the District performs better when all employees are in attendance, the District recognizes the occasional need to be away from work for illness, illness of a family member, administratively approved leave, funerals, or urgent personal matters. For this reason, the District provides paid time away from work (leave). The District reserves the right to request verification for any time used.

Leave is allocated at the beginning of each fiscal/school year and is to be used as a protection from loss of income. All leave must be requested and approved by a Supervisor. Attempts should be made to make appointments outside of regularly assigned hours.

Good attendance is an essential element of employment. Poor attendance can lead to disciplinary action.

B. Work Days / Hours of Work

The District Administrator or his/her designee will publish a schedule of work for all Support Staff employees. The following shall be used as a guide in establishing schedules:

Hours worked per day	Number of paid 15-minute breaks	30-minute unpaid meal break
Less than 4 hours	0	0
4 hours to 6 hours	1	1
Over 6 hours to 8 hours	2	1

Overtime shall only be paid if Support Staff employees have secured advanced written approval from their Supervisor. Time worked over forty (40) hours per week will be paid at the rate of one and one-half times the employee’s regular rate of pay or used as compensatory time as approved by their Supervisor.

C. Calendar

The school calendar shall be determined by the Board. The determination of the structure of the days (instructional, work days, etc.) shall be at the discretion of Administration.

D. Professional Development/Training Programs (In-service)

As a learning and teaching institution, the District expects all employees to model continuous learning to develop professional skills and personal growth. The District provides periodic paid in-service and training opportunities that are required for staff depending on assignment and role. Paid leave will not be approved on professional development or in-service days designed for Support Staff participation. Extenuating circumstances (i.e. bereavement, once-in-a-lifetime opportunity, etc.) may be approved by administration with appropriate documentation.

E. Meetings

Each Supervisor will determine the times and frequencies of Support Staff meetings. Efforts will be made to share the schedule in a timely manner. Employees must attend all meetings as called by administration or supervisors. In general, absences will be excused for emergencies or extenuating circumstances and must be granted by the administrator/supervisor calling the meeting.

The District Administrator may, from time-to-time, call all-staff meetings when need is determined. Support Staff will be compensated at their usual hourly rate for the length of the meeting if it is outside of their normal working hours.

F. Injuries to Employees

Employees who are injured at work must complete an Employee Incident Report form within twenty-four (24) hours of the injury whenever feasible. This form is located online under the District Forms tab.

Completed forms should be electronically submitted. Additionally, all incidents must be verbally reported immediately to building administration or immediate supervisor.

G. Injuries to Students

All student injuries should be reported to the health staff. Attention should be given to all injuries, however minor. A Student Incident Report form must be filled out for all injuries and submitted electronically. Forms are located online under the District Forms tab.

H. Legal Actions Involving Employees

Every employee shall notify his/her supervisor as soon as possible, but not more than three (3) calendar days, after an arrest, indictment, conviction, no contest or guilty pleas, or any adjudication of the employee for any felony or misdemeanor, or any offense involving moral turpitude. An offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension must be reported. The requirement to report an arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall not apply to minor traffic offences unless the employee is driving students or a district-owned vehicle.

I. Email and Voicemail

Good communication is required for a successful organization. It is the District's expectation that voicemail and email accounts be checked at least once per work day. It is the responsibility of the employee overseeing the paraprofessional to ensure that a device and a scheduled work time is accessible to the staff member for checking emails and/or voicemails. Email and voicemail are tools to increase efficiency utilized by the District and should be used solely for professional purposes, and in accordance with the District's Acceptable Use Policy.

It is important to note that there should be no expectation of privacy for online/network activity.

J. Personal Communications

Personal communications should be kept to a minimum and cannot interfere with employment expectations. Personal cell phone use, text messaging, other personal communication, or other recreational uses by district staff must be kept to scheduled breaks, duty-free lunch and outside of the school day. Personal devices used for work-related purposes are acceptable.

Emergency exceptions can be made with an employee's direct supervisor.

K. Licensure/Certification

It is the responsibility of the employee to obtain and maintain all required licenses and certifications for his/her position. Employees are required to maintain the licenses/certifications that are in effect upon hire, unless otherwise allowed by the District Administrator at his or her discretion.

L. Determination of Assignments

The District will determine employment assignments based on the needs of the District. Employees will be assigned by the District Administrator or his/her designee. Employees may express in writing to the District Administrator or his/her designee their preference of school, grade level or subject.

The District, at its discretion, may involuntarily transfer an employee to a vacant or new position in the District. If an employee wishes to be transferred to another position which is open, application for a transfer should be made in writing to the District Administrator or his/her designee. An employee who applies for a vacant position may be granted an interview for the position. The District retains the right to select the most qualified individual (internal or external candidate) for any position.

All current employees in the District may apply for summer school positions.

M. Reduction in Staff

Reductions in staff will be determined by the Board and based on the needs of the District.

N. Layoff

The Board reserves the right to reduce the number of positions (full layoff) or the number of hours in any particular position (partial layoff). In deciding which positions to reduce or eliminate as well as the individuals affected, the Board shall act in the best interest of the District.

O. Operation of District Vehicles

Any employee who drives a District vehicle must provide proof of a valid driver's license and must submit a copy of a valid driver's license to the District Office. All traffic violations must be reported to Administration within three days of receiving the violation. The District expects employees to be safe and adhere to the rules of the road. Citations received while driving a District vehicle are the responsibility of the driver and may result in disciplinary action. The District does complete background checks on all employees which does include the employee's driving record. A staff member may have restrictions on transporting students or may be restricted from driving a district vehicle based on the information contained in the driving record.

P. Operation of Personal Vehicles

The Board of Education will pay the IRS rate for approved out-of-district travel as well as travel between buildings when employees are required to travel as part of their assignment. Employees must submit a request for travel reimbursement on the Expense and Mileage Reimbursement form found on the staff area of the district website, Human Resources, and Expense Mileage Reimbursement. Employee personal insurance shall serve as the first level of coverage.

Q. Transportation of Students

It is the District's position that transporting students in personal vehicles should be avoided. It puts the driver/owner at considerable risk for litigation and increased liability. However, in the rare circumstances when student transportation cannot be avoided, proof of valid license, vehicle inspection report, and insurance must be shared with the District Office. The vehicle inspection report will be valid for a period of (1 year) from the time of the inspection and will be kept on file in the District Office. Any accident or damage to the vehicle will require a new inspection prior to transporting students. Prior written administrative and parent permission is required and the owner of the vehicle has primary liability for any incident. (AG 8660)

R. Confidentiality

Wisconsin Statutes 118.125 and 118.26 outline the confidentiality of all student records including behavioral, health, and academic records. The District interprets these statutes to mean that unless an individual has a "right to know," the academic, health, and behavioral records of students are not to be shared. This can be carried forward to both the written record and verbal conveyance of student health, academic, and behavior progress (or lack thereof). Open discussion of student progress, behavior, or health issues with individuals that do not have a "right to know" could be contrary to Wisconsin Statutes and could compromise professional accountability. These statutes are not intended to restrict staff from asking for assistance or ideas on how to handle a particular situation.

Failure to maintain the confidentiality of student records shall result in discipline, up to and including, termination of employment.

When there is separation of employment, individuals must return all paper and/or electronic documents (including storage devices) containing any confidential or proprietary information.

S. Professional Appearance

Employees are expected to dress in a professional manner appropriate to their working conditions and type of work performed. Certain departments, such as Food Service and Custodial may require special attire for work. Employees should consult their supervisor regarding dress code requirements. For most Instructional and Secretarial staff, business casual is most appropriate. Casual dress is appropriate for certain field trips, shop experiences, lab experiments or times when clothing could become soiled. All employees are District representatives at co-curricular activities and conferences and should appear as such.

T. Copyright

A variety of machines and equipment for reproducing materials to assist employees in carrying out their educational assignments are available to professional educators in both the school and home setting. Infringement on copyrighted material, whether prose, poetry, graphic images, music audiotapes, video, or computer-programmed materials, is a serious offense against federal law, a violation of Board policy, and contrary to ethical standards for District employees. All reproduction of copyrighted material shall be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as “fair use” under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form. Employees are further advised that copyright provisions apply to all forms of digital media.

U. Community/Co-curricular Involvement

Learning in our school goes beyond the classroom. Employees are encouraged to attend co-curricular events.

V. Food Service Purchases

All staff are welcome to purchase a meal or ala carte items during scheduled meal hours. Meal hours vary by building and level. Purchases are made utilizing a District supplied identification number. An ID number is established to correspond to a personal lunch account. The account is a debit system; therefore, funds must be in the account prior to making a purchase. Cash is not accepted in the lunch line.

W. General Rules of Conduct

Employees represent the District at all times and in all places. Employees are expected to model positive, effective behavior and to adhere to the highest standards of their profession.

Annually, all personnel will review a list of District expectations and sign verification of such review. Many of these expectations also appear in this Handbook. These expectations are by no means exhaustive or complete, but simply list examples of conduct that may result in disciplinary action, up to and including termination. The District reserves the right to determine the appropriate discipline based on the circumstances of the individual incident.

These rules do not supersede or restrict legal rights and activities of employees.

X. Grievances

The District encourages collaborative problem solving. Employees are encouraged to share any employment-related problem with their immediate supervisor informally. This discussion often produces more immediate solutions than a formal process.

The District has adopted a grievance policy (*Policy 3340, 4340*) that is available online, via the District website or from the Administration Office. The process for filing a grievance is outlined in detail in Policy 4340.

Y. Identification Badge

In order to maintain a safe, secure environment, all employees are required to have their photographs taken and wear the District-issued identification badge during the work day and at District functions when serving in a work-related role. Staff should sign-in when in a building that is not their home base.

Z. Solicitations

Employees may not use their positions to solicit funds, recruit membership, disseminate personal or political information that in any way interferes or distracts from the District's vision, mission and purpose.

AA. Safety Plans

Safety is the responsibility of all employees. As such, all employees are required to become familiar with the safety plan and participate in all safety drills and practices. Office and classroom areas are required to have Safety Plans and Evacuation/Shelter Maps displayed. Be sure to know where to report in the event of an emergency or drill.

Employees are encouraged to monitor hallways and grounds for unescorted/unfamiliar visitors and report them to the building office.

VII. CHILD ABUSE REPORTING REQUIREMENT

Wisconsin Statutes 48.981 requires all school district employees to report cases of suspected child abuse or neglect. Each Support Staff employed by the District who has reasonable cause to suspect child abuse or neglect shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a student by other than accidental means. The employee shall immediately notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect and be responsible for contacting the appropriate authorities (Manawa Police Department, Waupaca County Sheriff's Department and/or Waupaca County Department of Health and Human Services) who will then provide additional steps depending on the situational details and the child's residence address. The Child Abuse Reporting form can be found on the District website.

A reporting staff member shall not be dismissed or otherwise penalized for making a report of child abuse or neglect. Failure to report cases of suspected child abuse or neglect shall result in discipline, up to and including discharge.

VIII. PAYROLL INFORMATION

A. Salary/Wage

The Board of Education will comply with state statutes as to employee compensation. Employees will receive individual notice as to their salary/wage for full-time employees prior to July 1st and for part-time employees prior to their start date.

B. Timecards

All support staff employees are required to submit a signed timecard for hours worked each week to their supervisor. Any variation from an employee's schedule must be approved by a supervisor before working alternate hours. Time will be recorded to the closest quarter hour.

C. Residency

The District encourages employees to reside within the school district.

D. Payroll Payments

Payroll payments for Support Staff will be made on or about the 15th and final business day of the month. All Support Staff employees will have their paychecks (after all appropriately authorized amounts have been deducted) directly deposited into a designated bank account.

Full-time employees will receive their pay based on their calendar of employment. Annual hours worked will be calculated and spread equally over twenty-four (24) pay periods. Variations to the employment calendar will be paid out each pay period. Upon termination of employment, final wage payments will be calculated.

Part-time employees will receive their pay based on hours worked during a payroll period. Most part-time employees will receive twenty (20) pay periods starting September 15 through June 30. School calendar breaks are unpaid.

E. Direct Deposit

The District will pay employees through Direct Deposit to an account at a financial institution of the employee's choice. Employees will provide the District Office with information needed to accomplish the Direct Deposit payroll process. Employees must enroll in Direct Deposit within fifteen (15) calendar days of the time of hire or rehire. Employees must participate in the Direct Deposit payroll process as a condition of new or continued employment unless otherwise prohibited by law.

The District utilizes Direct Deposit for all District payments and reimbursable expenses to employees.

Changes to information regarding Direct Deposit shall be received by the District Office at least fifteen (15) calendar days prior to the date of the change. The District will not be responsible for deposits made to a former account where the request for the change has not been timely provided the District Office.

IX. BENEFITS

The Board reserves the right to select the carriers and plans for any insurance benefits provided by the District.

A. District Provided Benefits

The Board provides a competitive and comprehensive package of benefits to its employees. The Board retains the final authority to establish, modify, rescind, add, or in any way affect employee benefits. Annually, in conjunction with the budget process, the anticipated share cost of all employee benefits, specifying both the employee and employer share, shall be approved through Board action.

Insurance coverage will commence on the first day of the month following the hire date of the eligible employee. Except for cases of misconduct, Support Staff whose employment is terminated at the conclusion of a school year shall have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through June 30 of the same year in which the employment was terminated. Support Staff whose employment terminates during the school year shall

have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through the last day of the last month of their employment.

B. Workers' Compensation

Workers' Compensation is to provide for payment of medical expenses and for partial salary continuation in the event of a work-related accident or illness. The District will provide Workers' Compensation as required by law. The amount of benefits payable and the duration of payment will depend upon the nature of the injury or illness. Any employee who is injured on the job shall report the injury to his/her supervisor prior to seeking medical attention, if possible. In the event of an emergency, the employee shall notify his/her principal within twenty-four hours after the occurrence of the injury or as soon as practicable. The employee shall complete an Employee Incident Report form available on the District website under district forms or in his/her school office and submit it to the supervisor.

Some types of injuries suffered while at work may not be covered by workers' compensation insurance. Examples of non-covered injuries suffered at work include, but are not limited to, the following:

- a. Injuries because of a self-inflicted wound;
- b. Injuries sustained because of an employee's horseplay;
- c. Injuries sustained while an employee does an activity of a private/personal nature. For example, while playing basketball during an unpaid lunch break.

C. Wisconsin Retirement System (WRS)

The Board will comply with the requirements as to contributions for employees to the Wisconsin Retirement System (WRS) as established by State Statutes and the Department of Employee Trust Funds.

X. FRINGE BENEFITS

A. Health, Dental, and Vision Insurance

The District reserves the right to select the carrier(s) and to determine the plan benefits including deductibles, co-pays, and other coverage for health and dental insurances. The District reserves the right to change the structure of the benefit plan, including eligibility, at any time. Specific information concerning the plan is found in the appropriate Summary Plan Description which governs all conditions of coverage. The plan documents are maintained in the Business Office and provided to employees who enroll in the coverages.

Eligible employees who are covered under fully insured group health, vision, and dental plans are assured the privacy protections required by Federal and State Law.

Eligibility for Health, Dental, and Vision Insurance

Full-time employees and part-time employees regularly working 30 hours or more per week will be eligible for health, dental, and vision insurance. Support staff regularly working less than 40 hours per week will have the District's percentage of contribution pro-rated as a percentage of full-time employment for purposes of group health, dental, and vision insurance.

Premium Contributions for Health, Dental, and Vision Insurance for Eligible Employees

The District will pay a portion of the premium for group health, dental, and vision insurance (family, employee plus one, or single) depending on the employee election. Those who choose to participate in the Health Risk Assessment (HRA) are eligible for applicable incentives. Employees calculated at 1.0 FTE status will have eighty-six percent (86%) of the monthly premium rate paid by the District and fourteen percent (14%) will be paid by the employee. The insurance carrier(s), program(s) and

coverage(s) will be selected and determined by the Board.

B. Group Term Life Insurance for Eligible Employees

The District will pay the full amount of the premium for life insurance equal to the annual amount of the employee's total salary for employees working twenty (20) or more hours per week.

C. Group Long-Term Disability Insurance for Eligible Employees

The District will pay the full amount towards the premium of a long-term disability insurance plan that provides sixty percent (60%) of the annual wage to employees working twenty (20) or more hours per week.

D. Liability Insurance

Employees are covered by the District's liability policy while acting within the scope of their defined duties and responsibilities. The District's liability policy shall be in accordance with Wisconsin Statutes.

XI. VOLUNTARY BENEFITS FOR SUPPORT STAFF WORKING OVER 20 HOURS PER WEEK

Short-Term Disability

The Board shall make Short-Term Disability Insurance available to eligible employees at the employee's expense. The insurance carrier(s), program(s) and coverage(s) will be selected and determined by the Board.

Tax-Sheltered Annuity (TSA) / 403(b) Retirement Plan

A TSA program is available to employees in accordance with the District's policies governing the 403(b) program. (*Policy 6520*)

Section 125/Flexible Spending Account

The Section 125© Plan is a pre-tax, payroll deduction account that allows employees to set aside up to \$5,000 for dependent, child or adult care and the maximum allowable by law for additional medical, dental or vision expenses not covered by insurance. An annual election is made with a July 1 through June 30 benefit period. Claims can be made during the benefit year and up to ninety (90) days after for expenses paid by the individual during the previous calendar year. (*Policy 6520*)

XII. EMPLOYEE SEPARATION

A. Timeline

Support Staff employees are encouraged to provide at least fourteen (14) days advance notice of resignation.

Support Staff wishing to retire are requested to inform the District Administrator, in writing, no later than March 1st.

An employee who fails to report to work for three (3) or more consecutively scheduled workdays unless prior permission is received from the employee's supervisor or unless circumstances beyond the employee's control may result in dismissal.

The District requests a minimum two-week notice when breaking the Memorandum of Understanding.

XIII. JOB VACANCIES

When the District determines to fill a vacant position, it will consider such factors as skill, competence, efficiency, training initiative, leadership qualifications, and ability to work with supervisors. The most qualified applicant shall fill the vacancy.

XIV. PAY FOR TIME WORKED

A. Overtime

Overtime shall only be paid if Support Staff employees have secured advanced written approval from their Supervisor. Time worked over forty (40) hours per week will be paid at the rate of one and one-half times the employee's regular rate of pay.

B. Compensatory Regular Time

Time worked over forty (40) hours per week may be used as compensatory time with the advance written approval of a supervisor. Compensatory Time shall be logged into Skyward at the rate of one and one-half times the employee's regular time.

Comp Time Example 1: An employee works a full 40-hour week and worked an additional four hours that same week. The employee may choose to either a) receive overtime pay for four hours or b) take six hours of comp time (if comp time is chosen in lieu of overtime, comp time will be at 1 ½ hours for each overtime hour worked).

Comp Time Example 2: An employee works four days and took either a sick day or vacation day during the week. The employee worked an additional four hours the same week. Because the employee did not actually work their normal scheduled hours for the week, the employee may choose to either a) receive straight pay for the four hours or b) take four hours of comp time.

PLEASE NOTE: Comp time may be accrued up to 5 comp days (maximum 40 hours) before it must be used and shall not be used for more than three (3) consecutive days. Preferably, this time should be used within 30 days from when it was earned. All comp time must be used by June 30 or any accumulated compensation time will be paid out. Compensatory time will not carry over into the next school year.

C. Call Time/Call-In Pay

Any employee called in to work by their supervisor outside his/her regular schedule shall receive a minimum of one (1) hour pay. Time over forty (40) hours per week will be paid at time and one half.

XV. TIME OFF

Days are defined as the average number of hours per day the employee is regularly scheduled to work in a week. For example, an employee scheduled to work 28.75 hours per week, a day is equal to 5.75 hours. When submitting time off requests, the employee must request the time off scheduled for that particular day. In the above example, if the employee is scheduled to work 5 hours on Monday and they wish to take Monday off, only 5 hours is subtracted from Sick or Paid-Time-Off leave.

A. Holidays

Full-Time and Annual Part-time Employees shall be granted ten (10) paid holidays per year as follows:

- | | |
|-------------------------------|-------------------|
| 1. Independence Day | 6. Christmas Day |
| 2. Labor Day | 7. New Year's Eve |
| 3. Thanksgiving Day | 8. New Year's Day |
| 4. Day After Thanksgiving Day | 9. Good Friday |
| 5. Christmas Eve | 10. Memorial Day |

Eligibility: Holiday pay will be paid only to those employees who have worked their scheduled hours the day before and the day after the holiday, except if they are on an excused leave or as approved by their supervisor.

Holiday Pay: Holidays will be paid at the average number of hours per day the employee is regularly scheduled to work in a week. For example, an employee scheduled to work 28.75 hours per week will earn holiday pay for 5.75 hours regardless of the actual time scheduled to work on the scheduled holiday. If the employee is scheduled to work 5 hours on Monday and a holiday falls on a Monday, the employee will be paid for 5.75 hours.

Holidays Fall on Weekends: When a holiday falls on Saturday, the preceding Friday shall be observed as the holiday. When a holiday falls on Sunday, the following Monday shall be observed as the holiday. In the event Christmas Eve or New Year's Eve fall on Saturday or Sunday, the preceding Friday shall be observed as the holiday. In the event Christmas Day or New Year's Day fall on Saturday or Sunday, the following Monday shall be observed as the holiday. In the event the day to be observed as a holiday falls on a school day, the actual date of the holiday will be determined by the District.

School Year, Part-time and Extended, Part-time Employees shall be granted six (6) paid holidays per year as follows:

- | | |
|-------------------------------|------------------|
| 1. Labor Day | 4. Christmas Day |
| 2. Thanksgiving Day | 5. Good Friday |
| 3. Day after Thanksgiving Day | 6. Memorial Day |

B. Vacations

Vacation Accrual: Vacations shall be granted to all annual, full-time and annual, part-time employees, based on their total length of service using the following as a guide:

AFTER a 60-calendar day probation period	Number of Vacation Days
In year One (1)	Five (5) days prorated to June 30 th after a 60-day probation period
In year Two (2) (starting July 1 st)	Ten (10) days
In year Five (5) (starting July 1 st)	Fifteen (15) days
In year Ten (10) and beyond (starting July 1 st)	Twenty (20) days

Negotiated exceptions will be noted and kept on file in personnel documentation.

Selection of Vacation Time: Employees shall normally be granted their vacation requests provided the work schedule permits and the request is made at least two (2) weeks prior to the beginning of the requested vacation. Should a conflict arise between two or more employees' vacation request, such requests shall be granted on an alternating basis, provided at least a two (2) week notice has been given. Vacations for an employee shall not be cumulative from year to year, but no vacation shall be forfeited if vacation could not be taken in a given year because of the Employer's non-approval of a vacation request.

Accrued but unused vacation may be carried over until December 31st (to be used between July 1 and December 31). Vacation that is carried over but not used prior to December 31 shall be forfeited without compensation. Earned but unused vacation shall not be paid out.

Vacation Pay Upon Separation: Upon separation, employees shall receive payment for all unused accrued vacation for the current year, vacation days earned will be prorated from July 1 to the separation date.

C. 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 – ~~seven (7)three (3)~~ for personal business and ~~six (6)ten (10)~~ for sick leave use.
- School Year, Part-time employees will have 10 new days annually – ~~five (5)three (3)~~ for personal business and ~~five (5)seven (7)~~ 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 ~~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 (5)three (3)~~ 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.

D. Incentive to Sick Leave

For all employees eligible to earn sick leave, leave will accumulate up to ninety (90) days. Employees that have accumulated the maximum of ninety (90) days of unused sick leave will receive \$50 for every day over ninety (90) remaining on June 30. This is in lieu of “losing” unused sick days and will be paid on the July 15 payroll.

E. Gifting of Sick Leave

An employee may choose to gift sick leave time to another employee who has exhausted existing sick leave and who is personally experiencing a catastrophic illness or accident. A catastrophic illness or accident is a severe illness/accident requiring prolonged hospitalization or recovery. Examples would include coma, cancer, leukemia, heart attack or stroke. These illnesses or accidents usually involve high costs for hospitals, doctors and medicines and may incapacitate the person from working, creating a financial hardship. An employee with ten (10) or fewer sick days remaining in his/her own sick leave bank shall not be permitted to gift sick leave time. An employee may gift up to the equivalent time of three (3) sick days. Time will be gifted in the order in which it is donated in the Skyward system. Any unused time will be returned to the donor on or before June 30th.

F. Bereavement Leave

Support Staff shall be granted up to four (4) paid days of Bereavement Leave in the event of a death in the family or close relationship. It is the employee's responsibility to submit the appropriate time-off information in Skyward and email his/her principal and/or supervisor in advance of taking such leave. Support Staff who access Bereavement Leave consisting of multiple days for the same death shall confer with his/her supervisor in advance for the purpose of maintaining smooth school operations in his/her absence. The District may require proof of the death, the relationship, travel itineraries, or other documentation from the employee whenever the District deems such verification appropriate.

G. Emergency Leave

In the event of an emergency not covered by illness in the family as indicated in the Paid Time Off section or death as indicated in the Bereavement Leave section, the employee may apply for Emergency Leave to be granted by the District Administrator. Emergency Leave shall be deducted from Sick Leave and will be granted only if sufficient evidence is submitted to satisfy there is a compelling reason for absence. Usually this leave will be granted only under extraordinary and uncontrollable circumstances. These circumstances will usually fall under the classification of "an act of God" and will be of such a nature that they could not possibly be foreseen by the employee, such as damages to the employee's residence or vehicle caused by fire, flood, tornado, or other unforeseen emergency.

H. Jury Duty and Witness Duty

Any employee who is not able to report for work because of jury duty or acting as a witness in a matter in which the employee is not a party, will be paid for the time missed. The employee shall provide the District with any payment received from serving on the jury. Employees must notify their immediate supervisor as soon as notice of jury duty is received and as soon as jury duty terminates.

Support Staff shall report to work if released from jury duty or the witness stand when at least a half-day remains in the scheduled work day. Support Staff are required to submit proof to verify the amount of the payment and their requirement/request to appear to be placed in the employee file.

I. National Guard Duty

Where an employee is absent due to required service in the National Guard or Reserve, the employee will be paid his/her full salary for a period of up to five days for such absence, barring any overriding provision by the state or federal government. This leave will be granted without any deduction from the employee's PTO or vacation account, provided that the employee must endorse to the District all payments by the military for the days covered by paid leave from the District. However, an employee may choose to use PTO or vacation in order to retain both District pay and military pay.

J. Military Leave for Active Duty

Support Staff will be granted a military leave of absence for absences from work due to serving in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment

Rights Act (USERRA). Support Staff must give their supervisor advance notice of upcoming military service, unless military necessity prevents advance notice or it is otherwise impossible or unreasonable.

Support Staff will not be paid for military leave. However, Support Staff may use any available accrued paid time off to help pay for the leave. Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable places for which the employee is otherwise eligible.

An employee who is on military leave for up to 30 days must return to work on the first regularly scheduled work period after the service ends (allowing for reasonable travel time). An employee who is on military leave for more than 30 days must apply for reinstatement in accordance with USERRA and applicable state laws.

Support Staff who return from military leave (depending on the length of military service in accordance with USERRA) will be placed either in the position the employee would have attained if he/she had stayed continuously employed or in a comparable position. For the purpose of determining benefits that are based on length of service, the employee will be treated as if he/she had been continuously employed.

K. Administratively-Approved Leave

An employee may request Administratively-Approved Leave (with or without pay) for absences not covered under PTO, Bereavement Leave, or Emergency Leave provisions. Typically, such leave is for “once-in-a-lifetime” events over which the employee has no control of the date. Paid Administratively-Approved Leave shall access the employee’s PTO/Sick Leave account. Unpaid Administratively-Approved Leave shall result in a pro-rated daily deduction of the employee’s next payroll. This leave and the conditions thereof, including compensation, shall be at the discretion of the District Administrator whose decision shall be final and without appeal.

Written requests for Administratively-Approved Leave shall be made with the appropriate form at least three days prior to the absence to the District Administrator if advance notice is available. In the event that three days’ advance notice is not available, the employee shall be responsible for submitting the appropriate form as soon as the information is available.

Administratively-Approved Leave, either paid or unpaid, shall not be granted for participating in job actions such as picketing or demonstrating, or to participate in activities designed to disparage, embarrass, or discredit the District.

L. Family and Medical Leave Act (FMLA)

Support Staff have access to absences covered by the federal Family Medical Leave Act (FMLA) and the Wisconsin Family Medical Leave Act (WFMLA) in accordance with provisions and procedures specified in *Policy 4430.01 and AG 4430.01B*. Questions regarding FMLA leave should be directed to the District’s Business Office.

M. Leaves of Absence

Unpaid Leave of Absence

Employees must submit a written request for an unpaid leave of absence to the Board. The Board may grant the request for a leave of absence at its discretion. The leave of absence will begin and end on the dates approved by the Board. A leave of absence may not exceed twelve (12) calendar months.

Employee participation in fringe benefits will be discontinued during a leave of absence. The employee

may remain a member of the District's group insurance plans (to the extent permitted by the carrier); however, he/she must pay the premiums to the District during the leave of absence.

Sick leave will not accrue during a leave of absence; however, any accumulated sick leave at the time of the leave of absence will be reinstated upon return.

Child-Rearing and Adoption Leave (Extended Beyond FMLA/WFMLA)

Employees with a minimum of three years of continuous local experience may apply for unpaid Child-Rearing/Adoption Leave. Such leave is subject to Board approval and may be taken for no longer than two semesters. The Board reserves the right to limit approved leaves to no more than two employees per school year and is subject to hiring a qualified replacement for the leave period. This leave provision is not available to employees who have used this leave provision within the previous three years.

Application should be made in writing at least three months prior to the requested start of the leave. If conditions are such that three months' advance notice is not reasonable, then application should be made as soon as practicable with an explanation as to the cause of the reduced advance notice.

Failure to Return after Expiration of Leave: In the event the employee does not return to work following the expiration of the leave, and subject to applicable legal restrictions, he/she will be deemed to have resigned his/her position with the District and waived any and all rights to further employment by the District.

Interaction with Family and Medical Leave Provisions: Unpaid medical leave, the term of such leave, and participation in insurance programs under this section as provided for above shall run concurrent with any leave(s) provided for under the Wisconsin Family and Medical Leave Act and/or under the federal Family and Medical Leave Act.

XVI. EVALUATIONS

Support Staff will be evaluated annually by their immediate supervisor. Evaluations will be a key determining factor in whether the employee will be considered for continued employment. In addition, the employee's salary advancement will also be dependent on the recommendation of the supervisor based on the evaluation report.

XVII. FOBS & KEYS

Employee identification badges, parking permit, keys and the key fob for building entry will be issued to employees after initial hire.

XVIII. WORK ORDERS

Employees are asked to submit Maintenance and Repair Work Orders within 24 hours of becoming aware that something is not in good working order. The directions and link to submit either technology or maintenance/repair work orders form can be found on the Staff Home area of the district website (<https://www.manawaschools.org/staff/>), Buildings & Grounds, and Submit Help Desk Tickets & Work Order.

XIX. UNPAID DEBT TO THE DISTRICT

Employees that accrue debt due to unpaid food service bills, non-sufficient funds check, or other reasons will have this amount subtracted from their pay on June 15th payroll.

SCHOOL DISTRICT OF MANAWA
ACKNOWLEDGEMENT OF RECEIPT OF
EMPLOYEE POLICIES AND HANDBOOK

I acknowledge that I have received and reviewed a copy of the School District of Manawa Policies and Support Staff Handbook (Handbook). I understand that it is my responsibility to read it thoroughly. If there are any policies or provisions provided to me that I do not understand, I will seek clarification from my immediate supervisor. I understand that this Handbook states the School District of Manawa's policies and procedures are in effect on the date of publication. I also understand that these policies and procedures are continually evaluated and may be amended, modified or terminated at any time, with or without prior notice.

I further understand that nothing contained in the Handbook may be construed as creating a guarantee of future employment, future benefits or a binding contract with the School District of Manawa for employment or benefits or for any other purpose. I understand that nothing contained in the Handbook may be construed as changing my employment status. I understand that except as may be provided by the School Board, or a policy contained herein, my employment is at will and my employment may be terminated at any time for any reason, with or without cause and with or without notice, at the option of the District or at my option.

I understand that I must sign and date a copy of this receipt and return it to the District Office and failure to do so may result in my immediate termination.

Employee Signature: _____

Print Employee Name: _____

Date: _____



SCHOOL DISTRICT OF MANAWA

Response to Intervention (RtI) Plan 2022-23



The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>).
Copies of any policy/procedure can be obtained by contacting the District Office.
Approved by the Manawa Board of Education July, 2022

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.

SCHOOL DISTRICT OF MANAWA

Section 504/ADA Prohibition against Discrimination Based on Disability

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MISSION AND VISION

Mission Statement:

The School District of Manawa is the place where students choose to excel academically and realize their strengths.

Vision Statement:

The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.

WHAT IS RESPONSE TO INTERVENTION?

Response to Intervention (RtI) is based on the premise that all students can learn and achieve academic success when provided high quality, differentiated instruction built around a standards-based curriculum. A comprehensive system of tiered research/evidence-based interventions is critical for reaching all students' academic and behavioral needs. It is imperative that collaboration among administrators, educators and families be the foundation to responsive education. Thus, RtI is a process for achieving greater levels of academic and behavioral success for all students through high quality instruction, balanced assessment and collaboration.

The School District of Manawa's RtI process is based on the Wisconsin RtI Model. This process includes universal screening, building consultation team (BCT) meetings, three tiers of instruction, and progress monitoring.

DECISION PROCESS

Referrals:

Universal academic screeners will be administered in English and Math classes in 4-year-old kindergarten through tenth grade. For academic purposes, the classroom/course teacher identifies students who score below benchmarks on those screeners after each screening assessment window. Teachers gather additional historical and classroom data (ex. grades, work samples, formative and summative test scores) for identified students.

Academic data will be analyzed following the administration of universal screeners.

Behavioral data will be analyzed monthly by the BCT to identify students needing additional behavioral supports based on identified criteria. Classroom teachers can refer students to BCT for behavior concerns at any time.

BCT structure:

Building Principal

School Counselor - facilitator and note-taker

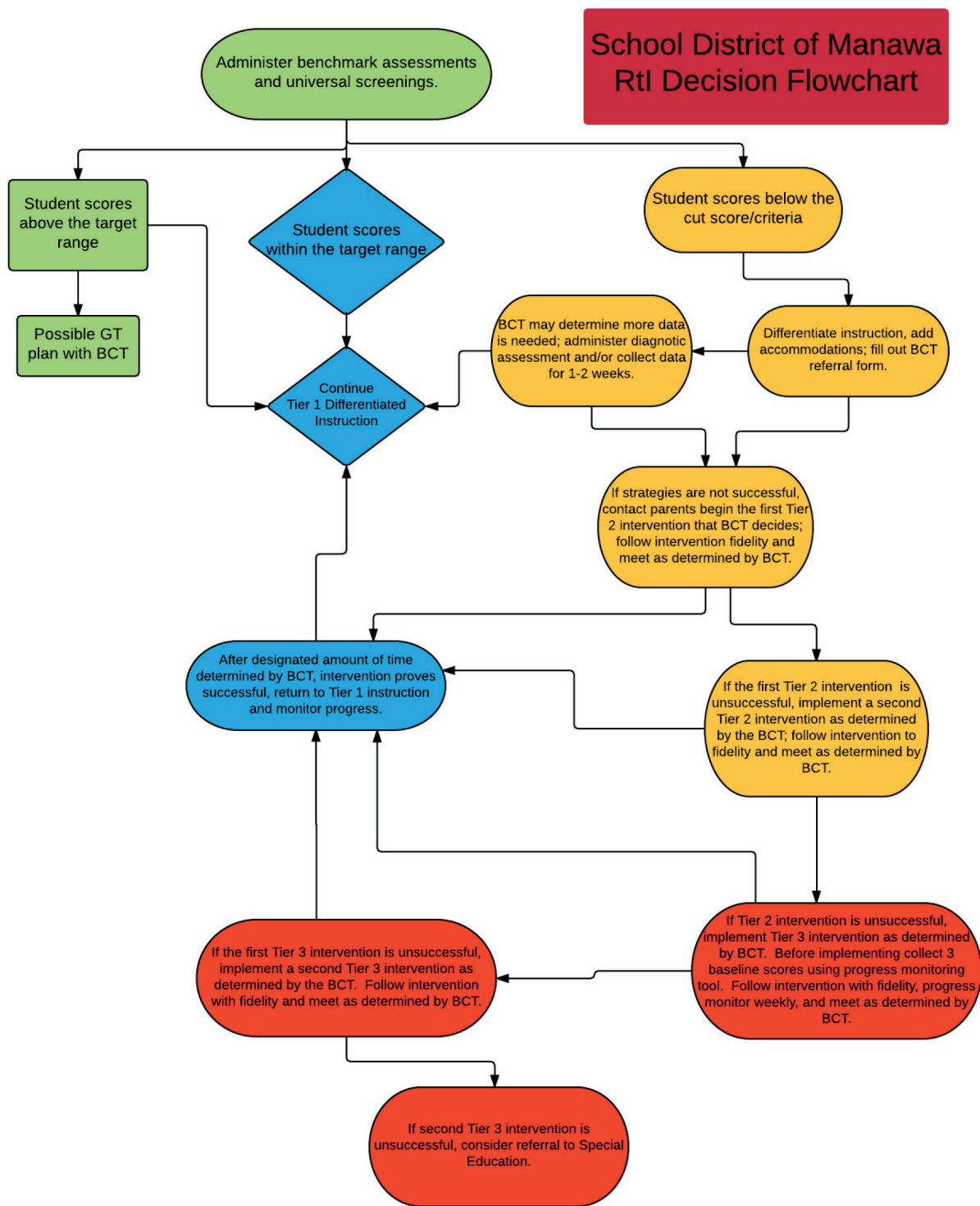
Classroom/Course Teacher(s) - bring classroom and testing data Content Expert

Parent - as appropriate, invited by the classroom/course teacher(s)

The BCT will meet using the BCT meeting format to determine the Intervention Plan. Principals will designate a person to contact parents to inform them their child will be receiving an intervention. All records related to the intervention plan will be maintained in the student's intervention file.

Based on the intervention plan, the team will evaluate the effectiveness of current interventions through progress monitoring at regular intervals. Follow-up with parents will be communicated as necessary. This decision process is repeated until the student no longer needs additional supports.

RTL DECISION FLOWCHART



BCT MEETING FORMAT

1. Summary of Concern

- Problem identification - State concern in observable, measurable terms (progress monitor chart as available).
- Determine what data is needed and assign data collecting/recording responsibilities.
- When appropriate data exists, calculate discrepancy between the student's current performance and the desired outcome.
- Problem analysis; data-based hypothesis.

2. Create Goal

- State in observable, measurable terms.
- Identify the replacement behavior/performance for the identified discrepancy.

3. Determine Intervention/Instructional Strategy

- What skill(s) will be taught based on the hypothesis?
- If it is a performance concern, what strategies will be used?
- How will the skill be taught or the strategies be implemented?
- Who will teach the skill and/or implement the strategies?
- When will the skill be taught and the strategies be implemented?
- How long will instruction occur (ex. 20 min. per day/3 times per week)?
- Where will instruction occur (whole group, small group, 1:1)?

4. Set Progress Monitoring System

- What progress monitoring tool will be used?
- Can it be graphed? If not, try something that can be graphed.
- Who will monitor progress?
- How often will progress monitoring be done?

5. Assign Responsibilities

- Who will support the intervention or instructional strategy? How?
- Fidelity check and treatment integrity - Who will observe the intervention or strategy in action to ensure fidelity and integrity?

6. Determine Follow-up BCT Meeting Date

- Is follow-up in one week, 2 weeks, 4 weeks, etc. needed? (Do Not exceed six weeks if follow-up is needed).
- Schedule data review in 4-6 weeks.

GLOSSARY OF TERMS

Building Consultation Team (BCT) - Multi-disciplinary team meetings where student issues are addressed through a defined process in four stages: 1.) identify concern, 2.) concern analysis, 3.) plan implementation, and 4.) plan evaluation.

Differentiated Instruction - Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences.

Evidence-based Practice - Educational practices whose effectiveness has been demonstrated through rigorous research methods that use objective and systematic procedures, such as experimental or quasi-experimental research.

Fidelity of Implementation - Implementation of an intervention, strategy, program, or curriculum according to research findings and/or developer' specifications.

Formative Assessment/Evaluation - Assessment for learning; classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision-making.

Functional Assessment

- *Behaviors*: Process to identify the problem; determine the function or purpose of the behavior, and to develop interventions to teach acceptable alternatives to the behavior.
- *Academics*: Process to identify the skill gap, strategies that have and have not been effective, and to develop interventions to teach the necessary skill(s).

Positive Behavior Supports - Evidence-based practices embedded in the school curriculum, culture, expectations, etc. that have a prevention focus; teaching, practicing, and demonstrating prosocial behaviors.

Progress Monitoring - Scientifically-based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process is used to monitor implementation of specific interventions.

Scientific, Research-based Instruction - Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

Summative Assessment - Assessment of learning; comprehensive in nature and provides accountability; is used to check the level of learning at the end of a unit of study.

Universal Screening - Administration of a common assessment to all students in the classroom or grade level.



SCHOOL DISTRICT OF MANAWA

Student/Parent Handbook

2022-23 2023-2024



The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>). Copies of any policy/procedure can be obtained by contacting the District Office.

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.

Handwritten note: Please check for...

School District of Manawa

■ ADMINISTRATION/BOARD OF EDUCATION

800 Beech Street
Manawa, WI 54949
920-596-2525
Ryan Peterson - District/Business Administrator

■ LITTLE WOLF HIGH SCHOOL/MANAWA MIDDLE SCHOOL

515 East 4th Street
Manawa, WI 54949
920-596-
Michelle Johnson - Principal; 6-12 Curriculum Director
Jeff Bortle – Dean of Students
Lance Litchfield – Athletic Director

■ MANAWA ELEMENTARY SCHOOL

800 Beech Street
Manawa, WI 54949
920-596-2559
Danielle Brauer – Principal; Special Education Director; 4K-5 Curriculum Director

■ PAVING THE WAY

407 S. Bridge Street
Manawa, WI 54949
920-596-2526
Danielle Brauer - Principal

■ FOOD SERVICE

515 East 4th Street
Manawa, WI 54949
920-596-5834
Brenda Suehs, Food Service Manager

■ KOBUSSEN BUSES, LTD.

109 N. Bridge Street
Manawa, WI 54949
920-389-1500
Jacob Elsner – Terminal Manager



SCHOOL DISTRICT OF MANAWA

Student/Parent Handbook

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SECTION ONE

School District of Manawa Board of Education

Mission Statement:

The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.

Vision Statement:

The School District of Manawa is the place where students are choosing to excel, realizing their strengths and achieving academic excellence.

“Students choosing to excel; realizing their strengths.”

Manawa Board of Education Mission Statement:

The Manawa Board of Education exists to lead and serve to support the education of all students focused on developing policies, retaining highly effective staff, acting on behalf of the community, and ensuring the sustainability of the district through open and clear communication.

Guiding Principles Grouped by Core Values:

- 1. Student Success - Public schools focus on putting the needs of all students first by:**
 - *Creating a student-centered learning environment conducive to all learners.*

- 2. Highly Effective Staff – Public schools demonstrate accountability to the students and community they serve by promoting high standards for:**
 - *Creating academically rigorous curriculum and instruction for ALL.*
 - *Closing the achievement gaps between sub-groups of students and their peers.*
 - *Engaging in regular professional development on research-based best practices.*
 - *Supporting and rewarding innovative and progressive initiatives for the betterment of the District.*
 - *Fostering a positive attitude toward change for the betterment of the District.*
 - *Expecting the highest degree of professionalism.*
 - *Creating a culture of competent and passionate employees.*

- 3. Innovative Leadership – Public schools demonstrate accountability to the students and community they serve by holding high leadership standards for:**
 - *Developing proactive planning procedures for curriculum, instruction, assessment, and record-keeping.*
 - *Budgeting with the needs of all learners as the first priority.*
 - *Recruiting and retaining highly effective educators.*
 - *Creating balanced programming options for remediation and enrichment.*
 - *Setting proper class sizes.*

SECTION ONE

4. **Parent-Community Engagement – Public schools are centers of community life and enhance the quality of life in the community to the extent that they promote and support:**

- Collaborating with all stakeholders involved in issues prior to decision-making.
- Being transparent in communications.
- Maintaining an open door policy.
- Creating a culture that develops and sustains school/district pride.
- Offering academic and social programs for families and the community.

5. **Learning Environment – Successful teaching and learning are nurtured in an institutional climate characterized by:**

- Maintaining the facilities to ensure they are safe, clean, welcoming, inspirational, and reliable work spaces for all.
- Nurturing a learning community that provides stability and a sense of satisfaction and fulfillment for all students and personnel.
- Providing contemporary, research-based resources and materials to support learning.
- Supplying and maintaining contemporary technology.

Key Performance Indicators:

- **Learning** – The SDM will provide instruction that meets local curriculum maps and engages students in experiencing that will prepare them for life after high school.
- **Operation Efficiencies** – The SDM will efficiently and effectively manage resources (human and financial) to produce long-term infrastructure sustainability and optimal student learning outcomes.
- **Safe & Orderly Environment** – The SDM will ensure that the school culture reinforces positive behavioral practices and that a comprehensive school safety plan is in place.
- **Engagement & Satisfaction** – The SDM will systemically build staff capacity through professional development and leadership opportunities in order to enhance student learning and a sense of personal well-being.

Board of Education Meetings/Members

The District is governed by the Board of Education, which is comprised of seven members who are elected for three-year terms. Regular Board of Education meetings are held at 7:00 p.m. on the third Monday of each month (unless otherwise posted) in the Board of Education Room located within Manawa Elementary School at 800 Beech Street, Manawa, Wisconsin 54949. Agendas are posted on the school's website, at each building, the Sturm Memorial Library, and the Manawa City Hall. Community input is encouraged.

- Sondra Reiersen - *President*
- Pete Griffin - *Vice President*
- Craig Fietzer - *Clerk*
- Kerri Jepson - *Treasurer*
- Shannon Hanson - *Director*
- Jamie Krueger - *Director*
- Stephanie Riske - *Director*

Refer to:
Policies 0100 through 0175.2
Policy 0167.3 Public Comment at Board Meetings

SECTION TWO

Administrative Team Mission Statement:

The mission of the executive team is to innovate, establish processes, and collaboratively problem-solve to ensure academic, behavioral, and social-emotional improvement for all students.

Little Wolf High School Mission Statement:

Creating solid foundations for lifelong success.

Manawa Middle School Mission Statement:

Preparing students academically, socially, and emotionally for future success.

Manawa Elementary School Mission Statement:

MES is a supportive and encouraging environment where students and staff can learn and grow through a collaborative and positive approach. Staff and students will respect and listen to each other while sharing the responsibility of learning.

SECTION THREE

Age of Majority (High School)

Students who have reached 18 years of age (or emancipated) are not exempt from complying with rules and policies enacted by the Board of Education, administration, and faculty. School rules made under state statutes are binding on all pupils, regardless of age. Eighteen-year-old students may petition to have their school records withheld from parents, may establish their own residence, write their own excuses, etc. If 18-year-old students develop poor attendance, tardiness, or a truancy record because of illness, they will be required to submit doctor's excuses. Before receiving this privilege, a parent contact may be required with the Building Principal to fully explain this process.

Attendance

There is strong evidence of a direct correlation between good attendance and student achievement. Wisconsin state law mandates all school age children must attend school unless they are ill or officially withdrawn from school. It is very important that we have the full cooperation of parents/guardians to ensure we verify each child's safe arrival at school and that we accurately record each student's daily attendance. We ask that parents/guardians call the school office before the start of the school day that their child is absent from school. When calling the attendance line, please provide the following information:

- Name of caller and relationship to the child (adults only)
- Student's name and grade level
- Reason for absence

If a child is absent and we have not received a call, we will attempt to reach the parent/guardian by calling home or work. The responsibility for reporting absences remains with the parent/guardian. Students are not penalized for participating in school sponsored co-curricular activities. Field trips, vocational programs, special assemblies, and athletic trips are examples of excused absences. A participant in a co-curricular activity must be in school and attend all scheduled afternoon classes on the day of an event except in cases of family emergency, excused pre-planned absences, or if a written medical release is obtained from a physician.

All excused planned absences require that written verification be provided by parents/guardians in advance of the absence. Requests for Planned Absence forms (Gr. 6-12 only) are available in the office and online, and forms **MUST** be completed and returned to the office at least one week in advance of a planned absence. Parents will be asked to provide verification of medical or dental appointments. Class work and tests will be allowed to be made up, but the responsibility for make-up work rests with the student. In order to provide work in advance of a planned absence, notification of at least one week is required. The school attendance officer or designee is authorized to approve a legal excuse for any student for the following reasons:

1. Evidence that the student is not in proper physical or mental condition to attend school or an educational program. The district may request the parent/guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the student upon three consecutive days of illness and/or all or part of 10 cumulative days of illness. Such excuse will be in writing and will state the period of time (not to exceed 30 days) for which it is valid.
2. An emergency in the family or other crisis which requires the absence of the student.
3. Observance of a religious holiday.
4. A quarantine imposed by a public health officer.
5. An in-school or out-of-school suspension from school.
6. Approved school activities during class time.
7. Special circumstances that show good cause.

Reference to: Policy 5200 - Attendance

SECTION THREE

Tardiness

Students are expected to be on time for all classes. In order for students to do their best work in class, it is necessary to be in class for a full period. Moreover, late arrivals in the classroom disrupt the educational environment for other students. A tardy is defined as the late arrival (10 minutes or less) of a student to a class without a pass from another staff member.

Refer to: Policy 5200 – Attendance

Truancy

Truancy means any absence of part or all of one or more days from school during which the school has not been notified of the legal cause. Truancy will also be applied for intermittent attendance carried on for the purpose of defeating the intent of the law. Students who are absent without an acceptable excuse for part or all of five (5) or more days in one semester are considered to be habitually truant. School personnel will contact the parent/guardian if an absenteeism problem is developing and a meeting will be arranged to discuss and remedy the matter. A student who is truant for all or part of a school day may be assigned consequences to include municipal citation and referral to the court system.

Refer to: Policy 5200 - Attendance

Honors Pass (High School)

Little Wolf High School issues an Honors Pass to students who maintain a 3.25 GPA or higher. The privileges associated with the Honors Pass are as follows:

- Gr. 9 – Open campus for lunch
- Gr. 10 & 11 – Open campus for homeroom and lunch unless the student needs to attend a meeting held during homeroom.
- Gr. 12 – Open campus for homeroom, lunch, and study halls.

Leaving School Grounds

Elementary/Middle School – No student is allowed to leave school grounds during school hours without direct communication from a parent or guardian.

High School – Students with an active Honors Pass are permitted to leave school grounds during their scheduled lunch period.

Picking Up and Dropping Off Students

When students arrive at school in the morning, they should be dropped off at the designated student drop off area.

Elementary School - If a child is to be picked up early from school, the parent/guardian is asked to send a note to the teacher or phone/email the school office. In that event, an approved adult must come to the office and sign the student out. The student will then be called from his/her classroom to leave from the office. The office should be called by 2:30 p.m. if there is a change in pick up. When picking up students at the end of the day, parents/guardians are asked to wait in the designated area.

Middle/High School - If a child is to be picked up early from school, the parent/guardian is asked to phone, send a note, or e-mail the attendance office. Students are required to sign out before leaving. Parent/Guardians are asked to wait outside at the front of the school.

SECTION THREE

Safety and Security

Your child's safety at school is our top priority. School administrators and staff are continually practicing, updating, and evaluating school safety policies and procedures.

Emergency and Crisis Planning - The School District of Manawa and each school building has emergency and crisis plans.

Secure Entrances – Manawa Elementary School and Manawa Middle School/Little Wolf High School have a secure entrance. All guests must request entry and register before being allowed to enter. All doors are locked throughout the school day to prevent any unwelcome guests.

Video Surveillance - All district buildings have video surveillance to assist in providing a safe school environment.

Emergency Communication - The School District of Manawa will provide emergency information through the Skylert (phone/email/text messaging) messaging system.

Emergency Drills - Emergency response drills are practiced with students and staff on a regular basis. Emergency action steps that are practiced include:

- Evacuation
- Shelter in Place
- Lockout
- ALICE – Alert, Lockdown, Inform, Counter, Evacuate

School Closing/Cancellation

If the School District of Manawa has any variation to the regular school day, an announcement is shared via Skylert, the district website, and/or local radio/television stations.

School Hours

SCHOOL	SCHOOL DAY	EARLIEST ARRIVAL/ BREAKFAST PROGRAM
Manawa Elementary School	8:00 a.m. – 3:00 p.m.	7:30 – 7:55 a.m. Arrival 7:40 a.m. Breakfast Served
Manawa Middle school	7:55 a.m. - 3:15 p.m.	7:30 – 7:55 a.m. 7:30 a.m. Breakfast Served
Little Wolf High School	7:55 a.m. - 3:15 p.m.	7:30 – 7:55 a.m. 7:30 a.m. Breakfast Served

Student supervision is available at the 'earliest arrival' time indicated on the chart above. Students should not be in the building before or after school unless there is an appointment with school personnel previously determined by teachers/parents or a school activity under the supervision of a teacher, coach, or advisor. Please contact the school office in advance of the event or extenuating circumstances.

School-to-Work Program (High School)

Students in the School-to-Work Program will keep regular attendance both in school and at the worksite. A student will not report to the worksite on any day he/she is absent from school and misses classes due to illness or truancy. An unexcused absence (1) and/or excessive excused absences (10) from school may result in suspension and/or removal from the School-to-Work Program. Unexcused absences (1), excessive absences (10), tardies, or behavior issues may result in suspension and/or removal from the School-to-Work Program.

Withdrawal and Transfer

Students are required to attend school regularly during the full period and hours that school is in session. Appropriate documentation must be completed in the event of withdrawal or transfer. School property must be returned and fees paid.

SECTION FOUR

Behavior

School District of Manawa staff and students value the dignity of all members of the school community at all times. A positive, consistent approach to discipline focuses on safety, respect, communication, self-discipline, problem solving, and prevention of discipline problems.

Repeated and/or serious rule violations and misbehaviors will result in an office referral to building administration. Parents/guardians will be contacted and will meet with the building administrator and/or Dean of Students in the event of serious or repeated behavior referrals.

Inappropriate and/or unsafe behavior may result in restrictions from play areas and/or participation in classroom activities. A student whose disruptive behavior forces his/her temporary removal from the regular classroom may be assigned to a suspension by an administrator or the Dean of Students. A parent/guardian of a student who is assigned an in-school or out-of-school suspension, will be given verbal and written notice of the suspension. A meeting between the parent/guardian, student, and school personnel will be arranged if deemed necessary by the school and/or parent/ guardian.

The Board of Education may expel a student from school whenever it finds them guilty of repeated refusal or neglect to obey the rules, or finds that they engaged in conduct while at school or while under the supervision of a school authority which endangers the property, health, or safety of others, and is satisfied that the interest of the school demands their expulsion. The District expressly prohibits use, possession, or exchange of alcohol, tobacco, drugs, or possession of related drug paraphernalia in the school building, on school property or school buses, or at school-related activities.

The District Administrator will refer any student who violates this policy to the student's parents and may also make a referral to law enforcement. The student may also be subject to disciplinary action, up to and including expulsion.

Disciplinary Action may be taken as a result of any behavior, which is disruptive or which violates the rights of others. The following acts are unacceptable and subject to disciplinary action in school, on district provided transportation, or at any school-sponsored activity. Minimum and maximum actions do not imply or require that a "step-by-step" progression of increasing severity be employed by an administrator in dealing with a violation. However, there will be a logical relationship between the severity of the offense and administrative action.

It should be understood by parents/guardians, students, and staff that all violations of school rules and regulations of state and federal laws will be vigorously enforced by school officials. Student's rights and responsibilities outlined by the School District of Manawa will be adhered to as the standard administrative practice regarding student discipline and student rights.

Corrective measures include, but are not limited to, a student conference, student dismissal from class, student detention, student suspension, counseling, expulsion, and/or change of placement.

Types of suspensions include, but are not limited to, the following:

- **In-School Suspension** - Student is assigned to a designated area during the regular school day under direct supervision. The student may not participate in co-curricular activities or any other district activities. The student is not allowed to leave school during the day for any reason. School work is assigned and credit is given for work successfully completed.
- **Out-of-School Suspension** - Students are placed under supervision of a parent/guardian during the period of suspension. A suspended student may not loiter, appear on school property, or be present at school-sponsored activities during the period of suspension. It is intended that this leave from school will afford the student and parents/guardians the opportunity to reflect, focus, discuss, and evaluate positive alternatives to the problem being addressed. Once a proposed plan of action has been determined, a conference with the concerned individuals will be arranged to rectify the condition for which the suspension was assigned. A student will be re-admitted to school after a satisfactory solution to his/her conduct is agreed upon by parents and administration.

SECTION FOUR

- **Suspensions and Disciplinary Leaves** are meant to positively modify student behavior. If a student continues to exhibit inappropriate behaviors which warrant further suspension, additional strategies may be implemented in an attempt to improve student behaviors. Parent conferences, counseling, behavior contracts, assessments and referrals to outside agencies are examples of such strategies. Continued violation of rules could eventually lead to expulsion.
- **Expulsion** is an action by the Board of Education that prohibits an enrolled pupil from further attendance as per Wisconsin State Statute. The Board of Education may expel a student whenever it finds them guilty of repeated refusal or neglect to obey the rules or finds that they engaged in conduct while at school or while under the supervision of a school authority which endangers the property, health, or safety of others, and is satisfied that the interest of the school demands their expulsion.
- **Referral to Law Enforcement or Juvenile Authorities** - If a student's misbehavior is such that a legal violation is involved, law enforcement officers or juvenile authorities may be contacted by the principal or a designated representative. If the officer indicates that they are arresting the pupil, with or without a warrant, that officer will have complete jurisdiction and responsibility in the matter and the principal will not interfere with the pupil's removal from the building.

It is understood that the rules for student conduct are not all inclusive. The administration will take such action as necessary and not forbidden by law to maintain a positive educational climate. Action may be taken with respect to any offense which interferes with the orderly conduct of the school or which impairs the usefulness and well-being of the school regardless of existence of a rule covering the offense.

The following violations could result in a minimum penalty of a student conference/parent contact and/or a maximum penalty of suspension/expulsion. Some violations require involvement of law enforcement authorities. This listing is not all inclusive.

Violations against persons:

- Fighting, harassment, inappropriate language, abusive language, disorderly conduct, interference, obstruction, possession of a weapon, assault, bullying, cyberbullying, intimidation, and discrimination.

Violations against property:

- Unauthorized use of school property, damage/defacing of property, tampering with fire equipment, theft, extortion.

Violations against school administrative procedures:

- Cheating, refusal to follow school rules, disruptive behavior, possession of fireworks, defiance of authority, distribution of inappropriate materials, inappropriate student dress, trespassing, throwing ice/snowballs.

Violations against technology regulations:

- Using the District Network or Internet for purposes with no clear educational value.
- Storing, accessing, creating or displaying obscene, pornographic, profane, threatening, racially offensive or illegal material.
- Attempting to gain access to the local drive of a machine or a network drive and/or attempting to modify, destroy, or abuse in any way system components including hardware and software.
- Vandalizing, harassing, or inciting insulting attacks on others.
- Violating copyright laws.
- Using another person's password.
- Trespassing or attempting to trespass in another person's folders, work, or files.
- Downloading and/or installing of any file not for clear, educational purposes. Absolutely no program files (.exe) games of any sort, or shortcuts should be present in a user's assigned network space.
- Posting any contact/personal information.
- Personal accounts on school devices.
- Vandalizing Chromebooks or other district devices.

SECTION FOUR

Violations involving drug and alcohol:

- The unlawful manufacture, distribution, dispensing, possession, or use of a mood-altering substance, look-alike substance, controlled substance, drug paraphernalia, and/ or alcohol on school district property, including all district-owned vehicles is prohibited at all times. These same provisions shall be in effect at all school-sponsored events including extracurricular activities while off school premises. Failure to abide by this policy will result in disciplinary action up to and including suspension and/or expulsion, and police involvement.
- All doctor prescribed medication must be stored and distributed within the Health Office. Any prescription medication consumed or stored in the school building outside of the Health Office will be in violation of the drug and alcohol policy.

Violation involving smoking/tobacco/vaping:

- The School District of Manawa is a Tobacco Free Zone
- Tobacco prohibition applies to everyone on school premises inclusive of students, staff and the public. Tobacco includes all electronic smoking devices, vapes, vape products whether or not they contain nicotine, and smokeless tobacco.

Violations involving weapons:

The Board prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, to the extent permitted by law.

The term “weapon” means any object that, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to, firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), knives (subject to the exceptions below) razors with unguarded blades, clubs, electric weapons (as defined in 941.295(1c)(a), Wis. Stats.), metallic knuckles, martial arts weapons, chemical agents, ammunition, and explosives.

Policy exceptions include:

- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. items pre-approved by the Board as part of a class or individual presentation under adult supervision, including, but not limited to Hunters’ Education and Archery Education courses, if used for the purpose and in the manner approved (working firearms and live ammunition are never approved); and
- C. theatrical props used in appropriate settings with the approval of the building principal.

Refer to:

Policy 7540.03 - Student Technology Acceptable Use and Safety

Policy 5136.01 - Technology Resources and Other Electronic Equipment

Policy 7540 - Technology

Policy 7540.07 - District-Issued Student E-Mail Account

Policy 7544 - Use of Social Media

Policy 7542 - On-Site Access to District Technology Resources from Personally-Owned Communication Devices

Policy 5500 - Student Code of Classroom Conduct

Policy 5610 - Suspension and Expulsion

Policy 5605 - Suspension/Expulsion of Students with Disabilities

Policy 5772 - Weapons

SECTION FOUR

Bullying

The School District of Manawa strives to provide a safe, secure, and respectful learning environment for all students in school buildings, on school grounds, district provided transportation, and at school-sponsored activities. Bullying has a harmful social, physical, psychological, and academic impact on bullies, victims, and bystanders. The district consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying is repeated behavior and involves an imbalance of power. The behavior is motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

- Physical (e.g., assault, hitting or punching, kicking, theft, threatening behavior)
- Verbal (e.g., threatening or intimidating language, teasing, or name-calling, racist remarks)
- Indirect (e.g., spreading cruel rumors, intimidation through gestures, social exclusion, sending insulting messages or pictures electronically)

The School District of Manawa will not tolerate any known act of harassment or bullying occurring on district property or at school-sponsored activities scheduled on or off school grounds.

Refer to:

Policy 5517.01 - Bullying

Policy 5517 - Student Anti-Harassment

Due Process

An administrator may suspend a pupil for not more than five (5) school days or, if a notice of expulsion hearing has been sent for not more than a total of fifteen (15) consecutive school days for non-compliance with such rules, or for conduct by the pupil while at school or under the supervision of a school authority which endangers the property, health or safety of others.

Prior to any suspension, the pupil will be advised of the reason for the proposed suspension. The pupil may be suspended if it is determined that they are guilty of noncompliance with such rule, or of the conduct charged, and that their suspension is reasonably justified. The parent or guardian of a suspended minor pupil will be given prompt notice of the suspension and the reason therefore. The suspended pupil or his/her parent/guardian may, within five (5) school days following the commencement of the suspension, have a conference with the school district administrator, or designee, who will be someone other than an administrator or teacher in the suspended pupil's school. If the school district administrator, or designee, finds that the pupil was suspended unfairly or unjustly, or that the suspension was inappropriate, given the nature of the alleged offense, or that the pupil suffered undue consequences or penalties as a result of the suspension, reference to the suspension on the pupil's school record will be expunged. Such finding will be made within 15 days of said conference. A pupil suspended under this paragraph will not be denied the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

The Board of Education may expel a pupil from school if they are found guilty of repeated refusal or neglect to obey the rules, or finds that they engaged in conduct while at school or while under the supervision of a school authority which endangers the property, health or safety of others, and is satisfied that the interest of the school demands his/her expulsion.

SECTION FOUR

Prior to such expulsion, the Board of Education will hold a hearing. Not less than five (5) calendar days' written notice of the hearing will be sent to the pupil. If the pupil is a minor, the parent/ guardian will also be notified of the hearing and informed of the particulars of the alleged refusal, neglect or conduct, the time and place of the hearing and that the hearing may result in the pupil's expulsion. The pupil and, if the pupil is a minor, his/ her parent/guardian may be represented at the hearing by counsel. The Board of Education will keep written minutes of the hearing. Upon the ordering by the Board of Education of the expulsion of a pupil, a copy of the order will be mailed to the pupil and, if the pupil is a minor, to his/her parent/guardian. The expelled pupil or, if the pupil is a minor, his/her parent/ guardian may appeal the expulsion to the state superintendent. An appeal from the decision of the state superintendent may be taken within 30 days to the circuit court of the county in which the school is located.

Refer to:

Policy 5710 - Student Complaints | Policy 2266 – Nondiscrimination on the Basis of Sex in Education Programs or Activities | Policy 5517.01- Bullying

Policy 2260.01- Section 504/ADA Prohibition Against Discrimination Based on Disability

Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity | Policy 5517 - Student Anti-Harassment

Policy 9130 - Public Requests, Suggestions, or Complaints | Policy 5610 – Suspension & Expulsion

Policy 5610.01 – In-School Suspension | Policy 5611 – Due Process Rights

Student Backpacks/Book Bags/Handbags/ Purses (Middle/High Schools)

Students must store backpacks, book bags, handbags, and purses in their locker during the school day. These items will not be allowed in the library, labs, or classrooms unless there is a principal approved deviation to the rule to address a medically necessary exception per a doctor's orders.

Student Dress

Guidelines are established to promote a standard of appearance which enhances the learning environment while allowing for reasonable comfort and individuality. Students are expected to wear clothing and accessories appropriate to the school setting. When administration or staff deem that the student's dress constitutes physical danger, causes a disruption/disturbance to the learning environment, or does not meet the guidelines listed below, the student will be asked to change clothing and/ or remove accessories. These are guidelines to use before the student leaves the house to come to school.

Dress Code Guidelines:

- Any item of clothing or accessory that is offensive, disrupts the educational process, or creates a hazard to student safety may not be worn.
- Any item of clothing or accessory that depicts or promotes tobacco, alcoholic beverages, alcohol establishments, or controlled substances in the form of pictures and/or words may not be worn.
- Any item of clothing or accessory that depicts or promotes criminal activity that would threaten any person's health, safety or property (including unlawful possession or use of any weapon), criminal gang affiliation/activity, profanity, pornography, or violence that would constitute a violation of law or school rules may not be worn.
- Clothing must cover all private body parts and/or undergarments and must not be transparent.
- Hats, caps, hoods, sunglasses, jackets, and blankets are not allowed to be worn inside any school building. Special permission can be granted for medical or administrator approved reasons.
- Rubber-soled shoes are required for physical education. Flip flops are discouraged for Elementary for outdoor play. Students wearing flip flops may be asked to change into physical education shoes for recess.

Any question regarding appropriateness of clothing or accessories will be determined by the building principal.

Refer to: Policy 5511 - Dress and Grooming

SECTION FOUR

Social Events (Middle/High School)

All Manawa Middle School social events are restricted to School District of Manawa Middle School students only.

A Little Wolf High School student who wishes to bring a guest to a school-sponsored dance must receive written approval by the administration at least two days in advance. Middle School students and/or those over the age of 19 are not permitted attendance at High School dances.

School administrators or their designee reserve the right to restrict student attendance at any event.

Guidelines for social events include, but are not limited to:

- School rules apply to all school-sponsored activities.
- Students on suspension on the day of the event are not allowed to attend.
- A participant must be in school and attend all scheduled afternoon classes on the day of an event except in cases of family emergency, excused pre-planned absences, or if a written medical release is obtained from a physician.
- Doors will be locked after a reasonable time is allowed to get to social event.
- Once a student leaves the building, they are not to be readmitted to the social event.
- Roaming the building or loitering in the restrooms is not permitted.
- Students are to conduct themselves properly and to follow directions of chaperones and/or supervisors.
- Anyone who creates a disturbance may be asked to leave the event and/or restricted from future activities.
- Students removed from social events are not entitled to a refund.

Student Relationships (Middle/High Schools)

Appropriate behavior between students is expected and required at all times at all school activities. School and school activities are not considered appropriate places to show affection. Individuals/couples who fail to abide by this policy may be subject to disciplinary action.

SECTION FIVE

Academics

Class Assignments (Elementary/Middle School)

Class assignments are made with a variety of factors in mind to include, but not limited to, ability levels, peer interaction, and/or a student's learning style.

A parent/guardian may provide information about his/her child to assist in this process, but we ask that a parent/guardian avoid making specific teacher requests. Please share any pertinent information in writing with the building principal by April 30. The principal is responsible for final decisions on all class assignments. Finalized class rosters are made available to students and parents/guardians in August.

Co-Curricular/Academic Conflicts (Middle/High School)

There are numerous benefits to co-curricular involvement, and participation is highly encouraged. Teachers and advisors will work to decrease the likelihood of conflicts in schedules, but avoiding all conflicts may not always be possible.

Students are asked to notify teachers and/or coaches if there are unavoidable conflicts. Each circumstance is unique, so the Athletic Director will review each situation with the student, teacher, advisor, and/or coach and make a recommendation. Students who miss an academic activity to compete in a co-curricular activity will not be penalized for the decision made. Students will be required to make up any assignments that are missed.

Communication Home/School

Parents/guardians are encouraged to contact the school with any questions or concerns regarding a student's academic and social growth. There are a variety of communication forums available to share pertinent information at the classroom, school, and district level. Contact information must be kept up to date so information between home and school can be readily shared.

Conferences

Student progress is communicated through a combination of written reports, electronic notices, and parent-teacher conferences. The purpose of the scheduled conferences twice annually is to provide an opportunity to discuss the student's progress and needs with the student's teacher. These conferences are a very important part of the school year and an effort should be made to attend. By attending parent-teacher conferences, students see the importance that parents/guardians have placed on education and that it is valuable to obtain a good education.

Parents/guardians are encouraged to contact the classroom teacher, specialist, or principal to schedule additional conferences at any time during the school year.

SECTION FIVE

Graduation Requirements

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.

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 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.

Refer to: Policy 5460 Graduation Requirements

Modifications in Instructional Delivery or Academic Day

Should the need be identified to adjust traditional instructional methods and/or the traditional instructional day, students and parents/guardians will be expected to actively engage in the educational learning expectations set forth.

SECTION SIX

Transportation

Bus Transportation (Kobussen Buses, Ltd. - Contracted Service Provider)

The Board of Education will provide transportation for those students, of any age, whose distance from their school makes this service necessary. The district shall contract for transportation services in accordance with Policy 8680 for the transportation of resident students between their home areas and the schools of the district to which they are assigned. Transportation privileges may be revoked if the student's conduct is in violation of the district administrator's administrative guidelines or the Code of Conduct pertaining to student transportation. Such revocation shall be in accord with statutory-required procedures.

Transportation of eligible students with exceptional educational needs or attending a technical education program shall be arranged through the use of district-owned vehicles, through cooperation with other district, through commercial carriers, and/or by other means in the most efficient and economical manner.

The bus schedules/routes are available by contacting Kobussen Buses, LTD at 920-389-1500.

Students will ride only assigned school buses and will board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the building principal. A change in a student's regular assigned bus or bus stop may be granted by the building for a special need, if a written request from a parent/guardian is submitted to the principal stating the reason for the request and the duration of the change.

Bus Conduct

Students who are riding to and from school on transportation provided by the district are required to follow all school rules. The driver is responsible for student safety and may assign seating or direct the student in any reasonable manner to maintain that safety.

Parents are responsible for:

- the safety of their child while going to or from the bus stop and while waiting for the school bus;
- their child being at the bus stop at least five (5) minutes prior to scheduled pick-up time;
- damage by their child to school buses, personal property, or public property;
- informing their child of the rules of conduct and behavior for riding on the buses;
- informing the bus company when their child will not be boarding the bus.

Students shall:

Previous to loading:

- wait until the bus has come to a complete stop before moving forward to enter;
- cross the road, when necessary, at least ten (10) feet from the front of the bus only after the driver signal it is safe;
- go immediately to a seat and be seated;

During the trip

- listen to the bus driver;
- remain seated while the bus is in motion;
- keep head, hands, arms, and legs inside the bus at all times;
- not throw anything from the bus;
- keep objects out of the aisle;
- be courteous;
- not eat;
- not tamper with the bus or any of its equipment;

SECTION FIVE

Leaving the bus

- remain seated until the bus has come to a complete stop;
- cross the road, when necessary, at least ten (10) feet from the front of the bus only after the driver signal it is safe;
- be alert to a possible danger signal from the driver.

Bus Surveillance

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

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

Self-Transportation to School

Students who are provided the opportunity to ride school transportation are encouraged to do so. Students and their parent(s)/guardian(s) assume full responsibility for any transportation to and from school not provided by the school.

Bicycles, Scooters, Skateboards, Rollerblades: Bike racks are located in the front area of school buildings. Riding bicycles on school property during school hours is not permitted except during events or special occasions that involve bicycles. The district is not responsible for lost or stolen bicycles. Bicycles, scooters, skateboards, and rollerblades must be parked or stored at the areas designated at each building.

Reference to: Policy 5514 - Student Use of Bicycles

High School - A new car/truck student parking permit is required every year. Permits cost \$10 and must be displayed behind the rear-view mirror. Students failing to display their parking permit will be fined and may result in the suspension of the permit.

- A new snowmobile, ATV, UTV or other motorized vehicle permit is required every year. Permits cost \$5 and must be displayed visibly on the side of the snowmobile. Students failing to display their parking permit will be fined and may result in the suspension of the permit.
- If a student's permit is suspended, no fees will be refunded.
- When the school provides transportation to school-sponsored activities, students shall not drive their own vehicles, unless written permission is granted by their parent/guardian and approved by the principal in advance.
- No other students can be driven to a school-sponsored activity by the approved student driver without a note from a parent/guardian of passenger students granting permission and approved by the principal in advance.

Policy – 8600 Transportation

SECTION SEVEN

Free and Reduced Meal Applications

Free and reduced price breakfasts and lunches are available to all students whose family eligibility follows guidelines published each fall. Free and reduced meal applications can be obtained online at <https://www.manawaschools.org/programs/free-reduced.cfm> or from any school building at any time during the school year. A free/reduced application must be completed each year as guidelines change. If financial circumstances change at any time of the year, families are encouraged to complete an application. All information is kept confidential.

It is important that families complete the free and reduced lunch applications because funding for programs such as Title I reading are provided funding based on the percentage of students who qualify for this service. The School District of Manawa benefits from this application process. During periods of free food service there is a limit of one free breakfast and lunch per student each school day. All other meals and ala carte items must be purchased.

Food Service

Breakfast/Lunch account balances can be accessed through Family Access. If you are not signed up for Family Access contact the school building office. Parents are encouraged to keep a positive balance in the student's lunch account at all times. The system will be set up using family accounts, not individual accounts. One family deposit can be made if there is more than one child in the school system. This is a prepaid system with a variety of payment methods (weekly, monthly, semester, etc.).

Breakfast

School breakfast program is available to all students and meets or exceeds the USDA guidelines for nutritional standards. Milk is served daily with breakfast and is included in the breakfast price.

Elementary.....	\$1.30
Middle School	\$1.50
High School.....	\$1.50
Milk.....	\$0.40

This may be based on change BOF

Lunch

School lunch program is available to all students and meets or exceeds the USDA guidelines for nutritional standards. Milk is served daily at lunch and is included in the lunch price. Students eating a cold lunch may purchase milk.

Elementary.....	\$2.80
Middle School	\$3.00
High School.....	\$3.00
Milk.....	\$0.40

Milk Break (Elementary School)

Elementary school classrooms participate in a daily milk break. Students who qualify for free/reduced lunch will receive free milk for milk break.

Milk.....	\$0.40
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SECTION EIGHT

Emergency Contact Information

It is very important that the school is provided with updated student emergency information to enable contact in the event of emergency or illness.

Illness/Injury/Accidents

Please follow these guidelines when your child is ill:

- Your child must stay home for 24 hours after a fever of 100 degrees or greater has subsided without the use of fever reducing products. This may mean that the child may need to be home for 48 hours or more.
- Any ill children with sore throat, cough, diarrhea, vomiting should also stay home for 24 hours after their symptoms have subsided.
- If the child is seen by the doctor and returns before the 24 hours, they must have a note from the doctor stating that they may be in school.
- Rash may be the first sign of poison ivy or sumac, or a childhood illness such as chickenpox. A child with a rash should not be sent to school until a doctor examines them and provides a note stating that they may be in school.

The school will attempt to contact the home immediately in the event of an emergency such as illness or accident involving your child. If a parent cannot be reached, the parents' designee as indicated on the school emergency information will be contacted. The school will call emergency services if it is impossible to reach either parents or the parent designee in a reasonable length of time. Please notify your school each day that your child is home ill or out of school.

It is important that all injuries are immediately reported to the staff member in charge. If a faculty member is not present, the injury should be reported to the school office. The school will contact parents in case of serious injury.

Immunization Requirements

Vaccination requirements are determined by the Wisconsin Department of Health and Human Services (website: www.dhs.wisconsin.gov/immunization/index.htm). State law requires all public and private school students to present written evidence of immunizations within 30 days of admission.

Refer to:

Policy 5320 - Immunization

Administrative Guideline 5320 - Immunization of Students in School

SECTION EIGHT

Medication

If you wish to have the school office personnel administer medications to your son/daughter, you must bring it in the original pharmacy labeled container, properly marked with name of student, name of medication, dosage, and time to be given. The parent/guardian is responsible for personally delivering controlled substances to the school office personnel or school health paraprofessional.

An “Administration of Medication Consent” Form must accompany both prescription and non-prescription medication. Both parent/guardian and physician must sign the medication consent for administration of any prescription medication during the school day. For non-prescription medication to be administered during the school day, over-the-counter medication must be in the original, sealed manufacturer’s package and a parent/guardian signature is required. Only a limited supply of medication should be brought to school at any one time. No medications will be given without the properly signed consent form.

It is the parent’s/guardian’s responsibility to notify school personnel/school health paraprofessional of any change in medication or health condition. Emergency medications are required at school, extra-curricular events, co-curricular events, and field trips. If emergency medications are not provided, 911 will be called.

Refer to:

Policy 5330 - Administration of Medication/Emergency Care

Administrative Guideline 5330 - Administration of Medications

Administrative Guideline 5330A - Drugs Administered On an Emergency Basis

Release of Information

In compliance with federal regulations, the District requires a signature of informed consent to obtain or release school information regarding a student. This includes information for medical professionals and outside agencies to include rating scales and checklists regarding behavior or attention. A signed release allows for two-way communication between outside parties and the school health paraprofessional or school psychologist. Other school staff may receive summary information when there is legitimate educational interest.

School Counselors

School counselors are available to all students in an effort to personalize the educational process. This process involves a cooperative effort on the part of all school personnel to assist students in their personal and social development, educational needs and career planning. Students in kindergarten through grade 5 take part in a weekly developmental guidance program. Individual and group counseling is available to students demonstrating need. Counselors play a key role in linking student needs with available programs and services.

School Nursing Services – Health Paraprofessional

Families are reminded to report promptly any communicable diseases to your child’s school office or the health paraprofessional. Health problems in school situations need close monitoring by parents as well as the health paraprofessional who works under the direction of the District’s Medical Advisor.

Refer to:

Policy 5310.01 - Emergency Nursing Services

Policy 8453 - Direct Contact Communicable Diseases

Policy 8450 - Control of Casual-Contact Communicable Diseases

SECTION EIGHT

School Psychologist

A school psychologist is available as needed to provide services to students between the ages of 3 and 21. School psychologists provide consultation, diagnostic assessment, and direct intervention with respect to the educational and behavioral development of students. School psychologists are specially trained to administer individual tests and assessments, as well as interpret behavioral data to parents, teachers, and others. They coordinate educational management efforts with other staff regarding special programming for individuals or groups of students.

Special Education Programs and Services

The district provides special education services for students identified with the following disabilities recognized by the State of Wisconsin: Autism, Intellectual Disability, Emotional Behavioral Disability, Hearing Impairment, Other Health Impairment, Orthopedic Impairment, Significant Developmental Delay, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment. Specialists trained in instruction for children with handicapping conditions provide services to students who are eligible.

Each school has the support of a school counselor and access to a part-time school psychologist. The health paraprofessional services the needs of students at all schools. These individuals have extensive training and serve as consultants to students, their parents, and staff to provide health, educational, behavioral, and social supports where appropriate.

Student Welfare

In accordance with Wisconsin Statute, all School District of Manawa employees are required by law to report any suspected cases of child abuse and neglect.

Refer to:

Policy 8462 - Child Abuse and Neglect

SECTION NINE

Agendas (Grades 1-5)

Student agendas are utilized as an organizational and goal achievement tool for students. The agenda may also function as a pass system for students. Lost agendas or agendas with missing pages will be replaced at a cost to the student of \$5.00.

Animals in School Buildings

Prior approval shall be received from the classroom teacher and principal before any animals are brought into the school with the consultation of a veterinarian, if necessary, to ensure compliance for proper inoculation. The teacher must have a clear understanding of the responsible care of living animals before making any decision to use live animals for educational study. Service, emotional support, and therapy animals may be allowed contingent on meeting requirements.

Refer to:

Policy 8390 - Animals On District Property

Birthday Parties, Treats, Snacks (Elementary School)

Elementary classrooms offer a time during the day for students to eat a snack. It is requested that snacks be healthy and nutritious. Please do not allow your child to distribute birthday or other party invitations to individual students unless all students in the class are included. A request for the names of students in a class can be made to the school office or your child's teacher.

Change of Personal Information

Please inform the school office if there is a change in address, telephone number, or emergency medical information at any time during the year. Your call may be forwarded to the appropriate person for confidentiality purposes.

Fees

Class and District Fees include, but are not limited to:

Manawa Elementary School

- District Fee \$15.00
- Class of 2030-2035 \$10.00

Manawa Middle School

- District Fee \$20.00
- Class of 2027-2029 \$5.00

Little Wolf High School

- District Fee \$20.00
- Class of 2024 Fee \$10.00
- Class of 2025 Fee \$5.00
- Class of 2026 Fee \$5.00

A textbook/workbook (including electronic instructional resources) use fee is charged for each child enrolled in the district. Students who enter after the start of school will be charged a prorated fee. Families that qualify for free or reduced lunch can make arrangements with the Business Office for an adjustment in the usage fee.

The District also has an Urgent Needs Fund that is supported by the generosity of donations from the public. This fund can provide students/families with assistance in times of urgent need (as determined by school personnel) with food, school supplies, footwear, clothing, gas cards, or eye glasses to name a few examples. The school counselors and health paraprofessional oversee the Urgent Needs Fund.

Reference to: Policy 6152 - Student Fees, Fines, And Charges

SECTION NINE

Field Trips

Field trips are an important part of learning for students. They help students apply what they have been taught in the classroom and learn more about the community in which they live. All students attending field trips throughout the year must have a completed Field Trip Permission Slip on record which can be completed during the on-line registration process. Parents/guardians are notified when field trips are scheduled. It is especially important for students to dress appropriately for field trips.

Field trips are designed to extend classroom learning. We expect the same behavior out of school as we do in school. Students who present discipline problems may be asked to remain at school or be accompanied by their parent/guardian on future field trips.

Refer to: Policy 2340 - District-Sponsored Trips

Locker Room Privacy (Middle/High Schools)

The School District of Manawa enforces measures intended to protect the privacy rights of individuals using school locker rooms. Locker rooms are provided for the use of physical education students, athletes, and other activity groups and individuals authorized by the building principal or by District policy. No one is permitted to enter into the locker room or remain in the locker room to interview. No cameras, video recorders, cell phones, or other devices that can be used to record or transfer images may be used in the locker room at any time. Students and staff violating this policy will be subject to school disciplinary action and possible legal referral.

Refer to: Policy 9151 - Use of Cameras and Other Recording Devices in Locker Rooms

Lockers/Cubbies/Desks

A student locker/cubby is assigned for student convenience for storage of outer garments and school materials. Money or other valuables should not be kept in lockers or desks. Lockers and desks are the property of the school and not the student's private property. They may be opened and searched by school authorities at any time. Police dogs may be utilized in the process of conducting locker school-wide searches. Any unauthorized items found in a locker or desk may be removed.

According to 1997 Wisconsin Act 329, a school or school district official, employee, or agent may search a student's locker as determined necessary or appropriate without the consent of the student, without notifying the student and without obtaining a search warrant because the school board retains ownership and possessory control of all student lockers. The principal, Dean of Students, administrative team members, or teachers may be assigned that responsibility. High school student lockers should always be locked. Students should not share lockers with friends, nor should they let others know their locker combinations. The School District of Manawa is not responsible for items that are lost or stolen.

Signs, pictures, or other items which are not considered to be in good taste will be removed at the request of a staff member. Nothing should ever be glued to a locker. Magnets are encouraged to be used to hold pictures, posters, etc. Students may be charged for repairs resulting from defaced or damaged lockers. Any damaged locks will result in a replacement/repair fee.

Refer to: Policy 5771 - Search and Seizure

Lost and Found

All items sent to school for students should be marked with the student's name. Articles of clothing that have been found are kept in a central location. Properly labeled apparel will be returned to the original owner. Students are encouraged to check the Lost and Found area if they lose anything. Any unclaimed clothing or other articles will be donated to a community shelter at the end of each quarter. Some items may be turned over to Police Department on a periodic basis.

SECTION NINE

Money (Elementary/Middle Schools)

Money that is sent to school with students should be put in a sealed envelope marked with the student's name, the teacher's name, and the purpose for which the money is to be used. Checks are to be made payable to the School District of Manawa. Checks are to be made out for the exact amount for a given transaction.

Outdoor Play (Elementary School)

Physical activity is an important part of the school day. Recess takes place outdoors, weather permitting. Please make sure students are dressed appropriately for outdoor play. At the elementary level, snow pants, boots, and mittens are needed for children to play in the snow. If temperatures fall below zero, including the wind chill factor, recess will be held indoors.

Permission is needed from the teacher, principal, or a written medical excuse from a parent/guardian or health care provider for children to stay indoors during recess. Students needing to stay indoors for more than two consecutive days may be required to provide a written medical excuse from their health care provider.

Parent Involvement

Students achieve better academically when parents are involved as partners with educators in the learning process on a regular basis. Your interest and involvement demonstrate to your child that you value knowledge and education. There are many ways to become involved in your child's life—attending school events, visiting school for a day, participating in field trips, volunteering in the classroom.

Participate in parent/teacher conferences on a regular basis, and communicate with teachers as often as needed. Read and take note of all information that comes home from school, and promptly return requested information. Upon request, copies of information can be sent to "second parent" households. At home, encourage the continuation of the educational process by checking agendas, Skyward and/or Google Classroom/SeeSaw, as well as assisting with homework assignments and reading with your child. Expand concepts taught in school by going to plays, museums, zoos, or other educational venues. Help your child to organize time so they can accomplish what is expected, both at home and school.

Parent Teacher Organization (Elementary School) - Manawa Elementary School has a Parent Teacher Organization made up of a group of volunteer parents. Please see the individual school calendar for dates and times of meetings. For more information on becoming involved in the Parent Teacher Organization, please contact the school office.

Booster Clubs (Middle/High Schools) - There is a Manawa Athletic Booster Club and a Music Booster Club that are open to parents and all members of the community who wish to support fundraising and other support efforts for the athletic and/or music departments. For more information, contact the school office.

Refer to:

Policy 9250 - Relations with Parents

Policy 2261.01 - Parent and Family Engagement in Title I Programs

SECTION NINE

Parking Regulations (High School)

Authorized school personnel may conduct a search of student possessions/belongings or automobile. A student who requests parking privileges gives implied consent for a search.

- All student vehicles must be parked in the west high school parking lot. Any vehicle not parked in this designated area may lose parking privileges.
- All vehicles must have permits to park in any the high school parking lot. This includes students, and staff. Permits are available at the school office.
- Permits stay with the vehicle of which it is registered.
- Permits and permit number must be seen from the outside of vehicle. Permits should be displayed on rearview mirror.
- Parking lots are monitored daily.
- Snowmobiles, ATVs, UTVs, or other motorized vehicles are allowed on properties in designated areas where principal permission has been granted.

Refer to:

Policy 5515 - Student Use of Motor Vehicles

Policy 5514.01 - Student Use of Motor Vehicles

Personal Belongings

Students are asked not to bring valuable possessions to school unless approved by the teacher. No trading cards of any kind are allowed on the bus or school grounds. The school will not be responsible for students' personal items that are lost or stolen. If it is necessary to bring large and valuable items, students are encouraged to check them into the main office.

Posters

All posters placed on bulletin boards or walls must be approved by an administrator before being put on display. Procedure and forms to obtain approval for distributing flyers are found on the district's website.

Student Activities and Organizations

Any student group which expects to enjoy the privilege of a school-sanctioned group must be an approved school organization. In order to become an approved school organization, a student group must:

- Include a teacher to act as advisor to the group.
- Apply for approval as a school organization to the Board of Education. Copies of the application are to be given to the principal and District Administrator. The application should include the organization's purpose.

Club meetings must be scheduled with the approval of the advisor. The advisor is to be in attendance at meetings. Club funds are deposited in the Student Activity Account. Funds will be disbursed only with the advisor's approval. (See Addendum A for complete listing of approved clubs and organizations.)

Student Pictures

Arrangements are made with a commercial photographer to provide individual student pictures. All students must have their photo taken for school records. Parents will be notified of order information prior to picture day, and payment must be made on picture day. Retakes will be scheduled for students who are new to the district, absent or wish to have their pictures retaken.

SECTION NINE

Technology

Students will have access to technology throughout the school building. The district has established acceptable use guidelines in accordance with the Children's Internet Protection Act, and students will be held accountable to these guidelines. Internet access is monitored and should be used only for educational purposes. The District has established policies, guidelines, and strict Internet filtering safeguards in an attempt to prevent access to information that may be illegal, defamatory, inaccurate, obscene, or potentially objectionable.

The District supports and respects each family's right to decide whether or not to allow for independent student access to the Internet. If a parent/guardian decides that the student is not to have Internet access, they must inform the building principal. Personal technology, other than cell phones, should not be brought to school.

Refer to:

Policy 7540.03 - Student Technology Acceptable Use and Safety

Technology Devices

Technology devices may only be used for educational purposes during the instructional day. All use of District technology must be in support of the mission and objectives of the District. Any use which does not fall into this definition may result in loss of District technology use privileges, school disciplinary action, legal action, and/or compensation for damages to school property. Students violating this policy will be disciplined according to established procedures and may include temporary or permanent confiscation of the device. Building administration may involve law enforcement if the device is used for illegal purposes or for a purpose that causes harm to others.

The District wishes to prevent the technology usage for cheating, invasion of privacy, malicious activity, violations of copyright, equipment and/or hardware vandalism, hacking, disruption of instruction, and other inappropriate use (i.e., bullying/sexting). Administration reserves the right to restrict individuals from having any type of electronic device in the building. The School District of Manawa does not accept responsibility for lost or stolen personal devices. With the 1:1 Chromebook initiative, students are not allowed to bring personal devices to school (laptops, personal computers, etc.)

Refer to: Policy 7540.03 - Student Technology Acceptable Use and Safety

Telephone Use (Elementary School)

Parents/guardians are encouraged to contact the teacher whenever necessary. For calls received during class time, messages may be taken for teachers to return calls as soon as possible or the call may be forwarded to the teacher's phone messaging system.

Messages concerning changes in after-school procedures will be taken for students before 2:30 p.m. These messages will then be relayed to the student before dismissal. Whenever possible, make arrangements and send a note with the student about their after-school plans. Unless there is an emergency, students will not be called to the phone without permission of the building principal. Student calls for forgotten items will also need staff approval.

Visitors

Immediately upon entering the building, visitors are required to register in the office and pick up a visitor's tag. This will assure the safety and well-being of everyone in our building and will allow visitors to receive necessary information for visiting. Parent/guardian visitors are welcome at any time, however, preplanned visits may be necessary to access various classrooms or activities.

If a conference is desired with a teacher, counselor, or administrator, it is best to make an appointment.

Student visitations are discouraged, but under certain circumstances can be allowed with the permission of the building principal and classroom teacher.

Refer to: Policy 9150 - School Visitors

SECTION NINE

Volunteers

Anyone volunteering at school is required to sign in at the school office. It is important that administration is aware of all people in the building at all times. The record also helps us to keep track of the number of volunteer hours. Background checks are required for all volunteers before work begins.

Refer to: Policy 8120 - Volunteers

STEP Volunteers - The School District of Manawa is pleased to offer a property tax rebate program for eligible senior volunteers who serve in programs at Manawa Elementary School, Manawa Middle School, Little Wolf High School, and St. Paul Lutheran School. Qualifying senior citizens will receive a credit to be used to help reduce their property tax bill. The program is focused on volunteers in roles that primarily provide a direct connection with students with an emphasis on academic tutoring.

Eligibility:

1. Age 62 or older.
2. Eligible to receive Social Security.
3. Live in the home for which the person pays property taxes in the School District of Manawa.
4. Confirm annually or enroll in the STEP program with the school district through Mrs. Ruth Lord, STEP Coordinator. The program provides screening, orientation, and background checks.

Property Tax Credit:

1. Credit of \$6.50 per hour.
2. Volunteers may be credited up to maximum of 66 hours in a calendar year (December 1 – November 30) for a total of \$429.00.
3. Credit will be a check, payable to the municipality and is to be applied to property tax payments.

SECTION TEN

Equal Educational Opportunities/Nondiscrimination

It is the policy of the School District of Manawa that no person may be denied admission to any public school in this district or be denied participation, be denied the benefits of, or be discriminated against in any curricular, extracurricular, co-curricular, public service, recreational, or other program or activity because of the person's sex, race, religion, national origin, ancestry, color, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability as required by section 118.13 of the State Statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 Rehabilitation Act (handicap), and Americans with Disabilities Act of 1990 (disability). The district shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. The District encourages informal resolution of complaints under this policy. A formal complaint procedure is available, however, to address allegations of policy violations in the district.

Any questions concerning policy or curriculum should be directed to:

Ryan Peterson
District/Business Administrator
School District of Manawa
800 Beech Street
Manawa, WI 54949
(920) 596-5300

Any questions concerning Section 504/ADA should be directed to:

Sarah Chambers
Manawa Middle School/Little Wolf High School
515 E. 4th Street
Manawa, WI 54949
(920) 596-5802

Any questions concerning Title IX should be directed to:

Carmen O'Brien
Business Manager
School District of Manawa
800 Beech Street
Manawa, WI 54949
(920) 596-5332

Michelle Johnson
Secondary Principal
Manawa Middle School/Little Wolf High School
515 E. 4th Street
Manawa, WI 54949
(920) 596-5310

SECTION TEN

Any questions concerning Special Education/IDEA should be directed to:

Danielle Brauer
Manawa Elementary Principal/Special Education Director
800 Beech Street
Manawa, WI 54949
920-596-2559

Any questions concerning Titles I, II, III, and IV should be directed to:

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

*Refer to: Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity
Policy 5710 - Student Complaints | Policy 5517 - Student Anti-Harassment
Policy 5516 - Student Hazing | Policy 5517.01 - Bullying*

Complaint Procedures

Any person or group having a legitimate interest in the operations of this District will have the right to present a request, suggestion, or complaint concerning District personnel, the program, or the operations of the District in accordance with district policy/ procedure. At the same time, the Board of Education has a duty to protect its staff from unnecessary harassment. Any formal requests, suggestions, or complaints must be submitted in writing and signed by the person making the request, suggestion, or complaint. Assistance in drafting the written complaint will be made available if requested. Anonymous complaints, unless criminal in nature, will not be investigated.

Refer to: Policy 9130 - Public Requests, Suggestions, or Complaints

Directory Information

Pursuant to the U.S. General Educational Provisions Act, the School District of Manawa declares the following as "Directory Information" as provided in the said act and that information related to students may be public information in any of the following categories:

- A student's name;
- Photograph;
- Participation in officially-recognized activities and sports;
- Height and/or weight, if a member of an athletic team;
- Date of graduation;
- Degrees and awards received.

All students in the School District of Manawa grant permission for the School District of Manawa to use team and/or individual photos and names on its web site or press releases for the sole purpose of communicating contest results, event news, school activities, or promoting the specific curricular or co-curricular activities in a positive manner. Any parent/guardian of any student in this District may notify the District by notifying the principal of the school in which said student attends if the parents/guardians desire that none of the above information be released without the parent's/guardian's consent provided that such notification is given within fourteen (14) days of the publication of this notice to the district.

SECTION TEN

Refer to: Policy 8330 - Student Records

Parent/Legal Guardian Rights and Responsibilities

Both natural parents and/or legal guardians have the right:

- To view the child's school records.
- To receive school progress reports and receive school mailings.
- To visit the child briefly at school on a reasonable basis and approved by the building administrator. The parents cannot disrupt the educational process.
- To participate in parent/teacher conferences.

Only a legal document (e.g., final divorce decree which includes specific denial of visitation rights or a restraining order denying visiting rights) can prevent an individual from participating in the activities as noted above. In cases where parents are separated or divorced and one parent has legal custody, the school must have written proof in the form of a copy of the court order that explains both custody and visitation rights. Schools must have the appropriate legal documentation in order to assure compliance with any limiting court order. This would include restraining orders. Request for additional copies of report cards, newsletters, etc., should be made in writing to the building principal including name and a current mailing address. It is the responsibility of the parent and/or legal custodian to inform the school office of his/her name, address, and telephone number if they wish to be consulted regarding the child or wish to be placed on the school's mailing list.

Only a parent and/or legal guardian has the right to remove the child from school or to visit the child in school. If another individual asks to remove a child or visit a child, the principal will contact the parent/guardian and inform them of the request.

Refer to: Policy 5780 - Adult Student/Parent Rights | Policy 8330 - Student Records

Parent Right to Know

It is the parent's/guardian's right to know the qualifications of a child's teacher and/or support staff. Requests can be made by contacting the District Office at (920) 596-2525. Requests will be addressed in a timely manner. The following information is available:

- Does the teacher have a Wisconsin Department of Public Instruction license or appropriate qualifications to teach the grades and subjects he/she teaches?
- Can the teacher teach in a classroom without being licensed or qualified under state regulations because of special circumstances?
- The teacher's college major, whether the teacher has advanced degrees, and if so, in what subjects?
- Do any teacher's assistants or similar paraprofessionals provide services to your child and what are their qualifications?

Parents/guardians will also be notified of the results of academic achievements related to required ESSA assessments.

Place of Residence/Open Enrollment

A student's residence is with their parents or legal guardian. If for any reason a family moves out of the district boundaries during the school year, students are allowed to complete the current school year but a tuition waiver form must be completed within ten (10) days of the move. To continue attending a school outside of the resident district beyond the current school year, open enrollment forms will need to be completed. The state has established specific timelines and procedures in order to continue to attend a school outside the resident district. When moving out of the school district boundaries, contact the District Office for specific information.

Refer to:

Policy 5113 - Open Enrollment Program (Inter-District)

SECTION TEN

Policies

Any policies referred to in this handbook are available on the District Website at: <https://www.manawaschools.org/district/policies.cfm> or upon request from your child's school office. This handbook does not cover all existing policies of the Board of Education. Additional policies and regulations will be presented and addressed with the student body as they become pertinent in terms of timing. Should questions arise on any topic not covered in this booklet, students, parents, and guardians are encouraged to converse with school personnel. Please note that the administration reserves the right to deviate from the included information in the interest of the safety and welfare of the students and staff.

Student Records

Student records are maintained in the interest of the student to assist the school in providing appropriate educational experiences. The School District of Manawa maintains student records for each student attending school in the District. State and federal laws require the control and maintenance of such records assure confidentiality. Accordingly, only those individuals or agencies specifically authorized by state and federal law are granted access to a student's records. Exceptions will only be made when the student's parent, guardian, or the adult student grants permission.

Refer to: Policy 8330 - Student Records

Adapted with permission from the School District of New London – June 2022

ADDENDUM A

SCHOOL SPONSORED CLUBS AND ORGANIZATION

2022-23 School District of Manawa District-Sponsored Organizations, Clubs, and Activities

The following is a listing of the many clubs and organizations available in the School District of Manawa. All club and organization participation is voluntary. Students are encouraged to discuss their interest in clubs or organizations with their parents or guardians before joining.

Refer to: Policy 2430 - District Sponsored Clubs and Activities

Competitive Extracurricular Clubs and Activities:

HS Forensics

Advisors: Mrs. Konkol

Meeting Location, Date, & Time: Planning and introductory meetings begin in December and January when participants meet with coaches individually and as a team to practice for competitions occurring February through mid-April. Meetings occur in Mrs. Konkol's classroom and practices occur in Mrs. Konkol's/Ms. Gruman's classrooms. Practices are held before school, during prep time, during lunch, or after school by appointment. Participants must attend team meetings and practices with coaches, as well as all meets to try to earn passing scores that allow them to advance to the next level of competition. Manawa occasionally hosts a competition, but most are held at neighboring schools; the state competition is held at UW-Madison.

Mission and Purpose: The mission of the LWHS forensics program is to help students improve their public speaking skills, build their confidence, and share their talents in a supportive atmosphere. The program is open to all high school students. Participants choose their own categories and deliver speeches, readings from pieces of literature, or small group dramas in front of peers and for evaluation from a judge. The LWHS forensics program belongs to the WHSFA (Wisconsin High School Forensic Association), follows its rules, and attends sub-district, district, and state competitions through this organization. There is no student fee associated with this program.

MS Forensics

Advisors: Mrs. Konkol

Meeting Location, Date, & Time: Locations include the choir room and the stage area. Planning and introductory meetings begin in December and participants meet with coaches individually and as a team to practice for two competitions occurring in February/early March. Participants must practice with coaches (during and after school) and attend both meets to earn ribbons/medals based on their performances.

Mission and Purpose: The mission of the Manawa Middle School forensics program is to help students improve their public speaking skills, build their confidence, and share their talents in a supportive atmosphere. The program is open to 6th-8th grade students. Participants choose from 14 categories and deliver speeches, readings from pieces of literature, or small group dramas in front of peers and for evaluation from a judge. The MMS forensics program belongs to the middle level of the WHSFA (Wisconsin High School Forensic Association), follows its rules, and attends meets through this organization. Manawa occasionally hosts a meet, but most are held at neighboring schools. There is no student fee associated with this program.

ADDENDUM A - SCHOOL SPONSORED CLUBS AND ORGANIZATION

HS Art Team

Advisor: Mrs. Zabler

Meeting Location, Date, & Time: 1-2 times per week during Rtl or after school in the fall. Additional meetings occur leading up to the spring competitions. The location is in the HS Art Room.

Mission and Purpose: The Wisconsin Art Education Association's mission is to promote excellence in visual art and design education for all students, art advocates, and art educators.

Students participate in a state-wide high school Art competition, sponsored by the Wisconsin Art Education Association called the "Visual Arts Classic" (thus following the rules and bylaws of the competition). The competition involves various studio media, has a yearly "theme", and students are involved with in-depth research on artists related to that year's theme. 12 members plus up to 6 alternates may participate. Students choose from artistic media and create "long-term" artwork (Oct - Feb).

At the competition, students will create an "on-site" project, as well as participate in a team "artist quiz bowl". Scores are earned both individually and as a team. Projects are judged by volunteers (professional artists, retired art teachers, etc.). The regional competition is in March at U.W.-Stevens Point, State Competition in April at U.W.-Madison. Team T-shirts are paid for through Art Club funds (as most Art Team members are also Art Club members). (Mrs. Zabler is currently the U.W.- Stevens Point Regional Chairperson, and on the Administrative Board of VAC State)

Art Team has a huge positive impact on our creative students and is an outlet for them to go above and beyond the regular HS Art Curriculum. They not only work on individual projects, but they also brainstorm ideas together and work as a team. Students also receive face-to-face critiques of their work from the judges.

HS Debate

Advisor: Mr. Polkki

Meeting Location, Date, & Time: Debate season takes place at tournaments held at participating schools from September through early December. Practices are held in Mr. Polkki's classroom.

Mission and Purpose: The purpose of debate is to offer a wide range of benefits while appealing to many students by providing them chances to improve in areas such as public speaking skills, research skills, teamwork, note-taking and listening skills, knowledge of current event issues, and self-confidence. Debate is open to all High School Students. High School Debate is an organization with a set format to create a fair and challenging debating contest in which participants will often debate both sides of an issue. Debates are centered on a resolution (a controversial statement). Resolutions are about a variety of topics, chosen largely by the students participating in the league. In every debate, the affirmative (Pro) side speaks in favor of the resolution and the negative side (Con) speaks against it. A debate takes about 45 minutes and consists of a series of speeches for and against the resolution. There is also cross-examination, in which competing teams challenge each other's ideas. Each debate has a judge who listens carefully to the arguments presented and chooses a winner. Debate meets feature 4-5 rounds in a Tournament.

High School Quiz Bowl

Advisor: Mr. Collins

Meeting Location, Date, & Time: Typical meetings take place in the advisor's room during lunch. The season begins in January and ends in March with practices beginning in November.

Mission and Purpose: The purpose of the Quiz Bowl is to provide students with a quiz-based competition that tests players on a wide variety of academic subjects. Quiz Bowl is a club for high school students in which they can participate in a trivia competition against other CWC schools. At a Quiz Bowl meet, two teams of four will be asked various questions about wide-ranging topics from current events, math knowledge, to even Christmas song lyrics. Students compete at either the A or B level and a competition consists of one match at each level. In addition to all the knowledge gained with answering questions and learning trivia, students also work on public speaking, teamwork, and problem-solving skills.

ADDENDUM A - SCHOOL SPONSORED CLUBS AND ORGANIZATION

Bowling Club

Advisor/Coach: Mr. Beyer

Meeting Location, Date, & Time: Thursdays after school at Keglers Bowling Center

Mission and Purpose: The mission and purpose of the Bowling Club is to provide students the opportunity to bowl with teammates and reach their full potential as lifelong bowlers. Practice starts October 1st with the first match starting the first week of November. There are 10 matches from November until mid-February. State competition is held the first weekend in March if the team qualifies. All matches are baker format or team bowling. Matches travel to area schools on Sundays. There is a fee of \$50 to help cover entries, practice, uniforms. There are some fundraising opportunities throughout the season. No experience is needed. Coaches will teach/coach to all interested students. Scholarships are available through tournaments. The middle school team is also available.

Non-Competitive Extracurricular Clubs and Activities:

Manawa FFA

Advisor: Mrs. Cordes

Meeting Location, Date, & Time: Before school/homeroom/lunch/evening events and held in Mrs. Cordes' classroom unless otherwise indicated.

Mission and Purpose: (National Mission Statement) FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Manawa FFA is a youth organization for students in grades 9 - 12 who wish to develop premier leadership, personal growth, and career success through agricultural education. **Students in 7th and 8th grade may join FFA to complete a specific independent study project, e.g. exhibiting at the county fair or participating in a career development event (CDE) or leadership development event (LDE).

FFA is a co-curricular organization as instruction is delivered through three components: classroom/laboratory instruction (contextual learning), Supervised Agricultural Experience (SAE) programs (work-based learning), and FFA. The cost to join is \$20/year which includes a t-shirt and membership in Manawa FFA, Wisconsin FFA, and National FFA. Additional fees may apply for travel or competitive events.

The FFA Program of Activities follows national FFA standards in order to grow leaders, build communities, and strengthen agriculture. The FFA officer leadership team and advisor coordinate voluntary activities for the members. Information about opportunities is available on Google Classroom, announcements, Manawa Facebook page, in the agriculture room, and at meetings. Major fundraiser: dessert auction at annual member banquet. FFA is a buffet of opportunities!

High School Gay-Straight Alliance (GSA) Club

Advisors: Mrs. Zabler

Meeting Location, Date, & Time: Weekly meetings on Fridays in the choir room during lunch.

Mission and Purpose: The mission of the club is to showcase the similarities between LGBTQ+ students and non LGBTQ+ student allies through group activities, discussion, and community service. The Gay-Straight Alliance (GSA) aims to create a safe, welcoming, and accepting environment for all youth, regardless of sexual orientation or gender identity. This club encourages the acceptance and support of all students.

ADDENDUM A - SCHOOL SPONSORED CLUBS AND ORGANIZATION

National Honor Society (NHS)

Advisor: Mrs. Koshollek

Meeting Location, Date, & Time: Meetings occur in the LWHS/MMS Commons once per month during homerooms.

Mission and Purpose: The mission of NHS is to honor students who have excelled in scholarship, leadership, service, and character. National Honor Society membership is by invitation only to juniors in their second semester and seniors with a cumulative grade point average of 3.4 or higher. Students must also have staff and community member recommendations to be in this club. The purpose of this club is to give members an opportunity to share their scholarship, leadership, and service within the school community. National Honor Society has a long-standing partnership with the Community Blood Center and hosts 3-4 Blood Drives each year for the students who are 16 years of age and older to donate blood. Students also assist with tutoring as needed and must do other service projects within the community.

HS Student Council

Advisor: Ms. Eck

Meeting Location, Date, & Time: Once per month in Ms. Eck's classroom and TBD in the summer.

Mission and Purpose: The mission and purpose of the Student Council are to promote social activities within the school and the community as well as make Little Wolf High school a better place through leadership development. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body.

The LWHS Student Council belongs to the Wisconsin Association of School Councils (WASC) and participates in leadership activities through WASC including the Fall Regional and Spring State WASC Conferences. The WASC is dedicated to the continuation and expansion of leadership development and student responsibilities in Wisconsin. Little Wolf High School Student Council is open to all high school students who are interested in its mission provided they continue to be students in good standing. Within the Student Council, there is a leadership team of students who are elected to those positions by their peers on the Student Council. There is no fee for students to participate in the Student Council.

HS Art Club

Advisor: Mrs. Zabler

Meeting Location, Date, & Time: The club meets periodically as needed before or after school, homerooms, and during lunch periods in the HS Art room.

Mission and Purpose: The mission and purpose of the HS Art Club are to provide opportunities for creative growth, and organize High School Art students interested in raising funds to visit an Art Museum/Gallery. The club seeks to provide an opportunity to see famous works of art. Occasionally, Art Club members participate in community service activities, such as face painting, downtown window decoration, etc. Fundraising generally starts in Fall. The trip location is based on the number of funds raised and student interest. Potential destinations include but are not limited to - Milwaukee Art Museum and Horticultural Domes, Madison Chazen Art Museum, Leigh Yawkey Woodson Art Museum, and The Chicago Art Institute.

Ski Club

Advisors: Mr. Bortle and Mrs. Bortle

Meeting Location, Date, & Time: Nordic Mountain, Dates to be determined 4:30 p.m. - 7:00 p.m.

Mission and Purpose: The purpose of this extra-curricular club is to provide the students of Manawa the opportunity to learn and explore activities that help develop a healthy lifestyle beyond their school years. Sixth through twelfth-grade students interested in skiing and snowboarding participate in four dates of skiing at Nordic Mountain near Wild Rose. All students are required to have lessons if they have not skied or snowboarded before. Students can rent their own equipment or bring their own equipment with them. Helmets are mandatory.

ADDENDUM A - SCHOOL SPONSORED CLUBS AND ORGANIZATION

HS FOR (Friends of Rachel) Club

Advisors: Ms. Eck and Mrs. Krause

Meeting Location, Date, & Time: One to two times a month during homeroom. Meetings occur in the LWHS/ MMS Commons, in order to plan small and large activities to promote kindness.

Mission and Purpose: The mission and purpose of the LWHS FOR club are to spread kindness throughout the school community. It is open to any high school student who is interested in promoting the cause. Although the FOR club is not affiliated with any state or national organization, it is based on the story of Rachel Scott, one of the first victims of the Columbine school shooting. Her writings inspired a movement based on the idea that kindness towards others could be a spark to improve the lives of young people throughout school communities. There is no student fee associated with this program.

MS FOR (Friends of Rachel) Club

Advisors: Ms. Eck and Mrs. Krause

Meeting Location, Date, & Time: One to two times a month during homeroom. Meetings occur in the LWHS/ MMS Commons, in order to plan small and large activities to promote kindness.

Mission and Purpose: The mission and purpose of the FOR club are to spread kindness throughout the school community. It is open to any middle school student who is interested in promoting the cause. Although the FOR Club is not affiliated with any state or national organization, it is based on the story of Rachel Scott, one of the first victims of the Columbine school shooting. Her writings inspired a movement based on the idea that kindness towards others could be a spark to improve the lives of young people throughout school communities. There is no student fee associated with this program.

HS Yearbook

Advisor: TBD

Meeting Location, Date, & Time: TBD

Mission and Purpose: The mission of the LWHS Yearbook Club is to provide students the opportunity to create the Little Wolf yearbook. No artistic talents are needed as students decide on the media that will be included in the yearbook while designing the pages. As a student-led club, students have the final say for all information included. Ms. Wright will facilitate and help keep the students organized while following a timeline for production. Students will use the Jostens website to fully develop the yearbook. There is no student fee associated with this program.

MS Yearbook

Advisor: TBD

Meeting Location, Date, & Time: TBD

Mission and Purpose: The mission of the MMS Yearbook Club is to provide students the opportunity to create the Manawa Middle School yearbook. No artistic talents are needed as students decide on the media that will be included in the yearbook while designing the pages. As a student-led club, students have the final say for all information included. Ms. Wright will facilitate and help keep the students organized while following a timeline for production. Students will use the Jostens website to fully develop the yearbook. There is no student fee associated with this program.

Drama Club

Advisor: Mr. Ftzweiler

Meeting Location, Date, & Time: TBD

Mission and Purpose: The Mission of the Drama Club is to educate students on theater production both onstage and off stage and to promote the growth of their skills in all aspects of theater while providing performance opportunities. Drama Club is an extracurricular group that produces musicals, plays, and one-act plays periodically throughout the school year. It is open to students in grades 6-12 enrolled in the School District in Manawa. Students will participate in all aspects of theatrical production from the crew, building, costumes, lighting, sound, acting, etc. The final production will be performed for the public.

ADDENDUM A - SCHOOL SPONSORED CLUBS AND ORGANIZATION

MS Class Officers

Advisors: Middle School Core Teachers

Meeting Location, Date, & Time: Meetings are held in the MMS Suite and MMS classrooms and meet at various times throughout the school year to plan activities in the MMS area.

Mission and Purpose: The purpose of middle school class officers is to promote social activities within the middle school, and at times, the community to make our school and community better places. Along with that, this is a way for students to explore their burgeoning leadership skills and an early understanding of civic responsibility and voting. This opportunity is open to all middle schoolers who are interested, which is then narrowed down to the elected class officers. There is no fee for students to be a class officer.

Sources of Strength

Advisors: Ms. Connolly, Mrs. Cordes, Ms. Eck, Mrs. Krause, Ms. Wright, and Mr. Ziemer

Meeting Location, Date, & Time: Meetings occur during school hours minimally once per month during homeroom in the commons.

Mission and Purpose: Our mission is to provide the highest quality evidence-based prevention for suicide, violence, bullying, and substance abuse by training, supporting, and empowering both peer leaders and caring adults to impact their world through the power of connection, hope, help, and strength. Sources of Strength is an evidence-based program geared toward increasing student strengths which helps with student mental health and suicide prevention. This club is open voluntarily to students from grades 6-12. Students plan various campaigns to help students recognize and build on areas of strength including positive friends, mentors, healthy activities, generosity, spirituality, physical health, mental health, and family support. This club initially began with grants from the Department of Public Instruction and ThedaCare and is being piloted during the 2021-22 school year.

Manawa Elementary Student Council

Advisors: Mrs. Ziemer, Mrs. Whitman, and Ms. Ujazdowski

Meeting Location, Date, & Time: Over lunch or Wolf Time in Mrs. Whitman's classroom

Mission and Purpose: The Manawa Elementary School Student Council was established to help students with natural leadership skills work to make MES a fun, inviting learning environment for all students. Each year the Student Council develops and leads a variety of different activities for the entire school. The Student Council does a variety of activities like promoting Red Ribbon Week, organizing and running the October school-wide assembly, promoting World Kindness Day, and planning for the yearly school-wide food drive that collects Thanksgiving meal foods for families in need.

The following SDM Clubs/Activities are currently inactive:

- Powerlifting
- Archery
- Future Business Leaders of America (FBLA)

Additionally, there is a student-led Bible Club that meets in Mr. Patrick Collin's classroom under his supervision about once a week. Mr. Collins does not lead or participate in the activities. This is a community activity that simply makes use of school space for their meetings.

On occasion, the Waupaca County 4-H groups may also use various school spaces.

A variety of community-based youth sports programs use the school facilities.

ADDENDUM B – SIGNATURE PAGE

STUDENT/PARENT HANDBOOK SIGNATURE PAGE

Please review the attached Student/Parent Handbook information, read this page carefully then sign the bottom.

In the event of a medical emergency, during my absence, I hereby give consent for treatment, administration of anesthesia, and surgical intervention for my (son / daughter) _____ as deemed necessary by the attending physician. This consent is extended to the physician, nursing staff, and hospital and will remain in effect until revoked in writing by the undersigned. The parent's recommendation will be respected as far as possible. I understand that in the final disposition of an emergency, the judgment of school authorities and medical staff will prevail. Anytime the above information changes, I will notify the school. Completed information is to be confidentially shared with school staff as medically indicated.

My signature at the bottom of this form gives consent as stated above.

We will read or have previously read and discussed with our child the Student/Parent Handbook and fully understand that these are the rules and regulations of the School District of Manawa. We affirm that we are expected to comply with these rules and regulations.

Student Name (print) _____

Date: _____ Parent/Guardian Signature _____

Print Name _____

Date: _____ High School Student Signature _____

* High School Student Signature is Mandatory



Students choosing to excel; realizing their strengths

To: Board of Education
From: Michelle
Date: June 19,2023
Re: Additions to the Student Handbook Request

The purpose of this memo is to recommend the adoption of the Bridge and Success Academic Intervention Program as a response to best support students at the secondary level grades 6-12.

***To be inserted before the truancy clause**

Section 3:

Manawa Middle/Little Wolf High School Attendance Procedure

Unexcused Absences:

Each unexcused absence are communicated with families, discussed with student and Dean of Student/Administration.

If a student has an unexcused absence for.. then

- | | |
|--------------------------|--|
| 1- Partial or full day- | Assigned 1 Restorative Lunch Detention |
| 2- Partial or full days- | Assigned 2 Restorative Lunch Detentions |
| 3-Partial or full days | 3 Day Attendance Letter is sent home, assigned 2 Restorative Lunch Detentions |
| 4- Partial or full days | Phone call with family and assigned 2 Restorative Lunch Detentions |
| 5- Partial or full days | 5 Day Attendance Letter is sent home, attendance meeting with student and family, assigned 3 restorative lunch detentions |
| Over 5 unexcused | Attendance meeting/contract with student, family, school counselor, officer, Dean of Students, and Administration |
| 7 or more unexcused | 7+ Day Attendance Letter is sent home, meeting with attendance team, referred for truancy to District Administrator and county |

***Each student situation is determined and reviewed by administration case by case.**

Page 13: Under Section 4

*In addition to this clause:

Violations against school administrative procedures:

Q. Cheating, refusal to follow school rules, disruptive behavior, possession of fireworks, defiance of authority, distribution of inappropriate materials, inappropriate student dress, trespassing, throwing ice/snowballs.

Academic Dishonesty:

Students are expected to do their own work. Copying, cheating, and plagiarizing are not allowed. This includes inappropriate use of artificial intelligence websites or applications to dishonorably complete student work. Staff who assign work which is susceptible to plagiarism are asked to teach the definition of plagiarism and how to avoid it through quotations, citations, and rewording.



SCHOOL DISTRICT OF MANAWA

Student/Parent Handbook 2022-23



The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>). Copies of any policy/procedure can be obtained by contacting the District Office.

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.

School District of Manawa

■ ADMINISTRATION/BOARD OF EDUCATION

800 Beech Street
Manawa, WI 54949
920-596-2525
Ryan Peterson - District/Business Administrator

■ LITTLE WOLF HIGH SCHOOL/MANAWA MIDDLE SCHOOL

515 East 4th Street
Manawa, WI 54949
920-596-
Michelle Johnson - Principal; 6-12 Curriculum Director
Jeff Bortle – Dean of Students
Lance Litchfield – Athletic Director

■ MANAWA ELEMENTARY SCHOOL

800 Beech Street
Manawa, WI 54949
920-596-2559
Danielle Brauer – Principal; Special Education Director; 4K-5 Curriculum Director

■ PAVING THE WAY

407 S. Bridge Street
Manawa, WI 54949
920-596-2526
Danielle Brauer - Principal

■ FOOD SERVICE

515 East 4th Street
Manawa, WI 54949
920-596-5834
Brenda Suehs, Food Service Manager

■ KOBUSSEN BUSES, LTD.

109 N. Bridge Street
Manawa, WI 54949
920-389-1500
Jacob Elsner – Terminal Manager



SCHOOL DISTRICT OF MANAWA

Student/Parent Handbook

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SECTION ONE

School District of Manawa Board of Education

Mission Statement:

The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.

Vision Statement:

The School District of Manawa is the place where students are choosing to excel, realizing their strengths and achieving academic excellence.

“Students choosing to excel; realizing their strengths.”

Manawa Board of Education Mission Statement:

The Manawa Board of Education exists to lead and serve to support the education of all students focused on developing policies, retaining highly effective staff, acting on behalf of the community, and ensuring the sustainability of the district through open and clear communication.

Guiding Principles Grouped by Core Values:

- 1. Student Success - Public schools focus on putting the needs of all students first by:**
 - *Creating a student-centered learning environment conducive to all learners.*

- 2. Highly Effective Staff – Public schools demonstrate accountability to the students and community they serve by promoting high standards for:**
 - *Creating academically rigorous curriculum and instruction for ALL.*
 - *Closing the achievement gaps between sub-groups of students and their peers.*
 - *Engaging in regular professional development on research-based best practices.*
 - *Supporting and rewarding innovative and progressive initiatives for the betterment of the District.*
 - *Fostering a positive attitude toward change for the betterment of the District.*
 - *Expecting the highest degree of professionalism.*
 - *Creating a culture of competent and passionate employees.*

- 3. Innovative Leadership – Public schools demonstrate accountability to the students and community they serve by holding high leadership standards for:**
 - *Developing proactive planning procedures for curriculum, instruction, assessment, and record-keeping.*
 - *Budgeting with the needs of all learners as the first priority.*
 - *Recruiting and retaining highly effective educators.*
 - *Creating balanced programming options for remediation and enrichment.*
 - *Setting proper class sizes.*

SECTION ONE

4. **Parent-Community Engagement – Public schools are centers of community life and enhance the quality of life in the community to the extent that they promote and support:**

- Collaborating with all stakeholders involved in issues prior to decision-making.
- Being transparent in communications.
- Maintaining an open door policy.
- Creating a culture that develops and sustains school/district pride.
- Offering academic and social programs for families and the community.

5. **Learning Environment – Successful teaching and learning are nurtured in an institutional climate characterized by:**

- Maintaining the facilities to ensure they are safe, clean, welcoming, inspirational, and reliable work spaces for all.
- Nurturing a learning community that provides stability and a sense of satisfaction and fulfillment for all students and personnel.
- Providing contemporary, research-based resources and materials to support learning.
- Supplying and maintaining contemporary technology.

Key Performance Indicators:

- **Learning** – The SDM will provide instruction that meets local curriculum maps and engages students in experiencing that will prepare them for life after high school.
- **Operation Efficiencies** – The SDM will efficiently and effectively manage resources (human and financial) to produce long-term infrastructure sustainability and optimal student learning outcomes.
- **Safe & Orderly Environment** – The SDM will ensure that the school culture reinforces positive behavioral practices and that a comprehensive school safety plan is in place.
- **Engagement & Satisfaction** – The SDM will systemically build staff capacity through professional development and leadership opportunities in order to enhance student learning and a sense of personal well-being.

Board of Education Meetings/Members

The District is governed by the Board of Education, which is comprised of seven members who are elected for three-year terms. Regular Board of Education meetings are held at 7:00 p.m. on the third Monday of each month (unless otherwise posted) in the Board of Education Room located within Manawa Elementary School at 800 Beech Street, Manawa, Wisconsin 54949. Agendas are posted on the school's website, at each building, the Sturm Memorial Library, and the Manawa City Hall. Community input is encouraged.

- Sondra Reiersen - *President*
- Pete Griffin - *Vice President*
- Craig Fietzer - *Clerk*
- Kerri Jepson - *Treasurer*
- Shannon Hanson - *Director*
- Jamie Krueger - *Director*
- Stephanie Riske - *Director*

Refer to:

Policies 0100 through 0175.2

Policy 0167.3 Public Comment at Board Meetings

SECTION TWO

Administrative Team Mission Statement:

The mission of the executive team is to innovate, establish processes, and collaboratively problem-solve to ensure academic, behavioral, and social-emotional improvement for all students.

Little Wolf High School Mission Statement:

Creating solid foundations for lifelong success.

Manawa Middle School Mission Statement:

Preparing students academically, socially, and emotionally for future success.

Manawa Elementary School Mission Statement:

MES is a supportive and encouraging environment where students and staff can learn and grow through a collaborative and positive approach. Staff and students will respect and listen to each other while sharing the responsibility of learning.

SECTION THREE

Age of Majority (High School)

Students who have reached 18 years of age (or emancipated) are not exempt from complying with rules and policies enacted by the Board of Education, administration, and faculty. School rules made under state statutes are binding on all pupils, regardless of age. Eighteen-year-old students may petition to have their school records withheld from parents, may establish their own residence, write their own excuses, etc. If 18-year-old students develop poor attendance, tardiness, or a truancy record because of illness, they will be required to submit doctor's excuses. Before receiving this privilege, a parent contact may be required with the Building Principal to fully explain this process.

Attendance

There is strong evidence of a direct correlation between good attendance and student achievement. Wisconsin state law mandates all school age children must attend school unless they are ill or officially withdrawn from school. It is very important that we have the full cooperation of parents/guardians to ensure we verify each child's safe arrival at school and that we accurately record each student's daily attendance. We ask that parents/guardians call the school office before the start of the school day that their child is absent from school. When calling the attendance line, please provide the following information:

- Name of caller and relationship to the child (adults only)
- Student's name and grade level
- Reason for absence

If a child is absent and we have not received a call, we will attempt to reach the parent/guardian by calling home or work. The responsibility for reporting absences remains with the parent/guardian. Students are not penalized for participating in school sponsored co-curricular activities. Field trips, vocational programs, special assemblies, and athletic trips are examples of excused absences. A participant in a co-curricular activity must be in school and attend all scheduled afternoon classes on the day of an event except in cases of family emergency, excused pre-planned absences, or if a written medical release is obtained from a physician.

All excused planned absences require that written verification be provided by parents/guardians in advance of the absence. Requests for Planned Absence forms (Gr. 6-12 only) are available in the office and online, and forms MUST be completed and returned to the office at least one week in advance of a planned absence. Parents will be asked to provide verification of medical or dental appointments. Class work and tests will be allowed to be made up, but the responsibility for make-up work rests with the student. In order to provide work in advance of a planned absence, notification of at least one week is required. The school attendance officer or designee is authorized to approve a legal excuse for any student for the following reasons:

1. Evidence that the student is not in proper physical or mental condition to attend school or an educational program. The district may request the parent/guardian to obtain a written statement from a physician or licensed practitioner as proof of the physical or mental condition of the student upon three consecutive days of illness and/or all or part of 10 cumulative days of illness. Such excuse will be in writing and will state the period of time (not to exceed 30 days) for which it is valid.
2. An emergency in the family or other crisis which requires the absence of the student.
3. Observance of a religious holiday.
4. A quarantine imposed by a public health officer.
5. An in-school or out-of-school suspension from school.
6. Approved school activities during class time.
7. Special circumstances that show good cause.

Reference to: Policy 5200 - Attendance

SECTION THREE

Tardiness

Students are expected to be on time for all classes. In order for students to do their best work in class, it is necessary to be in class for a full period. Moreover, late arrivals in the classroom disrupt the educational environment for other students. A tardy is defined as the late arrival (10 minutes or less) of a student to a class without a pass from another staff member.

Refer to: Policy 5200 – Attendance

Truancy

Truancy means any absence of part or all of one or more days from school during which the school has not been notified of the legal cause. Truancy will also be applied for intermittent attendance carried on for the purpose of defeating the intent of the law. Students who are absent without an acceptable excuse for part or all of five (5) or more days in one semester are considered to be habitually truant. School personnel will contact the parent/guardian if an absenteeism problem is developing and a meeting will be arranged to discuss and remedy the matter. A student who is truant for all or part of a school day may be assigned consequences to include municipal citation and referral to the court system.

Refer to: Policy 5200 - Attendance

Honors Pass (High School)

Little Wolf High School issues an Honors Pass to students who maintain a 3.25 GPA or higher. The privileges associated with the Honors Pass are as follows:

- Gr. 9 – Open campus for lunch
- Gr. 10 & 11 – Open campus for homeroom and lunch unless the student needs to attend a meeting held during homeroom.
- Gr. 12 – Open campus for homeroom, lunch, and study halls.

Leaving School Grounds

Elementary/Middle School – No student is allowed to leave school grounds during school hours without direct communication from a parent or guardian.

High School – Students with an active Honors Pass are permitted to leave school grounds during their scheduled lunch period.

Picking Up and Dropping Off Students

When students arrive at school in the morning, they should be dropped off at the designated student drop off area.

Elementary School - If a child is to be picked up early from school, the parent/guardian is asked to send a note to the teacher or phone/email the school office. In that event, an approved adult must come to the office and sign the student out. The student will then be called from his/her classroom to leave from the office. The office should be called by 2:30 p.m. if there is a change in pick up. When picking up students at the end of the day, parents/guardians are asked to wait in the designated area.

Middle/High School - If a child is to be picked up early from school, the parent/guardian is asked to phone, send a note, or e-mail the attendance office. Students are required to sign out before leaving. Parent/Guardians are asked to wait outside at the front of the school.

SECTION THREE

Safety and Security

Your child's safety at school is our top priority. School administrators and staff are continually practicing, updating, and evaluating school safety policies and procedures.

Emergency and Crisis Planning - The School District of Manawa and each school building has emergency and crisis plans.

Secure Entrances – Manawa Elementary School and Manawa Middle School/Little Wolf High School have a secure entrance. All guests must request entry and register before being allowed to enter. All doors are locked throughout the school day to prevent any unwelcome guests.

Video Surveillance - All district buildings have video surveillance to assist in providing a safe school environment.

Emergency Communication - The School District of Manawa will provide emergency information through the Skylert (phone/email/text messaging) messaging system.

Emergency Drills - Emergency response drills are practiced with students and staff on a regular basis. Emergency action steps that are practiced include:

- Evacuation
- Shelter in Place
- Lockout
- ALICE – Alert, Lockdown, Inform, Counter, Evacuate

School Closing/Cancellation

If the School District of Manawa has any variation to the regular school day, an announcement is shared via Skylert, the district website, and/or local radio/television stations.

School Hours

SCHOOL	SCHOOL DAY	EARLIEST ARRIVAL/ BREAKFAST PROGRAM
Manawa Elementary School	8:00 a.m. – 3:00 p.m.	7:30 – 7:55 a.m. Arrival 7:40 a.m. Breakfast Served
Manawa Middle school	7:55 a.m. - 3:15 p.m.	7:30 – 7:55 a.m. 7:30 a.m. Breakfast Served
Little Wolf High School	7:55 a.m. - 3:15 p.m.	7:30 – 7:55 a.m. 7:30 a.m. Breakfast Served

Student supervision is available at the 'earliest arrival' time indicated on the chart above. Students should not be in the building before or after school unless there is an appointment with school personnel previously determined by teachers/parents or a school activity under the supervision of a teacher, coach, or advisor. Please contact the school office in advance of the event or extenuating circumstances.

School-to-Work Program (High School)

Students in the School-to-Work Program will keep regular attendance both in school and at the worksite. A student will not report to the worksite on any day he/she is absent from school and misses classes due to illness or truancy. An unexcused absence (1) and/or excessive excused absences (10) from school may result in suspension and/or removal from the School-to-Work Program. Unexcused absences (1), excessive absences (10), tardies, or behavior issues may result in suspension and/or removal from the School-to-Work Program.

Withdrawal and Transfer

Students are required to attend school regularly during the full period and hours that school is in session. Appropriate documentation must be completed in the event of withdrawal or transfer. School property must be returned and fees paid.

SECTION FOUR

Behavior

School District of Manawa staff and students value the dignity of all members of the school community at all times. A positive, consistent approach to discipline focuses on safety, respect, communication, self-discipline, problem solving, and prevention of discipline problems.

Repeated and/or serious rule violations and misbehaviors will result in an office referral to building administration. Parents/guardians will be contacted and will meet with the building administrator and/or Dean of Students in the event of serious or repeated behavior referrals.

Inappropriate and/or unsafe behavior may result in restrictions from play areas and/or participation in classroom activities. A student whose disruptive behavior forces his/her temporary removal from the regular classroom may be assigned to a suspension by an administrator or the Dean of Students. A parent/guardian of a student who is assigned an in-school or out-of-school suspension, will be given verbal and written notice of the suspension. A meeting between the parent/guardian, student, and school personnel will be arranged if deemed necessary by the school and/or parent/ guardian.

The Board of Education may expel a student from school whenever it finds them guilty of repeated refusal or neglect to obey the rules, or finds that they engaged in conduct while at school or while under the supervision of a school authority which endangers the property, health, or safety of others, and is satisfied that the interest of the school demands their expulsion. The District expressly prohibits use, possession, or exchange of alcohol, tobacco, drugs, or possession of related drug paraphernalia in the school building, on school property or school buses, or at school-related activities.

The District Administrator will refer any student who violates this policy to the student's parents and may also make a referral to law enforcement. The student may also be subject to disciplinary action, up to and including expulsion.

Disciplinary Action may be taken as a result of any behavior, which is disruptive or which violates the rights of others. The following acts are unacceptable and subject to disciplinary action in school, on district provided transportation, or at any school-sponsored activity. Minimum and maximum actions do not imply or require that a "step-by-step" progression of increasing severity be employed by an administrator in dealing with a violation. However, there will be a logical relationship between the severity of the offense and administrative action.

It should be understood by parents/guardians, students, and staff that all violations of school rules and regulations of state and federal laws will be vigorously enforced by school officials. Student's rights and responsibilities outlined by the School District of Manawa will be adhered to as the standard administrative practice regarding student discipline and student rights.

Corrective measures include, but are not limited to, a student conference, student dismissal from class, student detention, student suspension, counseling, expulsion, and/or change of placement.

Types of suspensions include, but are not limited to, the following:

- **In-School Suspension** - Student is assigned to a designated area during the regular school day under direct supervision. The student may not participate in co-curricular activities or any other district activities. The student is not allowed to leave school during the day for any reason. School work is assigned and credit is given for work successfully completed.
- **Out-of-School Suspension** - Students are placed under supervision of a parent/guardian during the period of suspension. A suspended student may not loiter, appear on school property, or be present at school-sponsored activities during the period of suspension. It is intended that this leave from school will afford the student and parents/guardians the opportunity to reflect, focus, discuss, and evaluate positive alternatives to the problem being addressed. Once a proposed plan of action has been determined, a conference with the concerned individuals will be arranged to rectify the condition for which the suspension was assigned. A student will be re-admitted to school after a satisfactory solution to his/her conduct is agreed upon by parents and administration.

SECTION FOUR

- **Suspensions and Disciplinary Leaves** are meant to positively modify student behavior. If a student continues to exhibit inappropriate behaviors which warrant further suspension, additional strategies may be implemented in an attempt to improve student behaviors. Parent conferences, counseling, behavior contracts, assessments and referrals to outside agencies are examples of such strategies. Continued violation of rules could eventually lead to expulsion.
- **Expulsion** is an action by the Board of Education that prohibits an enrolled pupil from further attendance as per Wisconsin State Statute. The Board of Education may expel a student whenever it finds them guilty of repeated refusal or neglect to obey the rules or finds that they engaged in conduct while at school or while under the supervision of a school authority which endangers the property, health, or safety of others, and is satisfied that the interest of the school demands their expulsion.
- **Referral to Law Enforcement or Juvenile Authorities** - If a student's misbehavior is such that a legal violation is involved, law enforcement officers or juvenile authorities may be contacted by the principal or a designated representative. If the officer indicates that they are arresting the pupil, with or without a warrant, that officer will have complete jurisdiction and responsibility in the matter and the principal will not interfere with the pupil's removal from the building.

It is understood that the rules for student conduct are not all inclusive. The administration will take such action as necessary and not forbidden by law to maintain a positive educational climate. Action may be taken with respect to any offense which interferes with the orderly conduct of the school or which impairs the usefulness and well-being of the school regardless of existence of a rule covering the offense.

The following violations could result in a minimum penalty of a student conference/parent contact and/or a maximum penalty of suspension/expulsion. Some violations require involvement of law enforcement authorities. This listing is not all inclusive.

Violations against persons:

- Fighting, harassment, inappropriate language, abusive language, disorderly conduct, interference, obstruction, possession of a weapon, assault, bullying, cyberbullying, intimidation, and discrimination.

Violations against property:

- Unauthorized use of school property, damage/defacing of property, tampering with fire equipment, theft, extortion.

Violations against school administrative procedures:

- Cheating, refusal to follow school rules, disruptive behavior, possession of fireworks, defiance of authority, distribution of inappropriate materials, inappropriate student dress, trespassing, throwing ice/snowballs.

Violations against technology regulations:

- Using the District Network or Internet for purposes with no clear educational value.
- Storing, accessing, creating or displaying obscene, pornographic, profane, threatening, racially offensive or illegal material.
- Attempting to gain access to the local drive of a machine or a network drive and/or attempting to modify, destroy, or abuse in any way system components including hardware and software.
- Vandalizing, harassing, or inciting insulting attacks on others.
- Violating copyright laws.
- Using another person's password.
- Trespassing or attempting to trespass in another person's folders, work, or files.
- Downloading and/or installing of any file not for clear, educational purposes. Absolutely no program files (.exe) games of any sort, or shortcuts should be present in a user's assigned network space.
- Posting any contact/personal information.
- Personal accounts on school devices.
- Vandalizing Chromebooks or other district devices.

SECTION FOUR

Violations involving drug and alcohol:

- The unlawful manufacture, distribution, dispensing, possession, or use of a mood-altering substance, look-alike substance, controlled substance, drug paraphernalia, and/ or alcohol on school district property, including all district-owned vehicles is prohibited at all times. These same provisions shall be in effect at all school-sponsored events including extracurricular activities while off school premises. Failure to abide by this policy will result in disciplinary action up to and including suspension and/or expulsion, and police involvement.
- All doctor prescribed medication must be stored and distributed within the Health Office. Any prescription medication consumed or stored in the school building outside of the Health Office will be in violation of the drug and alcohol policy.

Violation involving smoking/tobacco/vaping:

- The School District of Manawa is a Tobacco Free Zone
- Tobacco prohibition applies to everyone on school premises inclusive of students, staff and the public. Tobacco includes all electronic smoking devices, vapes, vape products whether or not they contain nicotine, and smokeless tobacco.

Violations involving weapons:

The Board prohibits students from possessing, storing, making, or using a weapon in any setting that is under the control and supervision of the District for the purpose of school activities approved and authorized by the District including, but not limited to, property leased, owned, or contracted for by the District, a school-sponsored event, or in a District vehicle, to the extent permitted by law.

The term “weapon” means any object that, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to, firearms as defined in 18 U.S.C. 921(a)(3)), guns of any type whatsoever, including air and gas-powered guns (whether loaded or unloaded), knives (subject to the exceptions below) razors with unguarded blades, clubs, electric weapons (as defined in 941.295(1c)(a), Wis. Stats.), metallic knuckles, martial arts weapons, chemical agents, ammunition, and explosives.

Policy exceptions include:

- A. weapons under the control of law enforcement personnel while on duty, or qualified former law enforcement officers, off duty law enforcement officers, or out-of-state law enforcement officers;
- B. items pre-approved by the Board as part of a class or individual presentation under adult supervision, including, but not limited to Hunters’ Education and Archery Education courses, if used for the purpose and in the manner approved (working firearms and live ammunition are never approved); and
- C. theatrical props used in appropriate settings with the approval of the building principal.

Refer to:

Policy 7540.03 - Student Technology Acceptable Use and Safety

Policy 5136.01 - Technology Resources and Other Electronic Equipment

Policy 7540 – Technology

Policy 7540.07 - District-Issued Student E-Mail Account

Policy 7544 - Use of Social Media

Policy 7542 - On-Site Access to District Technology Resources from Personally-Owned Communication Devices

Policy 5500 - Student Code of Classroom Conduct

Policy 5610 - Suspension and Expulsion

Policy 5605 - Suspension/Expulsion of Students with Disabilities

Policy 5772 - Weapons

SECTION FOUR

Bullying

The School District of Manawa strives to provide a safe, secure, and respectful learning environment for all students in school buildings, on school grounds, district provided transportation, and at school-sponsored activities. Bullying has a harmful social, physical, psychological, and academic impact on bullies, victims, and bystanders. The district consistently and vigorously addresses bullying so that there is no disruption to the learning environment and learning process.

Bullying is deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying is repeated behavior and involves an imbalance of power. The behavior is motivated by an actual or perceived distinguishing characteristic, such as, but not limited to: age; national origin; race; ethnicity; religion; gender; gender identity; sexual orientation; physical attributes; physical or mental ability or disability; and social, economic or family status.

Bullying behavior can be:

- Physical (e.g., assault, hitting or punching, kicking, theft, threatening behavior)
- Verbal (e.g., threatening or intimidating language, teasing, or name-calling, racist remarks)
- Indirect (e.g., spreading cruel rumors, intimidation through gestures, social exclusion, sending insulting messages or pictures electronically)

The School District of Manawa will not tolerate any known act of harassment or bullying occurring on district property or at school-sponsored activities scheduled on or off school grounds.

*Refer to:
Policy 5517.01 - Bullying
Policy 5517 - Student Anti-Harassment*

Due Process

An administrator may suspend a pupil for not more than five (5) school days or, if a notice of expulsion hearing has been sent for not more than a total of fifteen (15) consecutive school days for non-compliance with such rules, or for conduct by the pupil while at school or under the supervision of a school authority which endangers the property, health or safety of others.

Prior to any suspension, the pupil will be advised of the reason for the proposed suspension. The pupil may be suspended if it is determined that they are guilty of noncompliance with such rule, or of the conduct charged, and that their suspension is reasonably justified. The parent or guardian of a suspended minor pupil will be given prompt notice of the suspension and the reason therefore. The suspended pupil or his/her parent/guardian may, within five (5) school days following the commencement of the suspension, have a conference with the school district administrator, or designee, who will be someone other than an administrator or teacher in the suspended pupil's school. If the school district administrator, or designee, finds that the pupil was suspended unfairly or unjustly, or that the suspension was inappropriate, given the nature of the alleged offense, or that the pupil suffered undue consequences or penalties as a result of the suspension, reference to the suspension on the pupil's school record will be expunged. Such finding will be made within 15 days of said conference. A pupil suspended under this paragraph will not be denied the opportunity to take any quarterly, semester, or grading period examinations missed during the suspension period.

The Board of Education may expel a pupil from school if they are found guilty of repeated refusal or neglect to obey the rules, or finds that they engaged in conduct while at school or while under the supervision of a school authority which endangers the property, health or safety of others, and is satisfied that the interest of the school demands his/her expulsion.

SECTION FOUR

Prior to such expulsion, the Board of Education will hold a hearing. Not less than five (5) calendar days' written notice of the hearing will be sent to the pupil. If the pupil is a minor, the parent/ guardian will also be notified of the hearing and informed of the particulars of the alleged refusal, neglect or conduct, the time and place of the hearing and that the hearing may result in the pupil's expulsion. The pupil and, if the pupil is a minor, his/ her parent/guardian may be represented at the hearing by counsel. The Board of Education will keep written minutes of the hearing. Upon the ordering by the Board of Education of the expulsion of a pupil, a copy of the order will be mailed to the pupil and, if the pupil is a minor, to his/her parent/guardian. The expelled pupil or, if the pupil is a minor, his/her parent/ guardian may appeal the expulsion to the state superintendent. An appeal from the decision of the state superintendent may be taken within 30 days to the circuit court of the county in which the school is located.

Refer to:

Policy 5710 - Student Complaints | Policy 2266 - Nondiscrimination on the Basis of Sex in Education Programs or Activities | Policy 5517.01- Bullying

Policy 2260.01- Section 504/ADA Prohibition Against Discrimination Based on Disability

Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity | Policy 5517 - Student Anti-Harassment

Policy 9130 - Public Requests, Suggestions, or Complaints | Policy 5610 - Suspension & Expulsion

Policy 5610.01 - In-School Suspension | Policy 5611 - Due Process Rights

Student Backpacks/Book Bags/Handbags/ Purses (Middle/High Schools)

Students must store backpacks, book bags, handbags, and purses in their locker during the school day. These items will not be allowed in the library, labs, or classrooms unless there is a principal approved deviation to the rule to address a medically necessary exception per a doctor's orders.

Student Dress

Guidelines are established to promote a standard of appearance which enhances the learning environment while allowing for reasonable comfort and individuality. Students are expected to wear clothing and accessories appropriate to the school setting. When administration or staff deem that the student's dress constitutes physical danger, causes a disruption/disturbance to the learning environment, or does not meet the guidelines listed below, the student will be asked to change clothing and/ or remove accessories. These are guidelines to use before the student leaves the house to come to school.

Dress Code Guidelines:

- Any item of clothing or accessory that is offensive, disrupts the educational process, or creates a hazard to student safety may not be worn.
- Any item of clothing or accessory that depicts or promotes tobacco, alcoholic beverages, alcohol establishments, or controlled substances in the form of pictures and/or words may not be worn.
- Any item of clothing or accessory that depicts or promotes criminal activity that would threaten any person's health, safety or property (including unlawful possession or use of any weapon), criminal gang affiliation/activity, profanity, pornography, or violence that would constitute a violation of law or school rules may not be worn.
- Clothing must cover all private body parts and/or undergarments and must not be transparent.
- Hats, caps, hoods, sunglasses, jackets, and blankets are not allowed to be worn inside any school building. Special permission can be granted for medical or administrator approved reasons.
- Rubber-soled shoes are required for physical education. Flip flops are discouraged for Elementary for outdoor play. Students wearing flip flops may be asked to change into physical education shoes for recess.

Any question regarding appropriateness of clothing or accessories will be determined by the building principal.

Refer to: Policy 5511 - Dress and Grooming

SECTION FOUR

Social Events (Middle/High School)

All Manawa Middle School social events are restricted to School District of Manawa Middle School students only.

A Little Wolf High School student who wishes to bring a guest to a school-sponsored dance must receive written approval by the administration at least two days in advance. Middle School students and/or those over the age of 19 are not permitted attendance at High School dances.

School administrators or their designee reserve the right to restrict student attendance at any event.

Guidelines for social events include, but are not limited to:

- School rules apply to all school-sponsored activities.
- Students on suspension on the day of the event are not allowed to attend.
- A participant must be in school and attend all scheduled afternoon classes on the day of an event except in cases of family emergency, excused pre-planned absences, or if a written medical release is obtained from a physician.
- Doors will be locked after a reasonable time is allowed to get to social event.
- Once a student leaves the building, they are not to be readmitted to the social event.
- Roaming the building or loitering in the restrooms is not permitted.
- Students are to conduct themselves properly and to follow directions of chaperones and/or supervisors.
- Anyone who creates a disturbance may be asked to leave the event and/or restricted from future activities.
- Students removed from social events are not entitled to a refund.

Student Relationships (Middle/High Schools)

Appropriate behavior between students is expected and required at all times at all school activities. School and school activities are not considered appropriate places to show affection. Individuals/couples who fail to abide by this policy may be subject to disciplinary action.

SECTION FIVE

Academics

Class Assignments (Elementary/Middle School)

Class assignments are made with a variety of factors in mind to include, but not limited to, ability levels, peer interaction, and/or a student's learning style.

A parent/guardian may provide information about his/her child to assist in this process, but we ask that a parent/guardian avoid making specific teacher requests. Please share any pertinent information in writing with the building principal by April 30. The principal is responsible for final decisions on all class assignments. Finalized class rosters are made available to students and parents/guardians in August.

Co-Curricular/Academic Conflicts (Middle/High School)

There are numerous benefits to co-curricular involvement, and participation is highly encouraged. Teachers and advisors will work to decrease the likelihood of conflicts in schedules, but avoiding all conflicts may not always be possible.

Students are asked to notify teachers and/or coaches if there are unavoidable conflicts. Each circumstance is unique, so the Athletic Director will review each situation with the student, teacher, advisor, and/or coach and make a recommendation. Students who miss an academic activity to compete in a co-curricular activity will not be penalized for the decision made. Students will be required to make up any assignments that are missed.

Communication Home/School

Parents/guardians are encouraged to contact the school with any questions or concerns regarding a student's academic and social growth. There are a variety of communication forums available to share pertinent information at the classroom, school, and district level. Contact information must be kept up to date so information between home and school can be readily shared.

Conferences

Student progress is communicated through a combination of written reports, electronic notices, and parent-teacher conferences. The purpose of the scheduled conferences twice annually is to provide an opportunity to discuss the student's progress and needs with the student's teacher. These conferences are a very important part of the school year and an effort should be made to attend. By attending parent-teacher conferences, students see the importance that parents/guardians have placed on education and that it is valuable to obtain a good education.

Parents/guardians are encouraged to contact the classroom teacher, specialist, or principal to schedule additional conferences at any time during the school year.

SECTION FIVE

Graduation Requirements

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.

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 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.

Refer to: Policy 5460 Graduation Requirements

Modifications in Instructional Delivery or Academic Day

Should the need be identified to adjust traditional instructional methods and/or the traditional instructional day, students and parents/guardians will be expected to actively engage in the educational learning expectations set forth.

SECTION SIX

Transportation

Bus Transportation (Kobussen Buses, Ltd. - Contracted Service Provider)

The Board of Education will provide transportation for those students, of any age, whose distance from their school makes this service necessary. The district shall contract for transportation services in accordance with Policy 8680 for the transportation of resident students between their home areas and the schools of the district to which they are assigned. Transportation privileges may be revoked if the student's conduct is in violation of the district administrator's administrative guidelines or the Code of Conduct pertaining to student transportation. Such revocation shall be in accord with statutory-required procedures.

Transportation of eligible students with exceptional educational needs or attending a technical education program shall be arranged through the use of district-owned vehicles, through cooperation with other district, through commercial carriers, and/or by other means in the most efficient and economical manner.

The bus schedules/routes are available by contacting Kobussen Buses, LTD at 920-389-1500.

Students will ride only assigned school buses and will board and depart from the bus at assigned bus stops. Students will not be permitted to ride unassigned buses for any reason other than an emergency, except as approved by the building principal. A change in a student's regular assigned bus or bus stop may be granted by the building for a special need, if a written request from a parent/guardian is submitted to the principal stating the reason for the request and the duration of the change.

Bus Conduct

Students who are riding to and from school on transportation provided by the district are required to follow all school rules. The driver is responsible for student safety and may assign seating or direct the student in any reasonable manner to maintain that safety.

Parents are responsible for:

- the safety of their child while going to or from the bus stop and while waiting for the school bus;
- their child being at the bus stop at least five (5) minutes prior to scheduled pick-up time;
- damage by their child to school buses, personal property, or public property;
- informing their child of the rules of conduct and behavior for riding on the buses;
- informing the bus company when their child will not be boarding the bus.

Students shall:

Previous to loading:

- wait until the bus has come to a complete stop before moving forward to enter;
- cross the road, when necessary, at least ten (10) feet from the front of the bus only after the driver signal it is safe;
- go immediately to a seat and be seated;

During the trip

- listen to the bus driver;
- remain seated while the bus is in motion;
- keep head, hands, arms, and legs inside the bus at all times;
- not throw anything from the bus;
- keep objects out of the aisle;
- be courteous;
- not eat;
- not tamper with the bus or any of its equipment;

SECTION FIVE

Leaving the bus

- remain seated until the bus has come to a complete stop;
- cross the road, when necessary, at least ten (10) feet from the front of the bus only after the driver signal it is safe;
- be alert to a possible danger signal from the driver.

Bus Surveillance

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

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

Self-Transportation to School

Students who are provided the opportunity to ride school transportation are encouraged to do so. Students and their parent(s)/guardian(s) assume full responsibility for any transportation to and from school not provided by the school.

Bicycles, Scooters, Skateboards, Rollerblades: Bike racks are located in the front area of school buildings. Riding bicycles on school property during school hours is not permitted except during events or special occasions that involve bicycles. The district is not responsible for lost or stolen bicycles. Bicycles, scooters, skateboards, and rollerblades must be parked or stored at the areas designated at each building.

Reference to: Policy 5514 - Student Use of Bicycles

High School - A new car/truck student parking permit is required every year. Permits cost \$10 and must be displayed behind the rear-view mirror. Students failing to display their parking permit will be fined and may result in the suspension of the permit.

- A new snowmobile, ATV, UTV or other motorized vehicle permit is required every year. Permits cost \$5 and must be displayed visibly on the side of the snowmobile. Students failing to display their parking permit will be fined and may result in the suspension of the permit.
- If a student's permit is suspended, no fees will be refunded.
- When the school provides transportation to school-sponsored activities, students shall not drive their own vehicles, unless written permission is granted by their parent/guardian and approved by the principal in advance.
- No other students can be driven to a school-sponsored activity by the approved student driver without a note from a parent/guardian of passenger students granting permission and approved by the principal in advance.

Policy – 8600 Transportation

SECTION SEVEN

Free and Reduced Meal Applications

Free and reduced price breakfasts and lunches are available to all students whose family eligibility follows guidelines published each fall. Free and reduced meal applications can be obtained online at <https://www.manawaschools.org/programs/free-reduced.cfm> or from any school building at any time during the school year. A free/reduced application must be completed each year as guidelines change. If financial circumstances change at any time of the year, families are encouraged to complete an application. All information is kept confidential.

It is important that families complete the free and reduced lunch applications because funding for programs such as Title I reading are provided funding based on the percentage of students who qualify for this service. The School District of Manawa benefits from this application process. During periods of free food service there is a limit of one free breakfast and lunch per student each school day. All other meals and ala carte items must be purchased.

Food Service

Breakfast/Lunch account balances can be accessed through Family Access. If you are not signed up for Family Access contact the school building office. Parents are encouraged to keep a positive balance in the student's lunch account at all times. The system will be set up using family accounts, not individual accounts. One family deposit can be made if there is more than one child in the school system. This is a prepaid system with a variety of payment methods (weekly, monthly, semester, etc.).

Breakfast

School breakfast program is available to all students and meets or exceeds the USDA guidelines for nutritional standards. Milk is served daily with breakfast and is included in the breakfast price.

Elementary.....	\$1.30
Middle School	\$1.50
High School.....	\$1.50
Milk.....	\$0.40

Lunch

School lunch program is available to all students and meets or exceeds the USDA guidelines for nutritional standards. Milk is served daily at lunch and is included in the lunch price. Students eating a cold lunch may purchase milk.

Elementary.....	\$2.80
Middle School	\$3.00
High School.....	\$3.00
Milk.....	\$0.40

Milk Break (Elementary School)

Elementary school classrooms participate in a daily milk break. Students who qualify for free/reduced lunch will receive free milk for milk break.

Milk.....	\$0.40
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SECTION EIGHT

Emergency Contact Information

It is very important that the school is provided with updated student emergency information to enable contact in the event of emergency or illness.

Illness/Injury/Accidents

Please follow these guidelines when your child is ill:

- Your child must stay home for 24 hours after a fever of 100 degrees or greater has subsided without the use of fever reducing products. This may mean that the child may need to be home for 48 hours or more.
- Any ill children with sore throat, cough, diarrhea, vomiting should also stay home for 24 hours after their symptoms have subsided.
- If the child is seen by the doctor and returns before the 24 hours, they must have a note from the doctor stating that they may be in school.
- Rash may be the first sign of poison ivy or sumac, or a childhood illness such as chickenpox. A child with a rash should not be sent to school until a doctor examines them and provides a note stating that they may be in school.

The school will attempt to contact the home immediately in the event of an emergency such as illness or accident involving your child. If a parent cannot be reached, the parents' designee as indicated on the school emergency information will be contacted. The school will call emergency services if it is impossible to reach either parents or the parent designee in a reasonable length of time. Please notify your school each day that your child is home ill or out of school.

It is important that all injuries are immediately reported to the staff member in charge. If a faculty member is not present, the injury should be reported to the school office. The school will contact parents in case of serious injury.

Immunization Requirements

Vaccination requirements are determined by the Wisconsin Department of Health and Human Services (website: www.dhs.wisconsin.gov/immunization/index.htm). State law requires all public and private school students to present written evidence of immunizations within 30 days of admission.

Refer to:

Policy 5320 - Immunization

Administrative Guideline 5320 - Immunization of Students in School

SECTION EIGHT

Medication

If you wish to have the school office personnel administer medications to your son/daughter, you must bring it in the original pharmacy labeled container, properly marked with name of student, name of medication, dosage, and time to be given. The parent/guardian is responsible for personally delivering controlled substances to the school office personnel or school health paraprofessional.

An “Administration of Medication Consent” Form must accompany both prescription and non-prescription medication. Both parent/guardian and physician must sign the medication consent for administration of any prescription medication during the school day. For non-prescription medication to be administered during the school day, over-the-counter medication must be in the original, sealed manufacturer’s package and a parent/guardian signature is required. Only a limited supply of medication should be brought to school at any one time. No medications will be given without the properly signed consent form.

It is the parent’s/guardian’s responsibility to notify school personnel/school health paraprofessional of any change in medication or health condition. Emergency medications are required at school, extra-curricular events, co-curricular events, and field trips. If emergency medications are not provided, 911 will be called.

Refer to:

Policy 5330 - Administration of Medication/Emergency Care

Administrative Guideline 5330 - Administration of Medications

Administrative Guideline 5330A - Drugs Administered On an Emergency Basis

Release of Information

In compliance with federal regulations, the District requires a signature of informed consent to obtain or release school information regarding a student. This includes information for medical professionals and outside agencies to include rating scales and checklists regarding behavior or attention. A signed release allows for two-way communication between outside parties and the school health paraprofessional or school psychologist. Other school staff may receive summary information when there is legitimate educational interest.

School Counselors

School counselors are available to all students in an effort to personalize the educational process. This process involves a cooperative effort on the part of all school personnel to assist students in their personal and social development, educational needs and career planning. Students in kindergarten through grade 5 take part in a weekly developmental guidance program. Individual and group counseling is available to students demonstrating need. Counselors play a key role in linking student needs with available programs and services.

School Nursing Services – Health Paraprofessional

Families are reminded to report promptly any communicable diseases to your child’s school office or the health paraprofessional. Health problems in school situations need close monitoring by parents as well as the health paraprofessional who works under the direction of the District’s Medical Advisor.

Refer to:

Policy 5310.01 - Emergency Nursing Services

Policy 8453 - Direct Contact Communicable Diseases

Policy 8450 - Control of Casual-Contact Communicable Diseases

SECTION EIGHT

School Psychologist

A school psychologist is available as needed to provide services to students between the ages of 3 and 21. School psychologists provide consultation, diagnostic assessment, and direct intervention with respect to the educational and behavioral development of students. School psychologists are specially trained to administer individual tests and assessments, as well as interpret behavioral data to parents, teachers, and others. They coordinate educational management efforts with other staff regarding special programming for individuals or groups of students.

Special Education Programs and Services

The district provides special education services for students identified with the following disabilities recognized by the State of Wisconsin: Autism, Intellectual Disability, Emotional Behavioral Disability, Hearing Impairment, Other Health Impairment, Orthopedic Impairment, Significant Developmental Delay, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment. Specialists trained in instruction for children with handicapping conditions provide services to students who are eligible.

Each school has the support of a school counselor and access to a part-time school psychologist. The health paraprofessional services the needs of students at all schools. These individuals have extensive training and serve as consultants to students, their parents, and staff to provide health, educational, behavioral, and social supports where appropriate.

Student Welfare

In accordance with Wisconsin Statute, all School District of Manawa employees are required by law to report any suspected cases of child abuse and neglect.

*Refer to:
Policy 8462 - Child Abuse and Neglect*

SECTION NINE

Agendas (Grades 1-5)

Student agendas are utilized as an organizational and goal achievement tool for students. The agenda may also function as a pass system for students. Lost agendas or agendas with missing pages will be replaced at a cost to the student of \$5.00.

Animals in School Buildings

Prior approval shall be received from the classroom teacher and principal before any animals are brought into the school with the consultation of a veterinarian, if necessary, to ensure compliance for proper inoculation. The teacher must have a clear understanding of the responsible care of living animals before making any decision to use live animals for educational study. Service, emotional support, and therapy animals may be allowed contingent on meeting requirements.

Refer to:

Policy 8390 - Animals On District Property

Birthday Parties, Treats, Snacks (Elementary School)

Elementary classrooms offer a time during the day for students to eat a snack. It is requested that snacks be healthy and nutritious. Please do not allow your child to distribute birthday or other party invitations to individual students unless all students in the class are included. A request for the names of students in a class can be made to the school office or your child's teacher.

Change of Personal Information

Please inform the school office if there is a change in address, telephone number, or emergency medical information at any time during the year. Your call may be forwarded to the appropriate person for confidentiality purposes.

Fees

Class and District Fees include, but are not limited to:

Manawa Elementary School

- District Fee \$15.00
- Class of 2030-2035 \$10.00

Manawa Middle School

- District Fee \$20.00
- Class of 2027-2029 \$5.00

Little Wolf High School

- District Fee \$20.00
- Class of 2024 Fee \$10.00
- Class of 2025 Fee \$5.00
- Class of 2026 Fee \$5.00

A textbook/workbook (including electronic instructional resources) use fee is charged for each child enrolled in the district. Students who enter after the start of school will be charged a prorated fee. Families that qualify for free or reduced lunch can make arrangements with the Business Office for an adjustment in the usage fee.

The District also has an Urgent Needs Fund that is supported by the generosity of donations from the public. This fund can provide students/families with assistance in times of urgent need (as determined by school personnel) with food, school supplies, footwear, clothing, gas cards, or eye glasses to name a few examples. The school counselors and health paraprofessional oversee the Urgent Needs Fund.

Reference to: Policy 6152 - Student Fees, Fines, And Charges

SECTION NINE

Field Trips

Field trips are an important part of learning for students. They help students apply what they have been taught in the classroom and learn more about the community in which they live. All students attending field trips throughout the year must have a completed Field Trip Permission Slip on record which can be completed during the on-line registration process. Parents/guardians are notified when field trips are scheduled. It is especially important for students to dress appropriately for field trips.

Field trips are designed to extend classroom learning. We expect the same behavior out of school as we do in school. Students who present discipline problems may be asked to remain at school or be accompanied by their parent/guardian on future field trips.

Refer to: Policy 2340 - District-Sponsored Trips

Locker Room Privacy (Middle/High Schools)

The School District of Manawa enforces measures intended to protect the privacy rights of individuals using school locker rooms. Locker rooms are provided for the use of physical education students, athletes, and other activity groups and individuals authorized by the building principal or by District policy. No one is permitted to enter into the locker room or remain in the locker room to interview. No cameras, video recorders, cell phones, or other devices that can be used to record or transfer images may be used in the locker room at any time. Students and staff violating this policy will be subject to school disciplinary action and possible legal referral.

Refer to: Policy 9151 - Use of Cameras and Other Recording Devices in Locker Rooms

Lockers/Cubbies/Desks

A student locker/cubby is assigned for student convenience for storage of outer garments and school materials. Money or other valuables should not be kept in lockers or desks. Lockers and desks are the property of the school and not the student's private property. They may be opened and searched by school authorities at any time. Police dogs may be utilized in the process of conducting locker school-wide searches. Any unauthorized items found in a locker or desk may be removed.

According to 1997 Wisconsin Act 329, a school or school district official, employee, or agent may search a student's locker as determined necessary or appropriate without the consent of the student, without notifying the student and without obtaining a search warrant because the school board retains ownership and possessory control of all student lockers. The principal, Dean of Students, administrative team members, or teachers may be assigned that responsibility. High school student lockers should always be locked. Students should not share lockers with friends, nor should they let others know their locker combinations. The School District of Manawa is not responsible for items that are lost or stolen.

Signs, pictures, or other items which are not considered to be in good taste will be removed at the request of a staff member. Nothing should ever be glued to a locker. Magnets are encouraged to be used to hold pictures, posters, etc. Students may be charged for repairs resulting from defaced or damaged lockers. Any damaged locks will result in a replacement/repair fee.

Refer to: Policy 5771 - Search and Seizure

Lost and Found

All items sent to school for students should be marked with the student's name. Articles of clothing that have been found are kept in a central location. Properly labeled apparel will be returned to the original owner. Students are encouraged to check the Lost and Found area if they lose anything. Any unclaimed clothing or other articles will be donated to a community shelter at the end of each quarter. Some items may be turned over to Police Department on a periodic basis.

SECTION NINE

Money (Elementary/Middle Schools)

Money that is sent to school with students should be put in a sealed envelope marked with the student's name, the teacher's name, and the purpose for which the money is to be used. Checks are to be made payable to the School District of Manawa. Checks are to be made out for the exact amount for a given transaction.

Outdoor Play (Elementary School)

Physical activity is an important part of the school day. Recess takes place outdoors, weather permitting. Please make sure students are dressed appropriately for outdoor play. At the elementary level, snow pants, boots, and mittens are needed for children to play in the snow. If temperatures fall below zero, including the wind chill factor, recess will be held indoors.

Permission is needed from the teacher, principal, or a written medical excuse from a parent/guardian or health care provider for children to stay indoors during recess. Students needing to stay indoors for more than two consecutive days may be required to provide a written medical excuse from their health care provider.

Parent Involvement

Students achieve better academically when parents are involved as partners with educators in the learning process on a regular basis. Your interest and involvement demonstrate to your child that you value knowledge and education. There are many ways to become involved in your child's life—attending school events, visiting school for a day, participating in field trips, volunteering in the classroom.

Participate in parent/teacher conferences on a regular basis, and communicate with teachers as often as needed. Read and take note of all information that comes home from school, and promptly return requested information. Upon request, copies of information can be sent to "second parent" households. At home, encourage the continuation of the educational process by checking agendas, Skyward and/or Google Classroom/SeeSaw, as well as assisting with homework assignments and reading with your child. Expand concepts taught in school by going to plays, museums, zoos, or other educational venues. Help your child to organize time so they can accomplish what is expected, both at home and school.

Parent Teacher Organization (Elementary School) - Manawa Elementary School has a Parent Teacher Organization made up of a group of volunteer parents. Please see the individual school calendar for dates and times of meetings. For more information on becoming involved in the Parent Teacher Organization, please contact the school office.

Booster Clubs (Middle/High Schools) - There is a Manawa Athletic Booster Club and a Music Booster Club that are open to parents and all members of the community who wish to support fundraising and other support efforts for the athletic and/or music departments. For more information, contact the school office.

Refer to:

Policy 9250 - Relations with Parents

Policy 2261.01- Parent and Family Engagement in Title I Programs

SECTION NINE

Parking Regulations (High School)

Authorized school personnel may conduct a search of student possessions/belongings or automobile. A student who requests parking privileges gives implied consent for a search.

- All student vehicles must be parked in the west high school parking lot. Any vehicle not parked in this designated area may lose parking privileges.
- All vehicles must have permits to park in any the high school parking lot. This includes students, and staff. Permits are available at the school office.
- Permits stay with the vehicle of which it is registered.
- Permits and permit number must be seen from the outside of vehicle. Permits should be displayed on rearview mirror.
- Parking lots are monitored daily.
- Snowmobiles, ATVs, UTVs, or other motorized vehicles are allowed on properties in designated areas where principal permission has been granted.

Refer to:

Policy 5515 - Student Use of Motor Vehicles

Policy 5514.01 - Student Use of Motor Vehicles

Personal Belongings

Students are asked not to bring valuable possessions to school unless approved by the teacher. No trading cards of any kind are allowed on the bus or school grounds. The school will not be responsible for students' personal items that are lost or stolen. If it is necessary to bring large and valuable items, students are encouraged to check them into the main office.

Posters

All posters placed on bulletin boards or walls must be approved by an administrator before being put on display. Procedure and forms to obtain approval for distributing flyers are found on the district's website.

Student Activities and Organizations

Any student group which expects to enjoy the privilege of a school-sanctioned group must be an approved school organization. In order to become an approved school organization, a student group must:

- Include a teacher to act as advisor to the group.
- Apply for approval as a school organization to the Board of Education. Copies of the application are to be given to the principal and District Administrator. The application should include the organization's purpose.

Club meetings must be scheduled with the approval of the advisor. The advisor is to be in attendance at meetings. Club funds are deposited in the Student Activity Account. Funds will be disbursed only with the advisor's approval. (See Addendum A for complete listing of approved clubs and organizations.)

Student Pictures

Arrangements are made with a commercial photographer to provide individual student pictures. All students must have their photo taken for school records. Parents will be notified of order information prior to picture day, and payment must be made on picture day. Retakes will be scheduled for students who are new to the district, absent or wish to have their pictures retaken.

SECTION NINE

Technology

Students will have access to technology throughout the school building. The district has established acceptable use guidelines in accordance with the Children’s Internet Protection Act, and students will be held accountable to these guidelines. Internet access is monitored and should be used only for educational purposes. The District has established policies, guidelines, and strict Internet filtering safeguards in an attempt to prevent access to information that may be illegal, defamatory, inaccurate, obscene, or potentially objectionable.

The District supports and respects each family’s right to decide whether or not to allow for independent student access to the Internet. If a parent/guardian decides that the student is not to have Internet access, they must inform the building principal. Personal technology, other than cell phones, should not be brought to school.

Refer to:

Policy 7540.03 - Student Technology Acceptable Use and Safety

Technology Devices

Technology devices may only be used for educational purposes during the instructional day. All use of District technology must be in support of the mission and objectives of the District. Any use which does not fall into this definition may result in loss of District technology use privileges, school disciplinary action, legal action, and/or compensation for damages to school property. Students violating this policy will be disciplined according to established procedures and may include temporary or permanent confiscation of the device. Building administration may involve law enforcement if the device is used for illegal purposes or for a purpose that causes harm to others.

The District wishes to prevent the technology usage for cheating, invasion of privacy, malicious activity, violations of copyright, equipment and/or hardware vandalism, hacking, disruption of instruction, and other inappropriate use (i.e., bullying/sexting). Administration reserves the right to restrict individuals from having any type of electronic device in the building. The School District of Manawa does not accept responsibility for lost or stolen personal devices. With the 1:1 Chromebook initiative, students are not allowed to bring personal devices to school (laptops, personal computers, etc.)

Refer to: Policy 7540.03 - Student Technology Acceptable Use and Safety

Telephone Use (Elementary School)

Parents/guardians are encouraged to contact the teacher whenever necessary. For calls received during class time, messages may be taken for teachers to return calls as soon as possible or the call may be forwarded to the teacher’s phone messaging system.

Messages concerning changes in after-school procedures will be taken for students before 2:30 p.m. These messages will then be relayed to the student before dismissal. Whenever possible, make arrangements and send a note with the student about their after-school plans. Unless there is an emergency, students will not be called to the phone without permission of the building principal. Student calls for forgotten items will also need staff approval.

Visitors

Immediately upon entering the building, visitors are required to register in the office and pick up a visitor’s tag. This will assure the safety and well-being of everyone in our building and will allow visitors to receive necessary information for visiting. Parent/guardian visitors are welcome at any time, however, preplanned visits may be necessary to access various classrooms or activities.

If a conference is desired with a teacher, counselor, or administrator, it is best to make an appointment.

Student visitations are discouraged, but under certain circumstances can be allowed with the permission of the building principal and classroom teacher.

Refer to: Policy 9150 - School Visitors

SECTION NINE

Volunteers

Anyone volunteering at school is required to sign in at the school office. It is important that administration is aware of all people in the building at all times. The record also helps us to keep track of the number of volunteer hours. Background checks are required for all volunteers before work begins.

Refer to: Policy 8120 - Volunteers

STEP Volunteers - The School District of Manawa is pleased to offer a property tax rebate program for eligible senior volunteers who serve in programs at Manawa Elementary School, Manawa Middle School, Little Wolf High School, and St. Paul Lutheran School. Qualifying senior citizens will receive a credit to be used to help reduce their property tax bill. The program is focused on volunteers in roles that primarily provide a direct connection with students with an emphasis on academic tutoring.

Eligibility:

1. Age 62 or older.
2. Eligible to receive Social Security.
3. Live in the home for which the person pays property taxes in the School District of Manawa.
4. Confirm annually or enroll in the STEP program with the school district through Mrs. Ruth Lord, STEP Coordinator. The program provides screening, orientation, and background checks.

Property Tax Credit:

1. Credit of \$6.50 per hour.
2. Volunteers may be credited up to maximum of 66 hours in a calendar year (December 1 – November 30) for a total of \$429.00.
3. Credit will be a check, payable to the municipality and is to be applied to property tax payments.

SECTION TEN

Equal Educational Opportunities/Nondiscrimination

It is the policy of the School District of Manawa that no person may be denied admission to any public school in this district or be denied participation, be denied the benefits of, or be discriminated against in any curricular, extracurricular, co-curricular, public service, recreational, or other program or activity because of the person's sex, race, religion, national origin, ancestry, color, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability as required by section 118.13 of the State Statutes. This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race, color, national origin), Section 504 Rehabilitation Act (handicap), and Americans with Disabilities Act of 1990 (disability). The district shall provide appropriate educational services or programs for students who have been identified as having a handicap or disability, regardless of the nature or severity of the handicap or disability. The District shall also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examinations and other academic requirements. The District encourages informal resolution of complaints under this policy. A formal complaint procedure is available, however, to address allegations of policy violations in the district.

Any questions concerning policy or curriculum should be directed to:

Ryan Peterson
District/Business Administrator
School District of Manawa
800 Beech Street
Manawa, WI 54949
(920) 596-5300

Any questions concerning Section 504/ADA should be directed to:

Sarah Chambers
Manawa Middle School/Little Wolf High School
515 E. 4th Street
Manawa, WI 54949
(920) 596-5802

Any questions concerning Title IX should be directed to:

Carmen O'Brien
Business Manager
School District of Manawa
800 Beech Street
Manawa, WI 54949
(920) 596-5332

Michelle Johnson
Secondary Principal
Manawa Middle School/Little Wolf High School
515 E. 4th Street
Manawa, WI 54949
(920) 596-5310

SECTION TEN

Any questions concerning Special Education/IDEA should be directed to:

Danielle Brauer
Manawa Elementary Principal/Special Education Director
800 Beech Street
Manawa, WI 54949
920-596-2559

Any questions concerning Titles I, II, III, and IV should be directed to:

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

*Refer to: Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity
Policy 5710 - Student Complaints | Policy 5517 - Student Anti-Harassment
Policy 5516 - Student Hazing | Policy 5517.01 - Bullying*

Complaint Procedures

Any person or group having a legitimate interest in the operations of this District will have the right to present a request, suggestion, or complaint concerning District personnel, the program, or the operations of the District in accordance with district policy/ procedure. At the same time, the Board of Education has a duty to protect its staff from unnecessary harassment. Any formal requests, suggestions, or complaints must be submitted in writing and signed by the person making the request, suggestion, or complaint. Assistance in drafting the written complaint will be made available if requested. Anonymous complaints, unless criminal in nature, will not be investigated.

Refer to: Policy 9130 - Public Requests, Suggestions, or Complaints

Directory Information

Pursuant to the U.S. General Educational Provisions Act, the School District of Manawa declares the following as “Directory Information” as provided in the said act and that information related to students may be public information in any of the following categories:

- A student’s name;
- Photograph;
- Participation in officially-recognized activities and sports;
- Height and/or weight, if a member of an athletic team;
- Date of graduation;
- Degrees and awards received.

All students in the School District of Manawa grant permission for the School District of Manawa to use team and/or individual photos and names on its web site or press releases for the sole purpose of communicating contest results, event news, school activities, or promoting the specific curricular or co-curricular activities in a positive manner. Any parent/guardian of any student in this District may notify the District by notifying the principal of the school in which said student attends if the parents/guardians desire that none of the above information be released without the parent’s/guardian’s consent provided that such notification is given within fourteen (14) days of the publication of this notice to the district.

SECTION TEN

Refer to: Policy 8330 - Student Records

Parent/Legal Guardian Rights and Responsibilities

Both natural parents and/or legal guardians have the right:

- To view the child's school records.
- To receive school progress reports and receive school mailings.
- To visit the child briefly at school on a reasonable basis and approved by the building administrator. The parents cannot disrupt the educational process.
- To participate in parent/teacher conferences.

Only a legal document (e.g., final divorce decree which includes specific denial of visitation rights or a restraining order denying visiting rights) can prevent an individual from participating in the activities as noted above. In cases where parents are separated or divorced and one parent has legal custody, the school must have written proof in the form of a copy of the court order that explains both custody and visitation rights. Schools must have the appropriate legal documentation in order to assure compliance with any limiting court order. This would include restraining orders. Request for additional copies of report cards, newsletters, etc., should be made in writing to the building principal including name and a current mailing address. It is the responsibility of the parent and/or legal custodian to inform the school office of his/her name, address, and telephone number if they wish to be consulted regarding the child or wish to be placed on the school's mailing list.

Only a parent and/or legal guardian has the right to remove the child from school or to visit the child in school. If another individual asks to remove a child or visit a child, the principal will contact the parent/guardian and inform them of the request.

Refer to: Policy 5780 - Adult Student/Parent Rights | Policy 8330 - Student Records

Parent Right to Know

It is the parent's/guardian's right to know the qualifications of a child's teacher and/or support staff. Requests can be made by contacting the District Office at (920) 596-2525. Requests will be addressed in a timely manner. The following information is available:

- Does the teacher have a Wisconsin Department of Public Instruction license or appropriate qualifications to teach the grades and subjects he/she teaches?
- Can the teacher teach in a classroom without being licensed or qualified under state regulations because of special circumstances?
- The teacher's college major, whether the teacher has advanced degrees, and if so, in what subjects?
- Do any teacher's assistants or similar paraprofessionals provide services to your child and what are their qualifications?

Parents/guardians will also be notified of the results of academic achievements related to required ESSA assessments.

Place of Residence/Open Enrollment

A student's residence is with their parents or legal guardian. If for any reason a family moves out of the district boundaries during the school year, students are allowed to complete the current school year but a tuition waiver form must be completed within ten (10) days of the move. To continue attending a school outside of the resident district beyond the current school year, open enrollment forms will need to be completed. The state has established specific timelines and procedures in order to continue to attend a school outside the resident district. When moving out of the school district boundaries, contact the District Office for specific information.

Refer to:

Policy 5113 - Open Enrollment Program (Inter-District)

SECTION TEN

Policies

Any policies referred to in this handbook are available on the District Website at: <https://www.manawaschools.org/district/policies.cfm> or upon request from your child's school office. This handbook does not cover all existing policies of the Board of Education. Additional policies and regulations will be presented and addressed with the student body as they become pertinent in terms of timing. Should questions arise on any topic not covered in this booklet, students, parents, and guardians are encouraged to converse with school personnel. Please note that the administration reserves the right to deviate from the included information in the interest of the safety and welfare of the students and staff.

Student Records

Student records are maintained in the interest of the student to assist the school in providing appropriate educational experiences. The School District of Manawa maintains student records for each student attending school in the District. State and federal laws require the control and maintenance of such records assure confidentiality. Accordingly, only those individuals or agencies specifically authorized by state and federal law are granted access to a student's records. Exceptions will only be made when the student's parent, guardian, or the adult student grants permission.

Refer to: Policy 8330 - Student Records

Adapted with permission from the School District of New London – June 2022

ADDENDUM A

SCHOOL SPONSORED CLUBS AND ORGANIZATION

2022-23 School District of Manawa District-Sponsored Organizations, Clubs, and Activities

The following is a listing of the many clubs and organizations available in the School District of Manawa. All club and organization participation is voluntary. Students are encouraged to discuss their interest in clubs or organizations with their parents or guardians before joining.

Refer to: Policy 2430 - District Sponsored Clubs and Activities

Competitive Extracurricular Clubs and Activities:

HS Forensics

Advisors: Mrs. Konkol

Meeting Location, Date, & Time: Planning and introductory meetings begin in December and January when participants meet with coaches individually and as a team to practice for competitions occurring February through mid-April. Meetings occur in Mrs. Konkol's classroom and practices occur in Mrs. Konkol's/Ms. Gruman's classrooms. Practices are held before school, during prep time, during lunch, or after school by appointment. Participants must attend team meetings and practices with coaches, as well as all meets to try to earn passing scores that allow them to advance to the next level of competition. Manawa occasionally hosts a competition, but most are held at neighboring schools; the state competition is held at UW-Madison.

Mission and Purpose: The mission of the LWHS forensics program is to help students improve their public speaking skills, build their confidence, and share their talents in a supportive atmosphere. The program is open to all high school students. Participants choose their own categories and deliver speeches, readings from pieces of literature, or small group dramas in front of peers and for evaluation from a judge. The LWHS forensics program belongs to the WHSFA (Wisconsin High School Forensic Association), follows its rules, and attends sub-district, district, and state competitions through this organization. There is no student fee associated with this program.

MS Forensics

Advisors: Mrs. Konkol

Meeting Location, Date, & Time: Locations include the choir room and the stage area. Planning and introductory meetings begin in December and participants meet with coaches individually and as a team to practice for two competitions occurring in February/early March. Participants must practice with coaches (during and after school) and attend both meets to earn ribbons/medals based on their performances.

Mission and Purpose: The mission of the Manawa Middle School forensics program is to help students improve their public speaking skills, build their confidence, and share their talents in a supportive atmosphere. The program is open to 6th-8th grade students. Participants choose from 14 categories and deliver speeches, readings from pieces of literature, or small group dramas in front of peers and for evaluation from a judge. The MMS forensics program belongs to the middle level of the WHSFA (Wisconsin High School Forensic Association), follows its rules, and attends meets through this organization. Manawa occasionally hosts a meet, but most are held at neighboring schools. There is no student fee associated with this program.

ADDENDUM A - SCHOOL SPONSORED CLUBS AND ORGANIZATION

HS Art Team

Advisor: Mrs. Zabler

Meeting Location, Date, & Time: 1-2 times per week during Rtl or after school in the fall. Additional meetings occur leading up to the spring competitions. The location is in the HS Art Room.

Mission and Purpose: The Wisconsin Art Education Association's mission is to promote excellence in visual art and design education for all students, art advocates, and art educators.

Students participate in a state-wide high school Art competition, sponsored by the Wisconsin Art Education Association called the "Visual Arts Classic" (thus following the rules and bylaws of the competition). The competition involves various studio media, has a yearly "theme", and students are involved with in-depth research on artists related to that year's theme. 12 members plus up to 6 alternates may participate. Students choose from artistic media and create "long-term" artwork (Oct - Feb).

At the competition, students will create an "on-site" project, as well as participate in a team "artist quiz bowl". Scores are earned both individually and as a team. Projects are judged by volunteers (professional artists, retired art teachers, etc.). The regional competition is in March at U.W.-Stevens Point, State Competition in April at U.W.-Madison. Team T-shirts are paid for through Art Club funds (as most Art Team members are also Art Club members). (Mrs. Zabler is currently the U.W.- Stevens Point Regional Chairperson, and on the Administrative Board of VAC State)

Art Team has a huge positive impact on our creative students and is an outlet for them to go above and beyond the regular HS Art Curriculum. They not only work on individual projects, but they also brainstorm ideas together and work as a team. Students also receive face-to-face critiques of their work from the judges.

HS Debate

Advisor: Mr. Polkki

Meeting Location, Date, & Time: Debate season takes place at tournaments held at participating schools from September through early December. Practices are held in Mr. Polkki's classroom.

Mission and Purpose: The purpose of debate is to offer a wide range of benefits while appealing to many students by providing them chances to improve in areas such as public speaking skills, research skills, teamwork, note-taking and listening skills, knowledge of current event issues, and self-confidence. Debate is open to all High School Students. High School Debate is an organization with a set format to create a fair and challenging debating contest in which participants will often debate both sides of an issue. Debates are centered on a resolution (a controversial statement). Resolutions are about a variety of topics, chosen largely by the students participating in the league. In every debate, the affirmative (Pro) side speaks in favor of the resolution and the negative side (Con) speaks against it. A debate takes about 45 minutes and consists of a series of speeches for and against the resolution. There is also cross-examination, in which competing teams challenge each other's ideas. Each debate has a judge who listens carefully to the arguments presented and chooses a winner. Debate meets feature 4-5 rounds in a Tournament.

High School Quiz Bowl

Advisor: Mr. Collins

Meeting Location, Date, & Time: Typical meetings take place in the advisor's room during lunch. The season begins in January and ends in March with practices beginning in November.

Mission and Purpose: The purpose of the Quiz Bowl is to provide students with a quiz-based competition that tests players on a wide variety of academic subjects. Quiz Bowl is a club for high school students in which they can participate in a trivia competition against other CWC schools. At a Quiz Bowl meet, two teams of four will be asked various questions about wide-ranging topics from current events, math knowledge, to even Christmas song lyrics. Students compete at either the A or B level and a competition consists of one match at each level. In addition to all the knowledge gained with answering questions and learning trivia, students also work on public speaking, teamwork, and problem-solving skills.

ADDENDUM A - SCHOOL SPONSORED CLUBS AND ORGANIZATION

Bowling Club

Advisor/Coach: Mr. Beyer

Meeting Location, Date, & Time: Thursdays after school at Keglers Bowling Center

Mission and Purpose: The mission and purpose of the Bowling Club is to provide students the opportunity to bowl with teammates and reach their full potential as lifelong bowlers. Practice starts October 1st with the first match starting the first week of November. There are 10 matches from November until mid-February. State competition is held the first weekend in March if the team qualifies. All matches are baker format or team bowling. Matches travel to area schools on Sundays. There is a fee of \$50 to help cover entries, practice, uniforms. There are some fundraising opportunities throughout the season. No experience is needed. Coaches will teach/coach to all interested students. Scholarships are available through tournaments. The middle school team is also available.

Non-Competitive Extracurricular Clubs and Activities:

Manawa FFA

Advisor: Mrs. Cordes

Meeting Location, Date, & Time: Before school/homeroom/lunch/evening events and held in Mrs. Cordes' classroom unless otherwise indicated.

Mission and Purpose: (National Mission Statement) FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Manawa FFA is a youth organization for students in grades 9 - 12 who wish to develop premier leadership, personal growth, and career success through agricultural education. **Students in 7th and 8th grade may join FFA to complete a specific independent study project, e.g. exhibiting at the county fair or participating in a career development event (CDE) or leadership development event (LDE).

FFA is a co-curricular organization as instruction is delivered through three components: classroom/laboratory instruction (contextual learning), Supervised Agricultural Experience (SAE) programs (work-based learning), and FFA. The cost to join is \$20/year which includes a t-shirt and membership in Manawa FFA, Wisconsin FFA, and National FFA. Additional fees may apply for travel or competitive events.

The FFA Program of Activities follows national FFA standards in order to grow leaders, build communities, and strengthen agriculture. The FFA officer leadership team and advisor coordinate voluntary activities for the members. Information about opportunities is available on Google Classroom, announcements, Manawa Facebook page, in the agriculture room, and at meetings. Major fundraiser: dessert auction at annual member banquet. FFA is a buffet of opportunities!

High School Gay-Straight Alliance (GSA) Club

Advisors: Mrs. Zabler

Meeting Location, Date, & Time: Weekly meetings on Fridays in the choir room during lunch.

Mission and Purpose: The mission of the club is to showcase the similarities between LGBTQ+ students and non LGBTQ+ student allies through group activities, discussion, and community service. The Gay-Straight Alliance (GSA) aims to create a safe, welcoming, and accepting environment for all youth, regardless of sexual orientation or gender identity. This club encourages the acceptance and support of all students.

ADDENDUM A - SCHOOL SPONSORED CLUBS AND ORGANIZATION

National Honor Society (NHS)

Advisor: Mrs. Koshollek

Meeting Location, Date, & Time: Meetings occur in the LWHS/MMS Commons once per month during homerooms.

Mission and Purpose: The mission of NHS is to honor students who have excelled in scholarship, leadership, service, and character. National Honor Society membership is by invitation only to juniors in their second semester and seniors with a cumulative grade point average of 3.4 or higher. Students must also have staff and community member recommendations to be in this club. The purpose of this club is to give members an opportunity to share their scholarship, leadership, and service within the school community. National Honor Society has a long-standing partnership with the Community Blood Center and hosts 3-4 Blood Drives each year for the students who are 16 years of age and older to donate blood. Students also assist with tutoring as needed and must do other service projects within the community.

HS Student Council

Advisor: Ms. Eck

Meeting Location, Date, & Time: Once per month in Ms. Eck's classroom and TBD in the summer.

Mission and Purpose: The mission and purpose of the Student Council are to promote social activities within the school and the community as well as make Little Wolf High school a better place through leadership development. In addition to planning events that contribute to school spirit and community welfare, the student council is the voice of the student body.

The LWHS Student Council belongs to the Wisconsin Association of School Councils (WASC) and participates in leadership activities through WASC including the Fall Regional and Spring State WASC Conferences. The WASC is dedicated to the continuation and expansion of leadership development and student responsibilities in Wisconsin. Little Wolf High School Student Council is open to all high school students who are interested in its mission provided they continue to be students in good standing. Within the Student Council, there is a leadership team of students who are elected to those positions by their peers on the Student Council. There is no fee for students to participate in the Student Council.

HS Art Club

Advisor: Mrs. Zabler

Meeting Location, Date, & Time: The club meets periodically as needed before or after school, homerooms, and during lunch periods in the HS Art room.

Mission and Purpose: The mission and purpose of the HS Art Club are to provide opportunities for creative growth, and organize High School Art students interested in raising funds to visit an Art Museum/Gallery. The club seeks to provide an opportunity to see famous works of art. Occasionally, Art Club members participate in community service activities, such as face painting, downtown window decoration, etc. Fundraising generally starts in Fall. The trip location is based on the number of funds raised and student interest. Potential destinations include but are not limited to - Milwaukee Art Museum and Horticultural Domes, Madison Chazen Art Museum, Leigh Yawkey Woodson Art Museum, and The Chicago Art Institute.

Ski Club

Advisors: Mr. Bortle and Mrs. Bortle

Meeting Location, Date, & Time: Nordic Mountain, Dates to be determined 4:30 p.m. - 7:00 p.m.

Mission and Purpose: The purpose of this extra-curricular club is to provide the students of Manawa the opportunity to learn and explore activities that help develop a healthy lifestyle beyond their school years. Sixth through twelfth-grade students interested in skiing and snowboarding participate in four dates of skiing at Nordic Mountain near Wild Rose. All students are required to have lessons if they have not skied or snowboarded before. Students can rent their own equipment or bring their own equipment with them. Helmets are mandatory.

ADDENDUM A - SCHOOL SPONSORED CLUBS AND ORGANIZATION

HS FOR (Friends of Rachel) Club

Advisors: Ms. Eck and Mrs. Krause

Meeting Location, Date, & Time: One to two times a month during homeroom. Meetings occur in the LWHS/MMS Commons, in order to plan small and large activities to promote kindness.

Mission and Purpose: The mission and purpose of the LWHS FOR club are to spread kindness throughout the school community. It is open to any high school student who is interested in promoting the cause. Although the FOR club is not affiliated with any state or national organization, it is based on the story of Rachel Scott, one of the first victims of the Columbine school shooting. Her writings inspired a movement based on the idea that kindness towards others could be a spark to improve the lives of young people throughout school communities. There is no student fee associated with this program.

MS FOR (Friends of Rachel) Club

Advisors: Ms. Eck and Mrs. Krause

Meeting Location, Date, & Time: One to two times a month during homeroom. Meetings occur in the LWHS/MMS Commons, in order to plan small and large activities to promote kindness.

Mission and Purpose: The mission and purpose of the FOR club are to spread kindness throughout the school community. It is open to any middle school student who is interested in promoting the cause. Although the FOR Club is not affiliated with any state or national organization, it is based on the story of Rachel Scott, one of the first victims of the Columbine school shooting. Her writings inspired a movement based on the idea that kindness towards others could be a spark to improve the lives of young people throughout school communities. There is no student fee associated with this program.

HS Yearbook

Advisor: TBD

Meeting Location, Date, & Time: TBD

Mission and Purpose: The mission of the LWHS Yearbook Club is to provide students the opportunity to create the Little Wolf yearbook. No artistic talents are needed as students decide on the media that will be included in the yearbook while designing the pages. As a student-led club, students have the final say for all information included. Ms. Wright will facilitate and help keep the students organized while following a timeline for production. Students will use the Jostens website to fully develop the yearbook. There is no student fee associated with this program.

MS Yearbook

Advisor: TBD

Meeting Location, Date, & Time: TBD

Mission and Purpose: The mission of the MMS Yearbook Club is to provide students the opportunity to create the Manawa Middle School yearbook. No artistic talents are needed as students decide on the media that will be included in the yearbook while designing the pages. As a student-led club, students have the final say for all information included. Ms. Wright will facilitate and help keep the students organized while following a timeline for production. Students will use the Jostens website to fully develop the yearbook. There is no student fee associated with this program.

Drama Club

Advisor: Mr. Ftzweiler

Meeting Location, Date, & Time: TBD

Mission and Purpose: The Mission of the Drama Club is to educate students on theater production both onstage and off stage and to promote the growth of their skills in all aspects of theater while providing performance opportunities. Drama Club is an extracurricular group that produces musicals, plays, and one-act plays periodically throughout the school year. It is open to students in grades 6-12 enrolled in the School District in Manawa. Students will participate in all aspects of theatrical production from the crew, building, costumes, lighting, sound, acting, etc. The final production will be performed for the public.

ADDENDUM A - SCHOOL SPONSORED CLUBS AND ORGANIZATION

MS Class Officers

Advisors: Middle School Core Teachers

Meeting Location, Date, & Time: Meetings are held in the MMS Suite and MMS classrooms and meet at various times throughout the school year to plan activities in the MMS area.

Mission and Purpose: The purpose of middle school class officers is to promote social activities within the middle school, and at times, the community to make our school and community better places. Along with that, this is a way for students to explore their burgeoning leadership skills and an early understanding of civic responsibility and voting. This opportunity is open to all middle schoolers who are interested, which is then narrowed down to the elected class officers. There is no fee for students to be a class officer.

Sources of Strength

Advisors: Ms. Connolly, Mrs. Cordes, Ms. Eck, Mrs. Krause, Ms. Wright, and Mr. Ziemer

Meeting Location, Date, & Time: Meetings occur during school hours minimally once per month during homeroom in the commons.

Mission and Purpose: Our mission is to provide the highest quality evidence-based prevention for suicide, violence, bullying, and substance abuse by training, supporting, and empowering both peer leaders and caring adults to impact their world through the power of connection, hope, help, and strength. Sources of Strength is an evidence-based program geared toward increasing student strengths which helps with student mental health and suicide prevention. This club is open voluntarily to students from grades 6-12. Students plan various campaigns to help students recognize and build on areas of strength including positive friends, mentors, healthy activities, generosity, spirituality, physical health, mental health, and family support. This club initially began with grants from the Department of Public Instruction and ThedaCare and is being piloted during the 2021-22 school year.

Manawa Elementary Student Council

Advisors: Mrs. Ziemer, Mrs. Whitman, and Ms. Ujazdowski

Meeting Location, Date, & Time: Over lunch or Wolf Time in Mrs. Whitman's classroom

Mission and Purpose: The Manawa Elementary School Student Council was established to help students with natural leadership skills work to make MES a fun, inviting learning environment for all students. Each year the Student Council develops and leads a variety of different activities for the entire school. The Student Council does a variety of activities like promoting Red Ribbon Week, organizing and running the October school-wide assembly, promoting World Kindness Day, and planning for the yearly school-wide food drive that collects Thanksgiving meal foods for families in need.

The following SDM Clubs/Activities are currently inactive:

- Powerlifting
- Archery
- Future Business Leaders of America (FBLA)

Additionally, there is a student-led Bible Club that meets in Mr. Patrick Collin's classroom under his supervision about once a week. Mr. Collins does not lead or participate in the activities. This is a community activity that simply makes use of school space for their meetings.

On occasion, the Waupaca County 4-H groups may also use various school spaces.

A variety of community-based youth sports programs use the school facilities.

ADDENDUM B - SIGNATURE PAGE

STUDENT/PARENT HANDBOOK SIGNATURE PAGE

Please review the attached Student/Parent Handbook information, read this page carefully then sign the bottom.

In the event of a medical emergency, during my absence, I hereby give consent for treatment, administration of anesthesia, and surgical intervention for my (son / daughter) _____ as deemed necessary by the attending physician. This consent is extended to the physician, nursing staff, and hospital and will remain in effect until revoked in writing by the undersigned. The parent's recommendation will be respected as far as possible. I understand that in the final disposition of an emergency, the judgment of school authorities and medical staff will prevail. Anytime the above information changes, I will notify the school. Completed information is to be confidentially shared with school staff as medically indicated.

My signature at the bottom of this form gives consent as stated above.

We will read or have previously read and discussed with our child the Student/Parent Handbook and fully understand that these are the rules and regulations of the School District of Manawa. We affirm that we are expected to comply with these rules and regulations.

Student Name (print) _____

Date: _____ Parent/Guardian Signature _____

Print Name _____

Date: _____ High School Student Signature _____

* High School Student Signature is Mandatory



SCHOOL DISTRICT OF MANAWA

Academic and Career Planning Handbook Grades 6-12

2022-23

Preparing ALL Students for the Future



The policies/procedures referenced in the handbook are found on the district website (<https://www.manawaschools.org>).
Copies of any policy/procedure can be obtained by contacting the District Office.
Approved by the Manawa Board of Education

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.

SCHOOL DISTRICT OF MANAWA

Academic and Career Planning Handbook Grades 6-12

School District of Manawa

800 Beech Street
Manawa, WI 54949
(920) 596-2525
www.manawaschools.org
School District of Manawa

Mission Statement:

The School District of Manawa is the place where students choose to excel academically and realize their strengths.

Vision Statement:

The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.

Wisconsin statute 115.28 (59) (a) requires every school board to provide academic and career planning services to pupils enrolled in grades 6 to 12 in the school district.

Contact Person:

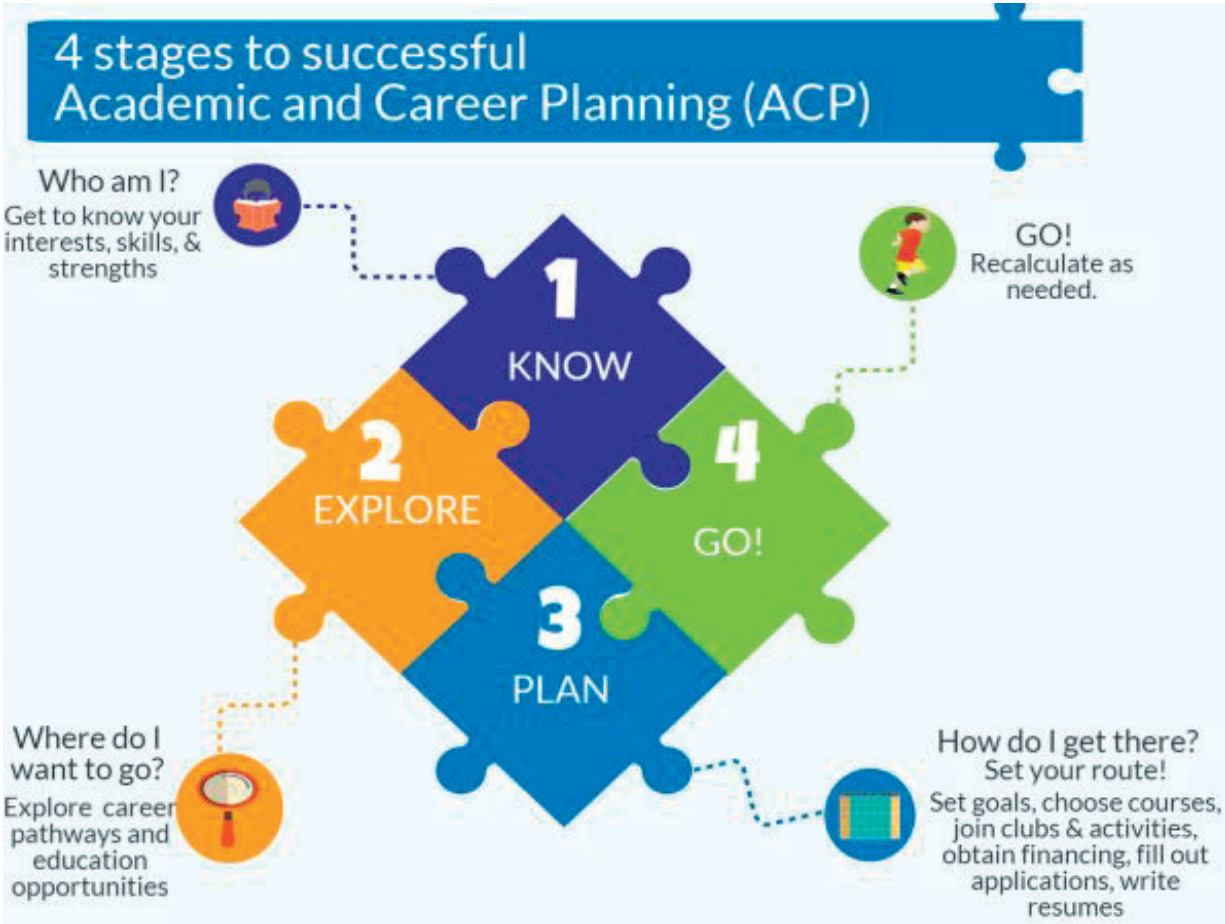
School Counselor
Sarah Chambers
Little Wolf High School/Manawa Middle School
(920) 596-5802
schambers@manawaschools.org

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Introduction

Academic and Career Planning, or ACP, is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post-secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.



What is ACP?

An **ongoing process** to actively engage students to:

- * Develop an understanding of his or her self
- * Create a vision of his or her future
- * Develop individual goals
- * Prepare a personal plan for achieving the vision and goals

A **product** that documents and reflects students':

- * coursework, learning and assessment results
- * post-secondary plans aligned to career goals & financial reality
- * record of college and career readiness skills.

Why ACP?

ACP is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education and training as it leads to careers. It is part of DPI's overall vision for every student to graduate high school college and career ready. That means students must be competent both socially and emotionally. We want our students to be strong critical thinkers, collaborate and solve real-world problems, and persevere when things aren't quite going their way. When put together, it's about making them productive adults with satisfying careers.

Waupaca County Workforce Profile

The School District of Manawa is located in Waupaca County. While unemployment in Waupaca County has decreased, the workforce continues to have difficulty with employing quality, skilled workers. The complete 2017 Waupaca County Workforce Profile can be found here: https://jobcenterofwisconsin.com/wisconomy/wits_info/downloads/CP/waupaca_profile.pdf

This profile is updated every other year.

School District of Manawa Information

The School District of Manawa consists of approximately 117 square miles of Waupaca County. The School District of Manawa is centrally located in Waupaca County and is used as a meeting place for the county due to its central location. The District is comprised of the City of Manawa, and the Township of Little Wolf, portions of the Townships of Union, St. Lawrence, Bear Creek, Lebanon, Royalton, Mukwa, Helvetia and the Village of Ogdensburg.

Roles Throughout the ACP Process:

ACP and Xello:

The School District of Manawa will be utilizing Xello in grades 6-12 to help students gain awareness of self, explore postsecondary and career options, document their academic and career plans, and review and revise their plans, as needed. Students are able to sign into Xello through their launchpad once they sign into their Google accounts. All students own their own Xello account beginning in grade six through grade twelve and beyond. Xello allows students to travel through the four stages of academic and career planning while documenting and saving important aspects of their journey.

Student's Role:

Student's own and control the direction of their ACP process. Students are ultimately responsible for completing the portfolio requirements within their ACP, and following through with the goals and directions they establish within their plan, all with the support from parents, educators, and mentors along the way.

Educator's Role:

Educators will help bring a student's ACP to life through expanding and opening the doors of the classroom to the community and exposing students to careers and opportunities that enhance student learning across all content areas. Educators also play an advisory role in collaborating with students on their ACP progress annually.

Parent's Role:

Parents play an important and ongoing role in supporting students throughout his/her ACP journey. Parents have the opportunity to support their child in diving deeper into each of the four stages of ACP (Know-Explore-Plan-Go). Parents can participate in the ACP process through ongoing conversations with their children regarding their Xello portfolio activities and ACP progress, and participating in their child's ACP conference in grades 8 and 11.

Business/Community Role:

Business and community partners play an important role in collaborating with each other, with schools, and with students to ensure that all students have access to opportunities K-12 within the community, which support and enhance students ACPs. Businesses also plays a role in building awareness of the opportunities available within their organizations and supporting and growing the pathways that will help students gain the employability skills necessary to be successful in the workforce. Inspire is available through Xello to expand and career exploration options.

KNOW



This stage of Academic and Career Planning is about students developing an awareness of self. Through collaborative conversations with parents, educators, and the community, students will have multiple opportunities to develop an understanding of their personal interests, skills, preferences, and aspirations so they can explore opportunities right for them.

Self Awareness (KNOW)

Students will engage in:

- Periodic self-assessment of interests and strengths
- Reflection and goal-setting
- Financial knowledge and understanding of resources
- Academic courses and skill preparation
- Behavioral and employability skill preparation

Students will engage in interests inventories and self assessments each year through Xello's interactive lesson plans. Each year has different lessons and allows students to self-reflect on their progress. Their personalized results will help them better understand how their interests align to various career pathways. Xello also provides students with the information needed to do in-depth exploration and research on career clusters/ careers of interest.

EXPLORE

2. EXPLORE

Where do I want to go? Explore career pathways and education opportunities.

This stage is about students discovering and learning about the many academic and career opportunities available based on a foundational awareness and understanding of interests, skills, and strengths. This exploration stage will help students narrow down the options to further explore pathways that fit them best, so that they may begin planning a course of action.

Career Exploration (EXPLORE)

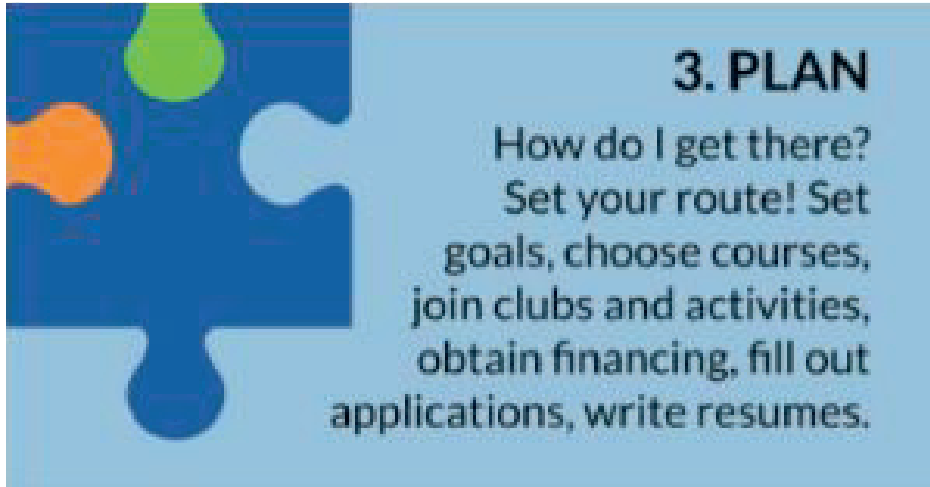
- Middle school career exploration activities and opportunities
- High school career exploration activities and opportunities
- World of work and labor market needs
- Understanding and comparing different postsecondary education and training

Students will discover and refine pathway and career matches each year through different activities. All students will have the opportunity to participate in career-based events in middle and high school. It is important for students to have opportunities to explore careers in various pathways. Students also have opportunities to choose pathways within the District that allow them to gain relevant work-experience.

Our Workforce and Labor Market

It is important to have an understanding of the jobs available within our state and community in order to develop a realistic postsecondary plan. However, the labor market is constantly changing and it can be difficult to get an up-to-date snapshot of current and future employment projections. Through Xello, all students have access to labor market information from the Bureau of Labor Statistics and other local data sources, as well as projections from across the 16 career clusters that will help inform their ACP journey.

PLAN



The planning stage is all about connecting the dots from student's short and long-term goals to what they need to know and do in order to successfully navigate after high school. The plan will help students take the appropriate courses, extracurriculars, and experiences that will enhance each student's plan. Throughout this stage, students will utilize Xello as well as other school-designated resources/tools to help them develop and document their academic and career plans.

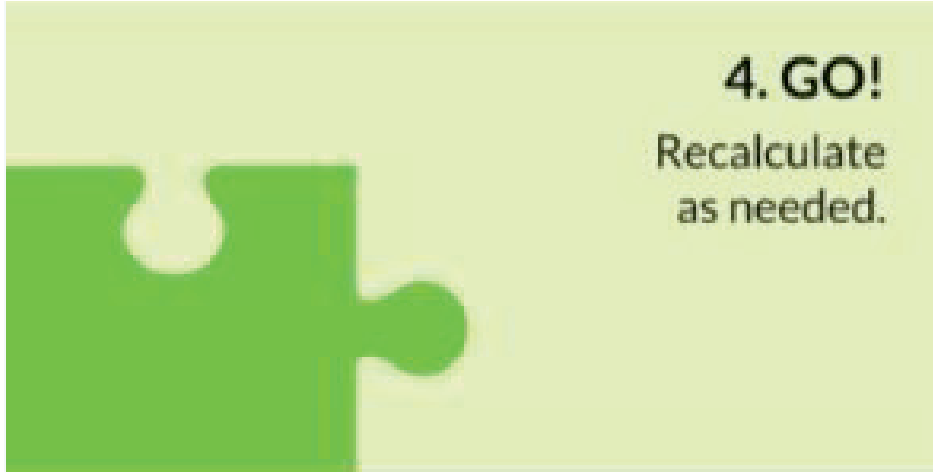
Career Planning (PLAN)

All students in grades 9 and 11, along with their parents (strongly encouraged to participate) will complete an Academic and Career Planning conference. These conferences are designed to help students and parents make connections between the student's plan and their educational and career goals.

Students take an Employability and Financial literacy course in grade 12, where they will plan the final steps of their goals.

Students in grades 6-12 will create short and long-term goals annually related to their ACP. These goals will be documented within the Xello student accounts.

GO



Remember, there is no wrong pathway to success, and through ACP we will ensure that all students travel the road to adulthood equipped with the knowledge, skills and dispositions to be successful in tomorrow's workforce.

Career Management (GO)

As students gain experience, knowledge, and skills, they can reassess and change their plans for the future.

Implementation Plan

Classes continue to update their requirements each year as follows:

GRADUATION YEAR	PORTFOLIO REQUIREMENTS
Seniors	All Xello Lesson Plan components for grades 9-12 Mock interview in Employability Skills Class Reflection Paper One or more EXPLORE components Portfolio Review with Counselor
Juniors	All Xello Lesson Plan components for grades 9-11 ACP Conference (Preferably with parent) One or more EXPLORE components Portfolio review with Counselor
Sophomores	All Xello Lesson Plan components for grades 9-10 Portfolio review with Counselor
Freshmen	All Xello Lesson Plan components for grade 9 ACP Conference (Preferably with parent) Portfolio review with Counselor
7th-8th grade	All Xello Lesson Plan components for grades 7-8
6th grade	All Xello Lesson Plan components for grade 6

New Students

We understand that the student portfolio is an ongoing process that occurs over the course of a student's four years in high school. As such, students new to the district will meet the requirements noted, dependent on the year they enter our district.

Reflection Paper

Upon completion of the final portfolio presentation process, senior students will be required to write a reflection paper. The purpose of this paper is to reflect on both academic and co-curricular experiences throughout high school and make relevant connections to future endeavors. Additional guidance and direction about the reflection paper will be provided their senior year during their dedicated ACP conference time with the counselor.

Xello Lessons By Grade (KNOW Component)

GRADE LEVEL	LESSONS
Grade 12	<ul style="list-style-type: none">■ Defining Success Lesson■ Career Backup Plan Lesson■ Job Interviews Lesson
Grade 11	<ul style="list-style-type: none">■ Choosing a College or University Lesson■ Career Demand Lesson■ Entrepreneurial Skills Lesson
Grade 10	<ul style="list-style-type: none">■ Work Values Lesson■ Careers and Lifestyle Costs Lesson■ Workplace Skills and Attitudes Lesson
Grade 9	<ul style="list-style-type: none">■ Personality Styles Lesson■ Exploring Career Factors Lesson■ Getting Experience Lesson
Grade 8	<ul style="list-style-type: none">■ Skills Lesson■ Explore Career Matches Lesson■ Transition to High School Lesson
Grade 7	<ul style="list-style-type: none">■ Explore Learning Styles Lesson■ Discover Learning Pathways Lesson■ Biases and Career Choices Lesson
Grade 6	<ul style="list-style-type: none">■ Interests Lesson■ School Subjects at Work Lesson■ Decision Making Lesson

Optional Achievements to include in plan:

**This portfolio component is not required for graduation*

CLASS/OPPORTUNITY	POSSIBLE ARTIFACT
Awards	<ul style="list-style-type: none"> ■ Photos ■ Digital copy of award ■ Newspaper or newsletter clipping
Certificate of Participation/Achievement	<ul style="list-style-type: none"> ■ Photos ■ Digital copy of award ■ Newspaper or newsletter clipping
Honor Roll	<ul style="list-style-type: none"> ■ Copies of Honor Roll Certificates
Community Service Beyond Required	<ul style="list-style-type: none"> ■ Community service hours log
Athletic	<ul style="list-style-type: none"> ■ Pictures of participation ■ Newspaper clippings ■ Picture of Awards ■ Team roster ■ Team picture
Forensics	<ul style="list-style-type: none"> ■ Newspaper clippings ■ Certificate of participation ■ Picture of awards ■ Team picture
National Honor Society	<ul style="list-style-type: none"> ■ Picture of volunteer activities ■ Copy of NHS membership certificate ■ Banquet program
Quiz Bowl	<ul style="list-style-type: none"> ■ Certificate of participation ■ Newspaper clippings ■ Picture of awards ■ Team picture
Student Council	<ul style="list-style-type: none"> ■ Certificate of participation ■ Picture of participating in activities ■ Council picture
Committees (Ex, Homecoming Committee, Prom Committee)	<ul style="list-style-type: none"> ■ Certificate of participation ■ Picture of participating in activities ■ Club picture

Career Exploration (EXPLORE Component)

CLASS/OPPORTUNITY	POSSIBLE ARTIFACT
Industry Visits	<ul style="list-style-type: none"> ■ Brochure from business visited ■ Photo of industry visit
Post-Secondary Visits	<ul style="list-style-type: none"> ■ College promotional materials ■ Photo of college visit
College or Military Recruiter Visits	<ul style="list-style-type: none"> ■ Promotional materials ■ Photo with representative
Youth Apprenticeship/Work Study (If Applicable)	<ul style="list-style-type: none"> ■ Module Checklists ■ Certificate of Completion

Career Ready (PLAN and GO Components)

OPPORTUNITY	POSSIBLE ARTIFACT
Mock Interview	<ul style="list-style-type: none"> ■ Rubric (required)
Portfolio Review	<ul style="list-style-type: none"> ■ Feedback forms (required)
Final Reflection Paper	<ul style="list-style-type: none"> ■ Digital copy of paper (required)

APPENDIX

Appendix I

Portfolio Checklist

Parent/Guardian Signature: _____

As part of the Little Wolf Jr./Sr. High School portfolio graduation requirements, each student must have a portfolio review with counselor annually.

Xello Lessons (KNOW Component)

NAME OF LESSON	DATE APPROVED	COUNSELOR SIGNATURE
1.		
2.		
3.		

Career Exploration (GO Component)

NAME OF ARTIFACTS	DATE APPROVED	COUNSELOR SIGNATURE
1.		
2.		
3.		

Career Ready (EXPLORE and GO Components)

NAME OF ARTIFACT	DATE APPROVED	COUNSELOR SIGNATURE
Mock Interview		
Portfolio Review		
Final Reflection Paper		

Optional Achievements

-This portfolio component is not required for graduation

NAME OF ARTIFACT	DATE APPROVED	COUNSELOR SIGNATURE

Comments:

APPENDIX

Appendix II

Reflection Paper Guidelines and Rubric

- Paper must be a minimum of 2 pages, 12-point font, double-spaced
- Students must write a reflection on each piece of their ACP: **Know, Explore, Plan, and Go**. Students will reflect on the ways each category has impacted their goals as they transitioned through high school.
- Finally, students will summarize the overall impact the portfolio process has made on their academic and career planning goals.
- The Reflection Paper must be uploaded into the electronic student portfolio
- The Reflection Paper is a capstone of the student portfolio process and must be deemed acceptable by the ACP coordinator

CRITERIA AND CATEGORIES	1 IDEAS NOT EXPRESSED OR MISSING	2 IDEAS EXPRESSED BUT NOT EXPANDED UPON, NO EXAMPLES	3 IDEAS CLEARLY EXPRESSED AND EXAMPLES USED IN EACH CATEGORY	SCORE
KNOW				
EXPLORE				
PLAN				
GO				

Comments:

Total Score

APPENDIX

Appendix III

Mock Interview Rubric

CRITERIA	1	2	3	4	SCORE
Appearance	<u>Overall appearance is unprofessional</u> *Choice in clothing inappropriate for a job interview (torn, unclean, wrinkled) *Poor grooming	<u>Appearance is somewhat untidy</u> *Choice in clothing is inappropriate (shirt untucked, t-shirt, too much jewelry, etc.) *Grooming attempt is evident	<u>Overall neat appearance</u> *Choice in clothes is acceptable for the type of interview *Well groomed (ex. shirt tucked in, minimal wrinkles)	<u>Overall appearance is very neat</u> *Choice in clothing appropriate for any interview *Very well groomed (hair, makeup, clothes pressed, etc.) *Overall appearance is businesslike	
Greeting	<u>Unacceptable behavior and language</u> *Unfriendly and not courteous *Did not greet or shake hands	<u>Informal behavior and language</u> *Attempts to be courteous to all in interview setting	<u>Acceptable behavior, well mannered, and casual behavior and language</u> *Courteous to all involved in interview *Appropriate greeting but did not shake hands	<u>Professional behavior and language (shaked hand, eye contact, appropriate greeting, "hello", "thank you", etc)</u> *Friendly and courteous to all involved in interview	
Communication	<u>Presentation shows lack of interest</u> *Unable to articulate goals *Speaking is unclear - very difficult to understand (ex. mumbling) *Volume is inappropriate for interview (ex. spoke too loudly, too softly)	<u>Showed some interest</u> *Articulates goals but they are not specific or are unrealistic *Speaking is unclear - lapses in sentence structure and grammar *Volume is uneven (varied)	<u>Showed interest throughout the interview</u> *Clearly describes goals *Speaks clearly *Minimal mistakes in sentence structure and grammar *Volume is appropriate	<u>Very attentive throughout the interview</u> *Speaks clearly *Appropriate use of sentence structure and grammar *Commitment & enthusiasm for job is conveyed *Volume conveys business tone	
Body Language	<u>Fidgeted - ex. constant movement of hands and feet</u> *Lack of eye contact *Slouching all the time	<u>Fidgeted - ex. movement of hands and feet frequently</u> *Eye contact is made intermittently *Occasionally slouching	<u>Minimal fidgeting (ex. occasionally shifting)</u> *Occasional loss of eye contact *Brief slouching, but quickly corrected	<u>No fidgeting</u> *Eye contact made *Sitting straight in a chair	
Responding to Questions	<u>Inappropriate answers to questions</u> *Did not attempt to answer questions *Cannot describe strengths	<u>Gives inaccurate answers</u> *Attempts to answer questions *Mentions strengths, but cannot give example	<u>Answers are acceptable and accurate</u> *Answers questions *Can give examples of strengths	<u>Thorough answers to questions</u> *Answers questions with detail *Can give several examples of strengths	
Resume	Major Revision	Needs Some Improvements	Acceptable	Excellent	

Total Score:	Mock Interview Grade:
---------------------	------------------------------

Grading Scale: 24-21 = Excellent 20-17 = Good 16-12 = Fair 11-6 = Poor

Overall Evaluation Comments:

Interviewer's Signature: _____ Date: _____



SCHOOL DISTRICT OF MANAWA

Teacher Mentor Program Handbook 2022-23



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Copies of any policy/procedure can be obtained by contacting the District Office.
Approved by the Manawa Board of Education: August 2022

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SCHOOL DISTRICT OF MANAWA

Teacher Mentor Program Handbook

Approved by the Manawa Board of Education: August 2022

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Mentor/Initial Educator Checklists Program Input	6
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Mission Statement

The School District of Manawa is the place where students choose to excel academically and realize their strengths.

Program Overview

The School District of Manawa defines an initial educator as a newly certified educator per PI34.

Chapter PI 34

PRE-SERVICE ORIENTATION

This program assists new teachers in learning about the district by attending an orientation program. Time will be provided for the teachers to meet with their mentors, building principals, and other administrative personnel as needed.

EDUCATOR/MENTOR MEETINGS

The focus for each meeting is outlined within the Educator/Mentor Monthly checklists.

MENTORING PROGRAM

All initial educators new to the district will be assigned a mentor for the first year of employment with the district. The purpose of the mentor will be to provide information, support, and encouragement for the success of all educators. A checklist of activities is located in this handbook.

Role of the Mentor

A mentor is a teacher with at least three years of teaching experience and certified as a mentor in the School District of Manawa.

QUALIFICATIONS

1. A mentor must possess a valid Wisconsin Teacher Certificate License.
2. A mentor must have completed a state-approved mentoring class or equivalent.
3. A mentor must be recommended, selected, and approved by the administrative team, based on the teaching and leadership skills displayed and observed.
4. A mentor must agree to the responsibilities below.

RESPONSIBILITIES

1. Develop a collegial/professional relationship.
2. Orient the initial educator to the district, to his/her school(s), and building procedures.
3. Attend new staff orientation at the start of the school year.
4. Gather necessary resources to assist the initial educator with planning efforts.
Examples include:
 - Curriculum Guides
 - Handbooks
 - Schedules
 - Target Assessments
5. Provide professional contacts as needed for initial educator to meet content- specific and teaching strategy needs.
6. Schedule an observation with the educator at last once each quarter. In addition, arrange for appropriate observations by the educator of the mentor and other professionals.
7. Discuss the teacher's responsibilities and expectations in the school district based upon the [Wisconsin Standards for Teacher Development and Licensure](#).
8. Establish a system of ongoing communication with the educator.
9. Maintain confidentiality in the professional relationship.
10. Share resources for professional development opportunities.
11. Attend professional development opportunities with the initial educator.
12. Offer guidance as the educator creates and implements the Professional Practice Goal (PPG) per Educator Effectiveness.
13. Attend available seminars to enhance professional development in the mentor role.
14. Keep a log of time spent in the mentor role. This information will be used to enhance the mentoring program.
15. Reflect on the year together and offer suggestions to improve the performance and mentoring relationship.
16. Provide suggestions as to ways to improve the School District of Manawa's Mentoring Program.

TERMS FOR THE MENTOR CONTRACT

1. Recognize that not all mentor/initial educator relationships will work for a wide variety of reasons. Consult with the principal when challenges arise and intervention is needed.
2. Besides being recognized at the end of the year, the mentor will be compensated as defined in the professional educator handbook.

Role of the Building Principal

1. Orient the entire building faculty regarding the school district's mission and the mentor program's purpose.
2. Recruit individuals to serve as mentors. Match new faculty with mentors.
3. Provide common release time or joint planning time to facilitate mentor/initial educator interaction.
4. Allow for release time to complete mentor/initial educator classroom visits.
5. Share resources for professional development opportunities.
6. Reassign a mentor if necessary.
7. Reflect on the year and offer suggestions to improve the mentor program.
8. Ensure that the evaluation process for new teachers is separate from the mentor relationship.

Agreements

Agreements for _____ (mentor) and _____ (initial) educator working relationship. Rules apply to both parties.

1. **Open Door Policy** – We will make ourselves available to each other. We realize that at times, we may have quick questions, need some advice, or simply want to vent. We agree to make time (planned and spontaneous) for each other to do this.
2. **Humor** – We will use humor to make our jobs and time spent together more enjoyable. We are aware that teaching can be stressful and are prepared to do what we can for each other to alleviate some of the stress.
3. **Confidentiality** – We will not discuss any information from our meetings with colleagues or friends. We agree that our relationship is based on trust and honesty and do not want to violate this. We believe that this will create an environment in which we can self-reflect regularly. We will keep all conversations and instructional feedback confidential.
4. **Promptness** – We believe that our time, as well as each other's is valuable. We agree to be on time to scheduled meetings and observations. If something comes up unexpectedly, we agree to let each other know as soon as possible.
5. **Comfortable Environment** – We will provide a physically and emotionally comfortable environment for each other to meet in. We realize that it is important to feel safe and be respectful of and to each other.

Signed by:

Mentor _____ Date _____

Initial Educator _____ Date _____

Before School Starts Checklist

Mentor _____ Grade Level/Subject Area _____

Initial Educator _____ Grade Level/Subject Area _____

School _____ School Year _____

ORIENTATION

- Attend new teacher orientation
- Provide information about the community
- Familiarize initial educator with district and building calendars
- Review all applicable handbooks and emergency procedures
- Establish meeting times
- Review 10 Wisconsin Standards Teacher Development & Licensure
- Introduce technology systems, trainers, resources
- Update Google calendar to contain applicable professional development

BUILDING

- Introduce teacher to staff
- Demonstrate use of building equipment
- Show where cumulative files are kept and how to access them
- Discuss office procedures
- Discuss telephone procedures
- Show how to obtain classroom supplies
- Obtain textbooks, manuals, and curriculum guides
- Give a tour of the building, parking areas, confirm entry fob and keys
- Discuss school lunchtime routine
- Discuss supervisory duties/procedures

CLASSROOM

- Assist with room preparations
- Review Response to Intervention and universal screeners
- Review schedule, expectation and activities for the first day with students
- Share organizational systems for grades, homework, parent communications, etc.
- Review student information provided in Skyward
- Review age-appropriate social media usage (teacher to student)
- Review effective teaching methods of a lesson
- Assist with planning for the first week of school
- Explain Back to School Night procedures
- Review daily tasks of attendance, lunch count, recess, etc.
- Discuss the organization of parent volunteers in the classroom
- Review Educator Effectiveness forms and procedures

Before School Starts Notes

TASK	NOTES	DATE
ORIENTATION		
New teacher orientation		
Establish meeting times		
Community information		
Technology systems, etc.		
Building calendars		
Google educator calendar		
Handbooks and emergency procedures		
10 Wisconsin Standards		
BUILDING		
Introduction to staff		
Telephone procedures		
Use of building equipment		
Classroom supplies		
Textbooks, manuals, etc.		
Cumulative files		
Tour		
Office procedures		
Lunchtime routine		
Supervisory duties		

Before School Starts Notes

TASK	NOTES	DATE
CLASSROOM		
Room preparation		
Review teaching methods		
First Day		
First week		
BTSN, Open House		
Organizational systems		
Daily tasks		
Skyward, SIMS		
Parent volunteers		
Classroom schedule		
Special schedules		
Educator Effectiveness		

September Checklist

Mentor _____ Grade Level/Subject Area _____

Initial Educator _____ Grade Level/Subject Area _____

School _____ School Year _____

**Mentor and initial educator may need more than one meeting this month.

- Discuss the importance of student behavior documentation, (i.e., date, behaviors, actions taken, personnel contacted)
- Discuss budget procedures & review budget selections
- Assist in developing & implementing classroom management strategies
- Discuss the importance of documenting each student's record/Skyward
- Discuss student assessment & progress reports
- Explain the importance of accurate record keeping (gradebook, attendance)
- Discuss procedures for new students who enroll/withdraw after the school year has begun
- Explain curriculum, access to the curriculum guides & importance to lesson planning
- Prepare new teacher for principal observation/evaluation & coaching meetings
- Acquaint the new teacher with Special Education referral processes & pertinent forms (i.e., the Individual Education Program – IEP)
- Encourage initial educator to continue reflecting on his/her teaching experience
- Acquaint initial educator with Rtl/BCT process
- Review services offered/referral procedures for school counselor & psychologist
- Review cumulative folders and other resources for student information
- Discuss policy for homework, make-up work, & late work
- Discuss supplementary tools, materials, resources, media center & specialists
- Discuss grading philosophy (what, when, how, why) & review recording/weighting data
- Share lesson plans & other related schedules/activities (i.e., field trip procedures)
- Help establish a Substitute Teacher Folder
- Review Educator Effectiveness forms and procedures

What Went Well:

Areas to Work on:

September Notes

TASK	NOTES	DATE
Student behavior documentation		
Develop/implement classroom management strategies		
RtI		
Special Ed. Referral processes, IEP		
Guidance/psychologist services, referral procedures		
Documenting student assessments		
Cumulative folder & other student information		
Homework policies, make-up/late work		
Record keeping, grade book, attendance		
Grading		
Computerized grading systems		
Prioritize workload		
Positive parent contacts		
Supplementary books, resources, media center, etc.		
Access to curriculum guides, lesson planning		
Share plans, related schools/activities, field trip procedures		
Aid with lesson planning		
Substitute teacher folder		
Procedures for mid-year enroll/withdraw students		
Prep for principal and coaching meetings		
Educator Effectiveness		

October Checklist

Mentor _____ Grade Level/Subject Area _____
Initial Educator _____ Grade Level/Subject Area _____
School _____ School Year _____

- Address concerns of classroom management & discipline
- Review organizational & record keeping skills
- Discuss procedures for parent-teacher conferences before scheduled dates
- Assist the initial educator through the first report cards
- Discuss rapid cycle observation, if one occurred
- Share information & processes for professional development opportunities
- Discuss exam/assessment policies & share sample tests in appropriate grade level
- Review items from the beginning of the mentoring process
- Complete new teacher observation & other feedback
- Discuss grading philosophy (what, when, how, why) & review recording/weighing data
- Review Educator Effectiveness forms and procedures

What Went Well:

Areas to Work on:

October Notes

TASK	NOTES	DATE
Classroom management concerns		
Organizational/record keeping skills		
Parent/Teacher conferences prior to scheduled dates		
First report card		
Exam/Assessment policies		
Observation/feedback		
Information process for professional development opportunities		
Educator Effectiveness		

November Checklist

Mentor _____ Grade Level/Subject Area _____
Initial Educator _____ Grade Level/Subject Area _____
School _____ School Year _____

- Advise new teacher of special events, delayed opening & snow day procedures
- Discuss end of semester procedures
- Review retention procedures
- Plan for mid-year Universal Screeners
- Discuss assessment techniques & record keeping skills
- Reflect on areas for growth
- Discuss staff & program change procedures for the upcoming school year
- Review Educator Effectiveness forms and procedures

What Went Well:

Areas to Work on:

November Notes

TASK	NOTES	DATE
Special events, delayed opening, snow days		
End of semester procedures		
Retention procedures		
Assessment techniques, record keeping skills		
Reflect on areas for growth		
Staff/program change procedures for the upcoming year		
Educator Effectiveness		
Information process for PD opportunities		

December Checklist

Mentor _____ Grade Level/Subject Area _____

Initial Educator _____ Grade Level/Subject Area _____

School _____ School Year _____

- Discuss different learning styles
- Check-in on classroom management & discipline procedures
- Complete initial educator observation & provide feedback
- Arrange for the new teacher to observe one of your best lessons
- Discuss "snapshot observation" by the initial educator, if one occurred
- Discuss initial educator probationary policy
- Review Educator Effectiveness forms & procedures

What Went Well:

Areas to Work on:

December Notes

TASK	NOTES	DATE
Learning styles		
Classroom management, discipline		
Observations and feedback		
Plan mid-year target assessment		
Discuss probationary policy for initial educators		
Initial educator to observe mentor		
Educator Effectiveness		

January Checklist

Mentor _____ Grade Level/Subject Area _____

Initial Educator _____ Grade Level/Subject Area _____

School _____ School Year _____

- Complete initial educator observation & provide feedback
- Discuss summer school teaching opportunities
- Discuss budget procedures & review budget selections
- Encourage initial educator to continue reflecting on his/her teaching experience
- Review Educator Effectiveness forms & procedures

What Went Well:

Areas to Work on:

January Notes

TASK	NOTES	DATE
Observation feedback		
Budget procedures		
Reflection/Journaling		
Summer school		
Educator Effectiveness		

February Checklist

Mentor _____ Grade Level/Subject Area _____

Initial Educator _____ Grade Level/Subject Area _____

School _____ School Year _____

- Encourage initial educator to try new things
- Review policies & issues that relate to retention, failure of students, & summer school options
- Update Google calendar with second semester appointments
- Encourage initial educator to contact parents in preparation for parent/teacher conferences
- Plan for universal screening data conversations
- Encourage participate in staff & program changes, if applicable
- Review Educator Effectiveness forms & procedures

What Went Well:

Areas to Work on:

February Notes

TASK	NOTES	DATE
New things to try		
Retention issues, summer school options, etc.		
Update Google calendar		
Data conversation prep		
Parent contact in preparation for conferences		
Staff & program changes		
Educator Effectiveness		

March Checklist

Mentor _____ Grade Level/Subject Area _____

Initial Educator _____ Grade Level/Subject Area _____

School _____ School Year _____

- Complete initial educator observation and provide feedback
- Give suggestions for keeping momentum & interest at the end of the year
- Review procedure for fieldtrips
- Discuss summer school enrollment procedures
- Review proper procedures for signing contract and following deadlines
- Discuss state assessment prep
- Encourage participate in staff & program changes, if applicable
- Review Educator Effectiveness forms & procedures

What Went Well:

Areas to Work on:

March Notes

TASK	NOTES	DATE
Observation feedback		
Field trip procedures		
Summer school		
Keeping momentum & student interest		
Contract signing procedures		
Discuss state assessment prep, if needed		
Educator Effectiveness		

April Checklist

Mentor _____ Grade Level/Subject Area _____
Initial Educator _____ Grade Level/Subject Area _____
School _____ School Year _____

- Plan for end-of-year assessments
- Discuss specific student class recommendations and transition
- Discuss transfer and retention procedures for specific students
- Discuss classroom inventory procedures
- Review teacher check-out procedures
- Review Educator Effectiveness forms & procedures

What Went Well:

Areas to Work on:

April Notes

TASK	NOTES	DATE
End-of-year assessments		
Transfer/retention procedures		
Student class recommendations and transition		
Classroom inventories		
Teacher check-out procedures		
Educator Effectiveness		

May Checklist

Mentor _____ Grade Level/Subject Area _____

Initial Educator _____ Grade Level/Subject Area _____

School _____ School Year _____

- Plan for end-of-year assessments & data conversations
- Discuss specific student class recommendations and transition
- Give suggestions for keeping momentum & interest at the end of the year
- Encourage initial educator to write thank-you notes to parents/staff who helped make the year successful
- Review teacher check-out procedures
- Review Educator Effectiveness forms & procedures

What Went Well:

Areas to Work on:

May Notes

TASK	NOTES	DATE
End-of-year assessments & data conversations		
Student class recommendations and transition		
Keeping momentum & student interest		
Thank-you notes		
Teacher check-out procedures		
Educator Effectiveness		

June Checklist

Mentor _____ Grade Level/Subject Area _____

Initial Educator _____ Grade Level/Subject Area _____

School _____ School Year _____

- Discuss end-of-year checkout procedures
- Ask for feedback on the mentor program & record data to be shared
- Assist with final grading procedures

What Went Well:

Areas to Work on:

June Notes

TASK	NOTES	DATE
End-of-year checkout		
Final grading procedures		
Mentor program feedback & record to be shared		

Mentor Program Input

WHAT went well this year?

ANY suggestions for improvements or changes?

Pre-observation Conference Objectives

Information obtained during the pre-conference will guide the observation. The initial educator will describe the purpose and intent of the instruction to be observed.

The objectives for the pre-conference may be to:

1. Build rapport and trust.
2. Determine what the educator intends for the lesson.
3. Discuss the mentor's objectives for the observation.
4. Review the Visitation Form.
5. Identify specific areas of instruction to be observed.
6. Provide feedback regarding the intended lesson plan.

Pre-observation Conference Questions

- What are your instructional objectives for this lesson?
- What curriculum outcomes are identified?
- What type(s) of assessment is needed for this lesson?
- What will you be doing during this lesson?
- What will the students be doing during this lesson?
- How will you know when the instructional objectives are accomplished?
- What are your expected student behaviors?
- How will you assure that student behavior meets intended expectations?
- How will you differentiate instruction to meet the needs of all learners?

Mentor Observation Sheet

Date:

Class:

Teacher:

Observer:

Pre-observation: What am I looking for?

Observation Notes:

Action Plan:

Initial Educator Observation Sheet

Date:

Class:

Teacher:

Observer:

Pre-observation: What will my mentor look for?

Observation Notes: How do I think the lesson went? What would I change?

Action Plan:

Pre-observation Conference Objectives

The post-observation conference presents an opportunity to discuss and analyze the lesson observation.

The objectives for the post-observation conference are to:

1. Build rapport and trust.
2. Provide recall of what happened during the observation.
3. Provide collaborative analysis and problem-solving strategies.
4. Provide for the continuation of effective teaching behavior through coaching.
5. Support commitment to continued growth and change.
6. Develop the teacher's skills in self-analysis

Pre-observation Conference Questions

The following questions will provide a framework for post-observation conference discussion:

- How did the lesson go?
- What did you feel were some of the more effective parts of the lesson?
- Did you achieve the objective you had planned?
- What did you feel did not go as you have intended?
- If you were to teach the same lesson tomorrow, what would you change or do differently?
- Did you make any changes in the lesson as you taught it? How did you decide to make those adjustments?



Students choosing to excel; realizing their strengths.

Professional Educator Handbook

Approved by the Manawa Board of Education on August 15, 2033

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School District of Manawa

Students Choosing to Excel, Realizing their Strengths

Mission Statement:

The School District of Manawa is the place where students choose to excel academically and realize their strengths.

Vision Statement:

The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.

Guiding Principles Grouped by Core Values:

1. ***Student Success - The District focuses on addressing the needs of all students by creating a student-centered learning environment conducive to all learners.***
2. ***Highly Effective Staff – The District demonstrates accountability to the students and community it serves by promoting high standards for:***
 - *Creating academically rigorous curriculum and instruction for ALL.*
 - *Closing the achievement gaps between sub-groups of students and their peers.*
 - *Engaging in regular professional development on research-based best practices.*
 - *Supporting and rewarding innovative and progressive initiatives.*
 - *Fostering a positive attitude toward change.*
 - *Expecting the highest degree of professionalism.*
 - *Creating a culture of competent and passionate employees.*
3. ***Innovative Leadership – The District demonstrates accountability to the students and community it serves by holding high leadership standards for:***
 - *Developing proactive planning procedures for curriculum, instruction, assessment, and record-keeping.*
 - *Budgeting with the needs of all learners as the first priority.*
 - *Recruiting and retaining highly effective educators.*
 - *Creating balanced programming options for remediation and enrichment.*
4. ***Parent-Community Engagement – The District is a centers of community life and enhances the community’s quality of life to the extent that it promotes and supports:***
 - *Collaborating with all stakeholders involved in issues prior to decision-making.*
 - *Being transparent in communications.*
 - *Maintaining an open door policy.*
 - *Creating a culture that develops and sustains school/district pride.*
 - *Offering academic and social programs for families and the community.*
5. ***Learning Environment – Successful teaching and learning are nurtured in an institutional climate characterized by:***
 - *Maintaining the facilities to ensure they are safe, clean, welcoming, inspirational and reliable work spaces for all.*
 - *Nurturing a learning community that provides stability and a sense of satisfaction and fulfillment for all students and personnel.*
 - *Supplying and maintaining contemporary technology.*

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I. INTRODUCTION

A. WELCOME

We are pleased to have you as a member of the faculty of the School District of Manawa (SDM). The skills and commitment each employee brings to their job makes an important contribution to our goal of providing excellence in education to the students and families of the SDM. It is the District's responsibility to provide for the public education of students from 4-year-old kindergarten (4-K) through twelfth grade. The school system is governed by a seven-member Board of Education elected by area for 3-year terms by the residents of the District. The District Administrator is responsible for overall administration of the schools and implementation of Board policies. A SDM employee can expect a fair and equitable salary, competitive benefits, and the opportunity to be a part of the best that public education has to offer. We are pleased to have you as a member of our team and hope that you find that the satisfaction gained from doing your job matches the effort you put into your work.

It is each employee's responsibility to read and become familiar with this information and to comply with the policies adopted by the Board and the administrative guidelines available electronically on the District website, as well as the rules and regulations contained herein.

This *Professional Educator Handbook* has been written to provide information and guidance to faculty members. Given the reality of a complex, ever-evolving organization, the information in this handbook is not all-inclusive. We recognize that employees are bound to have many questions relating to their specific position or responsibilities. You are encouraged to direct any specific inquiries you may have to the District Administrator or your immediate supervisor.

B. DISCLAIMER

This Employee Policy Manual has been prepared for informational purposes only. None of the statements, policies, procedures, rules or regulations contained herein constitute a guarantee of employment, a guarantee of any other right or benefit, or an appointment of employment, expressed or implied. All of the District's employees are employed "at will" and employment is not for any definite period, unless otherwise set forth in writing by appointment or statute. The School District of Manawa Board of Education reserves the right to add, delete or otherwise modify any or all of the below terms and conditions of employment, in whole or in part, for the good of the School District of Manawa, at any time with or without notice. The School District of Manawa Board of Education recognized the District's employees are an integral part of the development of terms and conditions of employment found within this Handbook. The Board of Education and/or its representatives will inform district employees prior to making any modifications found within this Handbook.

Violations of the terms of the *Professional Educator Handbook*, policies, regulations, or guidelines may result in disciplinary action, up to and including, termination of employment.

This *Professional Educator Handbook* supersedes any and all previous handbooks, statements, policies and administrative guidelines, rules, or regulations given to employees, whether verbal or written.

This Handbook is not all-inclusive of the information for which faculty members are responsible for knowing and following. Additional publications that faculty members should follow include, but are not limited to, Board policies and guidelines, the *Teacher Performance Evaluation* (TPE) document, building bulletins and handbooks, the Mentoring Handbook, administrative announcements, and curriculum guides.

II. EMPLOYMENT POLICIES

A. ANTI-HARASSMENT POLICY

The School District of Manawa is committed to maintaining and ensuring a working environment that is free of harassment or intimidation. The District will not tolerate any form of harassment, including sexual harassment, and will take all necessary and appropriate action to eliminate it. *(See Policy 3362)*

Harassment refers to physical or verbal conduct, or psychological abuse, by any person who disrupts or interferes with a person's work performance, or which creates an intimidating, hostile, or offensive work environment. Harassment may be student to staff, staff to student, staff to staff, male to female, female to male, female to female, or male to male. Harassment may include, but is not limited to the following:

1. Verbal harassment, including epithets, kidding, derogatory comments, slurs, or ethnic jokes.
2. Physical interference with movement, activities, or work.
3. Visual harassment, including derogatory cartoons, drawings, or posters.
4. Sexual harassment, which is defined as any deliberate, repeated or unwanted verbal or physical sexual contact, sexually explicit derogatory statement, or sexually discriminating remark that is offensive or objectionable to the recipient or which causes the recipient discomfort or humiliation or which interferes with the recipient's work performance. Sexual harassment can take the form of any unwanted sexual attention ranging from leering, pinching, patting, verbal comments, display of graphic or written sexual material, and subtle or expressed pressure for sexual activity. In addition to the anxiety caused by sexual demands on the recipient, sexual harassment may include the implicit message from the alleged offender that noncompliance will lead to reprisals. Reprisals may include, but are not limited to, unsatisfactory work evaluations, different treatment, sarcasm, or unwarranted comments to or by peers.

Any individual who believes they have been subjected to harassment by any other person should report that incident to a building principal or to the District Administrator. If an employee is not comfortable making a complaint to their building principal or the District Administrator, the complaint may be made to the District Compliance Coordinators. It is the intent of the District to establish an atmosphere where complaints are timely investigated and the harassment is appropriately addressed. The Board designates the following individuals to serve as the District's Compliance Officers:

~~Dr. Abe El Manssouri~~ Mrs. Michelle Johnson, Secondary Principal
~~Manager~~ Mr. Jeff Bortle, Dean of Student

515 E. Fourth St.
Manawa, WI 54949

920-596-~~2524~~5310

aelmanssouri@manawaschools.org mjohnson@manawaschools.org

[chools.org](http://manawaschools.org)

~~Carmen O'Brien~~, Business-

~~800 Beech Street~~ 515 E. Fourth St.
Manawa, WI 54949

920-596-~~2524~~5806

cobrien@manawaschools.org jbortle@manawaschools.org

The District forbids retaliation against anyone who has reported harassment or cooperates in a harassment investigation.

B. COMMUNICATIONS AND SUGGESTIONS

The District values the comments and suggestions of its employees concerning work methods and operations. Employees should follow the chain of command by bringing the concern or idea forward to their immediate supervisor/evaluator. *(See Policy 3112)*

C. CONFLICT OF INTEREST AND ETHICAL STANDARDS

Professional educators are expected to maintain high standards of honesty, integrity, impartiality, and professional conduct. Further, professional staff members are expected to perform their duties in a manner free from conflict of interest pursuant to §19.59 and § 946.13 Wisconsin Stats. (*See Policy 3230*)

D. DRUG-FREE WORKPLACE

The District seeks to provide a safe, drug and tobacco-free workplace for all of its employees. The manufacture, distribution, dispensation, possession, or use of tobacco, alcohol, inhalants, controlled substances, substances represented to be such (i.e. fake or look-alike substances), or unauthorized prescription medication, is prohibited on school premises, in school vehicles, or at school activities. In addition, the District will not condone the involvement of any employee with illicit drugs, even where the employee is not on District premises. Employees of the school system shall not possess, use, be under the influence of, or distribute any illegal drug, unauthorized prescription medication or alcoholic beverage as defined in Wisconsin Statutes while on school premises, during working hours or while responsible for chaperoning students on school-sponsored trips. Any employee who possesses, uses, or distributes any illegal drug, unauthorized prescription medication or alcoholic beverage on school premises, during working hours or while responsible for chaperoning students on a school-sponsored trip may be disciplined, up to and including termination of employment. All school employees shall cooperate with law enforcement agencies in investigations concerning any violation of this provision.

As a further condition of employment, an employee who is engaged in the performance of a federal grant shall notify the District Administrator of any criminal drug statute conviction for a violation occurring in the workplace no later than three days after such conviction. Within ten days of receiving such notice – from the employee or any other source – the District shall notify the federal granting agency of the conviction. 41 U.S.C. 702(a)(1)(D).

After receiving notice from an employee of a conviction for any drug statute violation occurring in the workplace, the District shall either (1) take appropriate personnel action against the employee, up to and including termination of employment, or (2) require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health agency, law enforcement agency, or other appropriate agency. 41 U.S.C. 703 [This notice complies with notice requirements imposed by the federal Drug-Free Workplace Act (41 U.S.C. 702)]. (*See Policy 3122.01/AG 3122.01*)

E. EQUAL EMPLOYMENT OPPORTUNITY

The Board does not discriminate in the employment of professional staff on the basis of the Protected Classes of race, color, national origin, age, sex (including transgender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer-sponsored meeting outside of professional responsibilities, or to participate in any communication with the employer about religious matters or political matters, or any other characteristic protected by law in its employment practices (as defined in §111.32, Wis. Stats.). (*See Policy 3122/AG3122*)

F. IMMIGRATION LAW COMPLIANCE

The District is committed to employing only United States citizens and aliens who are authorized to work in the

United States. Therefore, in accordance with the Immigration Reform and Control Act of 1986, employees must complete an I-9 form before commencing work and at other times prescribed by applicable law or District policy.

G. OUTSIDE ACTIVITIES OF STAFF

Professional educators are expected to avoid situations in which their personal interests, activities, and associations may conflict with the interests of the District. This would include engaging in social media communications that may portray the District in a negative light. (*See Policy 3231*)

H. PERSONNEL FILES

It is critical to effective human resource management and necessary for satisfaction of legal obligations that the Board maintains accurate personnel records. If an employee has a change in any of the following information, the employee is expected to contact the Payroll Office as soon as possible:

1. Legal name
2. Home address
3. Primary telephone number
4. Emergency contact
5. Marital status
6. Change of beneficiary
7. Exemptions (W-4 Tax Form)

Any access granted for review and inspection of a personnel file must be completed in accordance with state law. The District shall maintain personnel records of employees and grant access to inspect or review those records as provided for in §103.13 Wis. Stats.

If there is any disagreement with the content or information contained in an employee's personnel record, the employee will follow the process established to either have a correction made to the information in question or to have the content in question removed from the file. (*See Policy 8320/AG3220*)

I. POLITICAL ACTIVITIES OF STAFF

Because political activities may be disruptive, divisive, and distracting to a positive learning environment, such activities are not appropriate within the school setting. The Board prohibits political activities on all District owned and used property, within all school buildings, in school buses and vehicles, and at all school-sponsored activities unless part of a Board approved teaching unit. (*See Policy 3231/AG 3231A*)

J. CIVIC ACTIVITIES OF STAFF

Developing a sense of civic engagement and promoting a democratic society is at the heart of public education. Staff is encouraged to promote civic education.

III. EMPLOYMENT CONDITIONS

A. EMPLOYEE EXPECTATIONS

1. Attendance

The District expects employees to make every effort to be present for work. Employees are expected to adhere to their assigned schedule. In order for the District to operate effectively, employees are expected to perform all assigned duties. Teachers are professionals with a unique set of skills and competencies. They shall be present for the students they teach or supervise and shall organize their schedules to satisfy the

demands of their profession. When leaving the school premises, they shall sign out in the school office.

Employees who are unable to report to work shall follow the procedures for reporting their absence and obtaining a substitute. Any time spent not working during an employee's scheduled day must be accounted for in the substitute assignment system. The District monitors attendance and absence patterns. Theft of time and/or improper modification of time worked records will be investigated and will result in disciplinary action up to and including termination. Failure to notify the District of an absence and failure to report to work on such day could result in disciplinary action up to and including termination. Failure to return to work the day following the expiration of an authorized leave of absence may result in termination of employment.

2. Background Checks for Employment

Anyone applying for a position in the District is required to file in writing, in advance of employment on forms provided by the District, a statement identifying whether the applicant:

- a. Has been convicted of a misdemeanor or felony in this state or any other state or country; and
- b. Has been dismissed or non-renewed, or has resigned from employment in-lieu-of a potential dismissal or non-renewal, for any of the following causes: failure to meet a district's performance expectations, incompetence, inefficiency, neglect of duty, potentially illegal conduct, unprofessional conduct, or insubordination.

Knowingly falsifying or omitting information shall be sufficient grounds for termination of employment.

Additionally, anyone applying for any position shall be required to agree to the release of all records to the Board for examination for the purpose of verifying the accuracy of background and criminal violation information. Employment will be offered pending the return and disposition of such background checks. All offers of employment are contingent upon the results of such checks. *(See Policy 3121/AG3141)*

3. Child Abuse Reporting Requirement

Wisconsin Statutes 48.981 requires all school district employees to report cases of suspected child abuse or neglect. Each professional educator employed by the District who has reasonable cause to suspect child abuse or neglect shall be responsible for reporting immediately every case, whether ascertained or suspected, of abuse or neglect resulting in physical or mental injury to a student by other than accidental means. The professional educator shall immediately notify the appropriate administrator according to the District's Reporting Procedure for Student Abuse or Neglect and be responsible for contacting the appropriate authorities (Manawa Police Department, Waupaca County Sheriff's Department, and/or Waupaca County Department of Health and Human Services) who will then provide additional steps depending on the situational details and the child's residence address.

A reporting staff member shall not be dismissed or otherwise penalized for making a report of child abuse or neglect. Failure to report cases of suspected child abuse or neglect shall result in discipline, up to and including discharge. *(See Policy 8462/AG8462)*

4. Confidentiality

Wisconsin Statutes 118.125 and 118.26 outline the confidentiality of all student records including behavioral, health, and academic records. The District interprets these statutes to mean that unless an individual has a "right to know," the academic, health, and behavioral records of students are not to be shared. This can be carried forward to both the written record and verbal conveyance of student health, academic, and behavior progress (or lack thereof). Open discussion of student progress, behavior, or health issues with individuals that do not have a "right to know" could be contrary to Wisconsin Statutes and could compromise professional accountability. These statutes are not intended to restrict staff from asking for assistance or ideas

on how to handle a particular situation. Failure to maintain the confidentiality of student records shall result in discipline, up to and including, termination of employment. (*See Policy 8350*)

5. Copyright

A variety of machines and equipment for reproducing materials to assist employees in carrying out their educational assignments are available to professional educators in both the school and home setting. Infringement on copyrighted material, whether prose, poetry, graphic images, music audiotapes, video, or computer-programmed materials, is a serious offense against federal law, a violation of Board policy, and contrary to ethical standards for District employees. All reproduction of copyrighted material shall be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as “fair use” under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form. Employees are further advised that copyright provisions apply to all forms of digital media. (*See Policy 2531/AG2531*)

6. District Safety Plan

The District has standardized emergency procedures for use when the situation requires emergency safety measures. Each professional educator should know exactly what the emergency procedures are and where the emergency procedures are located for the assigned classroom or work location. Employees must follow the prescribed procedures during any emergency drill or situation. (*See Policy 8420/AG8420*)

7. Identification Badge

In order to maintain a safe, secure environment, all employees are required to have their photographs taken and to wear the District-issued identification badge during the work day and at District functions when serving in a work-related role.

8. District Property

The District may supply an employee with equipment or supplies to assist the professional educator in performing their job duties. All employees are expected to show reasonable care for any equipment issued and to take precautions to prevent theft.

Employees may not utilize District property for personal use or gain. Limited use of telecommunications equipment, computer equipment, software, and minimal duplication-for-a-fee copy machine use are exceptions when used appropriately and do not interfere with the work responsibilities of the professional educator.

Any equipment, unused supplies, or keys issued must be returned prior to the professional educator’s last day of employment, including, but not limited to employee identification badges, parking permit, keys, and the key fob for building entry. (*See Policy 7530*)

9. Emergency Drills

Every school conducts emergency drills in accordance with state law. All employees present in a building at the time of an emergency drill are required to participate in the drill. (*See Policy 8420*)

10. Equipment Disposal or Relocation

All District-owned equipment intended to be moved to another building site or declared surplus for disposal purposes must first be approved by the principal for such change in use by updating the classroom or building inventory and submitting it to the building principal.

11. False Reports

Employees may be disciplined for filing false reports or statements including, but not limited to, the following: accident reports, attendance reports, insurance reports, investigatory interviews, physician’s statements, pre-employment statements, paid leave requests, student records, tax withholding forms, and work

reports.

12. Homework

Professional educators must be familiar with and abide by the District's policy and administrative guidelines regarding the assignment of homework to students. (*See Policy 2330/AG 2330*)

13. Grading

Professional educators must be familiar with and abide by the District's policy and administrative guidelines regarding grading practices. (*See Policy 5421/AG 5421A/AG5430*)

14. Information Technology

The Manawa Board of Education has established policies that specify the rules for employee use of District-owned technology as well as personally-owned technology. Professional educators are expected to know and abide by the District's policies and administrative guidelines related to use of technology. "Staff Technology Resources" can be found on the District's webpage at: <https://www.manawaschools.org/staff/staff-tech.cfm>

Users of the District's information technology should have no expectation of privacy in the content of their personal files and records of their online activity while on the District's network. (*See Policy 7540.04/ Policy 7540.06/AG7540.04*)

15. Injuries to Employees

Professional educators are covered under Workers Compensation Insurance (Section 102.31, Wis. Stats.). In accordance with District policy, any work-related injury must be reported to the school office immediately so that proper reports may be filed for medical/hospital bills as well as claims for time off from work due to the injury. Failure to report an injury may jeopardize an employee's claim for payment of medical bills, disability claims, and/or back wages. Injuries sustained while on the job may not be covered under an employee's personal health insurance. It is the employee's responsibility to file injury reports with the school office within 24 hours of the event; the District assumes no responsibility for filing such reports. (*See Policy 8442/AG8442*)

16. Injuries to Students

Professional educators are responsible for reporting any student injury to the school office immediately. Each school's procedures for first aid, medical assistance, emergency assistance, parental contact, and appropriate written reports will be followed within 24 hours of the event. (*See Policy 8442*)

17. Legal Actions Involving Employees

Every professional educator shall notify their principal as soon as possible, but no more than three calendar days after any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony or misdemeanor, or any offense involving moral turpitude.

The requirement to report an arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall not apply to minor traffic offenses. However, an offense of operating under the influence, revocation or suspension of license, and driving after revocation or suspension must be reported if the employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff in any vehicle. Failure to report under this section may result in disciplinary action, up to and including termination of employment. Such report shall be made as soon as possible, but in no circumstance more than three calendar days after the event giving rise to the duty to report. The District may conduct criminal history and background checks on its employees. An arrest, indictment, conviction, no contest or guilty plea, or other adjudication shall not be an automatic basis for termination of employment. The District shall consider the following factors in determining what action, if any, should be taken against an employee who is convicted of a crime during employment with the District:

- a. the nature of the offense;
- b. the date of the offense;
- c. the relationship between the offense and the position to which the employee is assigned.

Nothing herein shall prohibit the District from placing an employee on administrative leave based upon an arrest, indictment, or conviction.

18. Licensure/Certification

The term “teacher” means any person who is required to hold a certificate issued by the Department of Public Instruction (e.g., classroom teachers, librarians, counselors, etc.).

Evidence of such legal authority to teach must be filed with the District Administrator prior to the effective date of any teaching appointment.

All matters related to obtaining and renewing a teaching license or certification is the professional educator’s personal responsibility. Each professional educator who is required to be licensed or certified by law must provide the District with a copy of their current license or certificate to be maintained in their personnel file. Professional educators are expected to know the expiration date of their license/certification and meet the requirements for re-licensure or certification in a timely manner. A teaching contract with any person not legally authorized to teach the named subject shall be void. All teaching contracts shall terminate if, and when, the employee’s authority to teach terminates, and no person shall be employed with an expired license. Employees shall maintain the licenses that are in effect upon hire. If a teacher changes their certification with the Department of Public Instruction, they must immediately notify the District Administrator in writing. (*See Policy 3120*)

19. Operation of District Vehicles

All professional educators who drive a District vehicle must provide proof of a valid driver’s license. Continued use of District vehicles is contingent on following the rules and procedures for using District vehicles. Professional employees who drive District vehicles must notify their principal immediately of any driving citation or conviction of a traffic violation. Principals receiving such notice will immediately notify the District Administrator. Payment for any citations received while driving a District vehicle is the responsibility of the driver. The reporting provision applies to citations or convictions as a result of operating either a District or personal vehicle.

The District completes background checks on all employees that includes the employee’s driving record. A staff member may have restrictions on transporting students or may be restricted from driving a district vehicle based on the information contained in the driving record. (*See Policy 3121/AG3440C*)

20. Operation of Personal Vehicle

Professional educators who are required to drive their personal vehicle for District business or activities will be reimbursed at the IRS rate. The employee’s personal insurance shall serve as the first level of coverage. If a professional educator is transporting students in a personal vehicle, the person is required to have the Department of Transportation vehicle inspection form completed and submitted to the District Office prior to transporting students. In addition, a copy of the professional educator’s valid driver’s license and copy of proof of insurance must also be submitted to the District Office. (*See Policy 8660/AG8660*)

21. Outside Employment

Outside employment is regarded as employment for compensation that is not within the duties and responsibilities of the professional educator’s regular position with the District. Professional educators shall not be prohibited from holding employment outside the District as long as such employment does not interfere with assigned school duties as determined by the District. The Board expects professional educators to devote maximum effort to the position in which employed. A professional educator will not perform any

duties related to an outside job during the additional time that the responsibilities of the District's position requires; nor will a professional educator use any District facilities, equipment, or materials in performing outside work. When the periods of work are such that certain evenings, days, or vacation periods are duty free, the professional educator may use such off-duty time for the purposes of non-school employment.

22. Physical Examination, Drug Test, and Tuberculosis Risk Assessment

As a requirement for employment and in accordance with section 118.25 of the Wisconsin Statutes, employees will be required to furnish evidence of a physical examination and a Wisconsin tuberculosis (TB) risk assessment questionnaire screening form. When hired, a professional educator will be given a conditional offer of employment, contingent on evidence that the employee is of sound health and able to perform the essential functions of their job.

The physical examination must be performed by ThedaCare at Work and the result recorded on a standard form furnished by the Board of Education. The form must be submitted to the District Administrator before the effective date of employment. Upon receipt of the form, the Board of Education shall pay for the physical examination.

The Wisconsin Tuberculosis (TB) Risk Assessment Questionnaire Screen must be filled out as part of the physical at ThedaCare at Work. If a skin tuberculin test is recommended, the test must be completed during the physical, prior to the first day of work. Subsequent physical examinations will be required at intervals determined by the School Board, consistent with state and federal laws.

An employee may request an exemption from the physical examination requirement for religious reasons by filing an affidavit with the Board stating that the employee depends exclusively upon prayer or spiritual means for healing in accordance with the teachings of a bona fide religious sect, denomination or organization and that the employee is to the best of the employee's knowledge and belief in good health and that the employee claims exemption from health examination on these grounds. If there is reasonable cause to believe that an employee who has requested an exemption is suffering from an illness detrimental to the health of the pupils, the School Board may require a health examination sufficient to determine whether the employee is suffering from such an illness. The School Board shall not discriminate against any employee for filing an affidavit seeking an exemption from the physical requirement.

The District shall maintain all physical examination records and other medical records in a file separate from all other personnel records, and shall treat such records as confidential medical records, in accordance with state and federal laws and regulations. (*See Policy 3160*)

Fitness for Duty: The District may require a physical and/or mental examination at the expense of the District where reasonable doubt arises concerning the professional educator's ability to perform the essential functions of his/her job, and consistent with the limitations imposed by applicable State and Federal law. Failure to comply with this request or failure to provide a doctor's certification of fitness for duties assigned may result in discipline, up to and including, termination of employment. (*See Policy 3160/Policy 3161/AG3160A/AG3160C*)

23. Professional Appearance

Professional educators are expected to be neat and professional in their dress and grooming. When on duty for the District, professional educators are role models for students and are expected to dress in a manner that is consistent with District expectations. Business casual is most appropriate. Casual dress is appropriate for field trips, shop experience, lab experiment, or clean-up which would possibly soil clothing. Employees must get approval from their principal if they feel business casual would not be appropriate for their level or certain activity. Administration will determine when personal protective equipment must be worn. On occasion, there are theme-based school/district sponsored days (ex. Homecoming, Think Pink, Red Ribbon Week, or sports-related days) where exceptions are made to the usual business casual dress. (*See Policy 3216*)

24. Professional Development

All professional educators are expected to pursue independent and active efforts to maintain high standards of individual excellence. Such efforts shall include keeping current in each specific and applicable area of instruction, Board established curriculum, as well as continuing study of the art of pedagogy. In addition to maintaining high standards of excellence for the students and school, each professional educator will make themselves available during the contractual year and day to their colleagues for assistance, to the District for services beyond those specifically required as part of their individual contractual duties, and to the community as a valuable resource. *(See Policy 3242/Policy 3243/AG3243)*

25. Residency

The District encourages employees to reside within the school district.

26. Safety Training

Professional educators for whom training in the following areas is deemed necessary and appropriate shall be trained as part of the District's safety program:

- a. the control of blood-borne pathogens
- b. the information regarding hazardous chemicals
- c. the use of automated external defibrillators
- d. the control of casual-contact communicable diseases
- e. the control of direct-contact communicable diseases
- f. the use of Cardio-Pulmonary Resuscitation (CPR)
- g. the use of Basic First Aid
- h. the use of seclusion or restraint

Administrators may designate any safety training a condition of continued employment when provided at the District's expense.

27. Solicitations

Employees may not use their positions to solicit funds, recruit membership, disseminate personal or political information that in any way interferes or distracts from the District's vision, mission, and purpose. *(See Policy 3230)*

28. Student Supervision

The District requires each professional educator to maintain a standard of care for supervision, control, and protection of students commensurate with the employee's assigned duties and responsibilities. *(See Policy 3213/AG3213)*

29. Student Teachers

The District recognizes its responsibility to assist in the training of future teachers by providing classroom placements for student teachers. Professional educators of the District will comply with the District's rules and procedures for the placement and supervision of student teachers. *(See Policy 3120.06)*

30. Substitute Teachers

Professional educators must use the District's procedures whenever a substitute teacher is needed. Student teachers shall not be used as substitutes. Only the sub caller may make arrangements for substitutes, except when a principal must utilize internal substitutes due to an emergency situation or when a professional educator intends to be absent for non-school business for sixty (60) minutes or less for which the professional educator must make arrangements with a colleague for coverage and notify the principal of the arrangements in advance of the absence. Substitute teachers are directly responsible to the building principal during the time they are assigned to that principal's building. Professional educators are responsible for providing

current seating charts, lesson plans, classroom rules, and other information necessary for the orderly and effective operation of the class by the substitute. (See also SDM Substitute Process under shared Google documents.)

Teachers who are asked to substitute for another teacher will receive \$18.00 per class period.

31. Unpaid Debt to the District

Employees that accrue debt due to unpaid food service bills, non-sufficient funds check, or other reasons will have this amount subtracted from their pay on the June 15th payroll.

32. Volunteers

The District encourages community interest and participation in its schools in many ways, one of which is provision for volunteer service by qualified adults in assisting students and teachers in a variety of school and classroom-related activities. Proper utilization of volunteers not only affords personal satisfaction to adults interested in volunteer service, but it also affords increased learning opportunities to students who can benefit from a variety of learning experiences provided by the volunteer under the direction of the professional educator. All volunteers who work directly with students are required to have the District-prescribed annual background check. Special rules apply for teen volunteers.

Designated volunteer programs such as the Senior Tax Exchange Program (STEP) are of particular value to the students of the District. Because of the value of these designated volunteer programs and of volunteers in general, professional educators are expected to support the use of volunteers in their schools, their classrooms, and during school activities. Volunteers are to complete tasks of educational benefit set for them by the professional educators they are assisting. A volunteer is not empowered to independently diagnose student learning needs or prescribe student activities or formally evaluate student work. The latter tasks are reserved for the professional educator responsible for the students. (*See Policy 8120/AG8120*)

33. Work Spaces

Professional educators are expected to maintain professional and appropriate work spaces that are consistent with the professional educator's assignment and the District's educational program. Personal items should be kept to a minimum and should never violate District policies or directives. Personal appliances (e.g., coffee makers, refrigerators, microwaves) are not permitted in classroom settings unless there is an educational rationale and written approval of the principal.

Employees have no expectation of privacy with respect to any item or document stored in or on District-owned property, which includes, but is not limited to, desks, filing cabinets, mailboxes, lockers, tables, shelves, District vehicles, and other storage spaces in or out of the classroom. Accordingly, the District may at any time and in its sole discretion conduct a search of such property, regardless of whether the searched areas or items of furniture are locked or unlocked.

34. Work Stoppage

Professional educators may not engage in, condone, assist, or support any work stoppage strike, slowdown, or sanction, or withhold in full or in part any services to the District. Professional educators who fail to perform their normal duties when so required as part of any action which disrupts the orderly operation of the District will be subject to whatever disciplinary action the District deems appropriate up to and including termination of employment as per State Statute 111.70(4)(L). (*See Policy 3531*)

B. EMPLOYEE WORK DAY/HOURS OF WORK

1. Normal Hours of Work

Certified staff are professional employees as defined by the federal Fair Labor Standards Act and the

Wisconsin Municipal Employee Relations Act, § 111.70(1)(L), Wis. Stats.

The typical work day is defined as 7:30 a.m. until 3:30 p.m. (less 30 minutes for lunch).

During the school day professional educators are not to absent themselves from a class or supervision while that class/supervision is in session (except for legitimate student teacher training purposes), nor should professional educators leave the building earlier than the designated time at the end of the teaching day. Professional educators wishing to deviate from the above regulation must request and receive permission to do so from their building principal before taking leave. Requests should be limited to emergency situations or such instances where the task cannot be completed except during school hours. (*See Policy 6700/AG6700*)

2. Meetings

Faculty Meetings: Professional educators are required to attend all mandatory administratively scheduled meetings of the faculty, staff, department/grade level, or other sub-group of employee. Administratively scheduled meetings may begin before the normal workday begins or extend beyond the end of the normal workday. The administration shall attempt to provide reasonable notice of all such meetings. Professional educators who are required to attend administratively scheduled meetings will receive no additional remuneration beyond their regularly paid salary for attending such meetings.

Student Progress Meetings: Professional educators are required to attend individual educational plans (IEP) team meetings, Response to Intervention team (RtI) meetings, parental conferencing meetings or other meetings of similar nature, which are normally conducted at irregular times and are required to attend such events regardless of the date, time, or duration of said meetings. Professional educators who are required to attend such student progress meetings will receive no additional remuneration beyond their regularly paid salary for attending such meetings. Professional educators attending student progress meetings during the work day, including during time designated for planning or preparation, will receive no compensation or additional remuneration beyond their regularly paid salary for attending such meetings.

3. Consultation with Parents

Each teacher shall consult with parents so that parents recognize the important role they play in shaping the attitudes of their children and assume greater responsibility for the performance of their children and for the excellence of our schools. Such consultation may be in the form of phone contacts, home visitations, progress reports, in-person appointments, etc., in addition to scheduled parent/teacher conferences and open houses at which attendance is mandatory except for professional educators who have received permission from their principal due to being engaged in other school activities scheduled at the same time.

4. Emergency School Closing

When inclement weather, other emergencies, or special situations require a delayed start or the closing of school for the day, professional educators are responsible for obtaining the revised work day information from the District website or District-designated media. Professional educators shall not report to work, nor shall their compensation be affected for such times, when school is closed unless otherwise directed by the administration in unique situations for which time compensation shall be provided.

In the event it is necessary to provide an unscheduled early release, professional employees will be informed of the situation by the administration. Professional educators shall leave during such emergencies and shall not have their compensation affected. When school is closed early due to inclement weather, teachers shall be excused to leave as soon as the busses have departed.

The District Administrator shall make the decision regarding emergency closings. Make-up time for emergency closures shall be in keeping with state statute and shall be at the discretion of the Board. Professional educators shall not receive additional compensation in the event the District requires missed day(s)/time to be made up with or without students. (*See Policy 8220/AG8220*)

5. School Calendar

The Board will publish a calendar which reflects One Hundred Eighty-Eight (188) work days. (*See Policy 8210*)

C. EMPLOYEE RESPONSIBILITIES

1. Access to Students

Professional educators are responsible for making themselves available in their classrooms or work areas to students in the morning prior to the start of classes and after classes end at the conclusion of the student day. This access is intended to provide time for students who need remedial, make-up, or enrichment assistance to work with their teachers or other education professionals and is within the normal work day of salaried professional educators.

2. Attendance at School Events

Professional educators are required to attend all mandatory, administratively-required school events. These events, though not limited by enumeration, may be an open house, music program, art show, and/or other school or district events that occur after the normal work day. Professional educators who have a co-curricular conflict or other professional conflict may be excused at the discretion of their principal as long as such arrangements are made at least 24 hours in advance. The missed time may be required to be made up.

3. Curriculum Development

In addition to each professional educator's individual responsibility for developing the scope, sequence, and lessons for their teaching assignment in accordance with the Board-approved curriculum, every professional educator has the responsibility to participate in curriculum development for the District as part of a curriculum committee, grade level/departmental team, work group, or individual task. Each professional educator has the obligation to participate in ongoing curriculum committee work and is expected to contribute professionally to curriculum committee activity and to attend meetings as scheduled.

The District will maintain and publish a curriculum development schedule that may include, but is not limited to, an ongoing cycle that includes an outside audit, a curriculum rewrite process, and a textbook/resources process, or any other components deemed appropriate by the District for each curriculum area, grade-level, department, program, or other grouping determined by the District.

Each professional educator is assigned to a particular curriculum committee and is obligated to participate in the curriculum development and rewrite process as deemed appropriate by the District. Teachers perform designated curriculum projects under the direction of the Curriculum Director and shall be paid the Board approved stipend. Teachers shall be paid upon approval of the entire scope of work by the Board.

Individual curriculum work outside of the regular cycle of curriculum development and rewrite, above and beyond the normal scope and sequence and lesson planning for which each professional educator is personally responsible for their teaching assignment, may be authorized by the District at the sole discretion of the District. The District may invite curriculum projects to be proposed by individuals, groups, committees, departments of the faculty, or administrators. The District will announce the criteria for approval and determine, in its sole discretion, the projects that are approved and conditions for such approval. Compensation for professional educators of approved non-cycle curriculum development and rewrite work, often referred to as R & D summer curriculum projects, shall be paid the Board approved stipend upon Board approval of the curriculum documents.

Every professional educator also carries the professional responsibility to update and improve semester outlines and units of study for courses and classes personally taught as part of their regular salaried position. Each professional educator is expected to develop written materials within an approved format and to submit copies of these materials as directed by their principal.

4. Professional Duties

The District recognizes that each professional educator performs many duties not directly related with the regular classroom teaching assignment or other professional assignment nor specifically itemized in the position assignment. Professional duties are those considered to be part of the professional educators traditional workday and include, but are not limited to the following enumerated duties. The District, at its sole discretion, may add to or change this list. (*See Policy 3120.01*)

- a. The assignment itself;
- b. Faculty meeting attendance and participation;
- c. District-level committee attendance and participation;
- d. School-level committee attendance and participation;
- e. Varied ad hoc committees on which professional educators have traditionally served;
- f. Open house(s) as scheduled;
- g. Parent conferences as scheduled;
- h. Implementation of discipline plans, IEPs, 504 plans, RtI plans, EL plans, G/T plans or other student assistance/accommodation plans as determined appropriate by the District;
- i. Supervision of students assigned during the workday (i.e., hallway, detention, to lunch or midday recess);
- j. Letters of recommendation for students except in cases where the student's performance would result in a negative response;
- k. Daily check of mailbox, minimally before school and in the afternoon;
- l. Daily monitoring of and response to email and voicemail;
- m. Summer monitoring of and response to email;
- n. Adherence to deadlines for submission of information and data to administration;
- o. Written/electronic lesson plans developed in advance in accordance with District format and expectations;
- p. Professional sharing of information obtained from workshop/conference attendance, site visit, school meeting, or District meeting.

5. Professional Growth

All professional educators shall engage in independent and active efforts to maintain high standards of individual excellence. Such efforts shall include keeping current in each specific and applicable area of instruction, Board established curriculum, as well as continuing study of the art of pedagogy. In addition to maintaining high standards of excellence for the students and school, each professional educator will make themselves available during the contractual year and day to their colleagues for assistance, to the District for services beyond those specifically required as part of their individual contractual duties, and to the community as a valuable resource.

D. EMPLOYEE PERFORMANCE AND EVALUATION

Staff have the privilege to bring representation of choice when meeting with an administrator.

1. Employee Evaluation

The District views employee evaluation as an ongoing process for the purpose of improving organizational performance and assessing individual performance of employees. The process for employee evaluation is specified in the *Teacher Performance Evaluation Guide* which is shared annually with all professional educators as per the Educator Effectiveness Model available from CESA #6. The District, at its sole discretion, may revise the *Teacher Performance Evaluation Guide* at any time. Any evaluation process must comply with all applicable state and federal laws and regulations. During an employee's first three (3) years in the District they shall be evaluated a minimum of two (2) times annually. (*See Policy 3220/AG3220A/3220B*)

2. Employee Discipline

The Board of Education reserves the right to and the responsibility to manage the District's employees. The District Administrator or their designee may issue discipline or recommend termination of employment to the Board of Education, if necessary, consistent with the requirements of any applicable policy, procedure, rule or regulation as well as state and federal law. Staff has the privilege to bring representation of choice when job performance with supervisor is to be discussed. A professional educator may be disciplined for violations of Board policy or for other failure to meet the expectations and obligations of their position. No employee may be subject to arbitrary or capricious disciplinary action.

Disciplinary action will normally follow a progressive discipline model that is designed to correct inappropriate conduct on the part of employees. Progressive discipline will generally progress as follows with documentation placed in the employee file:

- a. Oral reprimand,
- b. Written warning;
- c. Suspension, the length of which is determined by the administration to effect the corrective goal of discipline;
- d. Termination.

As long as it is not arbitrary and capricious, the District Administrator may skip one or all steps in the progressive discipline model whenever the District Administrator deems that the severity of the offense merits it. Any professional educator who is suspended without pay or termination of employment shall be given written notice of the reasons for such action. A copy of such notice shall be made a part of the professional educator's personnel record. Instances of discipline are subject to the employee grievance procedure. (*See Policy 3139/Policy 3140*)

E. EMPLOYEE STATUS

1. Determination of Assignments

The Board will employ teachers by issuing Individual Teaching Appointments to each teacher on or before March 15 each year. The Individual Teaching Appointments must be signed and returned to the District Office by law on or before June 15 of the same calendar year in order to become a valid appointment for the succeeding year.

The District Administrator is responsible for the assignment of all professional educators in conformance with any legal requirements or certification requirements. Employees may express in writing to the District Administrator or their designee their preference of school, grade level or subject. After assignments are issued changes may have to be made due to late staff changes, grade level or school population changes, the final development of class schedules, enrollment changes in specific classes, budgetary/financial adjustments, computer failure, or other factors uncertain when the initial assignment was made. In all cases

the decision of the District Administrator and approved by the Board of Education shall be final as to the assignment of professional educators.

All current employees in good standing with the District may apply for summer school positions.

2. Transfers

Professional educators interested in transferring from one position to another will apply in writing to the District Administrator according to procedures provided in the vacancy announcement. Consideration will be given to such applications, and all transfer applicants shall receive a written response when the position is filled.

The District, at its discretion may involuntarily transfer an employee to a vacant or new position in the District. If an employee wishes to be transferred to another position which is open, application for a transfer should be made in writing to the District Administrator or their designee. An employee who applies for a vacant position may be granted an interview for the position. The District retains the right to select the most qualified individual (internal or external candidate) for any position. (*See Policy 3132*)

Prior to an involuntary transfer to another grade level, department, program, or school, the professional educator shall be consulted by the District Administrator or their designee at which time the reason for consideration of the change in assignment will be explained. If an involuntary transfer of assignment is made, written notification will be made to the professional educator when the administrative decision is finalized.

Assignments shall be made in accordance with *Policy 3130 – Assignment and Transfer*. In all cases the decision of the District Administrator and approved by the Board of Education shall be final as to the assignment of professional educators.

3. Reduction in Staff

The Board of Education reserves the right to reduce the number of positions (full layoff, or the number of hours in any particular position (partial layoff), as it determines is necessary for the continued operation of the District's educational program in an efficient and effective manner. Such staff reductions will be made in compliance with policy. In deciding which position(s) to reduce or eliminate, as well as the individuals affected, the Board shall act in what it determines is in the best interest of the students and the District.

The non-renewal procedures (for teachers) of Section 118.22, Wis. Stats., do not apply to layoffs.

No professional educator whose position has been eliminated or reduced and whose employment has been terminated or modified shall have any right to be contacted by the District in the event that a vacancy opens in the future. Likewise, no professional educator whose employment has been terminated or reduced is entitled to a future position or will receive any preference over other applicants. Professional educators whose employment ended or was reduced with the District due to a reduction in force shall not be prevented from applying for future positions with the District.

For teachers:

- a. Where appropriate, attrition may be used to achieve the necessary number of position reductions.
- b. The evaluating administrator will review the Educator Effectiveness Project evaluation data and professional file as maintained in the district office for each teacher in the elementary divisional level (4K-5) and at the secondary (gr. 6-12) by department. The principal shall make recommendations with supporting documentation to the District Administrator as to effectiveness of the teaching staff. The decision will be based on the preponderance of the evidence. (*See My Learning Plan located on the District webpage>Staff Home>Teacher Resources.*)
- c. An independent, outside evaluator may be secured with the authorization of the District Administrator to provide an objective assessment of the teacher's performance and will be used in conjunction with the data collected by the evaluating administrator. The request to use an outside evaluator would

come from the evaluating administrator or the District Administrator. A teacher may not request an outside evaluator.

- d. Principals will examine all teaching assignments and make recommendations to the District Administrator about the best fit for each position based on each teacher's skills and dispositions.
- e. All other evaluation records being equal, the most recently hired individuals offered the position within the divisional level or department would be the first to be terminated. (*See Policy 3131*)

4. Termination, Non-Renewal, and Resignation

Individual employment contracts of a professional educator may be terminated or non-renewed upon a majority vote of the full membership of the Board subject to any applicable law. Employees may be terminated or non-renewed for any reason, provided that the decision is not arbitrary or capricious, or in violation of any applicable law. In the event the District Administrator intends to recommend the non-renewal of a teacher's contract, he/she shall comply with all applicable statutory non-renewal procedures.

The non-renewal of Individual Teaching Appointments shall be governed by Section 118.22, Wis. Stats.

Any decision to terminate or non-renew a professional educator's employment contract shall be subject to review consistent with the grievance procedure in policy and corresponding Professional Educator Handbook references.

A resignation, once submitted and accepted by the Board or its designee, is final and may not be rescinded without approval by the Board. The Board may defer acceptance of a late (i.e. 30 days prior to the start of the school year or school calendar year) resignation until such time as the position from which the professional educator has resigned is filled by the District. Resignations shall be processed in accordance with policy. (*Policy 3140*)

F. GRIEVANCE PROCEDURE

The District encourages collaborative problem solving. Employees are encouraged to share any employment-related problem with their immediate supervisor informally.

The District has adopted a grievance policy that is available online, via the District website. The process for filing a grievance is outlined in detail in the Policy. Policy specifies the exclusive internal method for resolving grievances concerning discipline, termination, and workplace safety. A determined effort shall be made to settle any grievance at the lowest possible level in the grievance procedure. The Board maintains the right to modify the Grievance Procedure, in accordance with state statute, at any time at its sole discretion. (*See Policy 3340*)

IV. COMPENSATION

A. PAYROLL INFORMATION

All teachers will be paid on the 15th and final business day of each month. Teachers will be provided the option of either 20 or 24 payments. Teachers electing to be paid out over 20 or 24 payments shall provide written notice to the District by their preference on their signed contract.

All employees will have their pay checks (after all appropriately authorized amounts have been deducted) directly deposited into one designated bank account. Any changes to direct deposit information may be made by notifying the

Business Office.

If a payday falls on a bank holiday or a weekend, the pay date will be the last work day preceding the bank holiday or weekend.

Pay is subject to all deductions required by law, federal tax, Social Security payment, Medicare, and state and local income taxes, as applicable. The amount of the deductions will depend on earnings and information furnished on individual W-4 forms regarding the number of exemptions claimed. If an employee wishes to modify the number of exemptions, they must request a new W-4 form from the Payroll Office. Only an employee may modify their own W-4 form. Verbal or written instructions are not sufficient to modify withholding allowances. Professional educators are encouraged to regularly check their pay-related information on the online Employee Portal.

The annual W-2 form reflects how much of an employee's earnings were deducted for these purposes. Any other mandatory deductions to be made from paychecks, such as court ordered garnishments, will be explained whenever the District is ordered to make such deductions. Questions about pay and deductions should be discussed with the Payroll Office.

Should there be an underpayment of any kind, the District will make every effort to repay the amount as quickly as possible. In the event that there is an overpayment of any kind that the District has not noticed, it is the employee's responsibility to bring this to the attention of the Payroll Office.

B. SALARY AND RELATED COMPENSATION

1. Salary

The Board will comply with state statutes as to employee compensation. Employees will receive individual notice as to their salary on the upcoming year's contract. This is subject to change for those professional educators working on the salary advancement model as defined in the *Salary and Stipend Guide* found on the Staff Home page>Handbooks.

2. Extended Contracts

The Board may determine extended contracts are necessary to complete the work of the District.

3. Extra-Curricular Stipends

Teachers may be assigned extra-curricular activities. The principal will offer a period in which teachers may volunteer for extra-curricular assignments. Assignments will be offered to the individual who, in the sole discretion of the District, is the most qualified applicant. The District will publish a schedule outlining the compensation for extra-curricular assignments in the *Salary and Stipend Guide*.

4. Supervisory Duties

Supervisory duty assignments, including but not limited to lunch, bus, and recess duties, will be assigned to professional educators or support staff at the sole discretion of the District. The assignment of a duty shall not be deemed a contract, and individuals assigned supervisory duties may be reassigned by the District at any time. The stipends and payments for supervisory duties shall be made in accordance with the *Salary and Stipend Guide*.

5. Substitute Assignment

Teachers who are asked to substitute for another teacher will receive \$18.00 per class period.

6. Required Training

The District may occasionally require a professional educator to attend a workshop or training necessary for employment that occurs outside scheduled work days. The professional educator may be eligible for compensation for this required training and will be paid at \$20 per hour compensation. Teachers completing required CPR/First Aid Training will be compensated with a \$25 stipend for annual certification.

7. Summer School

If summer school session employment is available, the District may offer summer school employment to qualified professional educators of the District's choosing. The District is free to use outside providers to perform such work. The terms and conditions of employment for summer school session shall be established by the District at the time of hire. Unless specifically set forth by the District at the time of hire, work performed by a regular employee during a summer school session shall not be used to determine eligibility or contribution for any benefits, length of service, or wage/salary levels.

8. External Honorarium

Professional educators who are offered a payment or honorarium for work performed during time when the employee is being paid by the District shall promptly report the monetary offer to the District Administrator. The District Administrator, at their sole discretion, shall determine after conferring with the professional educator whether the payment or honorarium shall be received and by whom.

V. BENEFITS

A. DISTRICT PROVIDED BENEFITS

The Board provides a competitive and comprehensive package of benefits to its employees. The Board retains the final authority to establish, modify, rescind, add, or in any way affect employee benefits. Annually, in conjunction with the budget process, the anticipated share cost of all employee benefits, specifying both the employee and employer share, shall be approved through Board action.

Insurance coverage will commence on the professional educator's first day of employment. Except for cases of misconduct, professional educators whose employment is terminated at the conclusion of a school year shall have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through August of the same year in which the employment was terminated. Professional educators whose employment terminates during the school year shall have their health, dental, life, and long-term disability insurance coverage continued and paid at the same District rate through the last day of the last month of their employment.

The Board reserves the right to select the carriers and plans for any insurance provided by the District.

1. Wisconsin Retirement System (WRS)

The Board will comply with the requirements as to contributions for employees to the Wisconsin Retirement System (WRS) as established by State Statutes and the Department of Employee Trust Funds.

2. Health, Dental, and Vision Insurance

The District reserves the right to select the carrier(s) and to determine the plan benefits including deductibles, co-pays, and other coverage for health and dental insurances. The District reserves the right to change the structure of the benefit plan, including eligibility, at any time. Specific information concerning the plan may be found in the appropriate Summary Plan Description which governs all conditions of coverage. The plan documents are maintained in the Business Office and provided to employees who enroll in the coverages.

Eligible employees who are covered under fully insured group health, vision, and dental plans are assured the privacy protections required by Federal and State Law.

3. Eligibility for Health, Dental, and Vision Insurance

A teacher teaching less than full-time (1.0 FTE) will have the District's percentage of contribution pro-rated as a percentage of full-time employment for purposes of group health and dental insurance, long-term disability benefits and life insurance (e.g., a teacher teaching 0.5 FTE will receive half of the District's contribution for a full-time (1.0 FTE) teacher). Teachers working less than 0.5 FTE are not eligible for the District's health, vision, and dental insurance.

Hours worked beyond those set forth in the individual contract shall not be used to determine insurance eligibility or insurance contributions as per Affordable Care Act regulations. Such hours excluded may include, but not be limited to the following: extended contracts, summer classes, co-curricular assignments, substitute assignments, etc.

4. Premium Contributions for Health Insurance

The District will pay a portion of the premium for group health insurance (employee, employee plus one, and family) depending on the employee election. 86% of the monthly premium rate is paid by the District and 14 % is paid by the employee. The insurance carrier(s), program(s), and coverage(s) will be selected and determined by the Board.

5. Premium Contributions for Dental and Vision Insurance

The District will pay eighty-six percent (86%) of the premium for group dental and vision insurance (family or single).

6. Group Term Life Insurance

The District will pay the full amount of the premium for life insurance at two times the professional educator's total salary.

7. Group Long-Term Disability Insurance

The District will pay the full amount of the premium for long-term disability insurance. The insurance carrier(s), program(s), and coverage(s) will be selected and determined by the Board.

8. Liability Insurance

Employees are covered by the District's liability policy while acting within the scope of their defined duties and responsibilities. The District's liability policy shall be in accordance with Wisconsin Statutes.

9. Travel Expenses/Mileage

The District may provide for reimbursement of actual and necessary expenses, including travel expenses, of professional educators that are incurred in the course of performing services for the District, whether within or outside the District, under the direction of the Board and in accordance with advance authorization by an administrator.

Professional educators should use District-owned vehicles or bus transportation whenever possible and practical when transporting students. When personal vehicles are used during the course of performing duties for the District, the District will pay the IRS rate for approved out-of-District travel as well as for travel between buildings where employees are required to travel as part of their assignment. Employees must submit a request for travel reimbursement.

B. VOLUNTARY BENEFITS

1. Short-Term Disability

The Board shall make short-term disability insurance available to eligible employees at the employee's expense. The insurance carrier(s), program(s), and coverage(s) will be selected and determined by the Board.

2. Tax-Sheltered Annuity (TSA)/403(b) Retirement Plan

A TSA program is available to teachers in accordance with the District's policies governing the 403(b) program.

3. Section 125/Flexible Spending Account

The Section 125(c) Plan is a pre-tax, payroll deduction account that allows employees to set aside up to \$5,000 for dependent, child or adult care and the maximum allowable by law for additional medical, dental or vision expenses not covered by insurance. An annual election is made with a July 1 through June 30 benefit period. Claims can be made during the benefit year and up to ninety (90) days after for expenses paid by the individual during the previous calendar year.

C. VOLUNTARY RETIREMENT

The District may provide, at its sole discretion, a post-retirement benefit for eligible professional educators, and reserves the right to modify or terminate this benefit at any time.

A teacher reaching eligible retirement age during the school year must complete that school year before exercising the option to retire early.

All teachers who elect to retire early must provide written notice of their intent to do so on or before February 1 of the school year prior to retirement.

For teachers actively employed before June 30, 2011:

Teachers working .75 FTE or more will be eligible for early retirement benefits in accordance with the following criteria:

- Age 55
- Fifteen (15) years of full-time experience in the District

D. WORKERS' COMPENSATION

Workers' compensation is to provide for payment of medical expenses and for partial salary continuation in the event of a work-related accident or illness. The District will provide Workers' Compensation as required by law. The amount of benefits payable and the duration of payment will depend upon the nature of the injury or illness. Any employee who is injured on the job shall report the injury to their principal prior to seeking medical attention, if at all possible. In the event of an emergency, the employee shall notify their principal within twenty-four hours after the occurrence of the injury or as soon as practicable. The employee shall complete an accident report form available on the District webpage>Staff Home>Incident Reports.

Some types of injuries suffered while at work may not be covered by worker's compensation insurance. Examples of non-covered injuries suffered at work include, but are not limited to, the following:

- a. Injuries because of a self-inflicted wound;
- b. Injuries sustained because of an employee's horseplay;
- c. Injuries sustained while an employee does an activity of a strictly private nature.

VI. TIME OFF AND LEAVES

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 / ~~5-7~~ 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 schedule 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.

2. Gifting of Sick Leave

An employee may choose to gift sick leave days to another employee who has exhausted existing sick leave and who is personally experiencing a catastrophic illness or accident. A catastrophic illness or accident is a severe illness/accident requiring prolonged hospitalization or recovery. Examples would include coma, cancer, leukemia, heart attack or stroke. These illnesses or accidents usually involve high costs for hospitals, doctors and medicines and may incapacitate the person from working, creating a financial hardship. An employee with ten (10) or fewer sick days remaining in their own sick leave bank shall not be permitted to gift sick leave days. An employee may gift up to three (3) sick days. Days will be gifted in the order in which they are donated in the Skyward system. Any unused days will be returned to the donor on or before June 30th.

3. Bereavement Leave

Professional educators shall be granted up to (4) days of Bereavement Leave in the event of a death in the family or close relationship. It is the professional educator's responsibility to submit the appropriate Employee Portal information and email notice to their principal in advance of taking such leave. Professional educators who access Bereavement Leave consisting of multiple days for the same death shall confer with their principal in advance for the purpose of maintaining smooth school operations in their absence. The District may require proof of the death, the relationship, travel itineraries, or other documentation from the professional educator whenever the District deems such verification appropriate.

4. Emergency Leave

In the event of an emergency not covered by illness in the family as indicated in the Paid Time Off section or death as indicated in the Bereavement Leave section, the professional educator may apply for Emergency Leave to be granted by the District Administrator. Emergency Leave shall be deducted from Sick Leave and will be granted only if sufficient evidence is submitted to satisfy there is a compelling reason for absence. Usually this leave will be granted only under extraordinary and uncontrollable circumstances. These circumstances will usually fall under the classification of "an act of God" and will be of such a nature that they could not possibly be foreseen by the employee, such as damages to the professional educator's residence or vehicle caused by fire, flood, tornado, or other unforeseen emergency.

5. Jury Duty and Witness Duty

An employee who is not able to report for work because of jury duty or acting as a witness in a matter in which the employee is not a party, will be paid for the time missed. The employee shall provide the District with any payment received from serving on the jury. Employees must notify their immediate supervisor as soon as notice of jury duty is received and as soon as jury duty terminates.

Professional educators shall report to work if released from jury duty or the witness stand when at least a half-day remains in the scheduled work day. Professional educators are required to submit proof to verify the amount of the payment and/or their requirement/request to appear.

6. National Guard Duty

Where a professional educator is absent due to required service in the National Guard or Reserve, the professional educator will be paid their full salary for a period of up to five days for such absence, barring any overriding provision by the state or federal government. This leave will be granted without any deduction from the employee's PTO account, provided that the professional educator must endorse to the District all payments by the military for the days covered by paid leave from the District.

7. Military Leave for Active Duty

Professional educators will be granted a military leave of absence for absences from work due to serving in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Professional educators must give their principal advance notice of upcoming military service, unless military necessity prevents advance notice, or it is otherwise impossible or unreasonable.

Professional educators will not be paid for military leave. However, professional educators may use any available accrued paid time off to help pay for the leave. Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable places for which the professional educator is otherwise eligible.

A professional educator who is on military leave for up to 30 days must return to work on the first regularly scheduled work period after the service ends (allowing for reasonable travel time). A professional educator who is on military leave for more than 30 days must apply for reinstatement in accordance with USERRA and applicable state laws.

Professional educators who return from military leave (depending on the length of military service in accordance with USERRA) will be placed either in the position the professional educator would have attained if they had stayed continuously employed or in a comparable position. For the purpose of determining benefits that are based on length of service, the professional educator will be treated as if they had been continuously employed.

8. Administratively-Approved Leave

A professional educator may request Administratively-Approved Leave (with or without pay) for absences not covered under PTO, Bereavement Leave, or Emergency Leave provisions. Typically, such leave is for "once-in-a-lifetime" events over which the professional educator has no control of the date. Paid Administratively-Approved Leave shall access the professional educator's PTO Leave account. Unpaid Administratively-Approved Leave shall result in a pro-rated daily deduction of the teacher's contract. This leave and the conditions thereof, including compensation, shall be at the discretion of the District Administrator whose decision shall be final and without appeal.

Requests for Administratively-Approved Leave shall be made with the appropriate form at least three days prior to the absence if advance notice is available. In the event that three days' advance notice is not available, the professional educator shall be responsible for submitting the appropriate form as soon as the information is available.

Administratively-Approved Leave, either paid or unpaid, shall not be granted for participating in Association business or to engage in job actions such as picketing or demonstrating, or to participate in activities designed to disparage, embarrass, or discredit the District.

B. FAMILY AND MEDICAL LEAVE ACT

Professional educators have access to absences covered by the federal Family Medical Leave Act (FMLA) and the Wisconsin Family Medical Leave Act (WFMLA) in accordance with provisions and procedures specified in Board Policy and Administrative Guidelines. Questions regarding FMLA leave should be directed to the District's Business Office. (*See Policy 3430.01/AG 3430.01A/AG 3430.01B*)

C. LEAVES OF ABSENCE

1. Unpaid Leave of Absence

Employees must submit a written request for an unpaid leave of absence to the Board. The Board may grant the request for a leave of absence at its discretion. The leave of absence will begin and end on the dates approved by the Board. A leave of absence may not exceed twelve (12) calendar months.

Employee participation in fringe benefits will be discontinued during a leave of absence. The employee may remain a member of the District's group insurance plans (to the extent permitted by the carrier); however, they must pay the premiums to the District during the leave of absence.

Sick leave will not accrue during a leave of absence; however, any accumulated sick leave at the time of the leave of absence will be reinstated upon return.

A teacher will not accrue a year of service unless working a minimum of one hundred twenty (120) paid work days in a school year. A teacher teaching less than full-time (1.0 FTE) will have their percentage of teaching pro-rated toward a partial year of service (e.g., a teacher teaching 0.5 FTE will receive a half year experience). (*See Policy 3430*)

2. Professional Leave

Professional educators may apply for an unpaid professional leave for study, research, or special teaching assignment for a period up to one year. This leave will be without pay or benefits and is subject to Board approval. Requests for professional leave must be made by February 1 for the following school year.

3. Child-Rearing and Adoption Leave (Extended Beyond FMLA/WFMLA)

Professional educators with a minimum of three years of continuous local experience may apply for unpaid Child-Rearing/Adoption Leave. Such leave is subject to Board approval and may be taken for no longer than two semesters. The Board reserves the right to limit approved leaves to no more than two professional educators per school year and is subject to hiring a qualified replacement for the leave period. This leave provision is not available to professional educators who have used this leave provision within the previous three years. Application should be made in writing at least three months prior to the requested start of the leave. If conditions are such that three months' advance notice is not reasonable, then application should be made as soon as practicable with an explanation as to the cause of the reduced advance notice.

4. Failure to Return after Expiration of Leave: In the event the professional educator does not return to work following the expiration of the leave, and subject to applicable legal restrictions, they will be deemed to have resigned their position with the District and waived any and all rights to further employment by the District.

5. Interaction with Family and Medical Leave Provisions: Unpaid medical leave, the term of such leave, and participation in insurance programs under this section as provided for above shall run concurrent with any leave(s) provided for under the Wisconsin Family and Medical Leave Act and/or under the federal Family and Medical Leave Act.

EMPLOYEE ACKNOWLEDGEMENT FORM

**This is a duplicate copy of the form.
Please retain this copy with your handbook for reference.**

*An original signed and dated copy of this form must be submitted to the School Office
by the announced deadline as a condition of continued employment.*

The *Professional Educator Handbook* describes important information about the School District of Manawa. I acknowledge that I have received a copy of the District's *Professional Educator Handbook*. I understand that I should consult my principal if I have any questions that are not answered in the handbook.

I understand and acknowledge that there may be future changes to the information, policies, and benefits in this handbook. I also understand that the School District of Manawa may add new policies to the *Professional Educator Handbook* as well as replace, change, or cancel existing policies. I further understand that no one can make verbal/oral modifications to this handbook, nor can it be modified by practice. I understand that handbook changes can only be authorized in writing by the District Administrator or by the Manawa Board of Education.

I understand and acknowledge that the district handbook is not a contract of employment or legal document. I understand and acknowledge that the *Professional Educator Handbook* does not alter my employment status or guarantee employment for any definite period of time. I have received the district handbook and I understand that it is my responsibility to read and follow the policies contained in this handbook and any changes made to it.

EMPLOYEE'S NAME (printed): _____

EMPLOYEE'S SIGNATURE: _____

DATE: _____



Students choosing to excel; realizing their strengths.

~~2022-23~~ 2023-24

Salary & Stipend Guide

School District of Manawa
800 Beech Street
Manawa, WI 54949

920-596-2525 www.manawaschools.org

*Approved by the Manawa Board of Education on
July 19, 2021 and November 15, 2021(revised), September 19, 2022, June 19, 2023 (revised)*

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**School District of Manawa Salary
Advancement Model**

Original Planning Team

District Administrator, Melanie J. Oppor

Business Manager, Carmen O'Brien

MES, Sarah Highlander

MES, LuAnne Ujazdowski

MES, Meria Wright

LWJSHS, Jeff Bortle

LWJSHS, Andrea Hraban

LWJSHS, Michele Koshollek

I. Background

The SDM Salary Advancement Model was designed in the 2017-18 school year by a joint committee of SDM teachers and administrators. This Salary Advancement Model replaced the previous teacher/administrator designed plan called the Professional Advancement Compensation Eligibility (PACE) that was in place from the 2015-16 school year through the 2017-18 school year with final payments made in the 2018-19 school year.

The Salary Advancement Model is a combination of features gathered from other Wisconsin school districts along with the creative, personalized ideas suggested by School District of Manawa stakeholders. The driving vision for this plan is to acknowledge and foster a culture of professionalism that is characterized by a commitment to continuous improvement throughout a career. The vision reinforces characteristics to include quality instruction by fostering a culture of professionalism through accountability, a job-embedded salary structure, and continuous improvement through lifelong learning. This compensation system recognizes the many, varied ways in which 4K- to grade 12 teachers work with students to enrich their lives and thus, the wide variety of professional growth opportunities needed by teachers to continue to grow and feel fulfilled over the life of their career as a professional educator. A goal of the SDM Salary Advancement Model is to promote a positive and collaborative learning environment in which teachers are compensated for their professionalism.

II. Overview

A single-lane, eight-tiered career ladder is used as the basis for salary advancement (See Appendix A). There are several levels through which a typical teacher will pass during a career spanning 2-3 decades of employment with the SDM. Teachers typically move from one level to the next level about every six years through a promotion process based on the accumulation of points for a wide variety of professional development activities. Advancement requires collaboration, professionalism, and evidence of continuous improvement. There is also annual incremental growth within each level.

III. Career Levels

The single-lane salary structure is intended to provide opportunities for all educators --- from initial educator through experienced veteran educators. Promotions from one level to another are based on evidence of professional improvement that will be showcased in a culminating reflection experience with the teacher's supervising principal with the option of including a secondary administrator. This is a professional advancement career ladder.

IV. Salary Structure

The single-lane salary structure is based on the opportunity to be promoted annually in small incremental steps. Teachers can move one step each contract year. Larger salary advancements will be provided at critical junctures in the model as teachers move from initial educator licenses to regular teacher licenses and again as teachers move from one level to the next level about every six years or two summary evaluation cycles. The teacher may submit documentation of the accumulated points no later than February 1 of the teacher's eligible year. Those points may include anticipated activities anticipated to be completed on or before June 30 of the year points are being submitted for salary

advancement. A teacher may defer movement from one level to the next level for one year either at the teacher's discretion or the principal's recommendation.

V. Job Performance Evaluation

The specifics of the District's teacher evaluation plan are contained in the *SDM Teacher Performance Evaluation (TPE) Guide*, as found in the Frontline software solution. The SDM utilizes the CESA 6 Teacher Effectiveness Model, based on the work of Dr. James Stronge, for its evaluation system. The SDM Salary Advancement Model is fully integrated with the TPE to maximize the connectedness between job performance reviews, evidentiary artifacts, and the advancement process. This integration allows teachers to maintain their focus and not be pulled in different directions by varied systemic requirements. The SDM annually conducts a full summary evaluation on each initial educator (defined as any teacher employed in their first three years as a teacher within the District). Subsequently, teachers on continuing contracts have a full summative evaluation by their direct supervisor no less than every three years, subject to compliance with state statute. Every teacher has specific goals upon which they are measured every year, and every teacher receives a brief administrative review every non-summative year based on goal progress and other factors.

VI. Performance Improvement Plan Freeze

Each teacher's direct administrative supervisor is responsible for providing a written summary evaluation of the teacher's performance since their previous summary evaluation in accordance with the format adopted by the District. If a teacher has a negative summary (more than one "needs to improve" standard on the Teacher Effectiveness Model), then that teacher is placed on a Performance Improvement Plan and is frozen at their current location on the Salary Advancement Model for the next school year. No advancement may occur. The same process would be used with a teacher between summary years whose performance was deemed unsatisfactory by the administrator who is responsible for documenting administrative review during nonsummary years. In order to resume advancement in the Salary Advancement Model, the professional educator must satisfactorily complete the Plan of Improvement process as defined in the *TPE* and approved by the supervising principal.

VII. Advancement on the Wage Model

Points are accumulated over a six-year span for Salary Advancement. Each teacher must accumulate 240 points that roughly equates to 240 hours of non-contractual time. Points are divided into two categories: Professional & Leadership Growth and Community & Connections.

At least 70% or 168 points must be devoted to Professional & Leadership Growth related activities. A teacher can choose to complete all points in the Professional & Leadership Growth activities. These activities focus on a professional growth mindset that culminates in the teacher taking on leadership roles that enhance the profession.

No more 30% or 72 points will be accepted for Community & Connections. This category recognizes the importance of forging lasting relationships with students, families, business partners, and the SDM community for the betterment of the district.

The teacher will create a reflection on how the new learning from participation in the activities named for points enhanced instruction in the classroom (or service to clients in the case of counselors, therapists, etc.). The reflection may be presented in a variety of different ways such as, but not limited to, written, verbal, technology presentation, or video. The method of sharing the reflection should support the teacher's purpose in demonstrating how the teacher has grown in their craft.

The Board of Education makes all advancement decisions in the spring based on the recommendation of the District Administrator, who is presented with an approved compilation of the Salary Advancement points. There are no automatic advancements from one level to the next level meaning that if a teacher chooses not to submit the documentation of points and reflection, an advancement will not be processed. There is no quota or restriction for the number of advancements granted annually from the pool of eligible candidates. All criteria for documentation must be submitted for advancement by February 1. Teachers who are not promoted remain frozen at their current salary schedule level until such time as they are advanced. Candidates who do not feel ready for the advancement process may defer for a year at a time, remaining frozen at their level, until such time as they feel ready to proceed with the advancement process. Smaller annual salary increases are available within levels.

X. Procedures for Advancement

- A. It is the teacher's responsibility to keep track of points on the Professional Advancement Points Form – Addendum D Form (electronic or paper options) for qualifying activities.
- B. It is the responsibility of the teacher to obtain verification (electronic or signature) on the Professional Advancement Points Form – Addendum D for each activity within 15 days following the completion of the activity. Teachers will retain their completed form(s) until they reach level 6 and have accumulated 240 points/equivalent to about 240 hours.
- C. No later than February 1, the teacher must submit all documentation of accumulated Salary Advancement and have a meeting with their principal to endorse the Reflection Cover Sheet (Addendum C).
- D. No later than February 1 and with the principal endorsement of the Reflection Cover Sheet (Addendum C) the teacher must submit all documentation of accumulated Salary Advancement to the District Administrator.
- E. At the February meeting of the School Board, the District Administrator will present the advancement recommendations to the Board in open session. The Board will discuss and make decisions regarding the advancements.
- F. Following the Board's decision at the February meeting, the District Administrator will notify each teacher of the Board's decision.
- G. The salary advancement will be documented on the following school year's contract.
- H. Points not submitted for Salary Advancement may be held over for not more than seven fiscal years (July 1 to June 30) beyond the date of completion noted on the Salary Advancement Activity Form for that activity.

XI. Rules for Salary Advancement Compensation Eligibility Points A.

The number of points needed for movement from one level to the next is 240 points/about the equivalent of 240 hours.

- B. There will be no “double dipping.” If a monetary stipend is available for an activity (e.g., an advisory post or coaching), the teacher will receive either the monetary stipend or the Salary Advancement points for that activity as declared in advance when accepting the annual contract for that position.
- C. It is the responsibility of the teacher to obtain a verification (electronic or signature) on the Activity Form for each activity within 15 days following the completion of the activity.
- D. Teachers will retain their completed compilation form until such time as the teacher accumulates 240 points and submits the completed form for those points with the signed reflection cover sheet to the District Administrator. The deadline for submission is February 1 of the year in which the teacher is eligible for salary advancement from one level to another. The salary advancement will be applied to the teacher’s contract wage for the following school year.
- E. A special Professional & Leadership Growth activity option provides an opportunity for professional educators to apply to their school principal for salary advancement points for an activity that is not outlined below. The school principal has discretionary authority to grant points for such requests and will use a rigorous professional standard for making a decision. Points are given for tasks that go beyond the professional educator’s contractual/handbook responsibilities.

The following guidelines will be used for assigning point values to activities not specifically listed in the tables below:

- Activity occurs outside of work hours (evenings, weekends, summer, etc.).
- No compensation is being received for the task.
- Tasks must lead to demonstrable professional growth as evidenced through reflections shared with the principal.

F. The following activities qualify for salary advancement points as delineated below:

Professional & Leadership Growth	
Points needed at the 6-year mark = 240	at least 70%
Minimum number of points needed	168

Points Opportunities	
Complete graduate credit(s)	15 per credit
Additional certification/license related to position or school district (preapproval required) or National Board Certification	100-240 points*
Mentor (up to 20 hours per year)	2 points/hour/initial educator
Professional Buddy (up to 20 hours per year)	1 point/hour/newly hired, experienced teacher
Supervisor of student teachers	9 points/quarter
Internship supervisor	18 point/quarter
Teach a graduate course	50 points/course
Articulated/dual credit or AP course instructor	20 points/year
Officer of a professional education organization	1 point/hour
Member of a professional education organization	10 points/organization
Lead a professional development session (in-house)	5 points per hour of presentation (includes preparation in the figure)
Present at a workshop/conference (out-of-district)	10 points
Attend conference/workshop (preapproval required)	1 point/hour *
Member of non-contractual committees (preapproval required)	1 point/hour *
Initiate innovative classroom practice(s) (preapproval required)	2 points/hour/week(s) implemented up to 100 points *
Participate in a book study group outside of contractual hours (preapproval required)	1 point/hour up to 10 points/book *
Published in a scholarly journal	50 points
Grant writing	2 point/hour
Awarded a grant	10 points/grant

*denotes preapproval requirement

Community & Connections

	up to 30%
Maximum number of points accepted	72
Points Opportunities	
Athletic or co-curricular Coach/Advisor of pre-approved activity (points vs. stipend)	1 point/hour*
Create and serve as an advisor for an after-school activity (non-stipend)	1 point/hour*
Community outreach	1 point/hour up to 20 points
Attend a school related event (non-contractual hours)	1 point/hour up to 20 points
Member of a community organization	1 point/hour
Author article in Wolf Pack Express	1 point/article
Human Service-based children/family support team	1 point/hour*
Chaperone a one-day non-school day field trip/non-parent role	1 point/hour up to 8 hours a day*
Chaperone a multi-day field trip (in a non-parent role)	1 point/hour up to 8 hours a day*
Lunch Supervision – in lieu of 30 minute duty-free lunch	6 points or 1 additional PTO day per semester*

*denotes preapproval requirement

Summary Timeline for SDM Salary Advancement

By October 1	Teachers who are eligible for Advancement will be confirmed.
By January 31	Teachers who are eligible for Advancement will hold a reflection conference with their building principal and up to one secondary administrator (optional) as mutually agreed upon by the teacher and principal based on the secondary evaluator’s expertise.
By February 1	All signed Salary Advancement point forms are submitted to the District Administrator in a single complete packet.
At February BOE meeting	District Administrator presents advancement recommendations to the Board of Education in open session for Board action.

By Early-March	Teachers will be notified of their advancement as per the Board's decision.
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Salary Advancement Model

	Increase from past year	Level	Wage
LEVEL A	\$0	A1	\$40,000
	\$800	A2	\$40,800
	\$800	A3	\$41,600
	\$1,000	A4	\$42,600
	\$1,000	A5	\$43,600
	\$1,500	A6	\$45,100
LEVEL B	\$1,500	B1	\$46,600
	\$1,000	B2	\$47,600
	\$1,000	B3	\$48,600
	\$1,000	B4	\$49,600
	\$1,000	B5	\$50,600
	\$1,000	B6	\$51,600
LEVEL C	\$3,000	C1	\$54,600
	\$500	C2	\$55,100
	\$500	C3	\$55,600
	\$500	C4	\$56,100
	\$500	C5	\$56,600
	\$500	C6	\$57,100
LEVEL D	\$3,000	D1	\$60,100
	\$500	D2	\$60,600
	\$500	D3	\$61,100
	\$500	D4	\$61,600
	\$500	D5	\$62,100
	\$500	D6	\$62,600
LEVEL E	\$3,000	E1	\$65,600
	\$500	E2	\$66,100
	\$500	E3	\$66,600
	\$500	E4	\$67,100
	\$500	E5	\$67,600
	\$500	E6	\$68,100
LEVEL F	\$1,000	F1	\$69,100
	\$500	F2	\$69,600
	\$500	F3	\$70,100
	\$500	F4	\$70,600
	\$500	F5	\$71,100

	\$500	F6	\$71,600
LEVEL G	\$1,000	G1	\$72,600
	\$500	G2	\$73,100
	\$500	G3	\$73,600
	\$500	G4	\$74,100
	\$500	G5	\$74,600
	\$500	G6	\$75,100
LEVEL H	\$1,000	H1	\$76,100
	\$500	H2	\$76,600
	\$500	H3	\$77,100
	\$500	H4	\$77,600
	\$500	H5	\$78,100
	\$500	H6	\$78,600

	<u>Increase from past year</u>	<u>Level</u>	<u>Wage</u>
LEVEL A		A1	\$ 42,000
	\$ 800	A2	\$ 42,800
	\$ 800	A3	\$ 43,600
	\$ 1,000	A4	\$ 44,600
	\$ 1,000	A5	\$ 45,600
	\$ 1,500	A6	\$ 47,100
LEVEL B	\$ 1,500	B1	\$ 48,600
	\$ 1,000	B2	\$ 49,600
	\$ 1,000	B3	\$ 50,600
	\$ 1,000	B4	\$ 51,600
	\$ 1,000	B5	\$ 52,600
	\$ 1,000	B6	\$ 53,600
LEVEL C	\$ 3,000	C1	\$ 56,600
	\$ 500	C2	\$ 57,100
	\$ 500	C3	\$ 57,600
	\$ 500	C4	\$ 58,100
	\$ 500	C5	\$ 58,600
	\$ 500	C6	\$ 59,100
LEVEL D	\$ 3,000	D1	\$ 62,100
	\$ 500	D2	\$ 62,600
	\$ 500	D3	\$ 63,100
	\$ 500	D4	\$ 63,600
	\$ 500	D5	\$ 64,100

	\$ 500	D6	\$ 64,600
LEVEL E	\$ 3,000	E1	\$ 67,600
	\$ 500	E2	\$ 68,100
	\$ 500	E3	\$ 68,600
	\$ 500	E4	\$ 69,100
	\$ 500	E5	\$ 69,600
	\$ 500	E6	\$ 70,100
LEVEL F	\$ 1,000	F1	\$ 71,100
	\$ 500	F2	\$ 71,600
	\$ 500	F3	\$ 72,100
	\$ 500	F4	\$ 72,600
	\$ 500	F5	\$ 73,100
	\$ 500	F6	\$ 73,600
LEVEL G	\$ 1,000	G1	\$ 74,600
	\$ 500	G2	\$ 75,100
	\$ 500	G3	\$ 75,600
	\$ 500	G4	\$ 76,100
	\$ 500	G5	\$ 76,600
	\$ 500	G6	\$ 77,100
LEVEL H	\$ 1,000	H1	\$ 78,100
	\$ 500	H2	\$ 78,600
	\$ 500	H3	\$ 79,100
	\$ 500	H4	\$ 79,600
	\$ 500	H5	\$ 80,100
	\$ 500	H6	\$ 80,600

Professional Educator Stipends

	Rate
Curriculum Development	\$25 per hour
Professional Development	\$20 per hour
Professional Development with required product	\$25 per hour
Internal Subbing	\$18 per class period or \$20 per hour

Substitute Teacher

	Rate
Substitute Teacher	\$120 per day or \$60 per half day

Support Staff - Each year, the Business Manager will submit a support staff wage proposal as part of the Staff and Program change procedure to the Board of Education. Increases in wages will be determined by the Board of Education pending a positive evaluation.

Support Staff	
Job Category	Starting Wage
Clerical	
Payroll/Accounts Payable	\$16.00
Administrative Assistant	\$15.00
District Administrative Clerical Support	\$14.50
Food Service	
Food Service Manager	\$15.00
Food Service Team Member	\$13.25
Paraprofessionals	
Special Education Paraprofessional	\$14.75
Instructional Paraprofessional	\$13.25
Custodial	
Building Custodian	\$13.75
Part-time Maintenance	\$14.00
Part-time Grounds Keeping	\$11.75
Substitutes	
Custodian	\$11.50
Paraprofessionals	\$11.00
Food Service	\$11.00
Building Clerical	\$10.75

Appendix B

Co-Curricular Stipends	
<i>Position</i>	<i>Stipend</i>
Athletic Director	\$8,750
Home Event Supervisor (in place of AD)	\$50 per event
Fall Coaches	
Head Football	\$3,240
Asst. Football (up to 3)	\$1,935
7-8th Gr. Football (up to 2)	\$1,465
Head Volleyball	\$3,240

Junior Varsity Volleyball	\$1,935
Junior Varsity 2 Volleyball	\$1,935
8th Gr. Volleyball	\$1,465
7th Gr. Volleyball	\$1,465
6-12 Cross Country Head	\$3,240
6-12 Asst. Cross Country	\$1,935
Winter Coaches	
Boys Basketball Head	\$3,240
Junior Varsity Boys Basketball	\$1,935
Junior Varsity 2 Boys Basketball	\$1,935
8th Gr. Boys Basketball	\$1,465
7th Gr. Boys Basketball	\$1,465
Girls Basketball Head	\$3,240
Junior Varsity Girls Basketball	\$1,935
Junior Varsity 2 Girls Basketball	\$1,935
8th Gr. Girls Basketball	\$1,465
7th Gr. Girls Basketball	\$1,465
Head Wrestling	\$3,240
Asst. Wrestling	\$1,935
5 th -8 th Grade (Middle School) Wrestling	\$1,465
Spring Coaches	
Head Softball	\$3,240
Junior Varsity Softball	\$1,935
Head Baseball	\$3,240
Junior Varsity Baseball	\$1,935
Head Golf – Combined Boys and Girls	\$3,240
Cheerleading / Pep Club	\$315
Track Head	\$3,240
Asst. Track (up to 2 if over 25 participants)	\$1,935
Co-Curricular Stipends (continued)	
<i>Position</i>	<i>Stipend</i>
Middle School Track 1-25 participants = 1 coach 26-50 participants = 2 coaches >50 participants = 3 coaches	\$1,465
Club/Fine Arts Advisors	
Art Club	\$315
Art Team	\$1,935

Marching Band (up to 7 total performances per year - must include Homecoming, Miracle on Bridge Street, Memorial Day, the Manawa Rodeo parade, and other community events)	\$75 per event
Pep Band (up to 10 total performances per year)	\$30 per event
Class Advisor LWHS/Sr.	\$300
Class Advisor LWHS/Jr.	\$300
Class Advisor LWHS/S	\$300
Class Advisor LWHS/F	\$300
Class Advisor MMS	\$300
Prom Advisors - 3 @ \$150 each	\$450
Event Chaperones (per principal advanced approval)	\$25 per event
FBLA/DECCA	\$315
Forensics Director /HS Head Coach	\$1,935
Forensic MS Coach/Asst. Coach to HS as needed	\$1,255
Debate Coach/High School	\$315
NHS Director	\$315
One-Act Play	\$315
Play Director	\$1,000
Musical Theater Production/Artistic Director	\$3,000
Student Council HS - includes oversight of homecoming related events	\$625
Student Council – MES (would include any after school event)	\$250
LWHS Yearbook (unless it is included as part of a Publications Class)	\$1,935
MMS Yearbook	\$630
MES Yearbook	\$630
Quiz Bowl	\$315
Initial Educator Mentor	\$250 per assigned initial educator
Gay Straight Alliance	\$315

*Positions may not be needed or filled due to participation.

Officials Rates (CWC sets all Varsity rates)

Sport	Number of Officials	Current Rate
Baseball	2	\$80

Basketball	3	\$90
Cross Country	2	\$75
Football – 11 person	5	\$120
Football – 8 person	5	\$130
Soccer	3	\$70
Softball	2	\$70
Track	3	\$100
Volleyball - Dual	2	\$105
Wrestling	1	\$80
Wrestling – Double Dual	1	\$160
Wrestling - Multi Dual	3	\$175
Wrestling - Conference	3	\$200

Game Worker Rates (as set by the SDM)*

JOB	LEVEL	RATE
ALL SPORTS - Security	Varsity/JV	\$45
	MS	\$35
ALL SPORTS - Tickets	All Levels	\$25 or Volunteer hours
Basketball - Book	C Team/Freshman	\$20
	Varsity	\$39
Basketball - Book/Clock	MS	\$30
Basketball - Clock	C Team/Freshman	\$20
	Varsity	\$34
Football - Chain Gang	All	\$20
Football - Clock	JV	\$25
	MS	\$40
	Varsity	\$30
Track- Computer	All	CONTRACTED at \$250
Track- event worker	All	\$20
Track- Flash Timer	All	\$35

Track- Hand Timer	All	\$35
JOB	LEVEL	RATE
Volleyball - Book	Freshman	\$15
	Varsity, JV	\$36
	MS	\$25
Volleyball - Clock	Freshman	\$15
	Varsity, JV	\$35
	MS	\$25
Wrestling - Dual Book	Varsity	\$27
Wrestling - Dual Clock	Varsity	\$27

*Tournaments lasting more than four (4) hours will be paid at two (2) times the above rate
Appendix C

Salary Advancement Reflection Cover Sheet

Salary Advancement Candidate:

Reflection Meeting Date:

Points Confirmation:

Recommendation (“Yes” or “Not Yet”):

If “not yet” is chosen, please explain with evidence why the candidate is not ready for a salary advancement.

