

School District of Manawa

BOARD OF EDUCATION REGULAR MEETING

Manawa School District Office - Board Room
800 Beech Street, Manawa WI
(920)596-2525



The Board of Education will livestream the public meeting at the following [LINK](#)

Tuesday, December 19, 2023
6:00 P.M.

Board of Education MISSION Statement: We Will Represent Our Community While Advocating For Our Stakeholders By Developing Strong Policy And Providing Direction For Our Future.

❖ CALL TO ORDER

- *This is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public hearing. There will be a time for public comment during the meeting as indicated in the agenda. (B.O.E. Policy 0166)*

❖ PLEDGE OF ALLEGIANCE

❖ ROLL CALL - Verification of Quorum

- *B.O.E. Members Present:*

❖ COMPLIANCE WITH OPEN MEETING LAW NOTIFICATION [§19.84(2) Wis. Stats.]

- *Verify Publication of Meeting*

❖ ADMINISTRATIVE TEAM REPORT

1. Good News Report
 - a. Informational Presentation
2. Follow-up regarding Middle School Athletics (AG2431A).

❖ COMMITTEE REPORTS

3. Curriculum Committee (Riske) - See Curriculum Committee Meeting Minutes from 2023-12-06
4. Finance Committee (Jepson) - See Finance Committee Meeting Minutes from 2023-12-13
5. Policy and Human Resources (Reierson) - See Policy and Human Resources Committee Meeting Minutes from 2023-12-06
6. Buildings and Grounds (Griffin) - See Buildings and Grounds Committee Meeting Minutes from 2023-12-13

❖ PUBLIC COMMENTS

(Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)

❖ **CONSENT AGENDA**

- *Regarding the consent agenda, the Board has been provided background information on each item or has discussed at previous meetings. All of these agenda items will be acted on with one vote without discussion. If a board member would like to discuss any item in greater detail, it will be pulled from the consent agenda and will be discussed and voted on separately.*

The Board will consider approval of:

7. Recommendation for Approval of Donations:
 - a. Mrs. Michelle Kaczorowski (Thrivent Grant) - \$250 worth of treats, napkins, soda, supplies for the Secondary December 20th potluck to celebrate staff.
 - b. Tracy and Richard Ogle - \$150.00 towards the National Honor Society to assist with the Adopt a Family/Day of Service initiative.
 - c. Clothing Drive - the following participants donated:
 - i. PTO - coats, boots, hats, and gloves
 - ii. Treehouse foods - 13 new coats, 15 new pairs of gloves, and 18 new hats
 - d. Manawa Lions Club - \$270.00 towards the Urgent Needs Fund.
 - e. Manawa Athletic Booster Club:
 - i. 4 Basketball Storage Cars (\$270.22 each)
 - ii. 2 New Daktronics Scoreboards for MS/HS gym, if school pays for installation (\$15,500.00)
 - iii. 2 Handheld Ball Pumps (\$15.00 each)
 - iv. 2 Electric Ball Pumps (\$175.00 each)
 - v. 1 Year subscription to RackCoach for students in personal fitness classes and Lifting Program. (\$900.00)
 - vi. Freezer at MES for injuries (\$199.40)
 - f. Tractor Supply of New London through the National Honor Society Day of Service initiative
 - i. \$175 worth of coats, hats, and gloves.
 - g. Holmland Farms (Dick Piechowski & Alan Cordes) - Wreath material (value of \$250)
8. Recommendation for Approval Minutes of Regular and Special Board Meetings
 - a. 2023-12-06
9. Recommendation for Approval of Revenue/Expenditures & Receipts - November
 - a. Cash Receipts Report
 - b. Invoice Report Report
 - c. Rev / Exp Financial Report
10. Recommendation for Approval of Personnel related items:
 - a. Details provided within Personnel Chart

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ITEMS REQUESTED TO BE CONSIDERED AS AN INDIVIDUAL RESOLUTION(S):

❖ **BOARD COMMENTS**

❖ **B.O.E. BUSINESS (Unfinished & New Items)**

11. Policy Adoption - **2nd Reading** and discussion of NEOLA Policy Revisions
 - a. PO 0164 Meetings - ADOPTION
 - b. PO 0164.1 Regular Meetings - RESCIND
 - c. PO 0164.2 Special Meetings - RESCIND
 - d. PO 0165.1 Notice of Meetings - RESCIND
 - e. PO 0165.2 Change of Regular Meetings - RESCIND
 - f. PO 8913 Section 504/ADA Prohibition Against Disability Discrimination in Employment - ADOPTION
 - g. PO 1623/3623/4623 Section 504/ADA Prohibition Against Disability Discrimination in Employment - RESCIND
 - h. PO 3120.07 Employment of Casual Resource Personnel - RESCIND
 - i. PO 8700 Nursing Mothers - ADOPTION
 - j. PO 3430.05/ 4430.05 Nursing Mothers - RESCIND
 - k. PO 2451 Program or Curriculum Modifications - REVISION
 - l. PO 5250 Program or Curriculum Modifications - RESCIND
 - m. PO 5505 Academic Honesty - ADOPTION
 - n. PO 7540.08 Artificial Intelligence (AI) - ADOPTION
 - o. PO 5350 Suidice Prevention, Intervention, and Postvention - REVISION

12. Notice of **1st Reading** and discussion of NEOLA Policy Revisions
 - a. PO 0113 Boundaries - REVISION
 - b. PO 0142.1 Electoral Process - REVISION
 - c. PO 0143.1 Public Expression of Board Members - REVISION
 - d. PO 0144.3 Conflict of Interest - REVISION
 - e. PO 1260 Incapacity of the District Administrator - REVISION
 - f. PO 2340 District Sponsored Trips - REVISION
 - g. PO 2521 Selection of Instructional Materials and Equipment - REVISION
 - h. PO 3121 Criminal History Record Check and Employee Self-Reporting Requirements - REVISION
 - i. PO 3139 Staff Discipline - REVISION
 - j. PO 3430.01 Family & Medical Leave of Absence (“FMLA”) - REVISION
 - k. PO 5113 Open Enrollment Program (Inter-District) - REVISION
 - l. PO 5200 Attendance - REVISION
 - m. PO 5215 Missing and Absent Children - ADOPTION
 - n. PO 5517 Student Anti-Harassment - REVISION
 - o. PO 5530 Student Use or Possession of Intoxicants, Drugs, or Paraphernalia - REVISION

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- p. PO 6151 Returned / Outstanding-Stale Checks - REVISION
 - q. PO 6236 Community Services Fund (Fund 80) - ADOPTION
 - r. PO 6610 Non District-Supported Student Activity Accounts - REPLACEMENT
 - s. PO 7250.01 Memorials for Staff and Students - ADOPTION
 - t. PO7440.01 Video Surveillance and Electronic Monitoring - REVISION
 - u. PO 7440.02 Smart Monitoring Equipment - ADOPTION
 - v. PO 8121 Personal Background Check - Contracted Services - ADOPTION
 - w. PO 8146 Notification of Education Options - REVISION
 - x. PO 8310 Public Records - REVISION
 - y. PO8407 School Resource Officer Program - RESCIND
 - z. PO 8420 School Safety - REVISION
 - aa. PO 8500 Food Services - REVISION
 - bb. PO 8531 Free and Reduced-Price Meals - REVISION
 - cc. PO 9210 Parent Organizations - RESCIND
 - dd. PO 9211 District Support Organizations - REVISION
13. Discussion - Provide Free Lunch for Daily Short-Term Substitute Teachers
- a. Informational Memo for Review and Approval
14. Course Addition, Deletion and Revision
- a. Recommendation Memo - Computer Science Courses
15. Course Guide
- a. Recommendation Memo
 - b. Course Guide Document for Review
16. Annual School Safety Report (PO8420)
- a. Informational Memo for Review and Approval
 - b. School Safety Plan for Review and Approval
 - c. Wisconsin School District Safety Drill LOG(s)
 - d. Written evaluation of most recent school safety/violence drill for Review and Approval
17. Discussion on WASB Convention Resolutions
- a. Document with current draft of resolutions
18. SDM Literacy Report
- a. Informational Memo for Review and Approval
 - b. Copy of 22-23 School Year Literacy Report

❖ **CLOSED SESSION**

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- The Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c)(f), Wis. Statute, Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility. Considering financial, medical, social or personal histories or disciplinary data of specific persons.
 - SDM Personnel Matter
 - SDM Administrative Contract Renewal Discussion
 - SDM District Administrator Evaluation Procedure

❖ **ADJOURN**

UPCOMING MEETING(S):

- Regular **Board of Education** Meetings take place the 4th Monday every month.
- **Building & Grounds Committee** Meetings take place the 2nd Wednesday every month.
- **Finance Committee** Meetings take place the 2nd Wednesday every month.
- **Curriculum Committee** Meetings take place the 1st Wednesday every month.
- **Policy & Human Resource Committee** Meetings take place the 1st Wednesday every month.

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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 the 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.

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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. Recording, filming, or photographing the Board's open meetings is permitted. 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:
 1. No obstructions are created between the Board and the audience.
 2. No interviews are conducted in the meeting room while the Board is in session.
 3. 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.

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - INCAPACITY OF THE DISTRICT ADMINISTRATOR
Code	po1260
Status	Proposed to Policy & Human Resources Committee
Adopted	October 1, 2015
Last Revised	November 16, 2020
Last Reviewed	December 6, 2023

Revised Policy - Vol. 32, No. 2

1260 - INCAPACITY OF THE DISTRICT ADMINISTRATOR

It is the duty of the Board of Education to appoint an interim District Administrator by a majority vote of the Board upon a determination that the District Administrator is incapacitated in such a manner that s/he is the District Administrator is unable to perform the duties of his/her the office. Until such appointment, the Board President shall have the authority to take or delegate necessary administrative actions on behalf of the District.

The Board shall fix the compensation of the interim District Administrator who shall serve, pending further determination of the District Administrator's ability to perform assigned duties and functions, or until the District Administrator's employment ends and a new District Administrator assumes office. S/He The interim District Administrator shall perform all of the duties and functions of the District Administrator, and may be removed at any time using the procedures set forth in Policy 3140 - Non-Renewal, Resignation, and Termination.

The Board will exercise its authority under law to determine the incapacity of the District Administrator and to place the District Administrator him/her on leave for a physical or mental condition that affects the District Administrator's ability to perform assigned duties in conformance with the law. The Board may require that the District Administrator submit to an appropriate examination by a healthcare provider of the District Administrator's choice, a healthcare provider designated and compensated by the District, or both.

The District Administrator will be required to execute a release that complies with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) in order to allow the report of the medical examination to be released to the Board and to allow the Board to speak to the health care provider who conducted the medical examination if clarification is needed. Refusal to submit to an appropriate examination or to execute the HIPAA release will be grounds for disciplinary action, up to and including termination.

If the Board determines that the District Administrator is unable to perform the duties of his/her the office, s/he the District Administrator may:

- A. at his/her the District Administrator's request, be placed on sick leave, with pay, not to exceed the amount of his/her accumulated, but unused, sick leave and any advancement of such sick leave which may be authorized by Board policy;
- B. at the request of the Board be placed on sick leave with such pay to which s/he the District Administrator may be entitled or which may be authorized by Board policy;
- C. at the District Administrator's request, be placed on a leave without pay.

As required by Federal law and regulation and Board Policy 143122.02 - Nondiscrimination Based on Genetic Information of the Employee, the Board shall direct the provider designated by the Board to conduct the examination not to collect genetic information or provide any genetic information, including the individual's family medical history, in the report of the medical examination.

Pursuant to State law and in accordance with the Americans with Disabilities Act, as amended (ADA) and the Genetic Information Nondiscrimination Act (GINA), the results of any such examination shall be treated as a confidential medical record and will be exempt from release, except as provided by law. If the District inadvertently receives genetic information about an individual who is required to submit to an appropriate examination from the medical provider it shall be treated as a confidential medical record as required by the ADA.

If, as a result of ~~his/her~~ such examination, the District Administrator is found to be unable to perform assigned duties, the District Administrator may be placed on a leave of absence until such time as the District Administrator is able to return to the performance of the position or other action is taken.

The Board may designate any period of leave under this policy as qualifying leave under State and/or Federal FMLA leave entitlement consistent with Policy ~~1634~~30.01 as provided by law.

The foregoing leave shall not extend beyond the contract of the District Administrator.

The District Administrator shall, upon request to the President of the Board, be returned to active duty status, unless the Board denies the request within ten (10) days of receipt of the request. The Board may require the District Administrator to establish to its satisfaction that ~~s/he~~ **the District Administrator** is capable of resuming such duties on a full-time basis.

The Board may demand that the District Administrator return to active service, ~~and~~ upon medical documentation that the District Administrator is able to resume ~~his/her~~ **the position's** duties.

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Last Modified by Ryan Peterson on November 30, 2023



School District of Manawa

Curriculum COMMITTEE MEETING

Manawa School District Office - Board Room

800 Beech Street, Manawa WI

(920)596-2525

Wednesday, December 6, 2023

4:30 P.M.

Board of Education Committee Members:

Riske (C), Fietzer, and Hansen

❖ **CALL TO ORDER**

Meeting called to order at 4:30pm

❖ **PLEDGE OF ALLEGIANCE**

❖ **ROLL CALL - Verification of Quorum**

➤ *B.O.E. Members Present:* [Stephanie Riske, Shannon Hansen, Craig Fietzer \(4:34\)](#)

❖ **COMPLIANCE WITH OPEN MEETING LAW NOTIFICATION** [*§19.84(2) Wis. Stats.*]

Verified by Mr.Peterson

❖ **AGENDA**

1. Memo - Course Additions, Deletions, and Revisions

a. Consider Endorsement of Addition of two courses of study

i. Microsoft 365

ii. Cybersecurity

[Motion by Fietzer](#) [Second by Hansen](#) [Motion passed](#)

[Discussion about Microsoft 365 being the choice of most workplaces and colleges. It will be beneficial for students to have this class as a choice. MJ was going to find out the cost.](#)

2. 24-25 LWHS Course Guide

a. Consider the Endorsement of Course Guide

[Discussion about the course guide with changes was presented. We can email MJ with any questions we have before the board meeting. We will be looking to approve the guide in the December full board meeting.](#)

3. Discussion regarding Wellness Committee

[Will bring to next month.](#)

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❖ **FUTURE MEETING AGENDA ITEMS**

- Discussion regarding Wellness Committee

❖ **ADJOURN**

Motion to adjourn by Fietzer Seconded by Hansen

Motion Passed @ 5:31



School District of Manawa

Finance COMMITTEE MEETING

*Manawa School District Office - Board Room
800 Beech Street, Manawa WI
(920)596-2525*

Wednesday, December 13, 2023

❖ **CALL TO ORDER at 6:55 p.m.**

❖ **ROLL CALL** - Verification of Quorum

➤ B.O.E. Members Present: **Jepson (C), Fietzer, and Reiersen**

❖ **COMPLIANCE WITH OPEN MEETING LAW NOTIFICATION** [§19.84(2) Wis. Stats.]

❖ **AGENDA**

1. Review of current Financial Report(s)
 - a. Cash Receipts Report - There were no cash receipts for the month of November. Ryan Peterson and team are addressing procedural issues to improve timing of deposits, etc.
 - b. Invoice Report
 - c. Revenues/Expenditures Summary Report - Food Service is expected to operate financially as a separate business and at least break even. We will watch the financials in the next few months to address any concerns ASAP.
2. Transportation Cost Analysis (per AG8670) - This report is now listed on our calendar to be presented to the committee each August.
 - a. Informational Memo - Total paid to Kobussen in '22-'23 fiscal year was approx \$560K. A new transportation contract is currently being negotiated.
 - b. Invoice Reports - Per Jepson, the committee does not require individual invoice copies for future transportation cost analyses.
3. S.T.E.P. Volunteer Program
 - a. Overview/Procedure Document
 - b. Summary Data for S.T.E.P. 22/23 year (December 1 - November 30)

❖ **FUTURE MEETING AGENDA ITEMS**

January Finance Committee meeting scheduled for Monday, 1-15-23 at 4:30 p.m.

❖ **ADJOURNED at 8:03 p.m.**

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**Policy and HR Committee Meeting Minutes
Wednesday, December 6, 2023**

**Board of Education Committee Members:
Reierson (C), Hansen, & Jepson**

❖ **CALL TO ORDER - 6:00 pm**

❖ **ROLL CALL - Verification of Quorum**

- *B.O.E. Members Present: Reierson, Hansen, Jepson*
- *Also in attendance - Mr. Peterson, Fietzer, Riske*

❖ **COMPLIANCE WITH OPEN MEETING LAW NOTIFICATION** [*§19.84(2) Wis. Stats.*] -
Verified by Mr. Peterson.

Quick discussion to include Board members on the notification list as was discussed at the June workshop meeting.

❖ **AGENDA**

1. Free Lunch for Substitute Teachers Discussion (BOE request)

Motion to endorse free lunch for Substitute Teachers.

Motion by: Jepson, Hansen

Motion carried.

2. Updated Policies for Review:

Motion to endorse the Revisions and Rescindings noted in items A through DD and as revised during discussion.

Motion by: Hansen, Jepson

Motion carried.

a. *PO 0113 Boundaries REVISION*

Language should read "Village of Ogdensburg" not township

b. *PO 0142.1 Electoral Process REVISION*

This policy has been updated to clarify the requirements for a qualified elector to file a Declaration of Candidacy as well as the requirements for incumbents seeking re-election. The legal citations have also been updated. Recommended for consistency with statutes.

c. *PO 0143.1 Public Expression of Board Members REVISION*

This policy has been updated to include instances when Board members make statements to individuals or members of the community that may cause issues for the Board and/or District if not made clear that those statements do not reflect the views of the Board or their colleagues on the Board. Recommended

d. *PO 0144.3 Conflict of Interest REVISION*

Language has been added to this policy clarifying that Board members may not be a paid employee of the District. Also added is the statutory language that provides an opportunity for Board members to serve as unpaid volunteers. The appropriate legal reference has also been added. Recommended for comprehensiveness and clarity.

e. *PO 1260 Incapacity of the District Administrator REVISION*

Language has been added to this policy to provide temporary authority for the Board President prior to the appointment of an Interim District Administrator when the current District Administrator is incapacitated. Recommended for coverage of the contingency.

f. PO 2340 District Sponsored Trips REVISION

The policy is revised to remove reference to non-district sponsored trips from language regarding the trip approval process. The policy language retains reference to the expectations concerning student solicitation for such trips as part of the policy, but moves it to the stand alone section. This provides a clearer process and delineation of different types of student trip opportunities that may arise in the school context. Recommended

g. PO 2521 Selection of Instructional Materials and Equipment REVISION

This policy is revised to include a definition of "instruction materials" and "instructional equipment" to distinguish between the official curriculum materials provided to the students in alignment with the board approved curriculum, as opposed to teacher created lesson plans, assessment tools, worksheets, etc. that are not considered selected through the process described in the policy. Recommended

h. PO 3121 Criminal History Record Check and Employee Self-Reporting Requirements REVISION

The self-reporting requirement language in these policies have been revised for greater clarity. Recommended

i. PO 3139 Staff Discipline REVISION

This policy is revised to include resignation as being covered in either Policy 3140 or Policy 4140. Language has been added with regard to investigations involving potential criminal conduct and issuance of a "Garrity" warning in appropriate circumstances.

j. PO 3430.01 Family & Medical Leave of Absence ("FMLA") REVISION

This policy is revised to remove a potentially confusing reference to the status of full-time staff eligibility for FMLA based on the 1,250 work hours requirement for federal eligibility (this does not affect Wisconsin FMLA, which only requires that an employee be compensated for 1,000 hours in the previous year to be eligible for protected leave). While generally speaking a full time instructional staff member will be employed for more than 1,250 hours in the preceding year and does not track actual hours worked as an exempt employee, the law does not require that such employees be automatically considered eligible. There may be circumstances where an individual employee, perhaps due to leave taken in the preceding year, does not meet the requirement even though they may be full-time by contract. Adoption of this revision is strongly recommended.

k. PO 5113 Open Enrollment Program (Inter-District) REVISION

The policy is revised to include additional definitions that are cross-referenced in Policy 5200 - Attendance. Additional language is included that specifies the authority to terminate open enrollment based on habitual truancy and reference to the procedural requirements found in regulations, Wis. Admin PI 36. Further, the provisions for termination in the case of open enrollment into a nonresident school district virtual charter school program as established by the Department of Public Instruction Guidance document, Bulletin 19-05 have been added. These revisions are strongly recommended to comply with procedural requirements.

l. PO 5200 Attendance REVISION

Revisions to the policy are made to clarify the types of student absences that require written approval, versus those that may be excused by phone call as is customary practice in many Districts. The policy clarifies that any absence for physical or mental condition (i.e. staying home sick) may be excused by a phone call. In circumstances that justify it, such as prolonged absences, the attendance officer may require a healthcare provider's written statement, which excuses the student for a maximum of 30 days. Separately, a parent may, by written notice, excuse a student for any reason for a pre-planned absence. The pre-planned absences for any reason (not limited to physical or mental condition) must be in writing and may not exceed 10 school days. Wis. Stat. 118.15(3)(c).

m. PO 5215 Missing and Absent Children NEW

This policy is revised to clarify that consistent with state and federal programs providing for safety and assistance in the case of missing or absent children, the school will provide a safe and secure location for a

child, even if not a student, during the school day until authorities can be contacted and take responsibility for the child. Current policy suggests access at any time to school buildings, even if not presently open.

- n. **PO 5517 Student Anti-Harassment REVISION**
The policy is revised to better define the reference to the Garrity warning.
- o. **PO 5530 Student Use or Possession of Intoxicants, Drugs, or Paraphernalia REVISION**
The policy is updated to reflect the ever-changing and expanding scope of drugs and drug derivatives, particularly marijuana, CBD, and hemp, all of which are being continuously experimented with to create new and often unregulated compounds that have psychoactive effects. Schools are able to prohibit these substances, and this language is intended to provide an expansive definition to cover current versions and not yet known future versions.
- p. **PO 6151 Returned / Outstanding-Stale Checks REVISION**
This policy is updated to include a procedure for handling payments made by check by the district that remain uncashed after a period of time determined by policy. The applicable time period may be dictated by the banking institution if the institution's checks state a period of validity, or by policy if no validity period is established by the institution. The Department of Revenue handles unclaimed property, including payments made by public entities that remain unclaimed. The process specifics may change over time, so that the recommended policy language is to consult the Wisconsin Department of Revenue's current guidance.
- q. **PO 6236 Community Services Fund (Fund 80) NEW**
This new policy is offered to cover the requirements under which the Board may opt to utilize its authority to levy taxes for community programs through Fund 80.
- r. **PO 6610 Non District-Supported Student Activity Accounts REPLACEMENT**
This policy revision is provided as a replacement to account for significant revisions on the recommendation of school district auditors in response to GASB 84 as it relates to accounts that are under the control of, but not audited nor managed by the District to support specific student activities. These activities are funded by students, parents, or other organizations and are approved as appropriate student activities, but do not receive direct district financial support. Replacement is recommended.
- s. **PO 7250.01 Memorials for Staff and Students NEW**
This policy is offered as a new policy to assist Districts with requests for commemoration following the death of a student or staff member.
- t. **PO7440.01 Video Surveillance and Electronic Monitoring REVISION**
This policy is revised to provide clarification on the notification concerning monitoring collected by video and, if applicable, audio collection technology. The policy revisions also refer to the school safety plan's determination of proper location of such equipment, which may need to remain confidential. Finally, reference is included in the policy to electronic monitoring on school buses, including specific regulatory authority for audio monitoring in that context. A drafting note has been incorporated as well to draw attention to a lack of clarity in the law relative to sufficient notice as consent in the context of audio monitoring. Adoption of these revisions is recommended.
- u. **PO 7440.02 Smart Monitoring Equipment NEW**
This is a new policy to address emerging use of smart monitoring technology used to monitor for such things as vape smoke, and the like. Recommended but not required.
- v. **PO 8121 Personal Background Check - Contracted Services NEW**
This policy is provided to assist districts in navigating the difficult task of protecting the security of school facilities and the safety of students with an ever-increasing reliance on contract workers in construction work being done at school sites, or other services being performed by individuals that may have access to students.
- w. **PO 8146 Notification of Education Options REVISION**
This policy is revised to reflect the authority to satisfy the Class 1 notice requirement by publishing the notice on the District's website.

x. **PO 8310 Public Records REVISION**

The Wisconsin Records Retention Schedule for School Districts (WRRSSD) was replaced by the Public Records Board (PRB) in March 2023. School Districts that wish to retain public records for less than the 7 years prescribed by Wis. Stat. 19.21(6) may now adopt one (1) or more general records schedules. The new schedule applicable to school districts no longer contains all public records a school district might maintain. Instead, it only includes those records that are unique to school districts. If school districts adopt that schedule only, they will need to retain all public records not listed in the schedule for 7 years. If school districts adopt other schedules, they may avoid the 7-year retention period for any public records listed in those adopted schedules. DPI and PRB have identified 10 additional general records schedules that may relate to the other public records retained by school districts. As such, school districts can elect to adopt up to 11 general records schedules. To do so, they will need to complete the Notification of Adoption form for each schedule they wish to adopt, send the form to the Wisconsin Historical Society (WHS), and get formal authorization to use the schedule(s) from the PRB and WHS. Because of the complexities that would be involved in using 11 different retention schedules, a school district may find it more beneficial to determine whether they maintain any records that are not included in the GRS that they would like to be able to destroy prior to the 7-year statutory period. If the district has such a record(s), the school district could then consult the DPI's informational "Crosswalk" to determine what schedule addresses that particular record(s) and adopt that particular schedule, or adopt a portion of that schedule as appropriate. The "Crosswalk" can be found on the following DPI webpage: <https://dpi.wi.gov/libraries/records>. Even if a district adopts schedules created by the PRB, the law still requires that the district obtain the PRB and Historical Society's approval of the schedule(s) adopted. Lastly, it is important to note that the schedules define a minimum period of retention. Some records will be maintained for a longer period. Also, in some cases the minimum retention period permitted will not be the best operational decision. For example, the school specific schedule provides for a retention period of one year from the event in the case of student disciplinary records. Typically, districts maintain student cumulative records throughout the period of the student's attendance in the district, which will in many cases continue beyond one year from the date of any given disciplinary record. That is permissible despite a shorter retention period in the schedule. Note as well that state law requires that student disciplinary records be destroyed within one year from the date the student ceases to be enrolled in the district. This requirement is added to the policy language as well.

y. **PO8407 School Resource Officer Program RESCIND**

Irrelevant, we currently have no program

z. **PO 8420 School Safety REVISION**

The policy is revised to reflect the provision of training consistent with the school safety plan. In addition, the records retention requirement contained within Wis. Stat. 118.07(2)(a) is included and cross references Policy 8310 - Public Records in an effort to avoid conflict with retention requirements in light of changes to the records retention schedules produced by the Public Records Board. Finally, the citation to Wis. Stat. 121.02(1)(i) is removed as that refers to toxic substances and lead, which is not covered by this policy.

aa. **PO 8500 Food Services REVISION**

This policy has been revised to update the verbiage of the USDA required nondiscrimination language and to remove reference to redundant nondiscrimination language included elsewhere in the policy. Likewise, the policy is revised to incorporate dietary modification options that are not pursuant to a medical request that complies with the federal regulations for such medically-based modifications, but are still based on either noncompliant medical documentation or purely individual preferences at the Board's discretion. These options incorporate guidance provided by the Department of Public Instruction. Further, this policy language is revised in response to DPI auditor determinations about policy requirements regarding permissible delinquent school lunch balances. The revisions included generally remove the authority of the District Administrator and place in the authority of the Board the determination of a set level of permissible delinquent school lunch account balance, as opposed to allowing a determination be made by the administration based on the program, experience, etc. The current policy language does not lend itself to individualized determinations of permissible account balances, such that concerns of discriminatory practices are not realistic; however, the auditor's determination does not change the establishment of negative account balance rules, it merely shifts responsibility for setting the value from the administration to the Board. Likewise, it is legal to set different permissible levels of negative account balances based on grade level (accounting for the different levels of individual responsibility between a 1st grade student and a high school student). The current policy language again provides for establishing a different level of permitted delinquency by grade level – not individually, so that discrimination is not a realistic concern. The revisions are provided in response to current auditor expectations but still allow for differentiation by grade level (not by individual, and therefore not reasonably subject to discriminatory practice).

bb. **PO 8531 Free and Reduced-Price Meals REVISION**

This policy is revised to update the language to assure it matches the USDA's required nondiscrimination language. Adoption of this revision is required to maintain USDA-approved policy language.

cc. PO 9210 Parent Organizations RESCIND

The policy is removed as the content is already sufficiently covered in Policy 9211.

dd. PO 9211 District Support Organizations REVISION

The policy is revised to add an option to include a requirement that any organization described in this policy requires advance permission to use any of the district's identifying logos, name, and, if applicable, slogans or taglines used by the district or one of the schools in the district.

3. PO8431 Preparedness for Toxic Hazards **Not discussed during the 12/6/23 meeting.**

- a. Confirm Toxic Hazard Preparedness (THP) Officer.
- b. Confirm Chemical Hygiene (CHO) Officer.
- c. Confirm there is a Chemical Hygiene Plan and when last reviewed.

❖ **FUTURE MEETING AGENDA ITEMS**

- PO8431 Preparedness for Toxic Hazards
 - Confirm Toxic Hazard Preparedness (THP) Officer.
 - Confirm Chemical Hygiene (CHO) Officer.
 - Confirm there is a Chemical Hygiene Plan and when last reviewed.
- NEOLA AG reviews not yet covered.

❖ **ADJOURN**

Motion to adjourn: Hansen, Jepson

Motion carried at 10:08 pm



School District of Manawa

Building & Grounds COMMITTEE MEETING

*Manawa School District Office - Board Room
800 Beech Street, Manawa WI
(920)596-2525*

Wednesday, December 13, 2023
5:15 P.M.

Board of Education Committee Members:
Griffin (C), Jepson, & Riske

❖ **CALL TO ORDER**

Called to order at 5:15

❖ **PLEDGE OF ALLEGIANCE**

❖ **ROLL CALL - Verification of Quorum**

➤ B.O.E. Members Present: [Griffin, Jepson, Riske](#)

❖ **COMPLIANCE WITH OPEN MEETING LAW NOTIFICATION** [*§19.84(2) Wis. Stats.*]

Verified by [Mr. Peterson](#)

❖ **AGENDA**

1. Building & Grounds Maintenance Updates

a. Kitchen Hood / Exhaust Roof Leak Update

[This is not a hood issue. It seems to be a roof issue and will be watched.](#)

b. Fire Safety Inspection Updates (3 total documents)

i. MES Fire Inspection Report

ii. MMS/LWHS Fire Inspection Report

iii. MMS/LWHS Systems Inspection Report

[Informational -Will be coming back to inspect PEA's Lab](#)

c. MS/HS Gym Hoop Repairs/Inspection (4 total documents)

i. Informational Memo

ii. Invoice for Hoop Winch/Cable Repairs

iii. Inspection Summary

iv. Inspection Results

v. Inspection Repairs Proposal

[Safety straps will be purchased for under \\$10,000 for safety concerns.](#)

[The remaining items will be moved to the capital improvements list.](#)

2. Scoreboard Project - MS/HS Gym

* 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. This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public hearing. There may be a time for public comment during the meeting as indicated in the agenda.

**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.



School District of Manawa

Building & Grounds COMMITTEE MEETING

*Manawa School District Office - Board Room
800 Beech Street, Manawa WI
(920)596-2525*

- a. Informational Memo and Installation Proposal
 - regarding the Donation of 2 scoreboard by the Manawa Athletic Booster Club
 - i. Memo Scoreboard Replacement
 - ii. Quote for Installation of new scoreboards
 - A very BIG thank you to the Manawa Athletic Booster Club for the generous donation. Waiting till Tuesday's board meeting to approve the donation to schedule the installation.
3. Storage Shed Discussion
 - a. Memo for Review
 - Motion By Riske to get RFP's based on the attached memo from Lance
 - Second by Griffin Motion Carries
 - Conversation about the size needed was discussed at length and Lance consulted with multiple people to get the right fit for our district. He agreed that this was what was needed for the equipment we store.
4. Building Usage Plan Discussion
 - a. Building Usage Form for Reference
 - Informational-Form was updated and the admin team will continue to build form.
 - Wanted direction on charging groups to use facilities.
5. Capital Improvements List - Updates / Discussion
 - a. Review of multiple quotes linked in the Document
 - Discussion on multiple line items. Will continue to keep working through it
 - The spreadsheet has up-to-date information and attached links for review in the drive for BOE members to review.
6. Bus Contract Negotiations Update, if available
 - Talking with multiple bus companies on getting RFPs. Will have 3 possible coming.

❖ FUTURE MEETING AGENDA ITEMS

- Schedule January Meeting Date
 - Next meeting date will be January 24th, 2024 @ 5:15

❖ ADJOURN

Meeting adjourned @ 6:48
Motioned by Riske
Seconded by Jepson
Motion Carries

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School District of Manawa

Building & Grounds COMMITTEE MEETING

*Manawa School District Office - Board Room
800 Beech Street, Manawa WI
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School District of Manawa

BOARD OF EDUCATION REGULAR MEETING

Manawa School District Office - Board Room
800 Beech Street, Manawa WI
(920)596-2525



Monday, November 27, 2023 Meeting Minutes

6:00 P.M.

Board of Education MISSION Statement: *We Will Represent Our Community While Advocating For Our Stakeholders By Developing Strong Policy And Providing Direction For Our Future.*

❖ CALL TO ORDER

❖ PLEDGE OF ALLEGIANCE

❖ ROLL CALL - *Verification of Quorum*

➤ *B.O.E. Members Present: Reierson, Griffin, Fietzer, Jepson, Hansen, Riske*

❖ COMPLIANCE WITH OPEN MEETING LAW NOTIFICATION [§19.84(2) Wis. Stats.]

➤ *Verify Publication of Meeting - Verified by Mr. Peterson*

❖ ADMINISTRATIVE TEAM REPORT

1. Good News Report
 - a. Informational Presentation
2. Wisconsin State Report Card - Informational Presentation
 - a. District Report
 - b. MES Report
 - c. MMS Report
 - d. HS Report

❖ COMMITTEE REPORTS

3. Curriculum Committee (Riske) - See Curriculum Committee Meeting Minutes from 2023-11-01
4. Finance Committee (Jepson) - See Finance Committee Meeting Minutes from 2023-11-08
5. Policy and Human Resources (Reierson) - See Policy and Human Resources Committee Meeting Minutes from 2023-11-01
6. Buildings and Grounds (Griffin) - See Buildings and Grounds Committee Meeting Minutes from 2023-11-08

❖ PUBLIC COMMENTS

(Register to Speak Prior to Start of Meeting / Guidelines Listed Below Agenda)

Mr. Lane expressed his interest in being considered for the open BOE position. He had been trying to connect with Mrs. Jackson on getting the needed information.

❖ **CONSENT AGENDA**

➤ *Regarding the consent agenda, the Board has been provided background information on each item or has discussed at previous meetings. All of these agenda items will be acted on with one vote without discussion. If a board member would like to discuss any item in greater detail, it will be pulled from the consent agenda and will be discussed and voted on separately.*

The Board will consider approval of:

7. Recommendation for Approval of Donations:
 - a. The Waupaca Way Coalition - Refrigerator donated from The Freezer/Fridge Program for use at MES food pantry.
 - b. Donations from several Parent/Community Members in support of the MES Food Pantry (nonperishable food items) collected through the MES Student Council Food Drive.
 - c. Manawa Cowboys Football and Cheer program - approximately \$800 worth of goods to the Manawa Student Council and staff. This included cases of Gatorade, water, soda, chips, coffee, and creamer.
 - d. Couch and loveseat for use in the High School Faculty Lounge - Katie Sheppard
 - e. \$2,636.75 to Urgent Needs Fund - Manawa Cares
 - f. Subway - 2 boxes of Subway cookies for the Class of 2024 Homecoming dance.
 - g. Treehouse/Sturms - General use school supplies and personal care items
 - h. Bev and Dewey Carl Scholarship - \$14,000.00 used toward 2 annual scholarships that are given to deserving students each year. At this time, the School District of Manawa holds the funds until a recipient is selected.
 - i. Solarus Partner in Education 2023 Donation -\$2,200.00 for general use
 - j. Lion's Donation \$2,500.00 for MES Playground Equipment
 - k. Milwaukee Bucks Trees for Threes \$387.50 donated to the HS Ecology Class and used to plant two trees (1- Wolf River Apple & 1- Autumn Blaze Maple).
 - l. \$100 cash donation - Terry Engelhardt - Urgent Needs Fund/Lunch Accounts
 - m. \$160 check donation - First State Bank Local School Donation Challenge - for general use
 - n. \$10 cash donation - Anonymous - MES Library
 - o. \$25 check donation - Janke Family - Wood Pile Fund / Lunch Accounts
 - p. Donations from several Parent/Community Members in support of a Shoe Drive collected through the MS/HS FOR Club (Kindness Club).
8. Recommendation for Approval Minutes of Regular Board Meeting
 - a. 2023-10-23
9. Recommendation for Approval of Revenue/Expenditures & Receipts
 - a. Cash Receipts Report
 - b. Invoice Report Report

- c. Rev / Exp Financial Report
- 10. Recommendation for Approval of Personnel related items:
 - a. Asst. Director of Literacy/Interventionist/Summer School Principal - Christy Hintz

Motion to approve the consent agenda.

Motion by: Fietzer, Jepson

Motion carried.

ITEMS REQUESTED TO BE CONSIDERED AS AN INDIVIDUAL RESOLUTION(S):

❖ **BOARD COMMENTS**

❖ **B.O.E. BUSINESS (Unfinished & New Items)**

- 11. Noticed **1st Reading** and discussion of NEOLA Policy Revisions
 - a. PO 0164 Meetings - ADOPTION
 - b. PO 0164.1 Regular Meetings - RESCIND
 - c. PO 0164.2 Special Meetings - RESCIND
 - d. PO 0165.1 Notice of Meetings - RESCIND
 - e. PO 0165.2 Change of Regular Meetings - RESCIND
 - f. PO 8913 Section 504/ADA Prohibition Against Disability Discrimination in Employment - ADOPTION
 - g. PO 1623/3623/4623 Section 504/ADA Prohibition Against Disability Discrimination in Employment - RESCIND
 - h. PO 3120.07 Employment of Casual Resource Personnel - RESCIND
 - i. PO 8700 Nursing Mothers - ADOPTION
 - j. PO 4430.05/ 3430.05 Nursing Mothers - RESCIND
 - k. PO 2451 Program or Curriculum Modifications - REVISION
 - l. PO 5250 Program or Curriculum Modifications - RESCIND
 - m. PO 5505 Academic Honesty - ADOPTION
 - n. PO 7540.08 Artificial Intelligence (AI) - ADOPTION
 - o. PO 5350 Suidice Prevention, Intervention, and Postvention - REVISION
 - p. AG 6610A Student Activity Fund REVISION

Motion to approve AG 6610A Student Activity Fund revisions.

Motion by: Jepson, Fietzer

Motion carried.

- 12. Recommendation for approval of the Wonders Curriculum (ELA - Grades 3-5)
 - a. Informational Memo

Motion to approve Wonders Curriculum (ELA- Grades 3-5).

Motion by: Riske, Hansen

Motion carried.

- 13. Recommendation for approval of Course Adoption
 - a. Pre-Algebra Memo

Motion to approve Pre-Algebra course adoption.

Motion by: Fietzer, Griffin

Motion carried.

14. FFA Advisor Addition

a. Memo

Motion to approve the addition of an FFA Middle School Advisor.

Motion by: Fietzer, Riske

Motion carried.

15. School District Strategic Planning - Discussion about options

Motion to utilize WASB for developing the School District Strategic Planning.

Motion by: Jepson, Griffin

Motion carried.

16. Vacant Board Seat - Discussion

a. PO 0142.5 Vacancies

b. Review of Candidates

Mr. Emmert and Mr. Lane has each expressed interest in being appointed for the BOE vacancy. The BOE will hold a special meeting to interview candidates and vote on the appointment. The special Board meeting will be Wednesday, December 6, 2023 at 5:30 pm. The Curriculum committee meeting will start at 4:30 pm on December 6, 2023.

17. Committee Vacancies - Discussion

a. Appointments to fill open seats

Mr. Hansen is now assigned to be on the Curriculum committee until after the Special Board meeting on 12/6/23. The approved candidate will take the Curriculum committee position starting at the January 2024 committee meeting.

Mrs. Jepson is now assigned to be on the P&HR committee until April 2024.

18. Committee Process and Procedures

a. Consider Administrative Recommendation Memo

b. Review Policy 0155 - Committees

Discussion on committee responsibilities. Based on the timing memo request, committee chairs are to discuss with the other committee members and develop an agenda to be forwarded to Mr. Peterson by the Monday the week before the scheduled committee meeting. We will try to meet this deadline for the next couple of months and then review how the process is going.

19. RFP Environmental Quality Services - Inspection and Planning

a. Request for Proposal

Discussion on how the RFP process works - informational only at this time.

20. Recommendation for approval of BOE members to attend the state education convention.

a. January 16-19th, 2024

Motion to approve Board members Mrs. Riske and Mrs. Reiersen to attend the state education convention.

Motion by: Fietzer, Jepson

Motion carried.

21. Manawa Athletic Fall Sports Participation Numbers

a. Memo

Informational report.

Request that Athletic Director ensure the Middle School athlete playing time requirements in AG2431A are being followed by coaching staff.

Discussion on changing the regular December BOE meeting. December BOE will be held on Tuesday, December 19, 2023 at 6:00 pm.

❖ **CLOSED SESSION**

- The Board of Education Shall Move into Closed Session Pursuant to the Provisions of 19.85(1)(c), Wis. Statute, Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility.
 - The BOE will discuss the District Administrator Evaluation

❖ **ADJOURN**

Motion to adjourn regular Board meeting and move into closed session with a 10 minute break.

Motion by: Jepson, Hansen

Motion carried at 9:01 pm.

Special Board of Education Meeting Minutes
Wednesday, December 6, 2023
5:30 P.M.

❖ **CALL TO ORDER - 5:31 pm**

➤ *This is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public hearing. There will be a time for public comment during the meeting as indicated in the agenda. (B.O.E. Policy 0166)*

❖ **ROLL CALL - Verification of Quorum**

➤ *B.O.E. Members Present: Reiersen, Griffin, Fietzer, Jepson, Hansen, Riske*

❖ **COMPLIANCE WITH OPEN MEETING LAW NOTIFICATION** [§19.84(2) Wis. Stats.]

➤ *Verify Publication of Meeting - Verified by Mr. Peterson*

❖ **Public Comments - none**

❖ **B.O.E. BUSINESS (New Items)**

1. Interviews of candidates for the Board of Education vacancy Zone 3-Town of Union/Town of Helvetia.
Mr. Scott Emmert is the sole candidate. No formal interview questions asked.

2. Appointment to fill the Board of Education vacancy Zone 3-Town of Union/Town of Helvetia.
Motion to appoint Mr. Scott Emmert for the BOE vacancy Zone 3-Town of Union/Town of Helvetia from December 2023 until April 2024.
Motion by: Griffin, Riske
Motion Carried.
Oath of Office was performed and notarized by Mrs. TaraLa Jackson.

Mr. Emmert is appointed to participate on the Curriculum Committee starting at the January committee meeting.

❖ **ADJOURN**

Motion to adjourn by: Fietzer, Jepson
Motion carried at 5:48 pm.

Name	Reference	Trans Date	Description	Post Date	Amount
			Totals for		0.00
			Total for Cash Receipts		0.00

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
***	Fund Summary Totals ***	0.00	0.00	0.00	0.00

***** End of report *****

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
85120	WAEA - WI ART EDUCAT	JPAP11	11/02/2023	REGISTRATION TO VISUAL ATS CLASSIC COMPETITION 2023 - NANCY ZABLER	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CO-CURRICULAR ACTIVITIES	0	150.00
						Totals for 85120	150.00
85123	CESA 6-CONFERENCE RE	JPAP11	11/02/2023	NEW FRONTLINE PLATFORM MANAGER 3-DAY SERIES	GENERAL FUND/TRANSFER TO CESA/OTHER IMPROVEMENTS OF INSTR	0	250.00
						Totals for 85123	250.00
85128	SCHOOL DISTRICT OF M	JPAP11	11/02/2023	MOVE FUNDS THAT SHOULD HAVE BEEN DEPOSITED INTO FUND 21	GENERAL FUND/GIFTS/DISTRICT WIDE	0	120.00
						Totals for 85128	120.00
85129	YOUTH ALTERNATIVE RE	JPAP11	11/02/2023	2023-24 MBRSHIP - MARY ECK	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/OTHER SPECIAL NEEDS	0	125.00
						Totals for 85129	125.00
85132	CASH	JPAP11	11/07/2023	LWHS & MMS PETTY CASH	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATE D CURRICULUM	0	391.80
						Totals for 85132	391.80
85133	CLINTONVILLE PUBLIC	JPAP11	11/07/2023	VARSITY GIRLS BASKETBALL SCRIMMAGE ON 11/11/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/GIRLS BASKETBALL	0	150.00
						Totals for 85133	150.00
85134	MENOMINEE INDIAN HIG	JPAP11	11/07/2023	VARSITY CROSS COUNTRY MEET ON 9/19/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	100.00
						Totals for 85134	100.00
85135	ROSHOLT HIGH SCHOOL	JPAP11	11/07/2023	VARSITY CROSS COUNTRY INVITATIONAL ON 9/28/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	125.00
						Totals for 85135	125.00
85136	SCHOOL DISTRICT OF N	JPAP11	11/07/2023	VARSITY & MS CROSS COUNTRY ON 9/16/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	100.00
						Totals for 85136	100.00
85137	SHAWANO COMMUNITY HI	JPAP11	11/07/2023	VARSITY CROSS COUNTRY INVITATIONAL ON 9/9/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	100.00
						Totals for 85137	100.00
85138	WEYAUWEGA-FREMONT SC	JPAP11	11/07/2023	VARSITY CROSS COUNTRY INVITATIONAL ON 10/5/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/CROSS COUNTRY	0	125.00
						Totals for 85138	125.00
85154	CHIPPEWA VALLEY SPOR	JPAP11	11/10/2023	Volleyball Spacer and Sleeves for Standard Inserts	GENERAL FUND/NON-CAPITAL EQUIPMENT/VOLLEYBALL	4002400058	320.00
						Totals for 85154	320.00
85155	E O JOHNSON CO., INC	JPAP11	11/10/2023	MONTHLY COPIER INVOICE	GENERAL FUND/PRINTING AND	8002400016	4,734.01

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					BINDING/CENTRAL SERVICES		
					Totals for 85155		4,734.01
85156	JOSTENS INC.	JPAP11	11/10/2023	WRIGHT - JOSTENS HS YEARBOOK Deposit/Down Payment	GENERAL FUND/GENERAL SUPPLIES/YEARBOOK FEE	4002400069	2,432.00
					Totals for 85156		2,432.00
85158	NASSCO INC	JPAP11	11/10/2023	CUSTODIAL SUPPLIES	GENERAL FUND/GENERAL SUPPLIES/OPERATION	1012400063	181.89
					Totals for 85158		181.89
85159	PERSELLS, JAMES	JPAP11	11/10/2023	HOCO DANCE CHAPERONE	GENERAL FUND/PERSONAL SERVICES/CO-CURRICUL AR ACTIVITIES	0	25.00
					Totals for 85159		25.00
85160	SCHOOL DISTRICT OF M	JPAP11	11/10/2023	FUND 21 DEPOSITS EFT TO FUND 10	GENERAL FUND/STUDENT FEES/DISTRICT WIDE	0	80.00
					Totals for 85160		80.00
85161	SOLIANT	JPAP11	11/10/2023	SPEECH SERVICES - VIRTUAL	SPECIAL EDUCATION FUND/PERSONAL SERVICES/SPEECH/LANG UAGE	8002400035	1,105.00
					Totals for 85161		1,105.00
85162	TEACHER SYNERGY, LLC	JPAP11	11/10/2023	7195708 - (Educator Guide) A Little SPOT of Life Skills & Actions	SPECIAL EDUCATION FUND/TECH/SOFTWARE SERVIC/MULTI-CATEGOR ICAL	272400060	34.99
					Totals for 85162		34.99
85163	UNIFIRST CORPORATION	JPAP11	11/10/2023	MATS & MOPS DELIVERED GENERALLY EVERY OTHER MONDAY	GENERAL FUND/CLEANING SERVICES/OPERATION	1012400045	54.90
85163	UNIFIRST CORPORATION	JPAP11	11/10/2023	MATS & MOPS DELIVERED GENERALLY EVERY OTHER MONDAY	GENERAL FUND/CLEANING SERVICES/OPERATION	4002400052	44.14
85163	UNIFIRST CORPORATION	JPAP11	11/10/2023	MATS & MOPS DELIVERED GENERALLY EVERY OTHER MONDAY	GENERAL FUND/CLEANING SERVICES/OPERATION	4002400052	33.29
					Totals for 85163		132.33
85164	VILLAGE OF OGDENSBUR	JPAP11	11/10/2023	OVERPAYMENT OF TAXES	GENERAL FUND/STATE REV THRU LOCAL GOVERNMENT/DISTRICT WIDE	0	98.80
					Totals for 85164		98.80
85167	WISCONSIN SCTF	P9	11/15/2023	Payroll accrual	GENERAL FUND/GARNISHMENT DEDUCTION	0	524.75
					Totals for 85167		524.75
85168	ALLIANT ENERGY	JPAP11	11/17/2023	GAS AND ELECTRIC FOR PAES LAB	SPECIAL EDUCATION FUND/GAS FOR HEAT/BUILDINGS	272400032	43.35
85168	ALLIANT ENERGY	JPAP11	11/17/2023	GAS AND ELECTRIC FOR PAES LAB	SPECIAL EDUCATION FUND/ELECTRICITY OTHER THAN	272400032	42.81

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
85168	ALLIANT ENERGY	JPAP11	11/17/2023	LWHS/MMS ELECTRIC BILLS	HEAT/BUILDINGS GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002400024	9.84
85168	ALLIANT ENERGY	JPAP11	11/17/2023	LWHS/MMS ELECTRIC BILLS	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002400024	7.43
85168	ALLIANT ENERGY	JPAP11	11/17/2023	LWHS/MMS ELECTRIC BILLS	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002400024	9.84
85168	ALLIANT ENERGY	JPAP11	11/17/2023	LWHS/MMS ELECTRIC BILLS	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002400024	7.43
85168	ALLIANT ENERGY	JPAP11	11/17/2023	LWHS/MMS GAS BILLS	GENERAL FUND/GAS FOR HEAT/OPERATION	4002400025	648.95
85168	ALLIANT ENERGY	JPAP11	11/17/2023	LWHS/MMS GAS BILLS	GENERAL FUND/GAS FOR HEAT/OPERATION	4002400025	489.56
85168	ALLIANT ENERGY	JPAP11	11/17/2023	MES ELECTRIC BILLS	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	1012400032	5,339.96
85168	ALLIANT ENERGY	JPAP11	11/17/2023	MES GAS BILLS	GENERAL FUND/GAS FOR HEAT/OPERATION	1012400032	1,036.13
85168	ALLIANT ENERGY	JPAP11	11/17/2023	LWHS/MMS ELECTRIC BILLS	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002400024	5,271.04
85168	ALLIANT ENERGY	JPAP11	11/17/2023	LWHS/MMS ELECTRIC BILLS	GENERAL FUND/ELECTRICITY OTHER THAN HEAT/OPERATION	4002400024	3,976.40
					Totals for 85168		16,882.74
85169	AMAZON CAPITAL SERVI	JPAP11	11/17/2023	CORDES - Starry Sky Light Filter	GENERAL FUND/GENERAL SUPPLIES/AGRICULTURE	4002400079	39.98
85169	AMAZON CAPITAL SERVI	JPAP11	11/17/2023	ZABLER - Supplies to make Keychains and earring to sell at the Musical	GENERAL FUND/GENERAL SUPPLIES/ART	4002400072	167.45
85169	AMAZON CAPITAL SERVI	JPAP11	11/17/2023	chromebooks, portable speaker system Bluetooth connector	GENERAL FUND/TECHNOLOGY RELATED HARDWARE/ADMINISTRATIVE TECHNOLOGY SERVICE	8002400033	1,547.93
85169	AMAZON CAPITAL SERVI	JPAP11	11/17/2023	CENTRAL SUPPLY ITEMS	GENERAL FUND/CENTRAL SUPPLY ROOM/UNDIFFERENTIATED CURRICULUM	1012400068	375.76
85169	AMAZON CAPITAL SERVI	JPAP11	11/17/2023	KOEHLER - Tech Ed Supplies	GENERAL FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION	4002400080	447.92
					Totals for 85169		2,579.04

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
85170	BATTERIES PLUS	JPAP11	11/17/2023	FLO 4FTLES RECYCLE SR/LMP - (115 QUANTITY)	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	33.06
85170	BATTERIES PLUS	JPAP11	11/17/2023	FLO 4FTLES RECYCLE SR/LMP - (115 QUANTITY)	GENERAL FUND/GENERAL SUPPLIES/OPERATION	0	24.94
						Totals for 85170	58.00
85171	CENTURY LINK	JPAP11	11/17/2023	LONG DISTANCE SERVICE - MONTHLY	GENERAL FUND/TELEPHONE AND TELEGRAPH/CENTRAL SERVICES	8002400018	48.87
						Totals for 85171	48.87
85172	CESA 6-CONFERENCE RE	JPAP11	11/17/2023	PHYSICAL THERAPY	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	0	1,003.20
85172	CESA 6-CONFERENCE RE	JPAP11	11/17/2023	PHYSICAL THERAPY	SPECIAL EDUCATION FUND/TRANSFER TO CESA/PHYSICAL THERAPY	0	668.80
						Totals for 85172	1,672.00
85173	C.E.S.A. #8	JPAP11	11/17/2023	2nd QTR ERVING BILLING	GENERAL FUND/TRANSFER TO CESA/Gen Tuition-Non-Open Enrollmen	0	2,562.50
						Totals for 85173	2,562.50
85174	CHIPPEWA VALLEY SPOR	JPAP11	11/17/2023	Basketball Nets	GENERAL FUND/GENERAL SUPPLIES/GIRLS BASKETBALL	4002400055	72.00
85174	CHIPPEWA VALLEY SPOR	JPAP11	11/17/2023	Basketball Nets	GENERAL FUND/GENERAL SUPPLIES/BOYS BASKETBALL	4002400055	72.00
						Totals for 85174	144.00
85175	DELTA DENTAL-VISION	JPAP11	11/17/2023	COBRA VISION	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	4.78
85175	DELTA DENTAL-VISION	JPAP11	11/17/2023	DECEMBER VISION INS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	550.04
						Totals for 85175	554.82
85176	MANAWA QUALITY FOODS	JPAP11	11/17/2023	MES SPEC ED FOOD	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272400064	30.45
85176	MANAWA QUALITY FOODS	JPAP11	11/17/2023	MES SPEC ED FOOD	SPECIAL EDUCATION FUND/FOOD/MULTI-CATE GORICAL	272400062	10.78
						Totals for 85176	41.23
85178	SCHOOL DISTRICT OF A	JPAP11	11/17/2023	VARSITY WRESTLING INVITATIONAL ON 12/2/23	GENERAL FUND/DUES & FEES MEMBRSHIP/FT FEES/BOYS WRESTLING	0	225.00
						Totals for 85178	225.00
85179	SCHOOL DISTRICT OF I	JPAP11	11/17/2023	NOVEMBER 23 ADAPTIVE SWIMMING - (NOV. 2, 7, 9 & 16)	SPECIAL EDUCATION FUND/CONTRACTED	0	48.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
					PUPIL TRANSPORTATIO/SPECIA L EDUCATION HDCP		
					Totals for 85179		48.00
85181	VOYAGER SOPRIS LEARN	JPAP11	11/17/2023	KINDERGARTEN TUTOR HANDBOOK	GENERAL	1012400067	34.00
					FUND/TEXTBOOKS & WORKBOOKS/ENGLISH LANGUAGE		
					Totals for 85181		34.00
85183	AMPLIFY TECHNOLOGIES	JPAP11	11/21/2023	HS GYM AUDIO - HALF DOWN TO BEGIN WORK	GENERAL	0	5,260.75
					FUND/TECHNOLOGY RELATED HARDWARE/NONINSTR EQIP REPAI		
85183	AMPLIFY TECHNOLOGIES	JPAP11	11/21/2023	HS GYM AUDIO - HALF DOWN TO BEGIN WORK	GENERAL	0	5,260.75
					FUND/TECHNOLOGY SOFTWARE/NONINSTR EQIP REPAI		
					Totals for 85183		10,521.50
85184	DIVERSIFIED BENEFIT	JPAP11	11/21/2023	ADMIN FEES	GENERAL	0	235.02
					FUND/DISTRICT FEES / BANKING FEE/FISCAL		
					Totals for 85184		235.02
85185	EDPUZZLE	JPAP11	11/21/2023	EdPuzzle - SCHOOL WIDE ACCESS	GENERAL	8002400034	2,180.00
					FUND/TECH/SOFTWARE SERVIC/ADMINISTRATIV E TECHNOLOGY SERV		
					Totals for 85185		2,180.00
85186	E O JOHNSON COMPANY	JPAP11	11/21/2023	CONTAINER	GENERAL	0	60.27
					FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION		
85186	E O JOHNSON COMPANY	JPAP11	11/21/2023	CONTAINER	GENERAL	0	79.90
					FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION		
85186	E O JOHNSON COMPANY	JPAP11	11/21/2023	CONTAINER	GENERAL	0	60.27
					FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION		
85186	E O JOHNSON COMPANY	JPAP11	11/21/2023	CONTAINER	GENERAL	0	79.90
					FUND/GENERAL SUPPLIES/TECHNOLOGY EDUCATION		
					Totals for 85186		280.34
85187	GREEN BOYZ INC	JPAP11	11/21/2023	MOWING & WEED CONTROL - OCTOBER 2023	GENERAL	0	3,530.00
					FUND/CLEANING SERVICES/OPERATION		
					Totals for 85187		3,530.00
85189	KOBUSSEN BUSES LTD	jpap11	11/21/2023	OCTOBER 23 BUS CHARGES	GENERAL	0	52,152.47
					FUND/CONTRACTED PUPIL TRANSPORTATIO/CONTRA CTED FLEET		
85189	KOBUSSEN BUSES LTD	jpap11	11/21/2023	OCTOBER 23 BUS CHARGES	GENERAL	0	2,438.09

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
85189	KOBUSSEN BUSES LTD	jpap11	11/21/2023	OCTOBER 23 BUS CHARGES	FUND/CONTRACTED PUPIL TRANSPORTATIO/CO-CUR RICULAR TRANS	0	324.13
85189	KOBUSSEN BUSES LTD	jpap11	11/21/2023	OCTOBER 23 BUS CHARGES	FUND/CONTRACTED PUPIL TRANSPORTATIO/FIELD TRIPS	0	752.68
85189	KOBUSSEN BUSES LTD	jpap11	11/21/2023	OCTOBER 23 BUS CHARGES	SPECIAL EDUCATION FUND/CONTRACTED PUPIL TRANSPORTATIO/SPECIA	0	6,928.35
85189	KOBUSSEN BUSES LTD	jpap11	11/21/2023	OCTOBER 23 BUS CHARGES	L EDUCATION HDCP COMMUNITY SERVICE FUND/TRAVEL-CONTRACT ED SERVICE/OTHER COMMUNITY SERVICES	0	766.94
						Totals for 85189	63,362.66
85191	NEOLA, INC.	JPAP11	11/21/2023	UPDATE SERVICE: VOLUME 33: NUMBER 1	GENERAL FUND/TECH/SOFTWARE SERVIC/BOARD MEMBERS	0	1,375.00
						Totals for 85191	1,375.00
85192	SOLIANT	JPAP11	11/21/2023	SPEECH SERVICES - VIRTUAL	SPECIAL EDUCATION FUND/PERSONAL SERVICES/SPEECH/LANG UAGE	8002400035	1,253.75
						Totals for 85192	1,253.75
85193	UNIFIRST CORPORATION	JPAP11	11/21/2023	MATS & MOPS DELIVERED GENERALLY EVERY OTHER MONDAY	GENERAL FUND/CLEANING SERVICES/OPERATION	4002400052	44.14
85193	UNIFIRST CORPORATION	JPAP11	11/21/2023	MATS & MOPS DELIVERED GENERALLY EVERY OTHER MONDAY	GENERAL FUND/CLEANING SERVICES/OPERATION	4002400052	33.29
85193	UNIFIRST CORPORATION	JPAP11	11/21/2023	MATS & MOPS DELIVERED GENERALLY EVERY OTHER MONDAY	GENERAL FUND/CLEANING SERVICES/OPERATION	1012400045	54.90
						Totals for 85193	132.33
85194	WCA GROUP HEALTH TRU	JPAP11	11/21/2023	DECEMBER 2023 HEALTH INS PREMIUMS	GENERAL FUND/HEALTH INSURANCE	0	95,932.40
						Totals for 85194	95,932.40
85195	WILD, TIMOTHY	JPAP11	11/29/2023	VARSITY GIRLS BASKETBALL OFFICIAL ON 11/21/23 VS PACELLI	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	90.00
						Totals for 85195	90.00
85196	WISCONSIN SCTF	P9	11/30/2023	Payroll accrual	GENERAL FUND/GARNISHMENT DEDUCTION	0	524.75
						Totals for 85196	524.75

CHECK		BATCH	CHECK	INVOICE	ACCOUNT	PO	
NUMBER	VENDOR	NUMBER	DATE	DESCRIPTION	DESCRIPTION	NUMBER	AMOUNT
202300098	WISCONSIN RETIREMENT	OCT WR	11/21/2023	Payroll accrual - OCTOBER WRS	GENERAL FUND/WI RETIREMENT FUND	0	9,086.43
202300098	WISCONSIN RETIREMENT	OCT WR	11/21/2023	Payroll accrual - OCTOBER WRS	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,737.78
202300098	WISCONSIN RETIREMENT	OCT WR	11/21/2023	Payroll accrual - OCTOBER WRS	FOOD SERVICE FUND/WI RETIREMENT FUND	0	399.08
202300098	WISCONSIN RETIREMENT	OCT WR	11/21/2023	Payroll accrual - OCTOBER WRS	GENERAL FUND/WI RETIREMENT FUND	0	9,086.43
202300098	WISCONSIN RETIREMENT	OCT WR	11/21/2023	Payroll accrual - OCTOBER WRS	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,737.78
202300098	WISCONSIN RETIREMENT	OCT WR	11/21/2023	Payroll accrual - OCTOBER WRS	FOOD SERVICE FUND/WI RETIREMENT FUND	0	399.08
						Totals for 202300098	22,446.58
202300109	WISCONSIN RETIREMENT	OCT WR	11/21/2023	Payroll accrual - OCTOBER WRS	GENERAL FUND/WI RETIREMENT FUND	0	9,147.55
202300109	WISCONSIN RETIREMENT	OCT WR	11/21/2023	Payroll accrual - OCTOBER WRS	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,758.29
202300109	WISCONSIN RETIREMENT	OCT WR	11/21/2023	Payroll accrual - OCTOBER WRS	FOOD SERVICE FUND/WI RETIREMENT FUND	0	450.28
202300109	WISCONSIN RETIREMENT	OCT WR	11/21/2023	Payroll accrual - OCTOBER WRS	COMMUNITY SERVICE FUND/WI RETIREMENT FUND	0	199.24
202300109	WISCONSIN RETIREMENT	OCT WR	11/21/2023	Payroll accrual - OCTOBER WRS	GENERAL FUND/WI RETIREMENT FUND	0	9,147.55
202300109	WISCONSIN RETIREMENT	OCT WR	11/21/2023	Payroll accrual - OCTOBER WRS	SPECIAL EDUCATION FUND/WI RETIREMENT FUND	0	1,758.29
202300109	WISCONSIN RETIREMENT	OCT WR	11/21/2023	Payroll accrual - OCTOBER WRS	FOOD SERVICE FUND/WI RETIREMENT FUND	0	450.28
202300109	WISCONSIN RETIREMENT	OCT WR	11/21/2023	Payroll accrual - OCTOBER WRS	COMMUNITY SERVICE FUND/WI RETIREMENT FUND	0	199.24
						Totals for 202300109	23,110.72
202300112	DELTA DENTAL OF WISC	JPWI11	11/01/2023	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	1,143.40
						Totals for 202300112	1,143.40
202300118	DIVERSIFIED BENEFIT	JPWI11	11/03/2023	HRA REIMBURSEMENTS	GENERAL FUND/HEALTH INSURANCE	0	2,053.83
						Totals for 202300118	2,053.83
202300119	DIVERSIFIED BENEFIT	JPWI11	11/10/2023	HRA REIMBURSEMENT	GENERAL FUND/HEALTH INSURANCE	0	199.47
						Totals for 202300119	199.47
202300120	DELTA DENTAL OF WISC	JPWI11	11/08/2023	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	582.27
						Totals for 202300120	582.27
202300121	EMPLOYEE BENEFITS CO	JPWI11	11/09/2023	UNCOVERED MEDICAL, DEPENDENT CARE & FES CLAIMS	GENERAL FUND/FLEX PLAN SY23-24	0	448.30

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202300121	EMPLOYEE BENEFITS CO	JPWI11	11/09/2023	UNCOVERED MEDICAL, DEPENDENT CARE & FES CLAIMS	EMPLOYEE BENIFIT TRUST FUND/OTHER ADJUSTMENTS/ADJUSTMENTS & REFUNDS	0	500.00
Totals for 202300121							948.30
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,891.23
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,470.46
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	338.95
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	181.66
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,079.40
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	343.86
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	79.27
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	42.48
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	529.00
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	84.24
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	25.00
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	9,501.40
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,093.93
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	82.23
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	COMMUNITY SERVICE FUND/FEDERAL INCOME TAX	0	94.00
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,079.40
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	343.86
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	79.27

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	42.48
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,891.23
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,470.46
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	338.95
202300122	INTERNAL REVENUE SER	P9	11/15/2023	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	181.66
					Totals for 202300122		38,264.42
202300123	WEA TAX SHELTERED AN	P9	11/15/2023	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	100.00
202300123	WEA TAX SHELTERED AN	P9	11/15/2023	Payroll accrual	GENERAL FUND/WEA TRUST - TSA/ROTH	0	175.00
					Totals for 202300123		275.00
202300124	WISCONSIN DEPT OF RE	P9	11/15/2023	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	120.00
202300124	WISCONSIN DEPT OF RE	P9	11/15/2023	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	5.00
202300124	WISCONSIN DEPT OF RE	P9	11/15/2023	Payroll accrual	GENERAL FUND/STATE INCOME TAX	0	5,398.19
202300124	WISCONSIN DEPT OF RE	P9	11/15/2023	Payroll accrual	SPECIAL EDUCATION FUND/STATE INCOME TAX	0	716.56
202300124	WISCONSIN DEPT OF RE	P9	11/15/2023	Payroll accrual	FOOD SERVICE FUND/STATE INCOME TAX	0	91.33
202300124	WISCONSIN DEPT OF RE	P9	11/15/2023	Payroll accrual	COMMUNITY SERVICE FUND/STATE INCOME TAX	0	28.14
					Totals for 202300124		6,359.22
202300126	WEA MEMBER BENEFIT T	P9	11/15/2023	Payroll accrual	GENERAL FUND/WEA TRUST ADVANTAGE	0	40.00
					Totals for 202300126		40.00
202300127	EMPOWER RETIREMENT	P9	11/15/2023	Payroll accrual	GENERAL FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 202300127		50.00
202300131	EMPLOYEE BENEFITS CO	JPWI11	11/30/2023	ADMIN FEES - BESTFLEX, POST EMPL & HRA	GENERAL FUND/DISTRICT FEES / BANKING FEE/FISCAL	0	120.49
					Totals for 202300131		120.49
202300132	DIVERSIFIED BENEFIT	JPWI11	11/17/2023	HRA CLAIMS	GENERAL FUND/HEALTH INSURANCE	0	578.29
					Totals for 202300132		578.29
202300133	DELTA DENTAL OF WISC	JPWI11	11/15/2023	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	2,120.60
					Totals for 202300133		2,120.60

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202300134	DELTA DENTAL OF WISC	JPWI11	11/22/2023	DENTAL CLAIMS	GENERAL FUND/SELF FUND-EMPLOYER SHARE PREMI	0	353.60
					Totals for 202300134		353.60
202300135	DIVERSIFIED BENEFIT	JPWI11	11/24/2023	HRA CLAIMS	GENERAL FUND/HEALTH INSURANCE	0	2,000.00
					Totals for 202300135		2,000.00
202300136	EMPLOYEE BENEFITS CO	JPWI11	11/27/2023	DEPENDENT CARE & FSA CLAIMS	GENERAL FUND/FLEX PLAN SY23-24	0	1,431.91
					Totals for 202300136		1,431.91
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,573.43
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	1,565.24
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	402.44
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	24.65
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,005.07
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	SPECIAL EDUCATION FUND/FICA (SOCIAL SECURITY)	0	366.03
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	FOOD SERVICE FUND/FICA (SOCIAL SECURITY)	0	94.12
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	COMMUNITY SERVICE FUND/FICA (SOCIAL SECURITY)	0	5.76
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	529.00
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	84.24
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	25.00
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	GENERAL FUND/FEDERAL INCOME TAX	0	9,176.18
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	SPECIAL EDUCATION FUND/FEDERAL INCOME TAX	0	1,203.56
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	FOOD SERVICE FUND/FEDERAL INCOME TAX	0	111.54
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	COMMUNITY SERVICE FUND/FEDERAL INCOME TAX	0	0.00
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	2,005.07
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	SPECIAL EDUCATION	0	366.03

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	FUND/FICA (SOCIAL SECURITY)	0	94.12
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	FOOD SERVICE	0	94.12
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	FUND/FICA (SOCIAL SECURITY)	0	5.76
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	COMMUNITY SERVICE	0	5.76
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	FUND/FICA (SOCIAL SECURITY)	0	8,573.43
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	GENERAL FUND/FICA (SOCIAL SECURITY)	0	8,573.43
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	SPECIAL EDUCATION	0	1,565.24
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	FUND/FICA (SOCIAL SECURITY)	0	402.44
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	FOOD SERVICE	0	402.44
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	FUND/FICA (SOCIAL SECURITY)	0	24.65
202300137	INTERNAL REVENUE SER	P9	11/30/2023	Payroll accrual	COMMUNITY SERVICE	0	24.65
					FUND/FICA (SOCIAL SECURITY)		
					Totals for 202300137		37,203.00
202300138	WEA TAX SHELTERED AN	P9	11/30/2023	Payroll accrual	GENERAL FUND/WEA	0	100.00
202300138	WEA TAX SHELTERED AN	P9	11/30/2023	Payroll accrual	TRUST - TSA/ROTH	0	100.00
202300138	WEA TAX SHELTERED AN	P9	11/30/2023	Payroll accrual	GENERAL FUND/WEA	0	175.00
202300138	WEA TAX SHELTERED AN	P9	11/30/2023	Payroll accrual	TRUST - TSA/ROTH	0	175.00
					Totals for 202300138		275.00
202300139	WISCONSIN DEPT OF RE	P9	11/30/2023	Payroll accrual	GENERAL FUND/STATE	0	120.00
202300139	WISCONSIN DEPT OF RE	P9	11/30/2023	Payroll accrual	INCOME TAX	0	120.00
202300139	WISCONSIN DEPT OF RE	P9	11/30/2023	Payroll accrual	SPECIAL EDUCATION	0	5.00
202300139	WISCONSIN DEPT OF RE	P9	11/30/2023	Payroll accrual	FUND/STATE INCOME TAX	0	5.00
202300139	WISCONSIN DEPT OF RE	P9	11/30/2023	Payroll accrual	GENERAL FUND/STATE	0	5,307.16
202300139	WISCONSIN DEPT OF RE	P9	11/30/2023	Payroll accrual	INCOME TAX	0	5,307.16
202300139	WISCONSIN DEPT OF RE	P9	11/30/2023	Payroll accrual	SPECIAL EDUCATION	0	790.95
202300139	WISCONSIN DEPT OF RE	P9	11/30/2023	Payroll accrual	FUND/STATE INCOME TAX	0	790.95
202300139	WISCONSIN DEPT OF RE	P9	11/30/2023	Payroll accrual	FOOD SERVICE	0	122.92
202300139	WISCONSIN DEPT OF RE	P9	11/30/2023	Payroll accrual	FUND/STATE INCOME TAX	0	122.92
202300139	WISCONSIN DEPT OF RE	P9	11/30/2023	Payroll accrual	COMMUNITY SERVICE	0	0.00
202300139	WISCONSIN DEPT OF RE	P9	11/30/2023	Payroll accrual	FUND/STATE INCOME TAX	0	0.00
					Totals for 202300139		6,346.03
202300141	WEA MEMBER BENEFIT T	P9	11/30/2023	Payroll accrual	GENERAL FUND/WEA	0	40.00
202300141	WEA MEMBER BENEFIT T	P9	11/30/2023	Payroll accrual	TRUST ADVANTAGE	0	40.00
					Totals for 202300141		40.00
202300142	EMPOWER RETIREMENT	P9	11/30/2023	Payroll accrual	GENERAL	0	50.00
202300142	EMPOWER RETIREMENT	P9	11/30/2023	Payroll accrual	FUND/HARTFORD INS - TSA/ROTH	0	50.00
					Totals for 202300142		50.00
202300144	EMPLOYEE BENEFITS CO	JPWI11	11/30/2023	FSA CLAIMS	GENERAL FUND/FLEX	0	255.80
202300144	EMPLOYEE BENEFITS CO	JPWI11	11/30/2023	FSA CLAIMS	PLAN SY23-24	0	255.80
					Totals for 202300144		255.80
202300146	DELTA DENTAL OF WISC	JPWI11	11/29/2023	DENTAL CLAIMS AND ADMINISTRATION	GENERAL FUND/SELF	0	507.16
202300146	DELTA DENTAL OF WISC	JPWI11	11/29/2023	DENTAL CLAIMS AND ADMINISTRATION	FUND-EMPLOYER SHARE PREMI	0	507.16
					Totals for 202300146		507.16

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
232400074	FIETZER, CRAIG	JPAP11	11/02/2023	MILEAGE TO WASB MEETING	GENERAL FUND/EMPLOYEE TRAVEL/BOARD MEMBERS	0	57.64
Totals for 232400074							57.64
232400075	IGL, MICHAEL	JPAP11	11/02/2023	BOYS MS BASKETBALL OFFICIAL ON 10/30/23 VS AMHERST	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
Totals for 232400075							60.00
232400076	SIMONIS, JEROME	JPAP11	11/02/2023	BOYS MS BASKETBALL OFFICIAL ON 10/30/23 VS AMHERST	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
Totals for 232400076							60.00
232400078	BRAUER, DANIELLE	JPAP11	11/07/2023	SUPPLIES & INCENTIVE POPCORN	GENERAL FUND/NON-CAPITAL EQUIPMENT/UNDIFFEREN TIATED CURRICULUM	0	19.77
232400078	BRAUER, DANIELLE	JPAP11	11/07/2023	SUPPLIES & INCENTIVE POPCORN	GENERAL FUND/FOOD/UNDIFFEREN TIATED CURRICULUM	0	30.00
Totals for 232400078							49.77
232400079	IGL, MICHAEL	JPAP11	11/07/2023	BOYS MS BASKETBALL OFFICIAL ON 11/6/23 VS WITTENBERG-BIRNAMWOOD	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
Totals for 232400079							60.00
232400080	SIMONIS, JEROME	JPAP11	11/07/2023	BOYS MS BASKETBALL OFFICIAL ON 11/6/23 VS WITTENBERG-BIRNAMWOOD	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
Totals for 232400080							60.00
232400081	DEPERRY, JEFFERY	JPAP11	11/15/2023	GIRLS JV BASKETBALL OFFICIAL ON 11/14/23 VS WAUTOMA	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	50.00
232400081	DEPERRY, JEFFERY	JPAP11	11/15/2023	GIRLS VARSITY BASKETBALL OFFICIAL ON 11/14/23 VS WAUTOMA	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	90.00
Totals for 232400081							140.00
232400082	MAULE, GEORGE	JPAP11	11/15/2023	GIRLS VARSITY BASKETBALL OFFICIAL ON 11/14/23 VS WAUTOMA	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	90.00
Totals for 232400082							90.00
232400083	NILLISSEN, TERRY	JPAP11	11/15/2023	GIRLS JV BASKETBALL OFFICIAL ON 11/14/23 VS WAUTOMA	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	50.00
232400083	NILLISSEN, TERRY	JPAP11	11/15/2023	GIRLS VARSITY BASKETBALL OFFICIAL ON 11/14/23 VS WAUTOMA	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	90.00
Totals for 232400083							140.00

CHECK NUMBER	VENDOR	BATCH NUMBER	CHECK DATE	INVOICE DESCRIPTION	ACCOUNT DESCRIPTION	PO NUMBER	AMOUNT
232400084	LITCHFIELD, LANCE	JPAP11	11/17/2023	TRAVEL & EXPENSES RELATED TO WADA CONFERENCE IN WIS DELLS NOVEMBER 2023	GENERAL FUND/EMPLOYEE TRAVEL/ATHLETIC DIRECTOR	0	675.41
232400084	LITCHFIELD, LANCE	JPAP11	11/17/2023	TRAVEL & EXPENSES RELATED TO WADA CONFERENCE IN WIS DELLS NOVEMBER 2023	GENERAL FUND/PERSONAL SERVICES/ATHLETIC DIRECTOR	0	390.00
						Totals for 232400084	1,065.41
232400085	DIECK, BENJAMIN	JPAP11	11/27/2023	VARSITY GIRLS BASKETBALL OFFICIAL ON 11/21/23 VS PACELLI	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	90.00
						Totals for 232400085	90.00
232400086	Hagberg, Gary	JPAP11	11/27/2023	JV GIRLS BASKETBALL OFFICIAL ON 11/21/23 VS PACELLI	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	50.00
						Totals for 232400086	50.00
232400087	SIMONIS, JEROME	JPAP11	11/27/2023	MS BOYS BASKETBALL OFFICIAL ON 11/20/23 VS WEYAUWEGA-FREMONT	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
						Totals for 232400087	60.00
232400088	TOMLINSON, JACK	JPAP11	11/27/2023	MS BOYS BASKETBALL OFFICIAL ON 11/20/23 VS WEYAUWEGA-FREMONT	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
						Totals for 232400088	60.00
232400089	BOIVIN, TODD	JPAP11	11/29/2023	VARSITY GIRLS BASKETBALL OFFICIAL ON 11/21/23 VS PACELLI	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	90.00
						Totals for 232400089	90.00
232400090	IGL, MICHAEL	JPAP11	11/29/2023	MS BOYS BASKETBALL ON 11/27/23 VS BONDUEL	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
						Totals for 232400090	60.00
232400091	SIMONIS, JEROME	JPAP11	11/29/2023	MS BOYS BASKETBALL ON 11/27/23 VS BONDUEL	COMMUNITY SERVICE FUND/PERSONAL SERVICES/OTHER COMMUNITY SERVICES	0	60.00
						Totals for 232400091	60.00
232400092	STRIKE, ERIC	JPAP11	11/29/2023	JV GIRLS BASKETBALL ON 11/21/23 VS PACELLI	GENERAL FUND/PERSONAL SERVICES/GIRLS BASKETBALL	0	50.00
						Totals for 232400092	50.00
						Totals for checks	364,731.43

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	GENERAL FUND	220,188.50	298.80	107,844.89	328,332.19
27	SPECIAL EDUCATION FUND	18,466.80	0.00	11,169.48	29,636.28
50	FOOD SERVICE FUND	3,986.30	0.00	0.00	3,986.30
73	EMPLOYEE BENIFIT TRUST FUND	0.00	0.00	500.00	500.00
80	COMMUNITY SERVICE FUND	1,029.72	0.00	1,246.94	2,276.66
***	Fund Summary Totals ***	243,671.32	298.80	120,761.31	364,731.43

***** End of report *****

REVENUE(S)					
Grants		Allocation (23-24)	Carryover Amount	Remaining to Claim (not claimed)	
ARP Homeless Children & Youth II		\$6,140.00		\$166.82	
Carl Perkins (Tech. Ed)		\$8,014.00		\$8,014.00	
ESSER III		\$811,111.00		\$811,111.00	
Title I - (Reading/Math)		\$143,539.00		\$143,539.00	
Title II - (Professional Dev.)		\$25,152.00		\$25,152.00	
Title III		\$360.00		\$360.00	
Title IV - (Student Support & Enrichment)		\$10,000.00		\$10,000.00	
IDEA Flow Through (SPED)	Fund 27	\$186,544.00		\$186,544.00	
IDEA Preschool	Fund 27	\$8,516.00			
EXPENDITURE(S)					
		OBJECT Code	2022-23 Past - FY Activity	2023-24 Budgeted	2023-24 FY Activity
Salaries	Fund 10 & 27	100's	3,210,585.98	3,210,585.98	1,316,160.39
Benefits	Fund 10 & 27	200's	1,326,952.92	1,326,952.92	530,720.42
Purchased Services	Fund 10 & 27	300's	2,449,143.56	2,449,143.56	620,571.86
Non-Capital Objects	Fund 10 & 27	400's	353,624.88	353,624.88	148,528.00
Capital Objects	Fund 10 & 27	500's	292,940.75	292,940.75	146,896.01
Insurance & Judgments	Fund 10 & 27	700's	108,673.25	108,673.25	99,344.75
Transfers (i.e. to Fund 27, 46, etc.)	Fund 10 & 27	800's	763,159.31	763,159.31	1,606.32
Other (Dues & Fees)	Fund 10 & 27	900's	46,566.20	46,566.20	20,238.62
		OBJECT Code	2022-23 Past - FY Activity	2023-24 Budgeted	2023-24 FY Activity
Salaries	Fund 50	100's	128,002.79	128,002.79	44,150.75
Benefits	Fund 50	200's	44,504.58	44,504.58	18,005.71
	Fund 50	300's	30,209.98	30,209.98	2,348.24
Food	Fund 50	400's	157,764.32	157,764.32	49,982.11
Capital Equipment	Fund 50	500's	123,672.02	123,672.02	720.00

Human Resources - Personnel Changes Chart

New Hires	Position	Start Date
Bryce Huettner	Student Teacher	01/20/2024
Resignations	Position	End Date
Mikayla Frenche	Food Service Team Member	12/28/2023
Julie Prey	Account Payable/Payroll	06/30/2024
Shasta Knorr	Special Education Paraprofessional	12/21/2023
Brad Butterfield	Teacher (Tech Ed)	12/15/23



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	New Bylaw - Vol. 32, No. 2, July 2023 - V1 [Common/Union High Schools Only] - MEETINGS
Code	po0164
Status	Proposed to Policy & Human Resources Committee

New Bylaw - Vol. 32, No. 2 - V1 [Common/Union High Schools Only]

0164 - **MEETINGS**

Regular Meetings

The Board of Education shall hold a meeting at least once each month on a date and at a time and place determined annually by a resolution of the Board.

Change of Regular Meetings

If the Board adopts a resolution changing the date, time, or place of a regularly scheduled meeting, the meeting notice shall state the date, time, place, and subject matter of the rescheduled meeting, as well as the name and address of the District. Said notice shall be posted

on the front door of the Administrative Office Building and

at such places as the Board may determine. Meeting notices of scheduled Board meetings shall be posted in accordance with State law. (See also Policy 0166 - Agenda)

Special Meetings

A special meeting of the Board shall be held upon the written request of any Board member provided there is compliance with the following notice provisions and State law.

The School District Clerk or, in the School District Clerk's absence, the President shall fix a reasonable date, time, and place for the meeting. The School District Clerk or, in the School District Clerk's absence, the President shall notify each Board member of the date, time, and place of the meeting, in a manner likely to give the Board member notice of the meeting, at least twenty-four (24) hours before the meeting. If the School District Clerk or, in the School District Clerk's absence, the President determines that providing notice at least twenty-four (24) hours before a special Board meeting is, for good cause, shown by the School District Clerk or President, impossible or impractical, the School District Clerk or President may notify each Board member of the date, time, and place of the meeting less than twenty-four (24) hours, but not less than two (2) hours, before the meeting. A notice of any special meeting shall be posted at least twenty-four (24) hours before said special meeting at the District office and such other places as the Board may determine unless, for good cause, such notice is impossible or impracticable, but in no case may the notice be less than two (2) hours in advance of the meeting.

A special meeting may be held without prior notice if all Board members are present and consent, or if each member consents in writing even if the Board member does not attend, provided appropriate notice is provided as defined under Chapter 19.

The District Administrator and those administrators directed by the District Administrator shall attend all meetings, when feasible. Administrative participation shall be by professional counsel, guidance, and recommendation - as distinct from deliberation, debate, and voting of Board members.

Notice of Meetings

Public notice of all Board meetings, and other meetings subject to Policy 8309 - Open Meetings for Non-Board Committees, **[END OF OPTION]** shall be given pursuant to statute. Such notice shall be given, without cost, to any news media which submits a written request for meeting notices and to a news medium likely to give notice in the District's geographic area. In addition, such notice shall be made public in at least one (1) of the following ways:

- A. posting the notice in at least three (3) public places likely to give notice to persons affected;
- B. posting the notice in at least one (1) public place likely to give notice to persons affected and on the governmental body's website; or
- C. by paid publication in a news medium likely to give notice to persons affected.

The notice shall be given, without cost, to the District's official newspaper, the _____. **[DRAFTING NOTE: The official newspaper of the District, if required according to criteria in 985.05, Wis. Stats.]**

The notice shall list the date, time, place, and subject matter of each regularly scheduled meeting of the Board, including subjects intended for the consideration at any closed session, in the form which is reasonably likely to inform members of the public and the news media. To assure that notice of a meeting is specific enough to apprise the public of the purpose of the meeting, the following factors shall be considered: (1) the time and effort required to provide detailed notice; (2) the level of public interest in the particular subject; and (3) whether the meeting will involve routine or novel issues. The notice shall contain the name and address of the District and its telephone number. The notice shall be given at least twenty-four (24) hours prior to the meeting unless for good cause such notice is impossible or impractical, but in no case may the notice be less than two (2) hours in advance of the meeting.

The notice shall also contain the following statement:

"Upon request to the _____ District Administrator, submitted twenty-four (24) hours in advance, the District shall make reasonable accommodation including the provision of informational material in an alternative format for a disabled person to be able to attend this meeting." **[DRAFTING NOTE: this language is not required in the meeting notice, however, it is recommended because the Board is obligated to make meetings accessible, including with accommodations, to persons with a disability who wish to attend the meeting regardless of whether this statement is included or not. This clause provides the obligation to give advance notice of any such need so as to assist in providing the accommodation rather than the individual making such requests on the day of or at the meeting itself].**

[END OF OPTION]

Cancellation of Meetings

If a regularly scheduled and legally noticed meeting needs to be canceled (e.g., inclement weather, electrical outage, broken water pipe, lack of quorum, etc.), the Board President or designee shall have the authority to cancel or reschedule the meeting. To the extent practical, a notice of cancellation should be provided, similar to the notice of the meeting.

Virtual Participation in Meetings

~~Unless otherwise determined by the Board (), Board President [END OF OPTION] or due to an order by an authorized authority preventing in person attendance at a meeting,~~ Board members are expected to attend meetings in person at the location set by the Board for the meeting. A Board member may attend virtually in instances where a member is unable to attend in person due to a scheduled absence from the District or due to a physical restriction preventing attendance. The Board member is responsible for making advance arrangements with the District administration to facilitate participation in the meeting.

Any Board member attending a meeting remotely may vote in accordance with Bylaw 0167.1 – Voting.

Board members are not provided with technology to facilitate remote Board attendance unless the Board authorizes such expenditure.

[END OF OPTION]

Any Board member attending a meeting or who intended to attend a meeting remotely but is unable to attend or unable to maintain attendance due to technological complications, such as a poor connection or other equipment failures, will be considered absent for all or part of the meeting. The meeting may continue in the member's absence provided that a quorum is still present.

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Legal 19.84, Wis. Stats.
120.11, Wis. Stats.
985.05(3), Wis. Stats.

Last Modified by Ryan Peterson on November 1, 2023



Book Policy Manual
 Section Vol. 32, No. 2, July 2023
 Title Rescind Bylaw - Vol. 32, No. 2, July 2023 - REGULAR MEETINGS
 Code po0164.1
 Status Proposed to Policy & Human Resources Committee
 Adopted April 25, 2016
 Last Revised December 18, 2017

Rescind Bylaw - Vol. 32, No. 2

~~0164.1 REGULAR MEETINGS~~

~~[COMMON AND UNION SCHOOL DISTRICTS]~~

~~The Board shall hold a meeting at least once each month on a date and at a time and place determined annually by a resolution of the Board.~~

~~[UNIFIED SCHOOL DISTRICT]~~

~~The Board shall hold a meeting at least once each month.~~

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Legal [for common and union high school districts] 120.11(1), Wis. Stats.
 [for unified school districts] 120.43(2), Wis. Stats.

Last Modified by Ryan Peterson on November 1, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Rescind Bylaw - Vol. 32, No. 2, July 2023 - SPECIAL MEETINGS
Code	po0164.2
Status	Proposed to Policy & Human Resources Committee
Adopted	April 25, 2016
Last Revised	November 16, 2020

Rescind Bylaw - Vol. 32, No. 2

~~0164.2—SPECIAL MEETINGS~~

~~[FOR COMMON OR UNION HIGH SCHOOL DISTRICTS]~~

~~A special meeting of the Board shall be held upon the written request of any Board member provided there is compliance with the following notice provisions and State law.~~

~~The School District Clerk or, in the School District Clerk's absence, the President shall fix a reasonable date, time, and place for the meeting. The School District Clerk or, in the School District Clerk's absence, the President shall notify each Board member of the date, time, and place of the meeting, in a manner likely to give the Board member notice of the meeting, at least twenty four (24) hours before the meeting. If the School District Clerk or, in the School District Clerk's absence, the President determines that providing notice at least twenty four (24) hours before a special Board meeting is, for good cause, shown by the School District Clerk or President, impossible or impractical, the School District Clerk or President may notify each Board member of the date, time, and place of the meeting less than twenty four (24) hours, but not less than two (2) hours, before the meeting. A notice of any special meeting shall be posted at least twenty four (24) hours before said special meeting at the District office and such other places as the Board may determine unless, for good cause, such notice is impossible or impracticable, but in no case may the notice be less than two (2) hours in advance of the meeting.~~

~~A special meeting may be held without prior notice if all Board members are present and consent, or if each member consents in writing even if s/he does not attend, provided appropriate notice is provided as defined under Chapter 19.~~

~~FOR UNIFIED SCHOOL DISTRICTS~~

~~Special meetings of the Board may be called by the President or by the written request of a majority of the members of the Board provided there is compliance with the notice provision of these Bylaws and State law.~~

~~[END OF OPTIONS]~~

~~The District Administrator and those administrators directed by the District Administrator shall attend all meetings, when feasible. Administrative participation shall be by professional counsel, guidance, and recommendation—as distinct from deliberation, debate, and voting of Board members.~~

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Legal	19.84(3), Wis. Stats.
	120.11(2), Wis. Stats.
	120.43(2), Wis. Stats.

Last Modified by Ryan Peterson on November 1, 2023



Book Policy Manual

Section Vol. 32, No. 2, July 2023

Title Rescind Bylaw - Vol. 32, No. 2, July 2023 - NOTICE OF MEETINGS

Code po0165.1

Status Proposed to Policy & Human Resources Committee

Rescind Bylaw - Vol. 32, No. 2

0165.1 NOTICE OF MEETINGS

Public notice of all Board meetings, () and other meetings subject to Policy 8309 — Open Meetings for Non Board Committees, **[END OF OPTION]** shall be given pursuant to statute. Such notice shall be given, without cost, to any news media which submits a written request for meeting notices and to a news medium likely to give notice in the District's geographic area. In addition, such notice shall be made public in at least one of the following ways:

- A. posting the notice in at least three (3) public places likely to give notice to persons affected;
- B. posting the notice in at least one (1) public place likely to give notice to persons affected and on the governmental body's website; or
- C. by paid publication in a news medium likely to give notice to persons affected.

~~[]~~ The notice shall be given, without cost, to the District's official newspaper, the _____ . **[DRAFTING NOTE: The official newspaper of the District, if required according to criteria in 985.05, Wis. Stats.]**

The notice shall list the date, time, place, and subject matter of each regularly scheduled meeting of the Board, including subjects intended for the consideration at any closed session, in the form which is reasonably likely to inform members of the public and the news media. To assure that notice of a meeting is specific enough to apprise the public of the purpose of the meeting, the following factors shall be considered: (1) the time and effort required to provide detailed notice; (2) the level of public interest in the particular subject; and (3) whether the meeting will involve routine or novel issues. The notice shall contain the name and address of the District and its telephone number. The notice shall be given at least twenty four (24) hours prior to the meeting unless for good cause such notice is impossible or impractical, but in no case may the notice be less than two (2) hours in advance of the meeting.

The notice shall also contain the following statement:

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

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Legal 19.84, Wis. Stats.
 120.11(4), Wis. Stats.
 985.05(3), Wis. Stats.

Last Modified by Ryan Peterson on November 1, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Rescind Bylaw - Vol. 32, No. 2, July 2023 - CHANGE OF REGULAR MEETINGS
Code	po0165.2
Status	Proposed to Policy & Human Resources Committee
Adopted	April 25, 2016
Last Revised	April 24, 2023

Rescind Bylaw - Vol. 32, No. 2

~~0165.2~~ ~~CHANGE OF REGULAR MEETINGS~~

~~If the Board adopts a resolution changing the date, time, or place of a regularly scheduled meeting, the meeting notice shall state the date, time, place, and subject matter of the rescheduled meeting, as well as the name and address of the District. Said notice shall be posted~~

~~(-) on the front door of the Administrative Office Building and~~

~~at such places as the Board may determine. Meeting notices of scheduled Board meetings shall be posted in accordance with State law. (See also Policy 0166 - Agenda)~~

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Last Modified by Ryan Peterson on November 1, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Renumbered/Revised Policy - Vol. 32, No. 2, July 2023 - SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
Code	po8913
Status	Proposed to Policy & Human Resources Committee

Renumbered/Revised Policy - Vol. 32, No. 2

16238913 - SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT

The Board of Education prohibits discrimination against any employee or applicant based upon his/her/their disability. As such, the Board will not engage in employment practices or adopt policies that discriminate on the basis of disability, or otherwise discriminate against qualified individuals with disabilities in regard to job application procedures, the hiring, advancement or discharge of employees, employee compensation, job training, or other terms, conditions and privileges of employment. The Board further will not limit, segregate or classify applicants or employees in any way that adversely affects their opportunities or status because of disability. Additionally, the Board will not participate in any contractual or other relationships that have the effect of subjecting qualified individuals with disabilities who are applicants or employees to discrimination on the basis of disability.

Notice of the Board's policy on nondiscrimination in employment practices and the identity of the School District's Compliance Officer(s) (see below) will be published on the District's website, posted throughout the District, and included in the District's recruitment statements or general information publications.

Definitions

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

Complainant: is the individual who alleges or is alleged to have been subjected to discrimination/retaliation, regardless of whether the person files a formal complaint or is pursuing an informal resolution to the alleged discrimination/retaliation.

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

Respondent: is the individual who is alleged to have engaged in discrimination/retaliation, regardless of whether the Complainant files a formal complaint or is seeking an informal resolution to the alleged discrimination/retaliation.

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

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

An individual with a disability means a person who has, has a record of, or is regarded as having, a physical or mental impairment that substantially limits one or more major life activities.

Major Life Activities

Major life activities are functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sleeping, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, sitting, reaching, interacting with others, and working.

Major life activities also include the operation of a major bodily function, including, but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal and reproductive functions. The operation of a major bodily function includes the operation of an individual organ within a body system.

Impairment That Substantially Limits a Major Life Activity

The determination of whether an impairment substantially limits a major life activity must be made without regard to the ameliorative effects of mitigating measures such as medication, medical supplies, equipment or appliances, low-vision devices (defined as devices that magnify, enhance, or otherwise augment a visual image, but not including ordinary eyeglasses or contact lenses), prosthetics (including limbs and devices), hearing aid(s) and cochlear implant(s) or other implantable hearing devices, mobility devices, oxygen therapy equipment or supplies, use of assistive technology, reasonable accommodations or "auxiliary aids or services," learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy.

An impairment that is episodic in nature or in remission is considered a disability if it would substantially limit a major life activity when active.

Qualified Individual with a Disability

A qualified individual with a disability means the individual satisfies the requisite skill, experience, education and other job-related requirements of the employment position the individual holds or desires and can perform the essential functions of the job in question, with or without reasonable accommodation.

Reasonable Accommodation

The Board will provide a reasonable accommodation to a qualified individual who has an actual disability or who has a record of a disability unless the accommodation would impose an undue hardship on the operation of the Board's program and/or activities. A reasonable accommodation is not required for an individual who is merely believes they are being regarded as having a disability. Employees requesting reasonable accommodation must cooperate with school officials in obtaining specific medical opinion that identifies the precise limitations resulting from the disability and potential reasonable accommodations that could overcome those limitations.

Facilities

No qualified person with a disability will be denied the benefits of, excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which Section 504/American with Disabilities Act (ADA) applies because the District's facilities are inaccessible to or unusable by persons with disabilities.

For facilities constructed or altered after June 3, 1977, the District will comply with applicable accessibility standards. For those existing facilities constructed prior to June 3, 1977, the District is committed to operating its programs and activities so that they are readily accessible to persons with disabilities.

District Compliance Officers

The Board designates the following individual(s) to serve as the District's 504 CO(s)/ADA Coordinator(s) (hereinafter referred to as the "COs").

[DRAFTING NOTE: Neola suggests the Board appoint both a male and a female CO in order to provide complainants with the option to report their concerns to an individual of the gender with which they feel most comfortable. Additionally, by appointing two (2) COs, there should always be a CO available to investigate a claim that pertains to the other CO, as appropriate.]

MS/HS Principal (Michelle Johnson)
(Name)

Manawa Middle School / Little Wolf High School
(School District Title)

(920)596-2524
(Telephone Number)

401 E. 4th St. Manawa Wi, 54949
(Office Address)

mjohnson@manawaschools.org
(E-mail Address)

Dean of Students (Jeff Bortle)
(Name)

Manawa Middle School / Little Wolf High School
(School District Title)

(920)596-2524
(Telephone Number)

401 E. 4th St. Manawa Wi, 54949
(Office Address)

jbortle@manawaschools.org
(E-mail Address)

The name(s), title(s), and contact information of this/these individual(s) will be published annually:

- A. on the School District's website.
- B. in the staff handbooks.
- C. in the School District Annual Report to the public.
- D. on each individual school's website.
- E. in the School District's calendar
- F. _____.

The COs are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination/retaliation or denial of equal access. The COs also shall verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age Discrimination in Employment Act of 1975 is provided to staff members and the general public. A copy of each of the Acts and regulations on which this notice is based will be made available upon request from the CO.

The COs will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints. Any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints, as appropriate. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall coordinate with the other appointed/designated CO, or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. (See Complaint Procedure below.)

Complaint Procedures

If a person believes that ~~s/he has~~ **they have** been discriminated against on the basis of ~~his/her~~ **their** 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.

~~In accordance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), employees will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation, or misapplication of Section 504. In addition, employees will be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights.~~

Internal complaints must be put 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 with COs within the time limits specified below. The COs are available to assist individuals in filing a complaint.

Internal Complaint Procedure

The following internal complaint procedure is available to employees for the prompt and equitable resolution of complaints alleging discrimination based upon disability. 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. An employee with a complaint based on alleged discrimination on the basis of disability may first discuss the problem with the CO.
- B. If the informal discussion does not resolve the matter, or if the employee skips Step A, the individual may file a formal written complaint with the CO. The written complaint must contain the name and address of the individual or representative filing the complaint, be signed by the Complainant or someone authorized to sign for the Complainant, describe the alleged discriminatory action in sufficient detail to inform the CO of the nature and date of the alleged violation and propose a resolution. The complaint ~~must~~ **should** be filed within thirty (30) days of the circumstances or event giving rise to the complaint ~~unless the time for filing is extended by the CO for good cause.~~
- C. The CO will conduct an independent investigation of the matter ~~(which may or may not include a hearing)~~. 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. The CO will provide the Complainant with a written disposition of the complaint **as soon as practicable relative to the ability to complete a thorough investigation but** within ~~ten (10)~~ **sixty (60)** days. If no decision is rendered within ~~ten (10)~~ **sixty (60)** business days, or the decision is unsatisfactory in the opinion of the Complainant, the employee may file, in writing, an appeal with the District Administrator. The CO shall maintain the District's files and records relating to the complaint.
- D. The District Administrator will, within ten (10) days of receiving the written appeal, conduct a **hearing/meeting** with all parties involved in an attempt to resolve the complaint.
The District Administrator will render ~~his/her~~ **their** decision within ten (10) days of the **hearing/meeting**.
- E. The employee may be represented, at ~~his/her~~ **their** own cost, at any of the above-described meetings/~~hearings~~.

- F. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

If it is determined that the Complainant was subjected to discrimination, the CO must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, effective, and tailored to the specific situation.

Directives During Investigation

The CO may recommend to the District Administrator placing any employee involved in an investigation under this Policy on administrative leave pending resolution of the matter. If the District Administrator is the Respondent, the CO shall make such a recommendation to the Board. For example, administrative leave may be appropriate in situations in which protecting the safety of any individual or the integrity of the investigation necessitates such action.

The CO shall determine whether any witnesses in the course of an investigation may be required to answer questions that could also involve criminal investigation or sanctions, including the existence of a co-occurring law enforcement investigation are still required to answer questions concerning the District investigation, but are entitled to do so without waiving their Constitutional right against self-incrimination that applies during a criminal investigation. should be provided a Garrity warning apprising the person of their obligations to answer questions truthfully and honestly while preserving the right against self-incrimination in the context of any resulting criminal investigation or prosecution. Employees should be advised of this right, through what is often referred to as a "Garrity Warning". The Garrity Warning informs the employee that the employee is required to respond to questions posed during the investigation and that answers to questions relating to the employee's conduct may be used by the District for determining appropriate discipline, but will not be provided to law enforcement officials in the course of their independent criminal investigation, unless otherwise required by law. (See Form 8913-F1 - Garrity Warning)

Every employee interviewed in the course of an investigation is required to provide truthful responses to all questions. Failure to do so may result in disciplinary action.

OCR Complaint

At any time, if an employee believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the 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:

U.S. Department of Education Office for Civil Rights Citigroup Center
500 W. Madison Street Suite 1475
Chicago, IL 60661
(312) 730-1560
FAX: (312) 730-1576
TDD: (877) 521-2172
E-mail: OCR.Chicago@ed.gov

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the District's legal obligations to investigate, take appropriate action, and conform with any discovery or disclosure obligations.

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the CO or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided during the course of the investigation.

Remedial Action and Monitoring

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken due to the discrimination or other appropriate action.

The Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

Sanctions and Disciplinary Action

The Board shall vigorously enforce its prohibitions against discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and any relevant codes of conduct.

When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the age and maturity level of any student involved. In those cases where discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging discrimination/retaliation, or participates as a witness in an investigation, is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce, or interfere with any individual because the person opposed any act or practice made by Section 504 or the ADA, or because that individual made a report, formal complaint, testified, assisted or participated, or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator shall provide appropriate information to all members of the District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training and information provided regarding the Board's policy and discrimination, in general, will be age and content-appropriate.

Retention of Investigatory Records and Materials

The CO is responsible for overseeing the retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315 - [Information Management](#)) created and/or received as part of an investigation, which may include but are not limited to:

- A. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- C. any documentation that memorializes the actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District's response to the alleged violation of this policy;
- D. written witness statements;
- E. narratives, notes from, and audio, video, or digital recordings of witness interviews/statements;
- F. e-mails, texts, and social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after-the-fact commentary about or media coverage of the incident);
- G. notes and summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;
- H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;
- I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;
- J. documentation of any supportive measures offered and/or provided to the Complainant and the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;
- K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- L. copies of the Board policy and procedures/guidelines used by the District to conduct the investigation and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to

students and staff with respect to the subject of this policy (e.g., Student Codes of Conduct and/or Employee Handbooks);

- M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- N. documentation of any training provided to District personnel related to this policy including, but not limited to notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conduct an investigation of an alleged violation of this policy; **[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time, and location of the training, the name and title (or credentials) of the presenter, and a copy of the materials reviewed or presented during the training.]**

[DRAFTING NOTE: The following options should be selected if the District concludes that the following items are not adequately encompassed in the preceding paragraphs.]

- O. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
- P. copies of any notices sent to the Respondent of the allegations constituting a potential violation of this policy;
- Q. copies of any notices sent to the Complainant and the Respondent in advance of any interview or meeting;
- R. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report and any written responses submitted by the Complainant or the Respondent.

The documents, ESI, and electronic media (as defined in Policy 8315 - Information Management) retained may include public records and records exempt from disclosure under Federal (e.g., FERPA, ADA) and/or State law, such as student records and confidential medical records.

The documents, ESI, and electronic media (as defined in Policy 8315 - Information Management) created or received as part of an investigation shall be retained in accordance with Policy 8310 - Public Records, Policy 8315 - Information Management, Policy 8320 - Personnel Records, and Policy 8330 - Student Records for not less than three (3) years and longer if required by the District's records retention schedule.

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Legal	29 U.S.C. 794, Section 504 Rehabilitation Act of 1973, as amended
	42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended
	29 C.F.R. Part 1630
	34 C.F.R. Part 104

Last Modified by Ryan Peterson on November 1, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Rescind Policy - Vol. 32, No. 2, July 2023 - SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT
Code	po1623
Status	Proposed to Policy & Human Resources Committee
Adopted	October 17, 2016
Last Revised	June 26, 2023

Rescind Policy - Vol. 32, No. 2

~~1623~~ SECTION 504/ADA PROHIBITION AGAINST DISABILITY DISCRIMINATION IN EMPLOYMENT

The Board prohibits discrimination against any employee or applicant based upon his/her disability. As such, the Board will not engage in employment practices or adopt policies that discriminate on the basis of disability, or otherwise discriminate against qualified individuals with disabilities in regard to job application procedures, the hiring, advancement or discharge of employees, employee compensation, job training, or other terms, conditions and privileges of employment. The Board further will not limit, segregate or classify applicants or employees in any way that adversely affects their opportunities or status because of disability. Additionally, the Board will not participate in any contractual or other relationships that have the effect of subjecting qualified individuals with disabilities who are applicants or employees to discrimination on the basis of disability.

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(Name)

(School District Title)

(Telephone Number)

(Office Address)

(E-mail Address)

(Name)

(School District Title)

(Telephone Number)

(Office Address)

(E-mail Address)

The name(s), title(s), and contact information of this/these individual(s) will be published annually:

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- E. () in the School District's calendar
- F. () _____.

The COs are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding discrimination/retaliation or denial of equal access. The COs also shall verify that proper notice of nondiscrimination for Title II of the Americans with Disabilities Act (as amended), Title VI and Title VII of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973 (as amended), and the Age Discrimination in Employment Act of 1975 is provided to staff members and the general public. A copy of each of the Acts and regulations on which this notice is based will be made available upon request from the CO.

The COs will oversee the investigation of any complaints of discrimination based on disability, which may be filed pursuant to the Board's adopted internal complaint procedure, and will attempt to resolve such complaints. Any complaint received regarding the District Administrator or a Board member shall be referred to the Board's legal counsel, who shall assume the role of the CO for such complaints, as appropriate. Additionally, if the complaint is regarding a CO, the complaint shall be reported to the District Administrator, who shall coordinate with the other appointed/designated CO, or, if appropriate appoint/designate another individual to serve as CO for the complaint regarding a CO.

The Board will provide for the prompt and equitable resolution of complaints alleging violations of Section 504/ADA. (See Complaint Procedure below.)

Complaint Procedures

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.

In accordance with Section 504 of the Rehabilitation Act of 1973 and its implementing regulations ("Section 504"), employees will be notified of their right to file an internal complaint regarding an alleged violation, misinterpretation, or misapplication of Section 504. In addition, employees will be notified of their right to file a complaint with the U.S. Department of Education's Office for Civil Rights.

Internal complaints must be put 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 with COs within the time limits specified below. The COs are available to assist individuals in filing a complaint.

Internal Complaint Procedure

The following internal complaint procedure is available to employees for the prompt and equitable resolution of complaints alleging discrimination based upon disability. 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. An employee with a complaint based on alleged discrimination on the basis of disability may first discuss the problem with the CO.
- B. If the informal discussion does not resolve the matter, or if the employee skips Step A, the individual may file a formal written complaint with the CO. The written complaint must contain the name and address of the individual or representative filing the complaint, be signed by the Complainant or someone authorized to sign for the Complainant, describe the alleged discriminatory action in sufficient detail to inform the CO of the nature and date of the alleged violation and propose a resolution. The complaint must be filed within thirty (30) days of the circumstances or event giving rise to the complaint unless the time for filing is extended by the CO for good cause.
- C. The CO will conduct an independent investigation of the matter (which may or may not include a hearing). 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. The CO will provide the Complainant with a written disposition of the complaint within ten (10) days. If no decision is rendered within ten (10) business days, or the decision is unsatisfactory in the opinion of the Complainant, the employee may file, in writing, an appeal with the District Administrator. The CO shall maintain the District's files and records relating to the complaint.
- D. The District Administrator will, within ten (10) days of receiving the written appeal, conduct a hearing with all parties involved in an attempt to resolve the complaint.
The District Administrator will render his/her decision within ten (10) days of the hearing.
- E. The employee may be represented, at his/her own cost, at any of the above described meetings/hearings.

- F. The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights or the filing of a court case. Use of this internal complaint procedure is not a prerequisite to the pursuit of other remedies.

If it is determined that the Complainant was subjected to discrimination, the CO must identify what corrective action will be taken to stop, remedy, and prevent the recurrence of the discrimination/retaliation. The corrective action should be reasonable, timely, effective, and tailored to the specific situation.

OCR Complaint

At any time, if an employee believes that s/he has been subjected to discrimination based upon his/her disability in violation of Section 504 or the 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:

U.S. Department of Education Office for Civil Rights Citigroup Center
500 W. Madison Street Suite 1475
Chicago, IL 60661
(312) 730-1560
FAX: (312) 730-1576
TDD: (877) 521-2172
E-mail: OCR.Chicago@ed.gov

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the District's legal obligations to investigate, take appropriate action, and conform with any discovery or disclosure obligations.

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Confidentiality, however, cannot be guaranteed. Additionally, the Respondent must be provided the Complainant's identity.

During the course of a formal investigation, the CO or designee will instruct each person who is interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to third parties any information that is learned or provided during the course of the investigation.

Remedial Action and Monitoring

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken due to the discrimination or other appropriate action.

The Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

Sanctions and Disciplinary Action

The Board shall vigorously enforce its prohibitions against discrimination by taking appropriate action reasonably calculated to stop and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable State law and any relevant codes of conduct.

When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the age and maturity level of any student involved. In those cases where discrimination/retaliation is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its recurrence, and remedy its effect.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging discrimination/retaliation, or participates as a witness in an investigation, is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce, or interfere with any individual because the person opposed any act or practice made by Section 504 or the ADA, or because that individual made a report, formal complaint, testified, assisted or participated, or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator shall provide appropriate information to all members of the District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training and information provided regarding the Board's policy and discrimination, in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

The CO is responsible for overseeing the retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and/or received as part of an investigation, which may include but are not limited to:

- A. all written reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- B. any narratives that memorialize oral reports/allegations/complaints/grievances/statements/responses pertaining to an alleged violation of this policy;
- C. any documentation that memorializes the actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities related to the investigation and/or the District's response to the alleged violation of this policy;
- D. written witness statements;
- E. narratives, notes from, and audio, video, or digital recordings of witness interviews/statements;
- F. e-mails, texts, and social media posts that directly relate to or constitute evidence pertaining to an alleged violation of this policy (i.e., not after the fact commentary about or media coverage of the incident);
- G. notes and summaries prepared contemporaneously by the investigator in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.), but not including transitory notes whose content is otherwise memorialized in other documents;
- H. written disciplinary sanctions issued to students or employees and other documentation that memorializes oral disciplinary sanctions issued to students or employees for violations of this policy;
- I. dated written determinations/reports (including summaries of relevant exculpatory and inculpatory evidence) and other documentation that memorializes oral notifications to the parties concerning the outcome of the investigation, including any consequences imposed as a result of a violation of this policy;
- J. documentation of any supportive measures offered and/or provided to the Complainant and the Respondent, including no contact orders issued to both parties, the dates the no contact orders were issued, and the dates the parties acknowledged receipt of the no contact orders;
- K. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- L. copies of the Board policy and procedures/guidelines used by the District to conduct the investigation and any documents used by the District at the time of the alleged violation to communicate the Board's expectations to students and staff with respect to the subject of this policy (e.g., Student Codes of Conduct and/or Employee Handbooks);
- M. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- N. documentation of any training provided to District personnel related to this policy including, but not limited to notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conduct an investigation of an alleged violation of this policy; **[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time, and location of the training, the name and title (or credentials) of the presenter, and a copy of the materials reviewed or presented during the training.]**

[DRAFTING NOTE: The following options should be selected if the District concludes that the following



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Rescind Policy - Vol. 32, No. 2, July 2023 - EMPLOYMENT OF CASUAL RESOURCE PERSONNEL
Code	po3120.07
Status	Proposed to Policy & Human Resources Committee
Adopted	May 16, 2016

Rescind Policy - Vol. 32, No. 2

~~3120.07 — EMPLOYMENT OF CASUAL RESOURCE PERSONNEL~~

~~It is the purpose of this policy to allow the casual employment of personnel in a consulting capacity for administration, in service, or instruction.~~

~~In the general fund of the Board of Education, money is appropriated annually for special services. This might include resource persons in specialized fields of education that could offer consulting advice on the administration or instructional processes. The District Administrator shall negotiate a reasonable payment with the resource person.~~

~~Specialists from industry, business, agriculture, or health occupation fields may be employed in a consulting capacity to assist with program planning, in services, or directly in the instructional program. Professional staff members employed by the District may be used as casual resource personnel, outside of their regular assignment, at the discretion of the District Administrator.~~

~~The District Administrator shall prepare administrative guidelines to ensure proper implementation of this policy.~~

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Last Modified by Ryan Peterson on November 1, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	New Policy - Vol. 32, No. 2, July 2023 - NURSING MOTHERS
Code	po8700
Status	Proposed to Policy & Human Resources Committee

New Policy - Vol. 32, No. 2

8700 - NURSING MOTHERS

The Board of Education supports staff members who choose to breast feed and/or express breast milk following the birth of a child. When any staff member, whether a professional staff member or support staff member has notified their supervisor of the staff member's intent to express breast milk during the workday, the principal District Administrator _____ **[End of Options]** shall make necessary arrangements to provide the following:

- A. An appropriate location that is suitable for expressing breast milk. The location must be shielded from view and not accessible during usage by any other person. The location provided may not be a bathroom.
- B. A reasonable amount of time to complete the activity based on an established schedule of frequency the staff member requires. The staff member is responsible for providing a schedule of frequency and for completing the process efficiently.

A participating employee must record time spent expressing breast milk at work which will be recorded as unpaid time, unless the employee also performs work related responsibilities during this time **[END OF OPTION]**. **[Drafting Note: the law does not require employers to pay employees during time provided to express breast milk unless it would otherwise pay an employee for the same amount of break time for other reasons. This applies to both exempt and non-exempt employees such that a Board may determine that it is easier to consider break time under this policy as compensable time].** Any staff member who has given birth to a child and opts to express breast milk thereafter is entitled to the benefits of this policy.

Any staff member who has provided notice of the need to express breast milk at work and has complied with the responsibilities of doing so in this policy is eligible to do so for up to one (1) calendar year from the birth of the child.

No staff member who requires break time to express breastmilk consistent with this policy shall be subjected to retaliation or any form of adverse treatment for doing so.

Any staff member who feels they have been denied adequate protections or feels they have been retaliated against or otherwise treated unfairly as a result of availing themselves of the rights described in this policy shall report such concerns to the District Administrator. Any such report shall specify the alleged deficiency and desired resolution so that the District Administrator may provide an appropriate resolution, within ten (10) calendar days of the report.

The benefits described in this policy shall be administered concurrently with other benefits, such as Family Medical Leave Act (FMLA) rights.

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Legal 29 U.S.C. 218d

Last Modified by Ryan Peterson on November 1, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Rescind Policy - Vol. 32, No. 2, July 2023 - NURSING MOTHERS
Code	po4430.05
Status	Proposed to Policy & Human Resources Committee
Adopted	May 16, 2016

Rescind Policy - Vol. 32, No. 2, June 2023

4430.05 — NURSING MOTHERS

~~As required by the Fair Labor Standards Act (FLSA), it shall be the policy of the Board to support the decision of support staff members to breastfeed their infants by providing unpaid breaks for lactating employees to express breast milk for infants on District premises.~~

~~The building administrator shall designate a private area, other than a restroom, where an employee can express breast milk. The designated area shall be a space where intrusion from coworkers, students, and the public can be prevented, and one where an employee who is using this area can be shielded from view.~~

~~Prior to returning to work from maternity leave, the employee shall notify her supervisor of her intent to continue breastfeeding her infant(s), and of her need to express milk during work hours. It shall be the responsibility of the employee to keep her supervisor informed of her needs in this regard throughout the period of lactation (), or until such time as the child reaches the age of one.~~

~~The employee can express milk during regularly scheduled unpaid break periods. The building administrator or employee's supervisor shall make accommodation in the event that the time of regular breaks needs to be adjusted or, in the event that additional and/or longer unpaid breaks are needed. In the event that the number and duration of the unpaid breaks requires modification to the employee's work schedule, the building administrator or the employee's supervisor shall work with the employee to determine the necessary modifications.~~

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Legal 29 U.S.C. 207 (Section 4207)

Last Modified by Ryan Peterson on November 1, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - PROGRAM OR CURRICULUM MODIFICATIONS
Code	po2451
Status	Proposed to Policy & Human Resources Committee

Revised Policy - Vol. 32, No. 2

2451 - PROGRAM OR CURRICULUM MODIFICATIONS

The Board of Education recognizes that the regular school program may not be appropriate for all students. Some students may need program or curriculum modifications to successfully meet the District's academic goals and/or graduation requirements. (See Policy 5461 - Children At-Risk of Not Graduating from High School)

Any student's parent, or the student if the parent is notified, may submit a written request to the Board, to provide the student with program or curriculum modifications, including, but not limited to:

- A. modifications within the student's current academic program;
- B. a school work training or work-study program;
- C. enrollment in an alternative public school or program located in the School District in which the student resides;
- D. enrollment in any nonsectarian private school or program, or tribal school, located in the School District in which the student resides, which complies with the requirements of State and Federal law;
- E. homebound study, including nonsectarian correspondence courses or other courses of study approved by the Board or nonsectarian tutoring provided by the school in which the child is enrolled;
- F. enrollment in any public educational program located outside the School District in which the student resides, pursuant to a contractual agreement between school districts.

The written request shall be provided to the (X) building principal () District Administrator [END OF OPTIONS] who will provide it to the Board or an administrator who is designated to do so, must handle such requests. The Board or appropriate staff member shall render its decision, in writing, within ninety (90) days of a request, except that if the request relates to a student who has been evaluated by an Individualized Education Program team and has not been recommended for special education, the decision must be made within thirty (30) days of the request. If the request is denied, the reasons for the denial must be included. A parent may request reconsideration of any decision made by the Board or the designated administrator in response to a request for program or curriculum modifications and such request must be reviewed by the Board. The Board is required to render its determination upon review in writing.

Annually, the District shall notify students and parents of the provisions of this policy. Inclusion of such notification in the student handbook shall satisfy this requirement.

X- The District Administrator shall issue an administrative guideline specifying the process for submitting a request for program or curriculum modifications and how such requests shall be handled when received by the District. [END OF OPTION]

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Legal 118.15, Wis. Stats.

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Rescind Policy - Vol. 32, No. 2, July 2023 - PROGRAM OR CURRICULUM MODIFICATIONS
Code	po5250
Status	Proposed to Policy & Human Resources Committee

Rescind Policy - Vol. 32, No. 2

5250 — PROGRAM OR CURRICULUM MODIFICATIONS

~~In accordance with Policy 5200 — Attendance, the Board may excuse a student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma.~~

~~Any such request for a program or curriculum modification from the parent, or the student if the parent is notified, shall be in writing.~~

~~The Board, or its designee, shall provide a written decision within ninety (90) days to a properly submitted request for a program or curriculum modification. If the request is denied, the reasons for denial shall be included in the written decision. An exception is if the student has been evaluated by an IEP team but not recommended for special education, then the written decision must be provided within thirty (30) days.~~

~~[] The Board designates the District Administrator to make decisions for program or curriculum modifications. **[END OF OPTION]**~~

~~Any decision made by the Board or its designee regarding a request for a program or curriculum modification may be appealed by the parent to the Board, and the Board shall provide a written decision to the parent.~~

~~The request for a program or curriculum modification may include, but is not limited to, the following:~~

- ~~A. modifications within the student's current academic program;~~
- ~~B. a school work training or work study program;~~
- ~~C. enrollment in any alternative public school or program located in the school district in which the student resides;~~
- ~~D. enrollment in any nonsectarian private school or program, or tribal school, located in the School District in which the student resides in accordance with applicable State and Federal law;~~
- ~~E. homebound study, including nonsectarian correspondence courses or other courses of study approved by the Board, or nonsectarian tutoring provided by the school in which the student is enrolled;~~
- ~~F. enrollment in any public educational program located outside the School District in which the student resides, which may be pursuant to a contractual agreement between the school districts.~~

~~Annually, the District shall notify students and parents of the provisions of this policy. Inclusion of such notification in the student handbook shall satisfy this provision.~~

~~[] The District Administrator shall issue an administrative guideline specifying the process for submitting a request for program or curriculum modifications and how such requests shall be handled when received by the District.~~

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	New Policy - Vol. 32, No. 2, July 2023 - ACADEMIC HONESTY
Code	po5505
Status	Proposed to Policy & Human Resources Committee

New Policy - Vol. 32, No. 2

5505 – ACADEMIC HONESTY

The Board of Education values honesty and expects integrity in the District's students. Violating academic honesty erodes the trust between teachers and students as well as compromises the academic standing of other students. So that each student is judged solely on their own merits, the Board prohibits any student from presenting someone else's work as their own, using artificial intelligence platforms in place of one's own work, providing unauthorized assistance to another student, and cheating in all its forms.

All school work submitted for the purpose of meeting course requirements must be the individual student's original work. It is prohibited for any student to unfairly advance their own academic performance or that of any other student. Likewise, no student may intentionally limit or impede the academic performance or intellectual pursuits of other students.

Academic dishonesty includes, but is not limited to:

- A. plagiarism (of ideas, work, research, speech, art, music, etc.);
- B. forgery of another's work;
- C. presenting the results from an artificial intelligence platform as one's own () (See Policy 7540.08 - Artificial Intelligence (AI));
- D. downloading or copying information from other sources and presenting it as one's own;
- E. using language translation work of someone else when the expectation is doing one's own translation;
- F. copying another person's work;
- G. allowing another person to copy one's own work;
- H. stealing another person's work;
- I. doing another person's work for them;
- J. distributing copies of one's work for use by others;
- K. distributing copies of someone else's work for use by others;
- L. intentionally accessing another's work for the purpose of presenting it as one's own;
- M. distributing or receiving answers to assignments, quizzes, tests, assessments, etc.
- N. distributing or receiving questions from quizzes, tests, assessments, etc.

O. () _____;

P. () _____.

Faculty and Administration have the responsibility for monitoring students' work for compliance with this policy.

All teachers, beginning in the elementary grades, will educate students as to what constitutes academic dishonesty and what is acceptable and unacceptable behavior in District schools regarding academic integrity. () Such education shall reference this Board policy.

Students who violate this policy are subject to disciplinary consequences.

Teachers are authorized, in consultation with their Principal, to apply appropriate consequences for violations of this policy. Disciplinary consequences for significant violations may include removal from the class with a failing grade, removal from student leadership positions, elimination of honors recognition, loss of membership in honor organizations, as well as other disciplinary consequences appropriate to the nature of the violation.

Parents shall be contacted as soon as practicable to report any alleged acts of academic dishonesty by their child.

Repeated violations of this policy () at the high school level **[END OF OPTION]** will result in additional disciplinary consequences, up to and including suspension and expulsion.

Student and/or parent appeals of disciplinary consequences resulting from violation of this policy may be made within five (5) business days to the Principal whose decision shall be final. If the Principal was the staff member responsible for the disciplinary consequence being appealed, then student and/or parent appeals should be directed within five (5) business days to the () District Administrator () _____ **[END OF OPTION]** whose decision shall be final.

A summary of this policy shall be included in the Student Handbook and the Employee Handbook.

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	New Policy - Vol. 32, No. 2, July 2023 - ARTIFICIAL INTELLIGENCE (AI)
Code	po7540.08
Status	Proposed to Policy & Human Resources Committee

New Policy - Vol. 32, No. 2

7540.08 - ARTIFICIAL INTELLIGENCE (AI)

The Board of Education recognizes the positive impact that artificial intelligence (AI) technology may have in the District's educational program and operations. The District Administrator is authorized to support the use of artificial intelligence technology when its use is consistent with the District's mission, goals, and operational integrity.

Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies, including, but not limited to the following: ~~Policy 5505— Academic Honesty; Policy 5500— Student Code of Classroom Conduct; Policy 5500.01— Conduct in Virtual Classroom; Policy 5517— Student Anti Harassment; Policy 5517.01— Bullying; Policy 2266— Nondiscrimination on the Basis of Sex in Education Programs and Activities; Policy 8330— Student Records; Policy 2240— Controversial Issues in the Classroom; Policy 7540.03— Student Technology Acceptable Use and Safety; and Policy 7540.04— Staff Technology Acceptable Use and Safety. [Drafting Note: Confirm and Select as Needed] [END OF OPTION]~~

Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion. Staff may be disciplined for violations, up to and including suspension or termination of employment. The Administration will refer any illegal acts to law enforcement.

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Replacement Policy - Vol. 32, No. 2, July 2023 - SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION
Code	po5350
Status	Proposed to Policy & Human Resources Committee
Adopted	October 1, 2015
Last Revised	April 25, 2022

Replacement Policy - Vol. 32, No. 2

5350 - SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION

The Board of Education recognizes that suicide is a leading cause of death among youth and must be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the District Administrator shall develop prevention, intervention, and postvention strategies and procedures.

The District Administrator may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention, intervention, and postvention.

(X) The District's comprehensive health education program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated into the health education curriculum in the secondary grades. Such instruction shall be aligned with state content standards and shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

The District Administrator may offer parents education or information which describes the severity of the youth suicide problem, the district's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

Prevention and Instruction

Using the Department of Public Instruction notice, the District Administrator shall annually inform the professional staff of the resources available from the Department and other resources regarding suicide prevention. The District Administrator shall also implement procedures to obtain payment or reimbursement for professional mental health services provided by any licensed treatment professional.

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

Developmentally appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these materials will: **[Drafting Note - Letters A-D are required by statute]**

- A. encourage positive social and emotional development.
- B. teach life skills such as problem-solving and sound decision-making.
- C. provide knowledge of the relationship between youth suicide and the use of alcohol and controlled substances.
- D. promote awareness of the warning signs of suicide, how to respond to potential suicidal persons and available community counseling and mental services.

- E. stress the importance of safe and healthy choices and coping strategies.
- F. instruct how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others.
- G. facilitate help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

Staff Development

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the direction of a school counselor/school psychologist and/or in cooperation with one or more community mental health agencies and must include information on:

- A. the role of protective factors with an emphasis on school climate, connectedness, caring staff, and positive student relationships, and building support for these protective factors within staff and community as a positive purpose of suicide prevention.
- B. research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors.
- C. warning signs that may indicate suicidal intentions include changes in students' appearance, personality, or behavior. Warning signs of this nature should receive particular attention when displayed by an individual in one or more of the following groups:
 1. Youth bereaved by suicide
 2. Youth with disabilities, mental illness, or substance abuse
 3. Homeless youth
 4. LGBTQ youth
 5. Youth in the juvenile justice or welfare system
 6. Native American youth
 7. Youth on the fringes of mainstream social groups
- D. research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.
- E. school and community resources and services.
- F. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

Training will be provided annually regularly **[END OF OPTIONS]** for all teachers and staff.

Suicide Intervention; Civil Liability Exemption

Any School District officer, employee, or volunteer who in good faith attempts to prevent suicide by a student is immune from civil liability for their acts or omissions in respect to the suicide or attempted suicide.

Postvention

The Board recognizes that the death of a staff member or student, whether by suicide or other means, that affects the entire school and community. In the event of a staff member or student's death, it is critical that the school's response be swift, consistent, and intended to protect the student body and community.

This policy has related AGs that will help guide this response. Following the AG in the context of any student or staff death will aid in providing for a swift, consistent, and thoughtful approach.

Confirming the News and Convening the Education Support Team

Upon receiving news of a student's or employee's death, including an unconfirmed rumor, a staff member must immediately contact the Principal, and/or designee. Contact must be made whether this is during or outside school hours.

The District Administrator Principal **[END OF OPTIONS]** will:

- A. contact the District Administrator () Board President.
- B. contact key staff who will comprise the support team; i.e., teaching and classified staff, parents, students, and/or community members.
- C. compose a potential "shared statement" to for students and staff so the same message is disseminated to everyone. This statement should not be read over the intercom but delivered in person by a teacher who has a relationship with the students. This is very important in grades where the deceased student had close connections to his/her classmates.
- D. compose a potential public statement to notify the community at large what the school is experiencing and that the school is focused on providing support to the students. This may be beneficial in the event that the matter becomes publicly discussed, including on social media.
- E. will convene the educational support team which may include:
1. administrators
 2. school counselor(s)
 3. school psychologist(s)
 4. social worker(s)
 5. () _____

In the case of a death by suicide, other concerns such as the prevention of suicide contagion will be taken into account. Suicide contagion is the process by which suicidal behavior or a suicide completion influences an increase in the suicide risk of others. Identification, modeling, and guilt are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides within a community.

Publication and Distribution

This policy will be included in age-appropriate student handbooks and on the school website.

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Legal	115.365, Wis. Stats. (Assistance for Schools for Suicide Prevention Programs)
	118.01(2)(d)7, Wis. Stats. (Educational Goals and Expectations)
	118.295, Wis. Stats. (Suicide Intervention, Civil Liability Exemption)
	895.48(1), Wis. Stats. (Liability Exemption)

Last Modified by Ryan Peterson on November 1, 2023



Book	Policy Manual
Section	0000 Bylaws
Title	Copy of BOUNDARIES
Code	po0113
Status	Proposed to Policy & Human Resources Committee
Adopted	April 25, 2016
Last Reviewed	December 6, 2023

0113 - BOUNDARIES

The School District of Manawa is comprised of the following areas: City of Manawa, Townships of Little Wolf, Helvetia, Union, St. Lawrence, ~~Ogdensburg~~, Royalton, Mukwa, Bear Creek, ~~and~~ Lebanon **and Village of Ogdensburg**.

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Book Policy Manual
 Section Vol. 32, No. 2, July 2023
 Title Revised Bylaw - Vol. 32, No. 2, July 2023 - ELECTORAL PROCESS
 Code po0142.1
 Status Proposed to Policy & Human Resources Committee
 Adopted April 25, 2016
 Last Revised December 6, 2023
 Last Reviewed December 6, 2023

Revised Bylaw - Vol. 32, No. 2

0142.1 - ELECTORAL PROCESS

Members of the Board of Education elections are held shall be elected annually at during the spring election on the first Tuesday in April in a manner that is consistent with State law.

The Board shall consist of seven (7) members elected by the voters of the District by ballot in compliance with State law at the Spring election. The number of members elected each year shall maintain a two-two-three (2-2-3) sequence.

Board member representation shall be according to the established plan of apportionment, with six (6) members representing specific geographical areas and one (1) member representing the full District. Representation shall be apportioned with one (1) Board member from each of the following:

	Zone 1	City of Manawa
	Zone 2	Township of Little Wolf
	Zone 3	Townships of Helvetia and Union
	Zone 4	Townships of St. Lawrence and Village of Ogdensburg
	Zone 5	Townships of Royalton and Mukwa
	Zone 6	Townships of Bear Creek and Lebanon
	At-Large	Represents Entire District

Declaration of Candidacy



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Bylaw - Vol. 32, No. 2, July 2023 - PUBLIC EXPRESSION OF BOARD MEMBERS
Code	po0143.1
Status	Proposed to Policy & Human Resources Committee
Adopted	October 1, 2015
Last Revised	June 19, 2017
Last Reviewed	December 6, 2023

Revised Bylaw - Vol. 32, No. 2

0143.1 - PUBLIC EXPRESSION OF BOARD MEMBERS

The Board President functions as the official spokesperson for the Board. (see Bylaw 0144.5 - Board Member Behavior and Code of Conduct)

From time-to-time, however, individual Board members make public statements, or statements to individuals, on school matters:

- A. to local media;
- B. on social media;
- C. to members of the community;
- D. to local officials and/or State officials.

Sometimes the public statements, or statements to individuals, by Board members imply, or the readers (listeners) infer, that the opinions expressed or statements made are the official positions of the Board. The misunderstandings that can result from these incidents may cause issues for the member, the Board, as well as the District. Therefore, Board members should, when writing or speaking on school matters on social media, to the media, members of the community, legislators, and other officials, make it clear that their views do not necessarily reflect the views of the Board or of their colleagues on the Board.

This bylaw shall apply to all statements and/or writings by individual Board members not explicitly sanctioned by a majority of its members, except as follows:

- A. correspondence, such as legislative proposals, when the Board member has received official guidance from the Board on the matters discussed in the letter
- B. routine, not for publication, correspondence of the District Administrator and other Board employees
- C. routine "thank you" letters of the Board
- D. statements by Board members on ~~nonschool~~ non-school matters (providing the statements do not identify the author as a member of the Board)
- E. personal statements not intended for publication

Copies of this bylaw shall be sent annually to local media by the Board President.

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Bylaw - Vol. 32, No. 2, July 2023 - CONFLICT OF INTEREST
Code	po0144.3
Status	Proposed to Policy & Human Resources Committee
Adopted	April 25, 2016
Last Revised	January 17, 2022
Last Reviewed	December 6, 2023

Revised Bylaw - Vol. 32, No. 2

0144.3 - CONFLICT OF INTEREST

Board of Education members shall perform their official duties in an ethical manner and free from conflict of interest pursuant to 19.59, Wis. Stats. To this end:

- A. no Board member shall use his/her/their position as a Board member to obtain financial gain or anything of substantial value for himself/herself/themself, immediate family as defined in 19.42(7), Wis. Stats., or any organization with which s/he/the Board member is associated;
- B. no Board member shall accept any offer of anything of value from a person either directly or indirectly, nor shall solicit or accept anything of value, if it could be reasonably expected to influence the Board member's actions;
- C. no Board member shall engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with his/her/the Board member's duties and responsibilities in the school system and as a public officer;
- D. when a member of the Board determines that the possibility of such a personal or financial interest conflict exists, s/he/the Board member should, prior to the matter being considered, disclose his/her/their interest (such disclosure shall become a matter of record in the minutes of the Board), and thereafter shall abstain from participation in both the discussion of the matter and the vote thereon. In the event that the potential conflict involves a program or activity in whole or in part financed through Federal grant funds, the potential conflict of interest must be disclosed to the Federal granting agency consistent with the requirements of the particular granting agency;
- E. Board members shall also perform their duties in a manner that does not violate criminal conflict of interest laws pursuant to 946.13, Wis. Stats. by having a private pecuniary interest in a contract with the District in an amount that exceeds \$15,000 annually or by participating in making or performing some function as a Board member with respect to a contract in which the Board member has a private pecuniary interest, unless statutory exceptions apply;
- F. no member of the Board shall hold a paid position within the School District, regardless of the type or level of position or manner of pay. (X) However, a Board member may serve as a volunteer coach, bus driver, or supervisor of an extra-curricular activity if the provision of 120.20, Wis. Stats., (X) Policy 8120 - Volunteers, [END OF OPTION] and this policy are satisfied. [END OF OPTIONAL SENTENCE] [DRAFTING NOTE: Selecting this option should be consistent with Policy 8120 - Volunteers.]

19.42(7), Wis. Stats.

19.59, Wis. Stats.

120.20, Wis. Stats.

946.13, Wis. Stats.

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Legal

19.42(7), Wis. Stats.

19.59, Wis. Stats.

120.20, Wis. Stats.

946.13, Wis. Stats.

Last Modified by Ryan Peterson on December 6, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - DISTRICT-SPONSORED TRIPS
Code	po2340
Status	Proposed to Policy & Human Resources Committee
Last Reviewed	December 6, 2023

Revised Policy - Vol. 32, No. 2

2340 - DISTRICT-SPONSORED TRIPS

The Board of Education recognizes the value of organized trips or other excursions away from the classroom as a valuable part of the District's educational programming and a valuable opportunity to obtain additional educational experiences not offered directly in the curriculum offerings. These opportunities occur in four (4) primary forms addressed in this policy: (a) field trips; (b) extra-curricular/co-curricular program-related trips; (c) overnight trips; and (d) other District-sponsored trips.

Field Trips

The Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. For purposes of this policy, a field trip shall be defined as any planned journey by one (1) or more students away from District premises, which is under the supervision of a professional staff member, approved by () Administration () the Board **[END OF OPTIONS]** and furthers or supplements an integral part of a course of study as planned for and incorporated into that course of study by the teacher. Properly planned and executed field trips should:

- A. () supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
- B. () arousecultivate new interests among students;
- C. () help students relate school experiences to the reality of the world outside of school;
- D. () bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
- E. () afford students the opportunity to study real things and real processes in their actual environment.

[] Out-of-state field trips that do not include an overnight stay must be approved by () the Administration () the Board.

[] Field trips to destinations more than _____ miles from the District must be approved by the () District Administrator () Board.

Extra-Curricular/Co-Curricular Trips

The Board recognizes that student trips will occur for reasons that are not directly incorporated into the curriculum as part of a class, but rather are part of the extra-curricular/co-curricular activities offered by the District. For example, a District athletic team may travel to away games, or take a trip to an out-of-town tournament. Any such trips must be identified at the beginning of the activity for the school year, or for the particular season. Extra-curricular or co-curricular trips shall be approved by the () Administration () athletic director () Board **[END OF OPTIONS]** in accordance with the same procedures used for approving field trips. In cases where such advance notice is not possible (such as travel to State tournament competition), the staff member responsible for such activity shall notify the () athletic director () building administrator () District Administrator () Board **[END OF OPTIONS]** of the activity and pertinent information.

Extra-curricular trips that extend to an overnight stay are considered overnight travel, other than WIAA athletic teams participating in State tournaments/meets.

Overnight Travel

Overnight travel is defined as a field trip that involves one or more overnight stays. Overnight travel includes foreign travel. The District views overnight travel outside of the District related to the curriculum/program as an adjunct to that curriculum/program. As such it is an important feature of the overall educational program. The District recognizes the importance of overnight travel outside of the District to amplify and enhance studies that occur in the schools' classrooms through unique enrichment opportunities that are not available locally. Overnight travel shall first be approved by the () Principal () District Administrator **[END OF OPTIONS]** in accordance with the District's overnight travel guidelines, () and then must be submitted to the Board for final approval.

Other District-Sponsored Trips

Other District-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the District's total educational program, but not a part of a particular course and not expressly connected to an established extra-curricular/co-curricular activity. These trips may include such trips as summer trip programs, youth service trips, and other types of day trips that are organized by or through school staff or facilitated in some fashion through the District. **Any and all water related activities must be approved by the Principal and then must be submitted to the Board for final approval.**

Trip Approval Process

No staff member may offer or lead any trip **as a District-sponsored trip** ~~no matter the type~~ unless the trip has been approved in the manner prescribed in this policy.

Any staff member may propose a trip by presenting details of the proposed trip to the principal. **[END OF OPTION]**

Proposals shall include the details of the trip, the cost of the trip, identify any third party entities that will be involved in the trip, identify the curriculum-based purpose of the trip, identify what students will be eligible to participate, and any other pertinent information. If overnight, the proposal must describe how accommodations will be provided and how such arrangements will be properly supervised. **[END OF OPTION]**

Any trip included in curriculum guides shall be considered to have been approved in advance. All field trips not listed in the curriculum guide must each be approved.

A list of field trips may be approved annually. Each proposed field trip not so listed must be separately approved.

General Trip Provisions

The Board shall assume the costs of field trips; no regularly enrolled student shall be charged a fee for participation in field trips () except that the school may require reimbursement for the cost of transportation **[END OF OPTION]**. Students may be charged fees, however, for other District-sponsored trips which are not part of a course of study.

Students may be charged fees for District-sponsored trips.

Students on all District-sponsored trips remain under the supervision of this Board and are subject to the District's administrative guidelines.

The Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent of the District who takes students on trips not approved by the Board or District Administrator. No staff member may solicit students of this District for such trips within the facilities or on the school grounds of the District without permission from the District Administrator. Permission to solicit neither grants nor implies approval of the trip. () Such approval must be obtained in accordance with the District's Administrative Guidelines for Extended Trips. **[END OF OPTION]**

The District Administrator shall prepare administrative guidelines for the operation of both field and other District-sponsored trips, including athletic trips, which shall ensure:

- A. the safety and well-being of students;
- B. parental permission is sought and obtained before any student leaves the District on a trip;
- C. each trip is properly planned and, if a field trip, is integrated with the curriculum, evaluated, and followed up by appropriate activities which enhance its usefulness;
- D. the effectiveness of field trip activities is judged in terms of demonstrated learning outcomes;
- E. each trip is properly monitored;
- F. student behavior while on all field trips complies with the Student Code of Conduct and on all other trips complies with an approved code of conduct for the trip;
- G. a copy of each student's Emergency Medical Authorization Form is in the possession of the staff member in charge;
- H. all necessary arrangements for transportation are made and any cost of transportation which will be charged to participants is approved.

A professional staff member shall not change a planned itinerary while the trip is in progress, except where the health, safety, or welfare of the students in the staff member's charge is imperiled or where changes or substitutions beyond their control have frustrated the purpose of the trip **[END OF OPTION]**.

In any instance in which the itinerary of a trip is altered, the professional staff member in charge shall notify the administrative superior immediately.

Trips Not Sponsored by the District

No staff member, volunteer, coach, or other individual acting in some capacity for the District may solicit students of this District to participate in any trip not sponsored by the District unless that staff individual has received approval of the principal District Administrator **[END OF OPTIONS]** to promote such trips within the facilities or on the school grounds. This includes summer trips abroad or other trips offered through a third-party organizer in which a staff member, volunteer, coach, or other individual acting in some capacity for the District is participating, as well as athletic activities outside the District's athletic program.

If approval is granted to solicit students to participate, that individual must clearly communicate to parents that the trip is not District-sponsored and that that individual is not participating within the staff individual's role representing the District. Coordination and/or participation in such a program shall be consistent with Policy 3210 - Staff Ethics/~~Policy 4210 - Support Staff Ethics~~.

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Legal 121.54(7), Wis. Stats.

Last Modified by Ryan Peterson on December 6, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT
Code	po2521
Status	Proposed to Policy & Human Resources Committee
Adopted	October 17, 2016
Last Reviewed	December 6, 2023

Revised Policy - Vol. 32, No. 2

2521 - SELECTION OF INSTRUCTIONAL MATERIALS AND EQUIPMENT

The Board of Education shall provide instructional materials and equipment, within budgetary constraints, to implement the District's educational goals and objectives and to meet students' needs. The primary objective of such instructional materials and equipment shall be to enrich, support, and implement the educational program of the school.

For purposes of this policy, the term "instructional materials" is defined as supplemental books, readings, activities, online resources, and media distributed by a classroom teacher to students for the purpose of teaching the course content in accordance with the Board-approved course of study (see Policy 2220 - Adoption of Courses of Study). Textbooks, as defined in Policy 2510 - Adoption of Textbooks, are not included in this definition or policy. Learning assessment materials designed or selected by the teacher, such as quizzes, tests, exams, worksheets, lesson plans, homework assignments, and the like, are not selected by the Board and therefore not considered instructional materials for purposes of this policy.

The term "instructional equipment" is defined as tools and apparatus used by a classroom teacher for the purpose of conveying the course content or by a student for the purpose of learning the course content. Examples of instructional equipment include, but are not limited to, computing devices, projectors, screens, smartboards, chalkboards/whiteboards, televisions, DVD/video players, overhead projectors, calculators, maps, microscopes, scientific laboratory items, balls, physical activity equipment, musical equipment, career and technical education tools and appliances, art apparatus such as kilns and easels, and the like. Expendable supplies with an expected lifespan of a school year or less, and purchased with a corresponding WUFAR accounting code in accordance with DPI regulations, are not considered instructional equipment.

Any concerns by the public regarding instructional materials and equipment shall be reviewed in accordance with Policy 9130 - Public Requests, Suggestions, or Complaints.

The Board does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in its selection of instructional materials and equipment.

The District provides instructional materials to accomplish the goals and objectives of the school system. The Board believes the District shall be responsible for providing instructional materials that meet the following standards:

- A. Enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served.
- B. Stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.
- C. Provide a background of information that will enable students to make intelligent judgments in their daily lives.

- D. Provide a diversity of viewpoints so that students may develop, under guidance, the practice of analytical reading and thinking.
- E. Represent many religious, ethnic and cultural groups and show how these contributed to the American heritage.
- F. Provide students with options for constructive use of leisure time.
- G. Provide content that is valid, relevant, appropriate and up-to-date.
- H. Contain format quality and variety.

The District Administrator shall develop administrative guidelines for the selection and maintenance of all ~~educational and~~ instructional materials and equipment.

~~In addition s/he~~ The District Administrator shall periodically, provide for a systematic review, by the Board, of the District's ~~educational instructional resources materials and equipment~~ in order to ensure that they are appropriate for the current educational program. Any revisions that occur should be a result of the school improvement process.

Students shall be held responsible for the cost of replacing any materials or properties which are lost or damaged through their negligence.

~~Cost~~ The cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in shop ~~and art~~ activities where the product becomes the property of the student.

The Board does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to race, color, religion, sex, national origin, age, marital status, veteran status, parental status, sexual orientation, genetic information, or physical, mental, emotional, or learning disability ("Protected Classes") in its selection of instructional materials and equipment.

Any concerns by the public regarding instructional materials and equipment shall be reviewed in accordance with Policy 9130 - Public Requests, Suggestions, or Complaints.

118.13, 120.13(5), 121.02(1)(h), Wis. Stats.

P.I. 9, 41, Wis. Adm. Code

Fourteenth Amendment, U.S. Constitution

20 U.S.C. Section 1681, Title IX of Education Amendments Act

20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974

29 U.S.C. Section 794, Rehabilitation Act of 1973

42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964

42 U.S.C. Section 12101 et seq., The Americans with Disabilities Act of 1990

Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

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Legal	118.13, 120.13(5), 121.02(1)(h), Wis. Stats.
	P.I. 9, 41, Wis. Adm. Code
	Fourteenth Amendment, U.S. Constitution
	20 U.S.C. Section 1681, Title IX of Education Amendments Act
	20 U.S.C. Section 1701 et seq., Equal Educational Opportunities Act of 1974
	29 U.S.C. Section 794, Rehabilitation Act of 1973
	42 U.S.C. Section 2000 et seq., Civil Rights Act of 1964
	42 U.S.C. Section 12101 et seq., The Americans with Disabilities Act of 1990
	Vocational Education Program Guidelines for Eliminating Discrimination and Denial of Services, Department of Education, Office of Civil Rights, 1979

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - CRIMINAL HISTORY RECORD CHECK AND EMPLOYEE SELF-REPORTING REQUIREMENTS
Code	po3121
Status	Proposed to Policy & Human Resources Committee
Adopted	May 16, 2016
Last Revised	December 19, 2022
Last Reviewed	December 6, 2023

Revised Policy - Vol. 32, No. 2

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

Criminal History Record Check

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

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

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

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

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

Employee Self-Reporting Requirement

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

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

The requirement to report a conviction or deferred adjudication applies to major traffic offenses (e.g., operating under the influence of an intoxicant or other drug, reckless driving, operating after suspension/revocation, failure to report an accident, refusal to take a breath test). Minor traffic offenses (e.g., non-moving violations, speeding, failure to yield, failure to obey a traffic signal, unattended vehicle, illegal parking) do not need to be reported.

However, if an employee drives or operates a District vehicle or piece of mobile equipment or transports students or staff, other than the staff member's own family, in any vehicle they must report any traffic offense (not including parking tickets).

Failure to report under this section may result in disciplinary action, up to and including termination. All employment decisions by the District based on such information must comply with Wisconsin's arrest and conviction discrimination law.

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Legal 111.335, Wis. Stats.

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
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Code	po3139
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Last Reviewed	December 6, 2023

Revised Policy - Vol. 32. No. 2

3139 - STAFF DISCIPLINE

The Board of Education retains the right and the responsibility to manage the workforce. When the discipline of a staff member becomes necessary, such action shall be consistent with the requirements of any applicable Board policy, and State and Federal law. The District Administrator may issue discipline when ~~she deems~~ deemed appropriate; however, student performance on examinations may not form the basis for staff discipline. This policy does not cover decisions to terminate or nonrenew a staff member's employment ~~or accepting a staff member's resignation~~ (see Policy 3140 - ~~Non-Renewal, Resignation, and Termination~~).

Investigation of Possible Criminal Activity

The District may be required to investigate potential wrongdoing on the part of its employees, ~~and such wrongdoing in some cases may involve potential criminal conduct and/or co-occurring law enforcement investigation.~~ Such investigations ~~may still~~ require that the employee truthfully answer questions relating to the activity, and refusal to answer may result in discipline up to and including termination. Employees required to respond to questions regarding potential criminal activity are permitted to do so without waiving any Constitutional rights against self-incrimination that may apply during the course of a criminal investigation. As appropriate, employees will be informed of this right, through what is often referred to as a "Garrity Warning". ~~Employees may be required to answer such questions. Failure to cooperate in an investigation may result in discipline, up to and including termination of the employee. In cases where this possible wrongdoing may involve criminal activity, the District shall inform~~ The Garrity Warning informs the employee that the employee is required to respond to questions posed during the investigation and that answers to questions relating to the employee's conduct may be used by the District for determining appropriate discipline, but will not be provided to law enforcement officials in the course of their independent criminal investigation, unless otherwise required by law. ~~Employees must also be informed that refusal to answer questions may be considered in determining discipline. (see Form 3139 F1 - "Garrity" Warning)~~

[X] OPTION #1

Staff may be disciplined for violations of Board policy or for other failures to meet the expectations and obligations of their position. Discipline may only be issued when just cause exists to issue discipline. Just cause as used in this policy shall mean that the District has concluded through a preponderance of evidence that a violation has occurred and the level of discipline is appropriate under the circumstances, considering the employee's disciplinary record, ~~and other pertinent factors.~~

[] OPTION #2

Staff may be disciplined for violations of Board policy or for other failures to meet the expectations and obligations of their position. No staff member may be subject to arbitrary or capricious disciplinary action, or disciplinary action that is otherwise in violation of law ~~or public policy.~~

[END OF OPTIONS]

[X] OPTION #1

Disciplinary action will normally follow a progressive discipline model that is designed to correct inappropriate conduct on the part of staff members. Progressive discipline will generally progress as follows:

- A. oral reprimand, with a written record placed in the employee file;
- B. written warning;

C. suspension, the length of which is determined by the administration to effect the corrective goal of discipline; and

D. termination, pursuant to the process established for termination as set forth in Policy 3140 - Non-Renewal, Resignation, and Termination.

The District Administrator may skip one or all steps in the progressive discipline model when s/he ~~deems~~ ~~they~~ deems that the severity of the offense requires more substantial discipline, or in the case of termination, where the District Administrator determines that the conduct is so egregious as to require the staff members immediate termination of employment, consistent with the process established for termination as set forth in Policy 3140 - Non-Renewal, Resignation, and Termination.

[] OPTION #2

The District Administrator may issue discipline to staff members when s/he ~~deems~~ ~~deemed~~ appropriate. The level of discipline may range from oral reprimands to suspension or termination and may lead to termination consistent with Policy 3140 - Non-Renewal, Resignation, and Termination. ~~consistent with the process established for termination as set forth in Policy 3140.~~ The level of discipline shall be consistent with the seriousness of the offense as determined by the District Administrator.

[END OF OPTION 2]

() Management efforts engaged to improve an employee's job performance or address specific performance concerns, including letters of direction, performance improvement plans, mandatory training, etc., are not disciplinary in nature and are not subject to this policy or to Policy 3340 - Grievance Procedure.

[END OF OPTIONS]

All instances of staff discipline are subject to the employee grievance procedure, set forth in Policy 3340 - Grievance Procedure.

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Legal

66.0509(1m)(a), Wis. Stats.

Franklin v. City of Evanston, 384 F.3d 838 (7th Cir. 2004)

Garrity v. New Jersey, 385 U.S. 493 (1967)

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
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Code	po3430.01
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Revised Policy - Vol. 32, No. 2

3430.01 - FAMILY & MEDICAL LEAVE OF ABSENCE ("FMLA")

Introduction

In accordance with Federal and State law, the Board of Education will provide family and medical leave to professional staff. The Board's Family and Medical Leave Act policy is intended to conform to and comply with, but not exceed, the requirements of the Federal Family and Medical Leave Act of 1993 ("FMLA") and the Wisconsin Family and Medical Leave Act ("WFMLA"). To the extent that this policy is ambiguous or conflicts with the FMLA or the WFMLA, the FMLA and the WFMLA will govern.

Family and medical leave taken under this policy may be covered by Federal law, State law, or both. When leave taken by a staff member under this policy is governed by both Federal and State law, the more generous provision will control in the event of a conflict. However, when leaves are governed by State or Federal law, but not both, the applicable law will control under this policy. In this regard, staff members should note that certain leaves may be covered by both State and Federal law for only a portion of the leave. To the extent permitted by law, leave under the FMLA, leave under the WFMLA and leave granted under the Board's other policies will run concurrently (at the same time).

Eligibility Requirements

To be eligible for leave under the FMLA, a staff member must have been employed by the Board for at least twelve (12) months in the past seven (7) years and must have worked at least 1,250 hours during the twelve (12) month period immediately preceding the commencement of the requested leave. ~~All full-time instructional staff members are deemed to meet the 1,250-hour requirement.~~

To be eligible for leave under the WFMLA, a staff member must have been employed for more than fifty-two (52) consecutive weeks and have worked or been paid for at least 1,000 hours in the preceding fifty-two (52) weeks. The kind and amount of leave available to the staff member under this policy, as well as the staff member's rights during leave, depend upon whether the staff member satisfies the above requirements.

Qualifying Reasons for Leave

The Board provides family and medical leave for eligible staff members under the following circumstances:

- A. for the birth of the eligible staff member's child and to care for a newborn child
- B. for placement with the eligible staff member of a child for adoption or foster care
- C. to care for an eligible staff member's spouse, child or parent with a "serious health condition"

The term "child" generally includes a legal ward or a biological, adopted foster or stepchild. For leaves governed exclusively by the FMLA, the term also includes a son or daughter for whom the staff member has assumed the day-to-day obligations of a parent. A child must be **either** under eighteen (18) years of age or unable to care for ~~himself/herself~~ **himself/herself** due to a physical or mental disability or, for leave under State law only, unable to care for ~~himself/herself~~ **himself/herself** due to a serious health condition.

"Parent" includes a staff member's spouse's legal guardian only if the staff member is requesting leave under the WFMLA.

"Spouse" includes a qualified domestic partner for leaves governed by the WFMLA. Domestic partnerships must be registered with the county of residence and proof of such registration may be requested prior to approval of leave. Unregistered domestic partners must demonstrate that they are 1) both over age eighteen (18); 2) not in a domestic partnership or marriage with another individual; 3) they share a common residence; 4) they are not related in any way that would prohibit marriage under Wisconsin law; 5) they consider each other to be immediate family members and agree to be responsible for the other's living expense.

- D. because of a serious health condition that makes the eligible staff member unable to perform the essential functions of his/her/the position
- E. because of a qualifying exigency resulting from active military service by the employee's spouse, son, daughter, or parent in covered active duty or call to covered active duty in the United States Armed Forces including the National Guard and Reserves

Qualifying exigencies, as defined by Federal regulations, include: 1) short-notice deployment; 2) military events and related activities; 3) childcare and school activities; 4) financial and legal arrangements; 5) counseling; 6) rest and recuperation; (maximum fifteen (15) calendar days); 7) post-deployment activities; 8) caring for a military member's parent who is incapable of self-care when the care is necessitated by the member's covered active duty; and 9) additional activities not encompassed in the other categories, but agreed to by the employer and employee. Covered active duty means deployment with the Armed Forces to a foreign country.

- F. to care for a service member who is the employee's parent, spouse, child or next of kin who, while on active military duty, sustains a serious injury or illness or aggravation of a pre-existing illness or injury while in the line of duty, while on covered active duty in the United States Armed Forces, including the National Guard and Reserves, in the line of duty which renders the service member medically unfit to perform the member's office, grade, rank, or rating

Covered active duty means deployment with the Armed Forces to a foreign country. This leave is also available to care for veterans of the United States Armed Forces, including the National Guard and Reserves, provided the veteran was a service member at any time within the five (5) years prior to the start of the treatment, recuperation or therapy. In accordance with applicable regulations, a veteran's serious injury or illness incurred or aggravated in the line of active duty can also be manifested by: 1) a physical or mental condition with a VA Service Disability Rating of 50% or greater and is the condition precipitating the need for leave; or 2) a physical or mental condition that substantially impairs the ability to secure or substantially follow a gainful occupation, or would do so absent treatment; or 3) an injury, including psychological, for which the veteran has been enrolled in the Dept. of V.A. Program of Comprehensive Assistance for Family Care Givers. Leave is available for up to twenty-six (26) weeks in a twelve (12) month period. This type of leave is available for serious injury or illness which results in:

1. inpatient medical treatment, recuperation or therapy;
2. outpatient services at a military treatment facility or assignment to a unit established for the purpose of providing command and control of service members receiving outpatient medical services; or
3. assignment to the temporary disability retired list.

The maximum twenty-six (26) weeks of Federal leave to care for a service member includes, and is not in addition to, all other FMLA leave. In other words, employees may not take more than a total of twenty-six (26) weeks of FMLA leave during a single twelve (12) month period for any qualifying reasons under the FMLA. For instance, if an employee takes the maximum twelve (12) weeks of Federal FMLA leave for his/her/their own serious health condition, the employee may then only take fourteen (14) weeks of FMLA leave within that same twelve (12) month period to care for a military family member injured in the line of duty.

The District Administrator will determine whether an employee's request for leave qualifies under one (1) of the above categories.

Amount of Leave Available

Under the FMLA, if the staff member satisfies the eligibility requirements set forth above, s/he/the staff member is entitled to a total of twelve (12) work weeks of leave in a () a calendar year () a fiscal year running from July 1 to the following June 30 () a twelve (12) month period marked by each employees' date of hire () a rolling twelve (12) month period measured backward from the date of usage () a twelve (12) month period measured forward from the date of any employee's first FMLA usage **[END OF CALENDAR OPTIONS]** for any of the reasons stated above, with the exception of leave to care for an injured service member, which is provided as described in (F) above. **[DRAFTING NOTE: If a decision is made to change the manner of counting Federal leave entitlement usage, the change must be made following at least sixty (60) days notice to employees and in a manner such that any employee qualifying for leave during the transition period is afforded whichever counting method during the leave that affords the employee the greatest benefit.]**

() Spouses who are both employed by the District may take a combined total of twelve (12) weeks of leave for the birth or placement of a child for adoption or foster care. **[DRAFTING NOTE: This option is available under Federal law, but should only be selected upon the advice of District legal counsel for compliance with Wisconsin's marital status discrimination law.]**

Under the WFMLA, if the staff member satisfies the eligibility requirements set forth above, s/he/the staff member is entitled to ten (10) work weeks of leave in a calendar year as follows:

- A. a total of six (6) weeks of leave for the birth of his/her/the natural child and/or the placement of a child with the staff member for, or as a precondition to, adoption;

- B. a total of two (2) weeks of leave to care for a covered family member with a serious health condition; and
- C. a total of two (2) weeks of leave due to the staff member's serious health condition.

Board policy calls for concurrent Federal/State leave coverage whenever a staff member is eligible for leave under both the FMLA and WFMLA to the extent available under the law. All periods of absence from work due to or necessitated by USERRA-covered service is counted in determining an employee's eligibility for FMLA leave.

Definitions of Serious Health Conditions

In conjunction with the certification provided by a healthcare provider, the Board reserves the right to determine whether an illness, injury, impairment or physical or mental condition constitutes a serious health condition entitling a staff member to family or medical leave under State or Federal law.

In general, a "serious health condition" under this policy means an illness, injury, impairment, or physical or mental condition that involves one (1) of the following:

A. Hospital Care

Inpatient care (i.e., an overnight stay) in a hospital or other care facility, including any period of incapacity or subsequent treatment in connection with or consequent to such inpatient care.

B. Absence Plus Treatment

A period of incapacity of more than three (3) consecutive calendar days* (including any subsequent treatment or period of incapacity relating to the same condition), that also involves:

1. treatment two (2) or more times by a healthcare provider, a nurse, physician's assistant or physical therapist under a healthcare provider's supervision, order or referral as appropriate within thirty (30) days of the first date of incapacity; or
2. treatment by a healthcare provider on at least one (1) occasion which results in a regimen of continuing treatment under the supervision of the healthcare provider and occurs within seven (7) days of the first day of incapacity.

*Under the WFMLA, leave may also be available for a "serious health condition" of less than three (3) consecutive days in duration.

C. Pregnancy

Any period of incapacity due to pregnancy, or for prenatal care.

D. Chronic Conditions Requiring Treatment

A chronic condition which:

1. requires periodic visits of at least two (2) times per year for treatment by a healthcare provider, or by a nurse or physician's assistant under a healthcare provider's supervision;
2. continues over an extended period of time (including recurring episodes of a single underlying condition); and
3. may cause episodic rather than continuing periods of incapacity (e.g., asthma, diabetes, epilepsy, etc.).

E. Permanent/Long-Term Conditions Requiring Supervision

A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective. The staff member or his/her/their family member must be under the continuing supervision of, but need not be receiving active treatment by, a healthcare provider (e.g., Alzheimer's disease, a severe stroke, or the terminal stages of a disease). The continued existence of such a chronic condition is subject to certification no more than once every six (6) months.

F. Multiple Treatments (Non-Chronic Conditions)

Any period of absence to receive multiple treatments (including any period of recovery therefrom) by a healthcare provider or by a provider of healthcare services under orders of, or on referral by, a healthcare provider, either for restorative surgery after an accident or other injury, or for a condition that would likely result in a period of incapacity of more than three (3) consecutive calendar days in the absence of medical intervention or treatment, including: cancer (chemotherapy, radiation, etc.); severe arthritis (physical therapy); or kidney disease (dialysis).

Required Staff Member Notice

The staff member must provide the District Administrator with notice in a reasonable and practicable manner before leave taken under this policy is to begin, if the need for leave is foreseeable (e.g., an expected birth, placement or adoption or foster care, or planned medical treatment for the staff member's own serious health condition or that of a family member). When requesting partial or intermittent leave in connection with childbirth or adoption under the WFMLA, the staff member must provide at least as much notice as required for taking other non-emergency or non-medical leave, as well as a definite schedule for the leave. Where advance notice is not practical due to uncertainty as to when leave will be required

to begin, a change in circumstances or medical emergency, notice must be given as soon as practical. Leave will be accounted for in increments no greater than the smallest increment used for other similar leaves, but in no event greater than one (1) hour increments. Leave entitlement will not be reduced by more than the amount of leave actually taken.

[X] Staff members must provide an explanation as to why proper advance notice was not provided in such cases and may be required to verify the explanation. Notice that was not provided timely without reasonable explanation may result in the denial of the leave request.

The staff member must provide a written request for leave, the reasons for the requested leave, and the anticipated beginning date and duration of the leave by submitting a FMLA leave request form to the District Administrator (forms available from the U.S. Department of Labor).

When planning medical treatment, the staff member should consult with his/her/their supervisor and make a reasonable effort to schedule the leave so as not to disrupt unduly the District's operations, subject to the approval of the staff member's healthcare provider. The staff member is ordinarily expected to consult with his/her/their supervisor in order to work out a treatment schedule which best suits his/her/the staff member's needs, as well as the District's.

If a staff member must take more leave than originally anticipated, s/he/the staff member must notify the District Administrator within two (2) business days of learning of the circumstances necessitating the extension.

Certification By Healthcare Provider

If a staff member requests leave due to his/her/their own serious health condition or the serious health condition of his/her/the staff member's spouse, child or parent, the Board requires that the leave request be supported by certification issued and signed by the healthcare provider for the individual with a serious health condition. For service member leave, any certification permitted under 29 C.F.R. 825.310 shall be allowed. The Board reserves the right to certify all information permitted by law.

The staff member must provide the fully completed certification to the District Administrator within fifteen (15) calendar days of the date that the certification is provided to the staff member, unless it is not practicable to do so despite the staff member's diligent, good faith efforts. If it is not practicable to return the certification within fifteen (15) calendar days, it must be returned to the District Administrator as soon as practicable.

If the staff member fails to submit the certification, the leave or continuation of leave may be delayed until the certification is submitted. Further, any absence prior to the date the certification is furnished may be considered unauthorized. A staff member who is absent without authorization may be disciplined, up to and including termination.

The District Administrator will give a staff member a reasonable opportunity to cure any deficiency in a certification, but not fewer than seven (7) calendar days. It is the responsibility of the staff member or family member with a serious health condition to use a healthcare provider who will complete and furnish an accurate certification in a timely manner.

A member of the administration, other than the staff member's direct supervisor, may contact the healthcare provider to clarify illegible answers and to authenticate the certification. If the certification is incomplete or otherwise unclear, the administrator must request that the employee obtain updated or completed information from the healthcare provider and return it directly to the administrator.

If the District Administrator doubts the validity of a certification, the District Administrator may require, at the Board's expense, that the staff member obtain a second opinion from a Board-designated provider, not regularly employed by the Board. If the opinions of the staff member's and the Board's healthcare providers differ, a third, final and binding opinion may be obtained. The staff member must cooperate in obtaining a second or third opinion including facilitating the transfer of pertinent records to the subsequent healthcare providers.

The District Administrator may request re-certifications on a periodic basis as permitted by law.

Designation of Leave

In all circumstances, it is the responsibility of the District Administrator to designate leave, whether paid or unpaid, as FMLA leave and to give the staff member notice of the designation and his/her/their rights and responsibilities under this policy.

The District Administrator will give the staff member the notice on each occasion that s/he/the staff member notifies his/her/their supervisor of the need for leave that may be FMLA-qualifying, including, but not limited to, when the staff member requests another type of leave for an FMLA-qualifying reason. In the case of intermittent or reduced schedule leave, only one notice will be provided unless the circumstances regarding the leave have changed.

Absent extenuating circumstances, the District Administrator will provide to the employee a "Designation Notice" stating whether a request for leave has been approved or denied within five (5) business days. At a minimum, the staff member will be verbally notified whether leave is being designated as FMLA leave within five (5) business days of the date the staff member provides information to the District Administrator sufficient to enable him/her/the District Administrator to determine that the leave is being taken for an FMLA-qualifying reason.

The District Administrator will confirm the verbal notice with the written notice as soon as feasible, but no later than the first payday following the verbal notice (unless the payday is less than one (1) week after the verbal notice, in which case the notice must be no later than the subsequent payday).

Manner In Which Leave Can Be Taken

Leave available under this policy may be taken in full and, under certain circumstances, may also be taken intermittently or on a reduced leave schedule. Intermittent leave is leave taken in separate blocks of time due to a single qualifying reason. Reduced schedule leave is leave that reduces the usual number of working hours per day or week. The staff member must consult with his/her supervisor and make a reasonable effort to schedule intermittent or reduced schedule leave so it does not unduly disrupt the District's operations.

When leave is governed only by the FMLA intermittent or reduced schedule leave to be with the employee's newborn child, or after the placement of a child with the employee for adoption or foster care, requires the District's agreement, unless the intermittent or reduced schedule leave is due to a serious health condition. Intermittent or reduced schedule leave due to a serious health condition must be medically necessary. Medically necessary means there must be a medical need for the leave and the leave can be best accommodated through an intermittent or reduced leave schedule, as certified by the healthcare provider in the Certification.

When leave is governed only by the FMLA, the District Administrator may offer a staff member a temporary transfer to another position for which ~~s/he~~the staff member is qualified with equivalent pay and benefits that better accommodates the intermittent or reduced schedule leave when the need for leave is foreseeable based on planned medical treatment or the staff member takes such leave for the birth of a child or for placement of a child for adoption or foster care. The staff member may reject this offer in which case there will be no adverse effect on the leave or entitlement to return to the same or similar position following leave. Any time spent by the staff member in an alternative position will not count against the employee's FMLA leave entitlement.

Instructional staff members (i.e. individuals whose principal function is to teach and instruct students in a class, a small group, or an individual setting) who request intermittent leave or a reduced-leave schedule governed only by the FMLA, which would exceed twenty percent (20%) of the total number of working days over the period of anticipated leave, must elect either to:

- A. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- B. transfer temporarily to an available alternative position offered by the District Administrator for which the instructional staff member is qualified, and that has equivalent pay and benefits and that better accommodates the recurring periods of leave than the staff member's regular position.

The District Administrator may require instructional staff members who take Federal leave near the end of an academic term to extend their leave through the end of the academic term if:

- A. the leave is commenced more than five (5) weeks from the end of the term but the employee intends to return during the final three (3) weeks of the term and the leave is longer than three (3) weeks in duration;
- B. the leave is commenced within five (5) weeks of the end of the term and the employee intends to return during the final two (2) weeks of the term and the leave period was at least two (2) weeks in duration; or
- C. the leave commences within three (3) weeks of the end of a term and the leave was at least five (5) working days in duration.

Staff members whose leave is extended at the end of an academic term under this section will be charged against their FMLA entitlement only the time that they required for purposes of their leave.

Coordinating Leaves - Substitution

Generally, leave taken under this policy is unpaid. However, for leave governed exclusively by the FMLA, the staff member () must () may **[END OF OPTION]** use the following leaves provided by the Board, if available:

- A. vacation or personal leave, if available, for any family or medical leave;
- B. accrued paid family leave (i.e., paid leave covering the particular circumstances for which the staff member is seeking leave), if available, for birth, adoption, or to care for a seriously ill family member; and
- C. accrued paid medical or sick leave, if available, to care for a seriously ill family member, or for the staff member's own serious health condition.

A staff member may not substitute paid leave for unpaid FMLA leave taken under this policy in any situation where the Board would not normally provide such paid leave.

For leaves governed by the WFMLA, a staff member may substitute paid or unpaid leave, which ~~s/he have~~the staff member has earned and accrued, for leave taken under this policy, if available. The Board reserves the right to deny substitution as permitted by law.

Any paid leave substituted for unpaid FMLA leave or WFMLA leave will decrease, in whole or in part, the staff member's FMLA and/or WFMLA leave entitlement.

Continuation of Benefits

A staff member will remain eligible for group health insurance benefits under the Board's group health plan during leave taken under this policy under the same conditions as coverage would have been provided if the staff member had been actively employed during the entire leave. However, the staff member has the option of choosing not to retain such coverage during family or medical leave.

During leave taken under this policy, the Board will continue to pay any portion of group health insurance premiums for coverage that it was responsible for paying immediately prior to the leave as required by law. The staff member will be responsible for paying ~~his/her~~their portion of health insurance premiums regardless of whether ~~his/her~~ family and medical leave is paid or unpaid. It is the staff member's responsibility to make arrangements with the District Administrator for making premium payments for group health insurance during leaves.

To the extent permitted by law, the Board reserves the right to require the staff member to place up to eight (8) weeks of health insurance premiums in escrow prior to leave, or to discontinue coverage if such premiums are received more than thirty (30) days late.

The staff member's entitlement to benefits other than group health benefits during a period of family or medical leave is determined by the Board's policy regarding provision of such benefits when a staff member is on other types of leave.

If a staff member fails to return to work or fails to remain at work for a period provided under the law, the District may recover its portion of the premiums paid for medical benefit coverage during the leave, unless the reason for the staff member's failure to return to work is due to the continuation of the serious health condition or the onset of a new serious health condition.

Accrual of Benefits

The use of leave under this policy will not result in the loss of any employment benefit that accrued prior to the start of the staff member's leave. A staff member will not continue to accrue seniority or any other employment benefit during leave taken under this policy, except that such benefit shall accrue if the staff member elects to use other leaves provided by the Board, and if such benefits would normally accrue during such leave.

Employment Restoration

A staff member will generally be reinstated to the same position **s/he** held when leave began or a position with equivalent pay, benefits, and other terms and conditions of employment, if such position remains available, and the staff member possesses the ability to perform the essential functions of the job satisfactorily, with or without any accommodation that may be required by the Americans With Disabilities Act of 1990. The staff member, however, has no greater right to reinstatement or benefits than if **s/he** had been actively employed during the leave. Further, if the staff member gives unequivocal notice of intent not to return to work, **s/he** is not entitled to be reinstated.

A staff member who exceeds **his/her** FMLA/WFMLA leave, but remains off work under a non-FMLA/WFMLA leave policy, is not entitled to reinstatement to the same or a similar position under the FMLA/WFMLA; however, the staff member **may** be eligible to be reinstated under the non-FMLA/WFMLA leave policy.

A staff member who is able to return to work prior to the expiration of leave must notify **his/her** supervisor immediately. Upon such notice, the District Administrator will promptly reinstate the staff member to active employment, provided **s/he** has the present skill and ability to perform the essential functions of **his/her** job satisfactorily with or without accommodation. However, the reinstatement need not occur until the third business day following the staff member's notification of **his/her** ability to return to work.

Fitness For Duty Certification

If leave is due to the staff member's serious health condition, **s/he** must present certification to return to work to **his/her** supervisor upon returning to work. The staff member's principal attending physician must complete the certification. The certification must indicate that the staff member has been released to return to work. It must also specify any physical or other limitation on the staff member's ability to perform regular or other duties and the duration of the limitations. No certification will be required when the staff member returns from intermittent leave, except as otherwise permitted or required by the Americans With Disabilities Act of 1990.

The certification will be limited to the particular health condition that caused the staff member's need for leave, except as otherwise permitted by the Americans With Disabilities Act of 1990. If the staff member is an "individual with a disability" within the meaning of the ADA, any fitness-for-duty physical examination or inquiry by the District will be job-related and consistent with business necessity.

Reinstatement may be delayed until the staff member submits the certification. Under such circumstances, if the staff member does not promptly provide a certification or qualify for another leave of absence, **s/he** may be disciplined, up to and including termination.

With the staff member's permission, the Board's healthcare provider may contact the staff member's healthcare provider to clarify and authenticate the certification, but no additional information may be requested or required, and the staff member's return to work may not be delayed while the contact is being made. No second or third fitness for duty certification may be required.

Confidentiality

All medical information relating to leave, whether written or verbal, shall be kept confidential to the maximum extent possible. All medical documents including, but not limited to, medical certifications and return-to-work statements must be maintained in confidential, secure files separate from personnel files.

No Discrimination

Leave under this policy will not be used as a negative factor in employment actions, such as hiring, promotions, disciplinary actions or under attendance policies.

Miscellaneous

The District Administrator may designate another administrator to perform **his/her** duties under this policy.

A staff member who fraudulently obtains leave under this policy is not protected by this policy's job restoration or maintenance of health benefits provisions.

The District Administrator shall see that the policy is posted properly.

The District Administrator shall provide a copy of the policy upon the request of a staff member.

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Legal

29 U.S.C. 2601 et. seq.

29 C.F.R. Part 825

103.10, Wis. Stats.

Wis. Admin. Department of Workforce Development (DWD) 225

National Defense Authorization Act of 2010

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - OPEN ENROLLMENT PROGRAM (INTER-DISTRICT)
Code	po5113
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Revised Policy - Vol. 32, No. 2

5113 - OPEN ENROLLMENT PROGRAM (Inter-District)

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

[X] DEFINITIONS

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

A. Nonresident District

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

B. Nonresident Student

A student who does not reside within the geographic boundaries of the District and who seeks admission to this District under the Open Enrollment Program.

C. Tuition Student

A nonresident student who attends school in the District and pays tuition in accordance with State law.

D. Full-Time Enrollment

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

E. Class Size

The District's determination of the maximum number of students who can be accommodated properly in a particular classroom without jeopardizing the quality of the instructional program and mitigating circumstances for a particular school, class, or program, including enrollment projections established by the District Administrator.

F. Program Size

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

applicable laws and regulations.

G. Resident Student

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

H. Absences (Excused and Unexcused)

~~See Policy 5200 - Attendance.~~ As defined by Policy 5200 - Attendance.

I.

J. Truancy and Habitual Truancy

~~See Policy 5200 - Attendance.~~ As defined by Policy 5200 - Attendance.

K.

L. Part of the School Day

~~See Policy 5200 - Attendance.~~ As defined by Policy 5200 - Attendance.

M.

N. Tardiness

~~See Policy 5200 - Attendance.~~ As defined by Policy 5200 - Attendance.

[END OF OPTION]

FULL-TIME OPEN ENROLLMENT

A. Annual Space Determinations

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

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

Option 1

In establishing current enrollment numbers for open enrollment availability purposes, the Board does not guarantee open enrollment approvals to any non-resident students.

[END OF OPTION 1]

Option 2

In establishing current enrollment numbers for open enrollment availability purposes, the Board shall include the following as guaranteed open enrollment approvals:

- a. Students attending the District for whom tuition is paid by written agreement with the resident district under 121.78(1)(a), Wis. Stats.
- b. All currently attending students.
- c. All siblings of currently attending students.

[END OF OPTION 2]

[Drafting Note for options b and c: If a nonresident school board's open enrollment policy guarantees approval of currently-attending students and siblings of currently-attending students, it means that all applications for these students must be approved. If a student with a disability is a currently-attending student or a sibling of a currently-attending student and the Board guarantees approval of either or both of those groups of students, the Board must approve their open enrollment application, even if the Board has determined that there is no space available in a specific program for students with disabilities, but may be able to deny the application if a particular service required in the student's IEP is not available in the District.]

4. () If the District is a union high school district, the number of students who have applied under 118.51(3)(a) or (3m)(a), Wis. Stats., and are currently attending an underlying elementary school district.

B. Processing of Open Enrollment Applications

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

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

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

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

1. Specific reason(s) for denial () and whether the student has been placed on the waiting list. **[Select only if use of a waiting list is selected below.]**
2. Notice of the parents' right to appeal, the address to send the appeal, and information on where to locate the form required for appeal.

Application of Space Determinations and Random Selection Process

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

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

If in any selection process there are more students eligible for preferred treatment than there are spaces available, the Board shall conduct random selection from among the students granted preference. Both currently attending students and siblings of currently attending students who are not guaranteed approval shall be granted equal preference.
2. The sibling of a student selected in the random selection process shall be granted preference to any spaces available that the sibling has applied for, but the sibling may not be approved if there are no remaining spaces for the sibling.
3. [] The District will establish a numbered waiting list of all applicants. When all available slots have been filled by randomly selecting names from all applicants, the remaining names will be drawn randomly and placed on the waiting list in order of selection, with those students granted a preference under this policy to be included first on the waiting list in random order followed by any other student applicants in random order.

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

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

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

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

C. Decisional Criteria for Nonresident Applications

Decisions on nonresident open enrollment applications will be based only on the following criteria:

1. Space availability as defined in this policy.
2. Whether an applicant for a pre-kindergarten, four (4) year old kindergarten, early childhood or school operated day care program resides in a district which offers the program for which application is made.
3. Whether the nonresident student **is currently under an order of expulsion for any reason; or** has been expelled from any school district within the current school year or the two (2) preceding school years **but the period of expulsion has ended**, or is pending any disciplinary proceeding, based on any of the following activities:
 - a. Conveying or causing to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy school property by means of explosives.
 - b. Engaging in conduct while at school or under school supervision that endangered the health, safety, or property of others.
 - c. Engaging in conduct while not at school or while not under the supervision of a school authority that endangered the health, safety, or property of others at school or under the supervision of a school authority or of any school employee or Board member.
 - d. Possessing a dangerous weapon (as defined in 939.22(10), Wis. Stats.) while on school property or under school supervision.

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

The Board may request a copy of a nonresident student's disciplinary records from the resident school board.

The resident board shall provide to the nonresident board a copy of any expulsion order or findings, a copy of any pending disciplinary proceedings, a written explanation of said proceeding, the length of the expulsion or possible outcomes of a pending proceeding, and/or such records as permitted by law.

4. Whether the special education program or related services described in the nonresident student's Individualized Education Program ("IEP") are available in the District. Whether a service is available depends on whether existing staff in the District are qualified to provide the service or whether the District has facilities and/or equipment required for the service. A service is not available in the District if that service is currently provided to resident students through contract with a third party. Whether a service

is available is not a function of whether there is space available in any program or service. A service may be unavailable even if no space limitations have been established.

5. Whether there is space available in the District to provide the special education or related services identified in the nonresident student's IEP, after consideration of class size limits, student-teacher ratios, and enrollment projections.
6. Whether the nonresident student has been referred to the nonresident student's resident board under 115.777(1), Wis. Stats. or identified by the nonresident student's resident school board under 115.77(1m) (a), Wis. Stats., but not yet evaluated by an individualized education program team.
7. If a nonresident student's IEP is developed or changed after starting in the District, and it is then discovered that the District does not have necessary programs available or does not have space in the special education program, the District may notify the student's parent and the student's resident board. If such notice is provided, the nonresident may be transferred to their resident school district.
8. If the Board has made a determination that a nonresident student attending the District under the Open Enrollment Program is habitually truant from the District during either semester of the current school year, the Board may prohibit the student from attending in the succeeding semester or school year, after complying with the requirements of PI 36.09(2).

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

D. Reapplication Procedures

The Board will require accepted nonresident students to reapply under the open enrollment policy when the nonresident student enters middle school, junior high school or high school. A nonresident student may be required to reapply only once. **[END OF OPTION]**

The Board will not require accepted nonresident students to reapply under the open enrollment policy as long as the student is continuously enrolled in the District. **[END OF OPTION]**

E. Termination of Open Enrollment

If the Board determines that a student is habitually truant during either semester of the current school year, the Board may prohibit the nonresident student from attending in the succeeding semester or school year. The District Administrator shall assure compliance with DPI regulations pertaining to open enrollment termination found in Wis. Admin Code PI 36.09.

If the parent or nonresident student believes the student has been marked absent, tardy, or truant in error, the parent or student may contact the school attendance officer and provide a written explanation of the circumstances believed to be in error. The attendance officer shall review the matter and provide a response to the parent or student either correcting the attendance record, confirming the accuracy of the record, or requesting additional information upon which a decision will then be made. If additional information is requested, it must be provided within five (5) school days of the request or no additional information will be considered in the decision.

Open enrollment of a student in a virtual charter school may also be terminated if, on three (3) occasions during a single semester, the student has failed to respond to a school assignment or directive within five (5) school days not counting any days excused by the student's parents up to a maximum of ten (10) school days per year, and after each occurrence the virtual charter school notified the student's parents. After the third incident, the virtual charter school program shall notify the Board of the nonresident student's failure to participate in the program. The Board may terminate the student's open enrollment.

F. Transportation

The parents of a student attending a nonresident school district will be solely responsible for providing transportation to and from the school site. The District will permit a nonresident student to ride District transportation if space is available on a regularly-scheduled bus route. **[END OF OPTION]** The District will provide transportation for a nonresident student with an identified disability for whom transportation is required by the student's IEP.

The Board may provide transportation to nonresident students from their resident district provided the student's resident district approved. The District Administrator shall develop procedures for implementing this provision.

[SELECT ONE OF THE OPTIONS BELOW:]**[OPTION #1]**

The Board will permit a neighboring district to bus resident students from within its boundaries for attendance at the nonresident neighboring district. The District Administrator shall develop procedures for implementing this provision.

[OPTION #2]

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

[END OF OPTIONS]**ALTERNATIVE APPLICATION PROCEDURES**

The parent of a nonresident student who wishes to attend a school in the District may apply at any time throughout the year by submitting an application under the alternative application procedure if the student satisfies at least one (1) of the statutory criteria and has not applied to more than three (3) nonresident school districts. (See AG 5113 and **AG 5113B** – Open Enrollment for Students with Disabilities.)

Applications from a nonresident student under the alternative application procedures received after the Board's January meeting, at which it sets open enrollment space availability numbers for the subsequent year, may be approved for the current year if the Board has not imposed a space limitation for the student's current year grade level and also has not imposed a space limitation for the subsequent school year in the student's subsequent grade level. Alternative applications received prior to the 3rd Friday in September may be approved if the Board has approved all applications for that grade level that were received during the regular period, including the offer of enrollment to applicants placed on the waiting list, if any.

[X] DELEGATION TO DISTRICT ADMINISTRATOR

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

[END OF OPTION]**~~ANNUAL REVIEW~~ AND REVISION OF POLICY**

~~The Board shall review its~~ **If, in the course of reviewing the Board's Open Enrollment Program annually, it opts to modify the policy, any changes shall be made by resolution and be adopted prior to the first application date of the open enrollment period to which the revisions shall apply.**

General Provisions

- A. A student, who has been accepted under this program, who has not met the academic prerequisites for participation in a particular program in which the student wishes to enroll shall not be placed in that program.
- B. The District's Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity shall apply to all applicants under this program. In addition, the District will not discriminate on the basis of an applicant's intellectual, academic, artistic, athletic, or other ability, talent, or accomplishment, or based on a mental or physical disability, except as provided for in the statute authorizing this program.
- C. The District Administrator shall be responsible for developing and promulgating administrative guidelines to implement this policy. (See accompanying pages.) Such guidelines shall address at least the following matters:
 1. participation in interscholastic athletics
 2. District transportation services
 3. transfer of academic credit
 4. assignment within the District



Book	Policy Manual
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Revised Policy - Vol. 32, No. 2

5200 - ATTENDANCE

The Board of Education will enforce regular student attendance in the District's program in which each student is enrolled as required pursuant to State law. Further, the Board recognizes that the District's educational program is predicated upon the participation of each student in the program of instruction in which the student is enrolled and required to attend. Student success requires continuity of instruction and program participation. For purposes of this policy, the regular period and hours of instruction including both those periods and hours a student's program require that they are in school as well as any attendance requirements defined as part of a course of virtual instruction, or a combination of the more than one type of instructional delivery.

All children between six (6) and eighteen (18) years of age shall attend school regularly during the full period and hours, religious holidays excepted, that the school in which the child is enrolled is in session until the end of the term, quarter, or semester of the school year in which the child becomes eighteen (18) years of age unless they fall under an exception under State law, this policy, or administrative guideline issued under this policy. A child who is enrolled in five (5) year-old kindergarten shall attend school regularly, religious holidays excepted, during the full period and hours that kindergarten is in session until the end of the school term.

Parent Notification of Absence Required

The District Administrator shall require, from the parent of each student or from an adult student, who has been absent for any reason either a written or oral notification stating the reason for the absence and the time period covered by the absence, **except a parent-excused, pre-planned absence requires written notification as indicated below**. The Board reserves the right to verify such statements and to investigate the cause of each:

- A. single absence;
- B. prolonged absence;
- C. absence of more than ____ (__) days duration;
- D. repeated unexplained absence and tardiness; or
- E. **absence and instance of tardiness**_____.

School Attendance Officer

The District Administrator shall designate an administrator at each school to be the School Attendance Officer. The School Attendance Officer shall perform any duties and responsibilities as required by State law, this policy, and any administrative guidelines issued by the school. The duties of the School Attendance Officer shall include, but not be limited

to, the following:

- A. Determining daily from attendance reports submitted by teachers which students enrolled in the school are absent from school, or failed to fulfill the attendance requirements of a virtual instruction program component, and whether the absence is excused.
- B. Submitting to the District Administrator, on or before August 1st of each year, a report of the number of students enrolled in the school who were absent in the previous year and whether the absences were excused. The District Administrator shall then submit this information to the State Superintendent. () To the extent feasible, absentee data shall be separated by absences for in-person instruction periods and absences based on virtual instruction attendance requirements.
- C. Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's Policy 8330 - Student Records.

Excused Absences

As required under State law, a student shall be excused from school for the following reasons:

A. Physical or Mental Condition

The student is temporarily not in proper physical or mental condition to attend a school program. Absences for this reason may be excused by oral or written notification to the attendance officer by the adult student or minor student's parent. The attendance officer in appropriate circumstances may require a written statement from a health care provider describing the condition and excusing the student for a period not to exceed thirty (30) days.

B. Obtaining Religious Instruction

To enable the student to obtain religious instruction outside the school during the required school period (see Policy 5223 - Absences for Religious Instruction).

C. ~~Permission of Parent~~ Parent-Excused Pre-Planned Absence

The student has been excused in writing by their parent before the absence for any ~~or no~~ reason. A student may not be excused for more than ten (10) days per school year under this paragraph and must complete any coursework missed during the absence. Examples of reasons for being absent that should be counted under this paragraph include, but are not limited to, the following:

1. () professional and other necessary appointments (e.g., medical, dental, and legal) that cannot be scheduled outside of the school day
2. () to attend a funeral
3. () legal proceedings that require the student's presence
4. () college visits
5. () job fairs
6. () vacations

D. Religious Holiday

For observance of a religious holiday consistent with the student's creed or belief.

E. Suspension or Expulsion

The student has been suspended or expelled.

F. Program or Curriculum Modification

The Board has excused the student from regular school attendance to participate in a program or curriculum modification leading to high school graduation or a high school equivalency diploma as provided by State law.

G. High School Equivalency – Secured Facilities

The Board has excused a student from regular school attendance to participate in a program leading to a high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secure detention facility, or a juvenile portion of a county jail, and the student and the student's parent(s) agree that the student will continue to participate in such a program.

H. Child at Risk

The student is a "child at risk" as defined under State law and is participating in a program at a technical college on either a part-time or full-time basis leading to high school graduation, as provided under State law.

I. Election Day Official

A high school student, including students enrolled in private schools and students enrolled in home-based private education, age sixteen (16) or seventeen (17) is permitted to be excused to serve as an election official provided that the following criteria are met: (1) the student has the permission of their parent to serve as an election official on election day; (2) the student has signed up and the municipal clerk has informed the principal that the student has been assigned to serve in this capacity; and (3) the student has at least a 3.0 grade point average or equivalent, or has met alternative criteria established by Board, if any. The principal shall promptly notify the municipal clerk or the board of election commissioners of the municipality that appointed the child as an election official if the child no longer has at least a 3.0 grade point average or the equivalent, or no longer meets the established alternative requirements. A student's absence to serve as an election official under this policy shall be treated as an excused absence. Where possible students are encouraged to provide advance notice as much as possible. Students are responsible for completing any missed school work and responsible for making appropriate arrangements to do so.

J. Virtual Access

The student is unable to access virtual instruction programming due to a temporary disruption in the student's access to necessary technological systems (i.e. internet outage, computer failure, software malfunction, etc.) as communicated by the student's parent.

A student may be excused from school, as determined by the School Attendance Officer, or the School Attendance Officer's designee, for the following reasons:

A. Quarantine

Quarantine of the student's home by a public health officer.

B. Illness of an Immediate Family Member

The illness of an immediate family member.

C. Emergency

An emergency that requires the student to be absent because of familial responsibilities or other appropriate reasons.

D. Work at Home Due to Absence of Parents

To work at home due to the absence of the student's parents. Absences under this section shall not exceed ____ (__) days nor be granted to any student younger than ____ (__) years of age.

E. _____ [other].**Unexcused Absences**

Unexcused absences are absences from school for part or all of one (1) or more days from school without an acceptable excuse. Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The District Administrator shall develop administrative guidelines to address unexcused absences.

The Board authorizes, but does not encourage the District Administrator, to suspend a student from a particular class or from school if sincere efforts by the staff and parents cannot rectify the pattern of absence. In keeping with its philosophy, the Board supports efforts to provide for out-of-school alternative educational opportunities for truant students

rather than to heighten the effects of absence through suspension.

Definitions

A. Truancy

A student will be considered truant if the student is absent part or all of one (1) or more days from school during which the School Attendance Officer, principal, or a teacher has not been notified of the legal cause of such absence by the parent of the absent student. A student who is absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance Statute 118.15, Wis. Stats., will also be considered truant.

B. Habitual Truant

A student will be considered a habitual truant if the student is absent from school without an acceptable excuse for part or all of five (5) or more days on which school is held during a school semester.

C. Part of a School Day

Part of a school day is any time period within a school day, which is from the time the first class period of that day begins until the end of the last class period of that day.

Tardiness/Late Arrival and Early Dismissal

It is necessary that a student be in attendance throughout the school day, or as required by the student's virtual instruction program, in order to benefit fully from the educational program of the District. Unless excused per this policy, tardiness, or late arrival, occurs when a student arrives at the student's registered class location after the bell that signals the start of the class period has sounded. Unless excused, early dismissal occurs when a student leaves the student's registered class location before the bell has rung signaling the end of the class period or the end of the school day. Tardiness and early dismissal can occur more than once per day. Tardiness and early dismissal constitute being absent for part of a school day.

The Board recognizes, however, that from time-to-time compelling circumstances require that a student be late to school or dismissed before the end of the school day.

As agent responsible for the education of the children of this District, the Board shall require that the school be notified in advance of such absences by

written (including e-mail)

personal (phone or face-to-face)

request of the student's parent, who shall state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the Administration.

No student who has a medical disability which may be incapacitating may be released without a person to accompany him/her.

No student shall be released to anyone who is not authorized such custody by the parents.

Truancy Plan

The Board will issue a Truancy Plan based upon the recommendations of the County Truancy Committee convened under State law, the Board's policies and procedures, and applicable provisions of State law. The Board will review and, if appropriate, revise the Truancy Plan at least once every two (2) years.

The Truancy Plan will include, at a minimum, the following:

- A. procedures to be followed for notifying the parents of the unexcused absences of a student who is truant or a habitual truant and for meeting and conferring with such parents
- B. plans and procedures for identifying truant children of all ages and returning them to school, including the identity of school personnel to whom a truant child shall be returned
- C. methods to increase and maintain public awareness of and involvement in responding to truancy within the School District

- D. a provision addressing the immediate response to be made by school personnel when a truant child is returned to school
- E. the types of truancy cases to be referred to the District Attorney and the time periods within which the District Attorney will respond to and take action on the referrals
- F. plans and procedures to coordinate the responses to the problems of habitual truants, as defined under Sec. 118.16(1)(a), Wis. Stats., with public and private social services agencies
- G. methods to involve the truant child's parent in dealing with and solving the child's truancy problem

Notice of Truancy

The School Attendance Officer shall notify a truant student's parent of the student's truancy and direct the parent to return the student to school no later than the next day on which school is in session or to provide an excuse for the absence. The notice under this paragraph shall be given before the end of the second school day after receiving a report of an unexcused absence. The notice may be made by electronic communication, personal contact, telephone call, or 1st class mail, and a written record of this notice shall be kept. This notice must be given every time a student is truant until the student becomes a habitual truant.

Notice of Habitual Truancy

When a student initially becomes a habitual truant, the School Attendance Officer shall provide a notice to the student's parent, by registered or certified mail, or by 1st class mail. The School Attendance Officer may simultaneously notify the parent of the habitually truant student by an electronic communication. The notice must contain the following:

- A. a statement of the parent's responsibility under State law to cause the student to attend school regularly
- B. a statement that the parent or student may request program or curriculum modifications for the student under State law and that the student may be eligible for enrollment in a program for children at risk
- C. a request that the parent meet with the appropriate school personnel to discuss the student's truancy

The notice shall include the name of the school personnel with whom the parent should meet, a date, time, and place for the meeting and the name, address, and telephone number of a person to contact to arrange a different date, time, or place. The date for the meeting shall be within five (5) school days after the date that the notice is sent, except that with the consent of the student's parent the date for the meeting may be extended for an additional five (5) school days.

- D. a statement of the penalties, under State law or local ordinances that may be imposed on the parent upon failure to cause the child to attend school regularly as required by State law.
- E. if the student is attending the District through the Open Enrollment Program, each notification shall also inform the parent: (1) that the student's open enrollment may be terminated if the student is habitually truant; and (2) the process described in Board Policy 5113 - **Open Enrollment Program (Inter-District)**, which the parent or student may follow if they believe the student was erroneously marked truant.

The School Attendance Officer will also continue to notify the parent of a habitual truant's subsequent unexcused absences.

Referral to the District Attorney

Truancy cases will be referred to the District Attorney as provided in the County Truancy Committee Plan. The School Attendance Officer will ensure that appropriate school personnel have done the following before any case is referred to the District Attorney:

- A. met with the student's parent to discuss the student's truancy or attempted to meet with the student's parent and received no response or were refused
- B. provided an opportunity for educational counseling to the student to determine whether a change in the student's curriculum would resolve the student's truancy and have curriculum modifications under State law
- C. evaluated the student to determine whether learning problems may be a cause of the student's truancy and, if so, have taken steps to overcome the learning problems, except that the student need not be evaluated if tests

administered to the student within the previous year indicate that the student is performing at grade level

- D. conducted an evaluation to determine whether social problems may be a cause of the student's truancy and, if so, have taken appropriate action or made appropriate referrals

Note that paragraph A. is not required if the meeting between school personnel, the student, and the student's parent, which was requested in the Notice of Habitual Truancy to the parent, did not occur within ten (10) school days after the Notice was sent. Paragraphs B., C., and D. are not required if appropriate school personnel were unable to carry out the activity due to the student's absences from school.

Make-up Coursework and Examinations

[NOTE: How make-up work and course examinations will be dealt with must be in policy.]

OPTION #1

Students who are absent from school, whether the absence was excused or unexcused, shall be permitted to make-up coursework and examinations missed during the absence when they return to school. It is the student's responsibility to contact their teachers to determine what coursework and examinations must be made-up. Teachers shall have the discretion to assign substitute coursework and examinations. Teachers shall also have the discretion to specify where and when examinations and coursework shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence unless extended by the principal based upon extenuating circumstances.

[END OF OPTION #1]

OPTION # 2

Excused Absences

A student whose absence from school was excused, except for an expelled student, shall be permitted to make-up coursework and any quarterly, semester, or grading period examinations missed during the absences when they return to school. It is the student's responsibility to contact their teachers to determine what coursework and examinations must be made-up. Teachers shall have the discretion to assign substitute coursework and examinations. Teachers shall also have the discretion to specify where and when examinations and coursework shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence unless extended by the principal based upon extenuating circumstances.

Unexcused Absences

Credit in a course or subject shall not be denied solely because of a student's unexcused absences from school.

Students with unexcused absences shall be permitted to make-up coursework and any quarterly, semester, or grading period examinations missed during the absence if the student is at risk of receiving no credit in a course or subject if the work is not made up.

Subject to the immediately preceding two (2) paragraphs, credit may, but is not required to be given for the completion of make-up work. Further, credit for make-up work may be given only after the student has satisfied consequences imposed for unexcused absences. The extent to which make-up credit is given shall be determined on a case-by-case basis by the principal and the respective teachers.

If make-up work has been assigned, it is the student's responsibility to contact their teachers to determine what coursework and examinations must be made-up. Teachers shall have the discretion to assign substitute coursework and examinations. Teachers shall also have the discretion to specify where and when examinations and coursework shall be completed, including outside regular school hours. The time for completing the work shall be commensurate with the length of the absence unless extended by the principal based upon extenuating circumstances.

[NOTE: END OF OPTION # 2]

District Administrator Guidelines

The District Administrator shall develop administrative guidelines concerning the attendance of students which:

- A. ensure a school session that is in conformity with the requirement of the law;

- B. ensure that students absent for an excusable reason have an opportunity to make-up work they missed;
- C. govern the keeping of attendance records in accordance with State law;
- D. facilitate implementation of the Truancy Plan;
- E. identify the habitual truant, investigate the cause(s) of his/her behavior, and consider modification of his/her educational program to meet particular needs and interests;
- F. ensure that any student who, due to a specifically identifiable physical or mental impairment, exceeds or may exceed the District's limit on excused absence is referred for evaluation for eligibility either under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 and Chapter 115, Wis. Stats.;
- G. provide that a student's grade in any course is based on his/her performance in the instructional setting and is not reduced for reasons of conduct. If a student violates the attendance or other rules of the school, s/he should be disciplined appropriately for the misconduct, but his/her grades should be based upon what the student can demonstrate s/he has learned;
- H. ensure that all parents and students are informed of the District's Attendance Policy and related guidelines;
- I. enable the School Attendance Officer to perform his/her duties under State law and this policy; and
- J. address unexcused absences.

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Legal 7.30(2)(am), Wis. Stats.
 118.15, Wis. Stats.
 118.153, Wis. Stats.
 118.16, Wis. Stats.
 118.162, Wis. Stats.

Last Modified by Ryan Peterson on November 30, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - MISSING AND ABSENT CHILDREN
Code	po5215
Status	Proposed to Policy & Human Resources Committee
Last Reviewed	December 6, 2023

Revised Policy - Vol. 32, No. 2

5215 - MISSING AND ABSENT CHILDREN

It is the intent of this Board of Education to cooperate with local, State, and National efforts to decrease the number of missing children. For purposes of this Policy, the following definitions apply:

"Absent child" means a child that left the child's parents or approved placement through social services and whose whereabouts are known, but who refuses to return. This involves children who are runaways, but not known to be missing.

"Missing child" means a child whose whereabouts are unknown, which may include abducted children who have been abducted by a non-custodial parent, a victim of human trafficking, or another unknown circumstance.

The District Administrator and/or Principals shall permit during the school day the entrance into the school a student lacking records or identification as a student, and shall assure that the child remains in the building office area until law enforcement or social services is notified and takes custody of the child. Such a procedure reduces the risk of removal of a missing or absent child from the area before intervention by law enforcement or social services.

Procedures in this policy are to be implemented in coordination with Policy 5111.01 - Homeless Students.

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
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Revised Policy - Vol. 32, No. 2

5517 - STUDENT ANTI-HARASSMENT

Prohibited Harassment

It is the policy of the Board of Education to maintain an educational environment that is free from all forms of harassment. This commitment applies to all District operations, programs, and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of harassment. This policy applies to conduct occurring in any manner or setting over which the Board can exercise control, including on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

The Board will not tolerate any form of harassment and will take all necessary and appropriate actions to eliminate it, including suspension or expulsion of students and disciplinary action against any other individual in the School District community. Additionally, appropriate action will be taken to stop and otherwise deal with any third party who engages in harassment against our students.

The Board will vigorously enforce its prohibition against harassment based on the traits of sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation or physical, mental, emotional or learning disability, or any other characteristic protected by Federal or State civil rights laws (hereinafter referred to as "Protected Classes"), and encourages those within the School District community as well as Third Parties, who feel aggrieved to seek assistance to rectify such problems. Additionally, the Board prohibits harassing behavior directed at students for any reason, even if not based on one of the Protected Classes, through its policies on bullying (See Policy 5517.01 – Bullying).

[] The District will offer counseling services to any person found to have been subjected to harassment and, where appropriate, the person(s) who committed the harassment.

The Board will investigate all allegations of harassment and in those cases where harassment is substantiated, the Board will take immediate steps designed to end the harassment, prevent its recurrence, and remedy its effects. Individuals who are found to have engaged in harassment will be subject to appropriate disciplinary action.

Other Violations of the Anti-Harassment Policy

The Board will also take prompt steps to impose disciplinary action on individuals engaging in any of the following prohibited acts:

- A. Retaliating against a person who has made a report or filed a complaint alleging harassment, or who has participated as a witness in a harassment investigation;
- B. Filing a malicious or knowingly false report or complaint of harassment;

C. Disregarding, failing to investigate adequately, or delaying investigation of allegations of harassment, when responsibility for reporting and/or investigating harassment complaints comprises part of one's duties

Sexual Harassment covered by Policy 2266 ()/AG 2266 [END OF OPTION] - Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, is not included in this policy. Allegations of such conduct shall be addressed by Policy 2266 ()/AG 2266 [END OF OPTION] - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

Notice

Notice of the Board's policy on anti-harassment in the educational environment and the identity of the District's Compliance Officers will be posted throughout the District and published in any District statement regarding the availability of employment, staff handbooks, and general information publications of the District as required by Federal and State law and this policy.

Definitions

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

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

Day(s) means business day(s) (i.e., a day(s) that the District office is open for normal operating hours, Monday – Friday, excluding State-recognized holidays) unless expressly stated otherwise herein.

Respondent is the individual who has been alleged to have engaged in harassment, regardless of whether the Reporting Party files a formal complaint or is seeking an informal resolution to the alleged harassment.

School District community means individuals, students, administrators, teachers, and staff, as well as Board members, agents, volunteers, contractors, or other persons subject to the control and supervision of the Board.

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

Bullying

Bullying is prohibited by Board Policy 5517.01 – Bullying. It is defined as deliberate or intentional behavior using words or actions, intended to cause fear, intimidation, or harm. Bullying may be a repeated behavior and involves an imbalance of power. Furthermore, it may be serious enough to negatively impact a student's educational, physical, or emotional well-being. Bullying need not be based on any Protected Class. Bullying behavior rises to the level of harassment when the prohibited conduct is based upon the student's sex (including gender status, change of sex, or gender identity), race, color, national origin, religion, creed, ancestry, marital or parental status, sexual orientation, physical, mental, emotional, or learning disability, or any other characteristic protected by Federal or State civil rights. Complaints brought under this policy that are more appropriately handled under the Bullying policy shall be referred for investigation consistent with the procedures in that policy.

Bullying that rises to the level of Sexual Harassment is covered by Policy 2266 ()/AG 2266 [END OF OPTION] - Nondiscrimination on the Basis of Sex in Education Programs or Activities, i.e., sexual harassment prohibited by Title IX, and is not included in this policy. Allegations of such conduct shall be addressed by Policy 2266 ()/AG 2266 [END OF OPTION] - Nondiscrimination on the Basis of Sex in Education Programs or Activities.

Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student based on one or more of the student's Protected Class that:

- A. places a student in reasonable fear of harm to their person or damage to their property;
- B. has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
- C. has the effect of substantially disrupting the orderly operation of a school.

"Harassment" also includes "hate speech" directed against a student—the use of language, behavior, or images/symbols that express prejudice against a particular group or groups on the basis of any protected characteristic(s).

Examples are:

- A. making statements that promote violence toward a racial or ethnic group;
- B. drawing, displaying, or posting images or symbols of prejudice.

Sexual Harassment

For purposes of this policy only and not sexual harassment under Title IX, addressed in Policy 2266/(**X**) AG 2266 [**END OF OPTION**] - Nondiscrimination on the Basis of Sex in Education Programs or Activities, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- A. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of access to educational opportunities or program;
- B. submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education;
- C. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's education, or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may involve the behavior of a person of any gender against a person of the same or another gender.

Prohibited acts that constitute sexual harassment under this policy may take a variety of forms. Examples of the kinds of conduct that may constitute sexual harassment include, but are not limited to:

- A. unwelcome verbal harassment or abuse;
- B. unwelcome pressure for sexual activity;
- C. threats or insinuations that a person's employment, wages, academic grade, promotion, classroom work or assignments, academic status, participation in athletics or extra-curricular programs, activities, or events, or other conditions of employment or education may be adversely affected by not submitting to sexual advances;
- D. unwelcome verbal expressions, including graphic sexual commentaries about a person's body, dress, appearance, or sexual activities; the unwelcome use of sexually degrading language, profanity, jokes or innuendoes; unwelcome suggestive or insulting sounds or whistles; obscene telephone calls and obscene gestures;
- E. Sexually suggestive objects, pictures, graffiti, videos, posters, audio recordings or literature, placed in the work or educational environment, that may reasonably embarrass or offend individuals;
- F. unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- G. unwelcome sexual behavior or words including demands for sexual favors, accompanied by implied or overt threats concerning an individual's educational status;
- H. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's educational status;
- I. unwelcome behavior or words directed at an individual because of gender;

Examples are:

1. repeatedly asking a person for dates or sexual behavior after the person has indicated no interest;
2. rating a person's sexuality or attractiveness;
3. staring or leering at various parts of another person's body;

4. spreading rumors about a person's sexuality;
5. letters, notes, telephone calls, or materials of a sexual nature;
6. displaying pictures, calendars, cartoons, or other materials with sexual content.

J. inappropriate boundary invasions by a District employee or other adult member of the District community into a student's personal space and personal life;

Boundary invasions may be appropriate or inappropriate. Appropriate boundary invasions make medical or educational sense. For example, a teacher or aide assisting a kindergartner after a toileting accident or a coach touching a student during wrestling or football can be appropriate. However other behaviors might be going too far, are inappropriate and may be signs of sexual grooming.

Inappropriate boundary invasions may include, but are not limited to the following:

1. hugging, kissing, or other physical contacts with a student;
2. telling sexual jokes to students;
3. engaging in talk containing sexual innuendo or banter with students;
4. talking about sexual topics that are not related to the curriculum;
5. showing pornography to a student;
6. taking an undue interest in a student (i.e. having a "special friend" or a "special relationship");
7. initiating or extending contact with students beyond the school day for personal purposes;
8. using e-mail, text messaging or websites to discuss personal topics or interests with students;
9. giving students rides in the staff member's personal vehicle or taking students on personal outings without administrative approval;
10. invading a student's privacy (e.g. walking in on the student in the bathroom, locker-room, asking about bra sizes or previous sexual experiences);
11. going to a student's home for non-educational purposes;
12. inviting students to the staff member's home without proper chaperones (i.e. another staff member or parent of a student);
13. giving gifts or money to a student for no legitimate educational purpose;
14. accepting gifts or money from a student for no legitimate educational purpose;
15. being overly "touchy" with students;
16. favoring certain students by inviting them to come to the classroom at non-class times;
17. getting a student out of class to visit with the staff member;
18. providing advice to or counseling a student regarding a personal problem (i.e. problems related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, etc.), unless properly licensed and authorized to do so;
19. talking to a student about problems that would normally be discussed with adults (i.e. marital issues);
20. being alone with a student behind closed doors without a legitimate educational purpose;
21. telling a student "secrets" and having "secrets" with a student;

22. other similar activities or behavior:

- a. () _____;
- b. () _____;
- c. () _____.

Inappropriate boundary invasions are prohibited and must be reported promptly to one of the District Compliance Officers, as designated in this policy, the Building Principal or the District Administrator.

- K. remarks speculating about a person's sexual activities or sexual history, or remarks about one's own sexual activities or sexual history;
- L. () a pattern of conduct, which can be subtle in nature, that has sexual overtones and is intended to create or has the effect of creating discomfort and/or humiliation to another;
- M. verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping that does not involve conduct of a sexual nature.

Not all behavior with sexual connotations constitutes sexual harassment. Sex-based or gender-based conduct must be sufficiently severe, pervasive, or persistent such that it adversely affects, limits, or denies an individual's education, or such that it creates a hostile or abusive educational environment, or such that it is intended to, or has the effect of, denying or limiting a student's ability to participate in or benefit from the educational program or activities.

[] In addition to investigating and taking appropriate corrective action in instances of harassment, or of sexual harassment or other sexual misconduct, the District shall make available to the victim of such harassment or misconduct resources to assist the student with coping with the effects of victimization. The school counseling services shall identify available resources in the community and provide assistance to students in contacting such resources if desired by the student. The District will not directly provide or pay for assistance unless such services are available in the District program or the Board otherwise approves.

It is further the policy of the Board that a sexual relationship between staff and students is not permissible in any form or under any circumstances, in or out of the workplace, in that it interferes with the educational process and may involve elements of coercion by reason of the relative status of a staff member to a student.

Race/Color Harassment

Prohibited racial harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's race or color and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's race or color, such as racial slurs, nicknames implying stereotypes, epithets, and/or negative references regarding racial customs.

Religious (Creed) Harassment

Prohibited religious harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's religion or creed and when the conduct has the purpose or effect of: interfering with the individual's work or educational performance; creating an intimidating, hostile, or offensive learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's religious tradition, clothing, or surnames, and/or involves religious slurs.

National Origin/Ancestry Harassment

Prohibited national origin/ancestry harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's national origin or ancestry and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive working and/or learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's national origin or ancestry, such as negative comments regarding customs, manner of speaking, language, surnames, or ethnic slurs.

Disability Harassment

Prohibited disability harassment occurs when unwelcome physical, verbal, or nonverbal conduct is based upon an individual's physical, mental, emotional or learning disability and when the conduct has the purpose or effect of: interfering with the individual's educational performance; creating an intimidating, hostile, or offensive learning environment; or interfering with one's ability to participate in or benefit from a class or an educational program or activity. Such harassment may occur where conduct is directed at the characteristics of a person's disability, such as negative comments about speech patterns, movement, physical impairments or defects/appearances, or the like.

Anti-Harassment Compliance Officers

The Board designates the following individuals to serve as the District's Compliance Officers (also known as "Anti-Harassment Compliance Officers"; hereinafter referred to as the "COs").

[DRAFTING NOTE: Neola suggests the Board appoint both a male and a female Compliance Officer in order to provide Complainants with the option to report their concerns to an individual of the gender with which they feel most comfortable. The Compliance Officers may also serve as the District's Section 504 Compliance Officer(s)/ADA Coordinator(s) and/or Title IX Coordinators. Additionally, by appointing two (2) Compliance Officers, there should also be a Compliance Officer available to investigate a claim of harassment that pertains to the other Compliance Officer, as appropriate.]

Jeff Bortle
(Name)

Dean of Students MMS/LWHS
(School District Title)

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(Telephone Number)

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The names, titles, and contact information of these individuals will be published annually:

- A. on the School District's website.
- B. () in the parent and staff handbooks.
- C. () in the School District Annual Report to the public.
- D. () on each individual school's website.
- E. () in the School District's calendar.
- F. () _____.

The Compliance Officer(s) are responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including the District's duty to address in a prompt and equitable manner any inquiries or complaints regarding harassment.

Reports and Complaints of Harassing Conduct

Reporting procedures are as follows:

- A. Any student who believes they have been the victim of harassment prohibited under this policy will be encouraged to report the alleged harassment to any District employee, such as a teacher, administrator or other employees.
- B. Any parent of a student who believes the student has been the victim of harassment prohibited under this policy is encouraged to report the alleged harassment to the student's teacher, building administrator or District Administrator.
- C. Teachers, administrators, and other school employees who have the knowledge or received notice that a student has or may have been the victim of harassment prohibited under this policy shall report the alleged harassment to one (1) of the Compliance Officer(s) () and the building principal or District Administrator **[END OF OPTION]** within two (2) days.
- D. Any other person with knowledge or belief that a student has or may have been the victim of harassment prohibited by this policy shall be encouraged to immediately report the alleged acts to any District employee, such as a teacher, administrator or other employees.
- E. The reporting party or Complainant shall be encouraged to use a report form available from the principal of each building or available from the District office, but oral reports shall be considered complaints as well. Use of formal reporting forms shall not be mandated. However, all oral complaints shall be reduced to writing.
- F. To provide individuals with options for reporting harassment to an individual of the gender with which they feel most comfortable, the Board has designated both a male and a female Compliance Officer for receiving reports of harassment prohibited by this policy. At least one (1) Compliance Officer or other individuals shall be available outside regular school hours to address complaints of harassment that may require immediate attention.

A CO will be available during regular school/work hours to discuss concerns related to harassment and to assist students, other members of the School District community, and third parties who seek support or advice when informing another individual about "unwelcome" conduct, or to intercede informally on behalf of the student.

Any Board employee who directly observes harassment of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) days. Thereafter, the COs must contact the Complainant, if over age eighteen (18) or the Complainant's parents/guardians if under age eighteen (18), within two (2) days to advise of the Board's intent to investigate the alleged misconduct, including the obligation of the Compliance Officer to conduct an investigation following all the procedures outlined in the complaint procedures.

The COs are assigned to accept complaints of harassment directly from any member of the School District community or a Third Party, or to receive complaints that are initially filed with a school building administrator. Upon receipt of a complaint, either directly or through a school building administrator, a CO will contact the Complainant and begin either an informal or formal process (depending on the request of the Complainant or the nature of the alleged harassment), or **Option 1** the CO(s) will designate a specific individual to conduct such a process as identified in a pre-defined list of investigators. **[END OF OPTION 1]** **Option 2** the District Administrator will designate a specific individual to conduct the process necessary for an informal or formal investigation. **[END OF OPTION 2]** The Compliance Officer(s) will provide a copy of this policy to the Complainant and Respondent. The CO will prepare recommendations for the District Administrator. In the case of a complaint against the District Administrator or a Board member, the CO will prepare recommendations for _____ the Board Attorney **[END OF OPTION]** who has been designated to serve as the decision-maker for such complaints. All Board employees must report incidents of harassment that are reported to them to the Compliance Officer as soon as possible, but always within no more than two (2) days of learning of the incident.

In cases where no District CO is able to investigate a complaint due to concerns regarding conflicts, bias, or partiality, or for other reasons that impair the CO's ability to conduct an investigation, the CO may, in consultation with the District Administrator, or Board President if the matter involves the District Administrator, engage outside legal counsel to conduct the investigation consistent with this policy.

Filing a Complaint and Initial Processing of a Complaint

Except for Sexual Harassment that is covered by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, any student, or the student's parent/guardian, who believes that the student has been subjected to harassment may seek resolution of the complaint through the procedures described below. The formal complaint process involves an investigation of the Complainant's claims of harassment or retaliation and a process for rendering a decision regarding whether the charges are substantiated.

The procedures set forth below are not intended to interfere with the rights of a student to pursue a complaint of harassment or retaliation with the United States Department of Education Office for Civil Rights ("OCR") and/or other applicable government agency. The Chicago Office of the OCR can be reached at 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: <http://www.ed.gov/ocr>.

If at any time during the investigation process the investigator determines that the complaint is properly defined as Bullying, under Policy 5517.01 - Bullying and not Harassment under this Policy, because the conduct at issue is not based on a student's Protected Characteristics, the investigator shall transfer the investigation to the appropriate building principal.

If during an investigation of alleged bullying, aggressive behavior, and/or harassment, in accordance with Policy 5517.01 - Bullying, the Principal believes that the reported misconduct may have created a hostile educational environment and may have constituted discriminatory harassment based on a Protected Class, the Principal shall report the act of bullying, aggressive behavior, and/or harassment to one (1) of the Compliance Officer(s) who shall investigate the allegation in accordance with this policy. If the alleged harassment involves Sexual Harassment as defined by Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities, the matter will be investigated in accordance with the grievance process and procedures outlined in Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities. While the Compliance Officer investigates the allegation, or the matter is being addressed pursuant to Policy 2266, the Principal shall suspend the Policy 5517.01- Bullying investigation to await the Compliance Officer's written report or the determination of responsibility pursuant to Policy 2266 -Nondiscrimination on the Basis of Sex in Education Program or Activities. The Compliance Officer shall keep the Principal informed of the status of the investigation under this policy and provide the Principal with a copy of the resulting report. Likewise, the Title IX Coordinator will provide the Principal with the determination of responsibility that results from the Policy 2266 - Nondiscrimination on the Basis of Sex in Education Program or Activities grievance process.

Complaint and Investigation Procedure

A Complainant may file a complaint, either orally or in writing with a teacher, principal, or other District employee at the student's school, the CO, District Administrator, or other District official who works at another school or at the District level. Due to the sensitivity surrounding complaints of harassment, timelines are flexible for initiating the complaint process; however, individuals should make every effort to file a complaint within thirty (30) days after the conduct occurs while the facts are known and potential witnesses are available. If a Complainant informs a teacher, principal, or other District official at the student's school, the CO, District Administrator, or other District employee, either orally or in writing, about any complaint of harassment, that employee must report such information to the CO within two (2) days.

Throughout the course of the process, the CO should keep the parties reasonably informed of the status of the investigation and the decision-making process.

All complaints must include the following information to the extent known: the identity of the Respondent; a detailed description of the facts upon which the complaint is based (i.e., when, where, and what occurred); and a list of potential witnesses.

If the Complainant is unwilling or unable to provide a written statement including the information set forth above, the Compliance Officer shall ask for such details in an oral interview. Thereafter the CO will prepare a written summary of the oral interview, and the Complainant will be asked to verify the accuracy of the reported charge by signing the document.

Upon receiving a complaint, the CO will consider whether any action should be taken in the investigatory phase to protect the Complainant from further harassment or retaliation including but not limited to a change of class schedule for the Complainant or the Respondent, or possibly a change of school for either or both of the parties. In making such a determination, the Compliance Officer should consult the () Principal () District Administrator **[END OF OPTION]** prior to any action being taken, except for complaints against the District Administrator, in which case the Board President should be consulted. The Complainant should be notified of any proposed action prior to such action being taken.

As soon as appropriate in the investigation process, the CO will inform the Respondent that a complaint has been received. The Respondent will be informed about the nature of the allegations and a copy of any relevant policies and/or administrative procedures and the Board's anti-harassment policy shall be provided to the Respondent at that time. The Respondent must also be provided an opportunity to respond to the complaint.

All investigations shall be commenced as soon as practicable upon receipt of a complaint and concluded as expeditiously as feasible, in consideration of the circumstances, while taking measures to complete a thorough investigation. The Complainant shall be notified in writing of receipt of the complaint within forty-five (45) days of the complaint and shall reach a determination concerning the complaint within ninety (90) days of receipt unless additional time is agreed to by the Complainant.

Generally, within two (2) days of receiving the complaint, the CO will initiate an investigation by at a minimum confirming receipt of the complaint with the Complainant and informing the Complainant of the investigation process.

The investigation generally will include:

- A. interview(s) with the Complainant;
- B. interview(s) with the Respondent;
- C. interviews with any other witnesses who reasonably may be expected to have any information relevant to the allegations, as determined by the CO;
- D. consideration of any documentation or other evidence presented by the Complainant, Respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO.

At the conclusion of the investigation, the CO shall prepare and deliver a report to the District Administrator which summarizes the evidence gathered during the investigation and provides recommendations based on the evidence and the definition of harassment as provided in Board policy and State and Federal law as to whether the Respondent engaged in harassment/retaliation of the Complainant. In determining if harassment occurred, a preponderance of evidence standard will be used. The CO's recommendations must be based upon the totality of the circumstances, including the ages and maturity levels of those involved.

The CO may consult with the Board's attorney during the course of the investigatory process and/or before finalizing the report to the District Administrator.

Generally, within five (5) days of receiving the report of the CO or designee, the District Administrator, or in the case of a complaint against the District Administrator or a Board member, the person designated to serve as the decision-maker for the complaint either must issue a written decision regarding whether the complaint has been substantiated or request further investigation. A copy of the District Administrator's final decision will be delivered to both the Complainant and the Respondent. The District Administrator may redact information from the decision consistent with applicable law. The Board authorizes the District Administrator to consult with legal counsel to determine the extent to which information in an investigation report must be provided to either the Complainant or Respondent.

If the District Administrator requests additional investigation, the District Administrator must specify the additional information that is to be gathered, and such additional investigation must be completed within five (5) days. At the conclusion of the additional investigation, the District Administrator must issue a final written decision as described above.

The decision of the District Administrator shall be final. If the Complainant feels that the decision does not adequately address the complaint they may appeal the decision to the State Superintendent of Public Instruction by submitting a written request to the Wisconsin Department of Public Instruction ("DPI"), Pupil Nondiscrimination Program, or by contacting the DPI Pupil Nondiscrimination Program at (608) 267-9157.

The Board reserves the right to investigate and resolve a complaint or report of harassment regardless of whether the member of the School District community or Third Party alleging the harassment pursues the complaint. The Board also reserves the right to have the complaint investigation conducted by an external person in accordance with this policy or in such other manner as deemed appropriate by the Board.

To the extent required by law or permitted by the District, the parties may be represented, at their own cost, at any of the above-described meetings/hearings.

The right of a person to a prompt and equitable resolution of the complaint shall not be impaired by the person's pursuit of other remedies such as the filing of a complaint with the Office for Civil Rights, the filing of charges with local law enforcement, or the filing of a civil action in court. Use of this internal complaint process is not a prerequisite to the pursuit of other remedies.

Additional School District Action

If the evidence suggests that the harassment at issue is a crime or requires mandatory reporting under the Children's Code (Sec. 48.981, Wis. Stat.), the CO or District Administrator shall report the harassment to the appropriate social service and/or law enforcement agency charged with responsibility for handling such investigations and crimes.

Any reports made to the local child protection service or to local law enforcement shall not terminate the CO's obligation and responsibility to continue to investigate a complaint of harassment. While the COs may work cooperatively with outside agencies to conduct concurrent investigations, in no event shall the harassment investigation be inhibited by the involvement of outside agencies without good cause after consultation with the District Administrator.

Privacy/Confidentiality

The District will employ all reasonable efforts to protect the rights of the Complainant, the Respondent(s), and the witnesses as much as possible, consistent with the District's legal obligations to investigation, take appropriate action, and comply with any discovery or disclosure obligations. Confidentiality cannot be guaranteed, however. Respondents must be provided an opportunity to meaningfully respond to allegations, which may include disclosure of the Complainant's identity.

All records generated under the terms of this policy shall be maintained as confidential to the extent permitted by law. Additionally, the Respondent must be provided with the Complainant's identity.

During the course of an investigation, the CO will instruct each person who are interviewed about the importance of maintaining confidentiality. Any individual who is interviewed as part of an investigation is expected not to disclose to Third Parties any information that is learned or provided during the course of the investigation.

Directives During Investigation

The CO may recommend to the District Administrator placing any employee involved in an investigation under this Policy on administrative leave pending resolution of the matter. If the District Administrator is the Respondent, the CO shall make such recommendation to the Board. For example, administrative leave may be appropriate in situations in which protecting the safety of any individual or the integrity of the investigation necessitates such action.

The CO shall determine whether any witnesses in the course of an investigation ~~should be provided a Garrity warning apprising the person of their obligations to answer questions truthfully and honestly while preserving the right against self-incrimination in the context of any resulting criminal investigation or prosecution~~ ~~may be required to answer questions that could also involve criminal investigations or sanctions, including the existence of a co-occurring law enforcement investigation are still required to answer questions concerning the District's investigation, but are entitled to do so without waiving their Constitutional right against self-incrimination that applies during a criminal investigation.~~ Employees should be advised of this right, through what is often referred to as a "Garrity Warning". The Garrity Warning informs the employee that the employee is required to respond to questions posed during the investigation and that answers to questions relating to the employee's conduct may be used by the District for determining appropriate discipline, but will not be provided to law enforcement officials in the course of their independent criminal investigation, unless otherwise required by law. (see Form 5517 F3 — "Garrity" Warning)

Every employee interviewed in the course of an investigation is required to provide truthful responses to all questions. Failure to do so may result in disciplinary action.

Remedial Action and Monitoring

If warranted, appropriate remedial action shall be determined and implemented on behalf of the Complainant, including but not limited to counseling services, reinstatement of leave taken because of the discrimination, or other appropriate action.

The Board may appoint an individual, who may be a District employee, to follow up with the Complainant to ensure no further discrimination or retaliation has occurred and to take action to address any reported occurrences promptly.

Sanctions and Disciplinary Action

The Board shall vigorously enforce its prohibitions against harassment by taking appropriate action reasonably calculated to stop the harassment and prevent further misconduct.

While observing the principles of due process, a violation of this policy may result in disciplinary action up to and including the discharge of an employee or the suspension/expulsion of a student. All disciplinary action will be taken in accordance with applicable law.

When imposing discipline, the District Administrator shall consider the totality of the circumstances involved in the matter, including the age and maturity level of any student involved. In those cases where harassment is not substantiated, the Board may consider whether the alleged conduct nevertheless warrants discipline in accordance with other Board policies.

Where the Board becomes aware that a prior disciplinary action has been taken against the Respondent, all subsequent sanctions imposed by the Board and/or District Administrator shall be reasonably calculated to end such conduct, prevent its reoccurrence, and remedy its effects.

Retaliation

Retaliation against a person who makes a report or files a complaint alleging harassment/retaliation or participates as a witness in an investigation is prohibited. Neither the Board nor any other person may intimidate, threaten, coerce or interfere with any individual because the person opposed any act or practice made by any Federal or State civil rights law, or because that individual made a report, formal complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under those laws and/or this policy, or because that individual exercised, enjoyed, aided or encouraged any other person in the exercise or enjoyment of any right granted or protected by those laws and/or this policy.

Retaliation against a person for making a report of discrimination, filing a formal complaint, or participating in an investigation or meeting is a serious violation of this policy that can result in imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

Formal complaints alleging retaliation may be filed according to the internal complaint process set forth above.

The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this policy.

Education and Training

In support of this policy, the Board promotes preventative educational measures to create greater awareness of discriminatory practices. The District Administrator shall provide appropriate information to all members of the School District community related to the implementation of this policy and shall provide training for District students and staff where appropriate. All training, as well as all information, provided regarding the Board's policy and discrimination in general, will be age and content appropriate.

Retention of Investigatory Records and Materials

The CO is responsible for overseeing retention of all records that must be maintained pursuant to this policy. All individuals charged with conducting investigations under this policy shall retain all information, documents, electronically stored information ("ESI"), and electronic media (as defined in Policy 8315) created and received as part of an investigation which may include but are not limited to:

- A. all written reports/allegations/complaints/statements;
- B. narratives of all verbal reports, allegations, complaints, and statements collected;
- C. a narrative of all actions taken by District personnel;
- D. any written documentation of actions taken by District personnel or individuals contracted or appointed by the Board to fulfill its responsibilities;
- E. narratives of, notes from, or audio, video, or digital recordings of witness statements;
- F. all documentary evidence;
- G. e-mails, texts, or social media posts pertaining to the investigation;
- H. contemporaneous notes in whatever form made (e.g., handwritten, keyed into a computer or tablet, etc.) pertaining to the investigation;
- I. written disciplinary sanctions issued to students or employees and a narrative of verbal disciplinary sanctions issued to students or employees for violations of the policies and procedures prohibiting discrimination or harassment;
- J. dated written determinations to the parties;

- K. dated written descriptions of verbal notifications to the parties;
- L. written documentation of any supportive measures offered and/or provided to the Complainant and/or the Respondent, including no contact orders issued to both parties, the dates issued, and the dates the parties acknowledged receipt;
- M. documentation of all actions taken, both individual and systemic, to stop the discrimination or harassment, prevent its recurrence, eliminate any hostile environment, and remedy its discriminatory effects;
- N. copies of the Board policy and/or procedures/guidelines used by the District to conduct the investigation, and any documents used by the District at the time of the alleged violation to communicate the Board’s expectations to students and staff with respect to the subject of this policy (e.g., Student Code of Conduct and/or Employee Handbooks);
- O. copies of any documentation that memorializes any formal or informal resolutions to the alleged discrimination or harassment;
- P. documentation of any training provided to District personnel related to this policy, including but not limited to, notification of the prohibitions and expectations of staff set forth in this policy and the role and responsibility of all District personnel involved in enforcing this policy, including their duty to report alleged violations of this policy and/or conducting an investigation of an alleged violation of this policy; **[REMINDER: Documentation of training should be maintained regardless of whether there is an investigation of an alleged violation of this policy. It is best practice to maintain a log of all staff members who participate in a training, along with the date, time and location of the training, and a copy of the materials reviewed and/or presented during the training.]**

[DRAFTING NOTE: The following options should be selected if the district concludes that the following items are not adequately encompassed in the preceding paragraphs.]

- Q. documentation that any rights or opportunities that the District made available to one party during the investigation were made available to the other party on equal terms;
- R. copies of any notices sent to the alleged perpetrator/responding party of the allegations constituting a potential violation of this policy;
- S. copies of any notices sent to the Complainant and the Respondent in advance of any interview or hearing;
- T. copies of any documentation or evidence used during informal and formal disciplinary meetings and hearings, including the investigation report, and any written responses submitted by the Complainant or the Respondent.

The information, documents, ESI, and electronic media (as defined in Policy 8315) retained may include public records and records exempt from disclosure under Federal and/or State law (e.g., student records).

The information, documents, ESI, and electronic media (as defined in Policy 8315 - Information Management) created or received as part of an investigation shall be retained in accordance with Policy 8310 - Public Records, Policy 8315 - Information Management, Policy 8320 - Personnel Records, and Policy 8330 - Student Records for not less than three (3) years, but longer if required by the District’s records retention schedule.

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Legal	48.981, Wis. Stats.
	118.13, Wis. Stats.
	P.I. 9, Wis. Admin. Code
	P.I. 41 Wis. Admin. Code
	20 U.S.C. 1400 et seq., the Individuals with Disabilities Education Act of 2004, as amended (IDEA)
	29 U.S.C. 794, Section 504 of the Rehabilitation Act of 1973, as amended
	42 U.S.C. 1983
	42 U.S.C. 2000d et seq., Title VI of the Civil Rights Act of 1964
	42 U.S.C. 12101 et seq., Americans with Disabilities Act of 1990, as amended

34 C.F.R. Part 104, Section 504 Regulations

34 C.F.R. Part 300, IDEA Regulations

Last Modified by Ryan Peterson on December 6, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - STUDENT USE OR POSSESSION OF INTOXICANTS, DRUGS, OR PARAPHERNALIA
Code	po5530
Status	Proposed to Policy & Human Resources Committee
Last Reviewed	December 6, 2023

Revised Policy - Vol. 32, No. 2

5530 - **STUDENT USE OR POSSESSION OF INTOXICANTS, DRUGS, OR PARAPHERNALIA**~~DRUG PREVENTION~~

The Board of Education recognizes that the misuse of drugs is a serious problem with legal, physical, and social implications for the entire school community.

[X] As the educational institution of this community, the schools should strive to prevent drug abuse and help drug abusers by educational, rather than punitive, means.

For purposes of this policy, "drugs" shall mean:

- A. **(X)** all dangerous controlled substances as so designated and prohibited by Wisconsin statute;
- B. **(X)** all derivatives of hemp, except CBD products permitted by the school **(X)** (see Policy 5330 - Administration of Medication/Emergency Care);

This includes Delta-8-THC, Delta-9-THC, Delta-10-THC, Delta-11-THC, THC-0, and all other forms that cause psychosis; in all forms of delivery (i.e., inhalation, ingestion, injection, etc.).
- C. **(X)** all chemicals which release toxic vapors;
- D. **(X)** all alcoholic beverages;
- E. **(X)** any prescription or patent drug, except those for which permission to use in school has been granted pursuant to Board policy;
- F. **(X)** "look-alikes";
- G. **(X)** essential oils and oil like products that may be mistaken for a drug **(X)** (see Policy 5330 - Administration of Medication/Emergency Care);
- H. **(X)** anabolic steroids;
- I. **(X)** any other illegal substance so designated and prohibited by law.

The Board prohibits the use, possession, concealment, or distribution of any drug and any drug-paraphernalia at any time on District property or at any District-related event.

The District Administrator shall prepare guidelines for the identification, amelioration, and regulation of drug use in the schools, including education, prevention and standards of conduct. Education shall be intended to develop awareness of: drug abuse, including prescription drug abuse, and prevention; the relationship between highway safety and the use of alcohol and controlled substances, including prescription drugs; and the relationship between youth suicide and the use of alcohol and controlled substances, including prescription drugs.

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Legal

- 118.01(2)(d), Wis. Stats.
- 118.24(2)(f), Wis. Stats.
- 118.257, Wis. Stats.
- 125.09(2), Wis. Stats.
- Drug-Free Schools and Communities Act of 1986 as amended
- 20 U.S.C. 3171 et seq.
- 20 U.S.C. 3224A

Last Modified by Ryan Peterson on December 6, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - RETURNED/OUTSTANDING-STALE CHECKS
Code	po6151
Status	Proposed to Policy & Human Resources Committee
Adopted	July 18, 2016
Last Revised	January 17, 2022
Last Reviewed	December 6, 2023

Revised Policy - Vol. 32, No. 2

6151 - RETURNED/OUTSTANDING-STALE CHECKS

When the District receives a check from a student or parent that, when deposited, is returned marked "insufficient funds", the District Administrator shall provide an opportunity for the payer to make proper payment or to arrange for a satisfactory payment schedule. If payment is not received within (30) days, the payment schedule is not adhered to, or the monies do not appear to be collectable, the Board of Education authorizes the District Administrator to remove the fee or charge from the District's Accounts Receivable and to take appropriate action against the student and/or the parents. The parent or student may be charged any cost charged by the District's banking institution for a returned check.

Outstanding (Stale Dated) Checks - Unclaimed Property Process

Checks that are outstanding, meaning they have not been cashed by the payee, after (X) the period of time established by the banking institution for the validity period of the check () a period of 180 days after issuance () a period of days after issuance [END OF OPTIONS] [DRAFTING NOTE: Neola recommends that District's consult with their banking institution to determine if the bank has established a period of time after which a check is no longer valid.] shall be deemed to be a "stale" check. Any stale check shall be treated as unclaimed property consistent with the guidance provided by the Wisconsin Department of Revenue's (WI DOR) "Unclaimed Property Holder Report Guide" for locating the owner and/or remitting the unclaimed property to the WI DOR.

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Last Modified by Ryan Peterson on November 30, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	New Policy - Vol. 32, No. 2, July 2023 - COMMUNITY SERVICES FUND (FUND 80)
Code	po6236
Status	Proposed to Policy & Human Resources Committee
Last Reviewed	December 6, 2023

New Policy - Vol. 32, No. 2

6236 - COMMUNITY SERVICES FUND (FUND 80)

It is the purpose of this policy to authorize a Community Services Fund (hereinafter referred to as "Fund 80") for the development and maintenance of programs and services outside of the regular curricular and extra-curricular programs (these programs may include education, training, recreational, cultural and/or athletic programs and services).

The Community Services Program is accounted for in Fund 80 and the Board of Education may fund the program by a combination of a local tax levy and user/rental fees. Fund 80 expenses shall not be paid from the Fund 10 general fund.

Each activity or service covered by this policy must be authorized by the Board before monies can be collected or disbursed in the name of said activity or service.

Each activity or service supported by this fund must be open for participation by the general community within any age or similar guidelines of the activity and not contain prohibitive requirements based on school district membership. The following costs are ineligible costs for community programs and services:

- A. Costs for any program or service that it limited to only District students;
- B. Costs for any program or service whose schedule presents a significant barrier for age-appropriate School District resident to participate in the program or service;
- C. Costs that are not the actual, additional cost to operate community programs and services under this policy; and
- D. Costs that would be incurred by the District if community programs and services were not being provided by the District.

The Board must adopt a budget for Fund 80 expenditures. () A summary of revenues and expenses will be provided at each District Annual Meeting to determine future Fund 80 tax levies. **[DRAFTING NOTE: This option should not be selected by Unified School Districts.]**

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Legal 65.90, Wis. Stat.
120.13(19), Wis. Stats.
Wis. Admin Code PI 80

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Replacement Policy - Vol. 32, No. 2, July 2023 - NONDISTRICT-SUPPORTED STUDENT ACTIVITY ACCOUNTS
Code	po6610
Status	Proposed to Policy & Human Resources Committee
Adopted	July 18, 2016
Last Revised	March 15, 2021
Last Reviewed	December 6, 2023

Replacement Policy - Vol. 32, No. 2

6610 - NONDISTRICT-SUPPORTED STUDENT ACTIVITY ACCOUNTS

The Board of Education authorizes the maintenance of approved student activity accounts for nondistrict-supported student activities as allowed by DPI regulations and the auditor's recommendations in accordance with GASB 84. Approval of the establishment of any student activity account for a nondistrict-supported student activity, after the student activity is approved, without District financial support, in accordance with Policy 2430 - District-Sponsored Clubs and Activities, shall be determined by the () District Administrator () Business Manager () School Administration () **[END OF OPTION]** before monies can be collected or disbursed in the name of said activity.

[DRAFTING NOTE: For consistency, it is recommended to make the selection of the approval entity consistent with Policy 2430 - District-Sponsored Clubs and Activities.]

Definitions

The following definitions are provided for these terms within the context of this policy:

- A. **District-sponsored student activity:** All student activities recognized by the District as approved co-curricular/extra-curricular activities are designated as District-sponsored, including both District-supported and nondistrict-supported student activities. (see Policy 2430 - District-Sponsored Clubs and Activities)
- B. **District-supported student activity:** The District provides financial support of the student activity and exercises administrative control over dispersal of the activity's funds.
- C. **Nondistrict-supported student activity:** The District does not provide financial support of the student activity and does not exercise administrative control over dispersal of funds.

Other terms are used as defined in Bylaw 0100 - Definitions.

Nondistrict-supported Student Activities

Nondistrict-supported student activity accounts are intended to provide a custodial account for an approved student activity for which the District does not provide funds (i.e., have financial involvement) or exercise administrative control over the funds. Such nondistrict-supported student activities may not be required by any course or provide any academic credit. These student activities are established for District students and may have a District-assigned and/or a District-compensated staff advisor/coach for supervisory purposes. While these student activities may use District facilities, equipment, and materials, the funds for these activities are self-managed by the students. Assistance from parents or other volunteers is permissible (see Policy 8120 - Volunteers). Fund-raising is permissible in accordance with District policies (see Policy 5830 - Student Fund-Raising and Policy 9700 - Relations with Non-School Affiliated Groups). Equal access shall be provided in accordance with Policy 5730 - Equal Access for Nondistrict-Sponsored Student Clubs and Activities. A District staff member may serve as an advisor/coach, but decisions regarding money must be made by the students, as long as such expenditures do not violate District policies (e.g., purchase of illegal items, purchase of

nonconforming technology, purchase from a non-approved vendor). As a fiduciary in accordance with GASB 84, the District maintains custodial accounts for the student activity, but does not determine or approve how account monies are used since financial decisions are made by the students without administrative control or endorsement from District staff.

Criteria for Nondistrict-Supported Student Activity Accounts

Nondistrict-supported student activity accounts may be established if all of the following criteria are met:

- A. The student activity account has been approved in accordance with this policy.
- B. The activity's students or student officers make all decisions regarding revenues, budgeting, and expenditures.
- C. Any request to expend money from the account must be endorsed in writing by the activity's President and Treasurer.
- D. The activity's advisor/coach is NOT permitted to make decisions regarding money, nor may the advisor/coach initiate or endorse any expenditure request.
- E. The student activity account is not under the District's control, nor subject to District oversight.

Accounts for District-Supported Clubs, Activities, and Athletics

District-supported clubs, activities, and athletics are supported, at least in part, with District funds and are therefore subject to District oversight and management. In addition, any club, activity, or athletic team that does not directly receive designated District funds but is required for a course or provides academic credit is also considered District-supported and is subject to District oversight and management.

District-supported clubs, activities, or athletics are not affected by this policy.

Typically, District-supported student co-curricular activities have designated activity funds established either in Fund 10 or Fund 21 in accordance with GASB 84, DPI regulations, and auditor recommendations. Financial support includes, but is not limited to, budgeted funds allocated by the District or school, an advisor/coach paid for by the District or school who exercises control over the activity's fund, some activities offered to students paid for by the District or school, and transportation paid for by the District or school. Also, financial support includes indirect financial assistance as part of the District's educational program when student participation is required by a course or academic credit is awarded for participation in the activity.

General Provisions

The purpose of District-sponsored activities is to enable students to explore a wider range of individual interests than may be available in the District's courses of study but are still related to accomplishing the educational outcomes for students as adopted by the Board in Policy 2131 - Educational Outcome Goals and Expectations. District-sponsored activities must be approved in accordance with Policy 2430 - District-Sponsored Clubs and Activities or Policy 2431 - Interscholastic Athletics.

District-sponsored student activities are authorized to use the District name, logo, mascot, or any other name which would associate an activity with the District provided such use is consistent with other applicable District policies.

Student fund-raising shall be conducted in accordance with Policy 5830 - Student Fund-Raising and Policy 9700 - Relations with Non-School Affiliated Groups.

All collected money shall be handled, secured, and deposited in accordance with Policy 6630 - Cash Handling and Deposits. Misappropriation of activity monies, which includes theft or any other misuse of monies, will result in discipline up to and including suspension, expulsion, and/or termination of employment.

Discontinued Student Activities

After one (1) full school year of inactivity, the unexpended funds of a discontinued nondistrict-supported student activity shall be transferred to the Student Council's account unless the discontinued student activity had provided other instructions for dispersal of its unexpended funds.

After one (1) full school year of inactivity, the unexpended funds of a discontinued District-supported student activity shall be transferred to the District's General Fund - Fund 10.

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Legal 120.16(2) Wis. Stats.

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Book Policy Manual
 Section Vol. 32, No. 2, July 2023
 Title New Policy - Vol. 32, No. 2, July 2023 - MEMORIALS FOR STAFF AND STUDENTS
 Code po7250.01
 Status Proposed to Policy & Human Resources Committee
 Last Reviewed December 6, 2023

New Policy - Vol. 32, No. 2

7250.01 - MEMORIALS FOR STAFF AND STUDENTS

The Board of Education recognizes the far-reaching impact that a student's or staff member's death may have on other students, staff, families, and the community as well as the importance of remembering deaths of students or staff, and recommends that memorials take an active form.

Some examples of memorials include a blood drive, partnering with local nonprofit organizations and related activities, and/or establishing a scholarship. As a courtesy, the family of the deceased student or staff member should also provide consent before the activity is held. The Board believes that the remembrance of a student or staff member whose life ended should be consistent from case to case, considerate of the grief process of family and friends, and in accordance with this policy.

Generally, the Board does not support permanent memorials including, but not limited to, the use of memorial plaques or markers which are mounted or displayed on District buildings or grounds. Memorials are permissible only after a proposal is approved by the () Board () District Administrator () _____ [END OF OPTION]. [] The () District Administrator () _____ [END OF OPTION] shall inform the Board of all such approved permanent memorials. [END OF OPTION]

[] When there is a death by suicide, it is important that the response to the death not serve as an incentive for self-inflicted acts by others. The American Association of Suicidology concludes that memorials contribute negatively to the contagion effect. Projects that are life-affirming are encouraged. Examples include volunteering, tutoring, fundraising for a charity, or community service.

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - VIDEO SURVEILLANCE AND ELECTRONIC MONITORING
Code	po7440.01
Status	Proposed to Policy & Human Resources Committee
Adopted	November 21, 2016
Last Revised	December 19, 2022
Last Reviewed	December 6, 2023

Revised Policy - Vol. 32, No. 2

7440.01 - **VIDEO SURVEILLANCE AND ELECTRONIC MONITORING**

The Board of Education authorizes the use of video surveillance and electronic monitoring equipment at various facilities and school sites throughout the District, and on school buses. **No audio or video surveillance is permitted within the District other than those authorized by policy or the District Administrator, and only if clear and visible notice is provided to any persons entering an area or building subject to video and/or audio monitoring that such monitoring may occur. This does not restrict the collection of video or audio recording at events open to the public.**

~~Wherever video surveillance or electronic monitoring are used, such notification shall identify that video or electronic () and audio [END OF OPTIONS] surveillance () is possible technology~~

~~() are possible technologies~~

~~[END OF OPTIONS] being employed.~~

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

Placement of Surveillance

[X] The District Administrator is responsible for determining where to install and operate fixed-location video surveillance/electronic monitoring equipment in the District. **[END OF OPTIONAL SENTENCE] (X)** The District Administrator shall assure that video surveillance is handled in accordance with the placement, monitoring, and access considerations incorporated into the school safety plan as more fully described in Policy 8420 - **School Safety**. **[END OF OPTIONAL SENTENCE]** The determination of where and when to use video surveillance/electronic monitoring equipment will be made in a nondiscriminatory manner. Video surveillance/electronic monitoring equipment may be placed in common areas in school buildings (e.g. school hallways, entryways, the front office where students, employees, and visitors are permitted to freely come and go, gymnasiums, cafeterias, libraries), the school parking lots and other outside areas, and in school buses. Except in extraordinary circumstances and with the written authorization of the District Administrator, video surveillance/electronic monitoring equipment shall not be used in areas where persons have a reasonable expectation of privacy (e.g. restrooms, locker rooms, changing areas, private offices (unless there is express consent

given by the office occupant), or conference/meeting rooms), or in individual classrooms during instructional times. () Security staff and ~~administrators~~Administrators are authorized to carry and use portable video cameras when responding to incidents. **[END OF OPTIONAL SENTENCE]** () The Board authorizes security personnel to use body-worn video cameras while on duty but prohibits them from being operated while the individual is routinely patrolling restrooms and locker rooms unless the staff member is responding to a specific incident. **[END OF OPTIONAL SENTENCE]**

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

Notification of Surveillance

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

Wherever video surveillance or electronic monitoring are used, such notification shall identify that video or electronic () and audio **[END OF OPTIONS]** surveillance

() is possible technology

() are possible technologies

[END OF OPTIONS]

being employed.

[DRAFTING NOTE: The language regarding the notification of parents and students regarding video surveillance/electronic monitoring equipment in the student handbook has been made optional, however, while not mandated by law this method of notification is strongly recommended and is considered best practice.]

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

Uses of Surveillance

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

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

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

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

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

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

[END OF OPTION]

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

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

[DRAFTING NOTE: the minimum period of time that video footage will remain available should be based on the technological capabilities being utilized by the District. If video footage is overwritten every seven (7) days, then the policy should not reflect a longer period of time. The policy accounts for the possibility that certain camera footage may be available longer, for example, if it is triggered by motion detection as opposed to continuous recording, but the availability will have to be case-by-case. Neola recommends consultation with District IT/security personnel when determining how to complete the following sections of this policy.]

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

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

Access to and viewing of video recordings is limited to authorized personnel. () The Administrator ~~or Technology Director~~ is responsible for maintaining a proper audit trail for all video recordings (i.e., logs must be maintained of all instances of access to, and use of, recorded material – the log must document the person accessing the recording, the date and time of access, and the purpose). The Administrator shall approve requests for access to recorded and stored video images **[END OF OPTION]**. **[DRAFTING NOTE: Caution should be exercised in selecting the option that requires the creation and maintenance of a log regarding access to the video recordings. Once created, the log is subject to open records requests. A log of video recordings, unlike pupil record logs, is not required by Wisconsin law and the Board is not required to create written policies regarding retention or the creation of a storage log in this instance. If this option is selected, then the logs must be created and maintained.]**

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

Video footage should not be removed from school officials' custody except as required by law or upon a request from law enforcement. [] All video recordings to be taken off-site in any portable format must be signed out by the requestor and the building principal. When returned, the requestor who originally signed the recording out and the building principal shall sign the recording back in. () Video files should not be transmitted electronically to sources outside the District except as required or permitted by law () and only with the approval of the District Administrator **[END OF OPTION]**. **[DRAFTING NOTE: If the District creates a log for signing in/out video recordings, this log may also be subject to open records requests.]**

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

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

Video recordings may never be sold publicly, viewed or distributed in any other fashion except as provided for by Board policy and (**X**) AG 7440.01 - Video Surveillance and Electronic Monitoring Facility Security, and **[END OF OPTION]** consistent with State and Federal law.

Devices containing video recordings, scheduled to be destroyed must be securely disposed of in such a way that the personal information cannot be reconstructed or retrieved (e.g. shredding, burning, magnetically erasing the personal information).

Surveillance on School Buses

[DRAFTING NOTE: Whether posted notice of audio surveillance in a school facility is sufficient to establish consent is not a clearly settled legal concept in Wisconsin, there is the express regulatory authority for the use of audio surveillance on school buses.]

School buses owned by the District or a contractor under contract with the District may be equipped with video and/or audio recording equipment in specified locations within the vehicle as provided in the Wisconsin Department of Transportation regulations.

Exceptions

This policy does not address or cover instances where school officials record a specific event (e.g. a play, music performance, athletic contest, graduation, or Board meeting), or an isolated instance where a classroom is video recorded for educational or research purposes. Authorized video recording for educational, instructional and/or research purposes is permitted and is not addressed by this policy.

Video surveillance is to be implemented in accordance with this policy (**X**) and the related administrative guidelines (AG 7440.01 - Video Surveillance and Electronic Monitoring Facility Security), **[END OF OPTION]** and consistent with the school safety plan. The Board will not accept or tolerate the improper use of video surveillance/electronic monitoring equipment and will take appropriate action in any cases of wrongful use of this policy.

19.31 – 19.39, 118.125, Wis. Stats.

Wis. Admin. Code Trans 300.81(7)

18 U.S.C. 2510-2521

FERPA 20 U.S.C. 1232g

34 C.F.R. 99.1-99.67

Title I of the Electronic Communication Privacy Act of 1986

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Legal	19.31	19.39, 118.125, Wis. Stats.
		Wis. Admin. Code Trans 300.81(7)
		18 U.S.C. 2510-2521
		FERPA 20 U.S.C. 1232g
		34 C.F.R. 99.1-99.67
		Title I of the Electronic Communication Privacy Act of 1986

Last Modified by Ryan Peterson on December 6, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	New Policy - Vol. 32, No. 2, July 2023 - SMART MONITORING EQUIPMENT
Code	po7440.02
Status	Proposed to Policy & Human Resources Committee
Last Reviewed	December 6, 2023

New Policy - Vol. 32, No. 2

7440.02 - SMART MONITORING EQUIPMENT

[DRAFTING NOTE: This policy is being offered to address the emerging monitoring technology used to detect vape smoke and the like.]

In order to protect students and faculty, promote security and protect the health, welfare and safety of students, staff and visitors, the Board of Education authorizes the use of smart sensor and electronic monitoring equipment on school property, and in school buildings and school buses. Information obtained through smart sensor devices may be used to identify intruders and persons breaking the law, Board policy, or the Student Code of Conduct (i.e., it may be used as evidence in disciplinary actions and criminal proceedings).

The monitoring of actions and behavior of individuals who come onto school property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and school and student property. Smart sensor monitoring systems serve to complement other means being employed in the District to promote and foster a safe and secure teaching and learning environment for students and staff. The Board recognizes that the use of a smart sensor monitoring system does not replace the need for the ongoing vigilance of the school staff assigned by the building principal to monitor and supervise the school building. Rather, the smart sensor monitoring system serves as an appropriate and useful tool with which to augment or support the in-person supervision provided by staff. The building principal is responsible for verifying that due diligence is observed in maintaining general campus safety and security.

The District Administrator is responsible for determining where to install and operate fixed-location smart sensor monitoring equipment in the District. The determination of where and when to use smart sensor equipment will be made in a nondiscriminatory manner. Smart sensor equipment may be placed in designated areas in school buildings (e.g., school hallways, restrooms, classrooms, locker rooms, entryways, the front office where students, employees, and visitors are permitted to freely come and go, gymnasiums, cafeterias, libraries).

Any person who takes action to block, move, or alter the location of a smart sensor shall be subject to disciplinary action.

Any information obtained from smart sensor monitoring systems may only be used to support the orderly operation of the School District's schools and facilities, and for law enforcement purposes, and not for any other purposes. As such, information obtained through the use of smart sensor equipment may be used as evidence in any disciplinary proceedings, administrative proceedings or criminal proceedings, subject to Board policy and regulations.

Smart sensor technology is to be implemented in accordance with this policy and the related guidelines. The Board will not accept or tolerate the improper use of smart sensor equipment and will take appropriate action in any cases of wrongful use of this policy.

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	New Policy - Vol. 32, No. 2, July 2023 - PERSONAL BACKGROUND CHECK - CONTRACTED SERVICES
Code	po8121
Status	Proposed to Policy & Human Resources Committee
Last Reviewed	December 6, 2023

New Policy - Vol. 32, No. 2

8121 - PERSONAL BACKGROUND CHECK – CONTRACTED SERVICES

To protect students and staff members, the Board of Education requires an inquiry into the personal background of each contractor, subcontractor, and employee of a contractor or subcontractor who is likely to have direct, ongoing contact with children within the scope of their contracted service or employment.

The District Administrator shall establish the necessary procedures to provide that (1) individuals serving as contractors or subcontractors submit to a background check and (2) entities operating as contractors or subcontractors conduct an inquiry into the background information of their employees who are likely to have direct, ongoing contact with children.

Each individual serving as a contractor or subcontractor who is likely to have direct, ongoing contact with children in the course of providing services to the District shall be required to report the (**X**) arrest and the filing of criminal charges against the contractor or subcontractor, **[END OF OPTION]** conviction of the contractor or subcontractor for a crime, and substantiated report of child abuse or neglect of which the contractor or subcontractor is the subject.

Each contractor and subcontractor providing services to the District shall screen all employees who are likely to have direct, ongoing contact with children in the course of providing services to the District. Screening shall be required only one (1) time during the period of the current contract with the District as long as the contractor has continuously screened new hires, required the same of its subcontractors, and required that these employees report the (**X**) arrest and the filing of criminal charges against the employee, **[END OF OPTION]** conviction of the employee for a crime, and substantiated report of child abuse or neglect of which the employee is the subject.

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - NOTIFICATION OF EDUCATIONAL OPTIONS
Code	po8146
Status	Proposed to Policy & Human Resources Committee
Last Reviewed	December 6, 2023

Revised Policy - Vol. 32, No. 2

8146 - NOTIFICATION OF EDUCATIONAL OPTIONS

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

Annually, by January 31, a list of all educational options available to children who reside in the District will be provided to parents as a class 1 notice ~~and (X)~~ on the District's website. **[END OF OPTION]**. These options include public schools, private schools participating in a parental choice program, charter schools, virtual schools, full-time open enrollment, Early College Credit Program, Start College Now Program, part-time open enrollment in a nonresident school district, youth apprenticeship programs offered under 106.13, Wis. Stats. and options for students enrolled in a home-based private education program. **(X)** (See Policy 2370 - Educational Options Provided by the District) **[DRAFTING NOTE: This option cross reference is only for districts that have Policy 2370.]**

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

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

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - PUBLIC RECORDS
Code	po8310
Status	Proposed to Policy & Human Resources Committee
Adopted	November 21, 2016
Last Revised	April 27, 2020
Last Reviewed	December 6, 2023

Revised Policy - Vol. 32, No. 2

8310 - PUBLIC RECORDS

The Board of Education recognizes its responsibility to maintain the public records of this District and to make such records available for inspection and reproduction. The Board designates the District Administrator as the District Records Custodian (DRC), to be the legal custodian of records for the District. The DRC shall safely keep and preserve the public records of the District and shall have the authority to render decisions and carry out duties related to those public records. The DRC may deny access to records only in accordance with the law. The DRC is authorized and encouraged to consult with the District's legal counsel to determine whether to deny access to a records request in whole or in part.

Under the Wisconsin Public Records Law, a "record" is defined as any material on which written, drawn, printed, spoken, visual, or electromagnetic information or electronically generated or stored data is recorded or preserved, regardless of physical form or characteristics, that has been created or is being kept by the authority. It includes handwritten, typed, or printed pages, maps, charts, photographs, films, recordings, tapes, optical discs, and any other medium on which electronically generated or stored data is recorded or preserved. A "record" does not include drafts, notes, preliminary computations, and like materials prepared for the originator's personal use or prepared by the originator in the name of a person for whom the originator is working; materials that are purely the personal property of the custodian and have no relation to his/her office; materials to which access is limited by copyright, patent, or bequest; and published materials in the possession of an authority other than a public library that are available for sale, or that are available for inspection at a public library. The personal use exception applies to notes created by the originator solely for the purpose of refreshing his/her recollection and as a matter of convenience (not part of his/her job duties), but does not apply to notes that are distributed to others for the purpose of communicating information or notes that are created or retained for the purpose of memorializing agency activity.

In addition, records may be exempted from disclosure as a matter of statute or common law or, under the balancing test, the public interest in disclosure may be outweighed by the public interest in non-disclosure.

Any person may make an oral or written request for any public records of the District. The person may inspect or receive copies of the public record requested. The District will respond as soon as practicable and without delay. The District will either provide the requested documents, subject to any redactions, or inform the requester of the District's decision to deny the request.

The District will comply with the Safe at Home/Address Confidentiality Program administered by the Wisconsin Department of Justice. (See Policy 5111 - Eligibility of Resident/Nonresident Students, Policy 8320 - Personnel Records and Policy 8330 - Student Records.)

The District may impose a fee upon the requester of a copy of a record of \$ -.02 per page, which represents the actual, necessary, and direct cost of reproduction of the record. In addition, the District may impose a fee upon a requester for the actual time spent by District employees in locating a record, if the cost is \$50.00 or more. In calculating location costs, the District will use the applicable employee's hourly rate for salary and benefits.

The District may also charge the requester for any equipment required to fill the request (such as videotapes, computer disks, etc.). The District may impose a fee upon a requester for the actual, necessary, and direct cost of mailing or shipping of any copies which are mailed or shipped to the requester.

The District may require prepayment of fees if the total amount exceeds \$5.00. If payment is required, the District will calculate the actual cost and charge the requester. If advance payment is required, the District will either invoice the requester for the difference between the estimate and actual cost or refund any overpayment.

No public record may be removed from the office in which it is maintained except by a Board officer or employee in the course of the performance of his/her duties.

Nothing in this policy shall be construed as preventing a Board member from inspecting in the performance of his/her official duties any record of this District, except student records and certain portions of personnel records.

The District Administrator is authorized to develop administrative guidelines to provide for proper compliance with the intent of this policy and the public records law.

~~1~~ Records Retention Schedule

~~The District has adopted the Wisconsin Department of Public Instruction's guidelines on School District record retention.~~

~~It may be accessed at the following web address:~~

~~https://publicrecordsboard.wi.gov/Documents/DPI%20GS_APPROVED%20June%202015%20v8.1.pdf~~

19.21(6), Wis. Stats. requires that school districts retain public records, other than student records, for seven (7) years, unless a shorter period is fixed by the Public Records Board (PRB) in a records retention schedule subsequently adopted by the Board.

The Board has approved the following records retention schedules developed by the Wisconsin Historical Society and PRB: **[DRAFTING NOTE: The Wisconsin Public School District and Related Records GRS contains retention schedules for school-specific records, including student records, and therefore it must be adopted or alternatively, the Board must adopt its own schedule that includes retention for student records to account for their separate treatment under the law. The remaining retention schedules can be adopted as desired but if not adopted those records are covered by the default seven (7) year retention period in statutes. Any schedule adopted by the Board, even those that were created by the PRB, must be approved for District-specific usage by the Wisconsin Historical Society and the PRB after adoption.]**

- A. Wisconsin Public School District and Related Records GRS (expiring March 20, 2033)
- B. Administrative and Related Records GRS (expiring March 21, 2032)
- C. Budget and Related Records GRS (expiring November 21, 2032)
- D. Facilities Management and Related Records GRS (expiring November 18, 2029)
- E. Fiscal and Accounting and Related Records GRS (expiring November 20, 2027)
- F. Human Resources and Related Records GRS (expiring March 25, 2029)
- G. Information Technology and Related Records GRS (expiring November 10, 2024)
- H. Payroll and Benefits and Related Records GRS (expiring August 30, 2031)
- I. Purchasing & Procurement and Related Records GRS (expiring November 11, 2023)
- J. Risk Management and Related Records GRS (expiring August 25, 2024)
- K. Wisconsin Municipal and Related Records GRS (expiring August 27, 2028)

The District will retain public records in accordance with the preceding general records schedule(s). In the event that the preceding general records schedules adopted do not define the retention period for a particular record, the District will retain the record for seven (7) years.

19.21, Wis. Stats.
19.31-39, Wis. Stats.
118.125, Wis. Stats.
120.13(12), Wis. Stats.

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Legal	19.21, Wis. Stats.
	19.31-39, Wis. Stats.
	118.125, Wis. Stats.
	120.13(12), Wis. Stats.

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Book	Policy Manual
Section	8000 Operations
Title	Copy of SCHOOL RESOURCE OFFICER PROGRAM
Code	po8407
Status	Proposed to Policy & Human Resources Committee
Adopted	July 27, 2020
Last Reviewed	December 6, 2023

~~8407~~ **SCHOOL RESOURCE OFFICER PROGRAM**

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

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

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

~~This report shall summarize activities conducted throughout the previous school year and shall include recommendations for the upcoming school year. The Board may request additional updates or reports.~~

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

~~Sharing of confidential information and/or student record information with the law enforcement agency(ies) by the District shall fully comply with all relevant statutory provisions and District policies. Use of any devices by any member of the law enforcement agency(ies) to gather or store information in the course of an investigation (e.g., body camera footage) shall~~

~~be done in full compliance with all law enforcement agency(ies) policies, as well as State and Federal law regarding the use of any such devices.~~

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Legal

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

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - SCHOOL SAFETY
Code	po8420
Status	Proposed to Policy & Human Resources Committee
Adopted	November 21, 2016
Last Revised	March 15, 2021
Last Reviewed	December 6, 2023

Revised Policy - Vol. 32, No. 2

8420 - SCHOOL SAFETY

The Board of Education recognizes that its responsibility for the safety of students extends to its reaction to possible natural and man-made disasters and that such emergencies are best met by preparedness, and planning, and training as determined by the District Administrator consistent with the Board approved school safety plan.

Each school shall develop a school safety plan in accordance with State requirements, and each school's safety plan shall be reviewed and approved () annually (X) every three (3) years [END OF OPTIONS] by the Board. The plan contains guidelines and procedures to address school violence and attacks, threats of school violence and attacks, bomb threats, fire, weather-related emergencies, intruders, parent-student reunification, and threats to non-classroom events, including recess, concerts and other performances, athletic events, and any other extracurricular extra-curricular activity or event. The plan shall contemplate the use of tools to mitigate threats of school violence, including video surveillance, school resource officers, metal detectors, and other such preventative safety measures in addition to responsive measures.

The school safety plan shall include the manner of scheduling, conducting, and reviewing required drills, including fire drills, tornado or other hazard drills, school safety incident drills, and school violence drills. Each school safety plan shall specify for each type of required drill how many and how frequently they will be conducted for each building in compliance with State law requirements for the performance of such drills. The plan shall designate the responsible administrator for each building for assuring that required drills are completed, reviewed, and reported as required by law. Records of drills and related reports shall be maintained for a period of not less than seven (7) years, consistent with Board Policy 8310 - Public Records.

The Board must submit the following to the Wisconsin Office for School Safety prior to January 1st of each year:

- A. A copy of its school safety plan.
- B. The date(s) of the required annual school violence event drill or drills conducted in accordance with each building's school safety plan during the previous year.
- C. Certification that the Board reviewed a required written evaluation of the drill or drills.
- D. The date of the most recent school training on school safety and the number of attendees.
- E. The most recent date the Board reviewed and approved the school safety plan.
- F. The most recent date the Board consulted with a local law enforcement agency to conduct on-site safety assessments.

School administrators and staff are mandatory reporters of suspected child abuse and neglect pursuant to ~~Wis. Stats. § 48.981 (2)(a)~~, **Wis. Stats.** The Board also requires all employees to receive training regarding mandatory reporting of school violence threats pursuant to ~~Wis. Stats. § 175.32(2) and (3)~~, **Wis. Stats.** If the threat constitutes a serious and imminent threat to the health or safety of a student or school employees or the public, it shall be reported to law enforcement. A good faith standard exists for reporting threats made by an individual seen in the course of professional duties. These obligations and procedures are covered by Board Policy 8462 - Child Abuse and Neglect, as well as Policy 8462.01 - Threats of Violence. All threats to the safety of District facilities shall be identified by appropriate personnel and responded to promptly in accordance with the school safety plan.

The District Administrator shall develop guidelines for the handling of all emergency evacuations. A crisis procedure checklist includes at least the following:

- A. Assess life/safety issues immediately.
- B. Provide immediate emergency medical care.
- C. Call 911 and notify police/rescue first. Call the District Administrator second.
- D. Convene the crisis team to assess the situation and implement the crisis response procedures.
- E. Evaluate available and needed resources.
- F. Alert school staff to the situation.
- G. Activate the crisis communication procedure and system of verification.
- H. Secure all areas.
- I. Implement evaluation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.
- J. Adjust the bell schedule to ensure safety during the crisis.
- K. Alert persons in charge of various information systems to prevent confusion and misinformation. Notify parents.
- L. Contact appropriate community agencies and the District's public information office, if appropriate.
- M. Implement post-crisis procedures.

In response to public records requests for school safety documents, after consultation with the District legal counsel and local law enforcement authorities, the District Administrator shall redact such information that may be sensitive safety or security information that is in the public's interest to remain confidential.

118.07, ~~121.02(1)(i)~~, 175.32(2), (3), 48.981(2)(a), Wis. Stats.

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Legal 118.07, 175.32(2), (3), 48.981(2)(a), Wis. Stats.

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Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - FOOD SERVICES
Code	po8500
Status	Proposed to Policy & Human Resources Committee
Adopted	November 1, 2015
Last Revised	April 24, 2023
Last Reviewed	December 6, 2023

Revised Policy - Vol. 32, No. 2

8500 - FOOD SERVICES

The Board of Education shall provide cafeteria facilities in all school buildings where space permits, and will provide food service for the purchase and consumption of lunch for all students.

The Board shall also provide a breakfast program in accordance with procedures established by the Department of Public Instruction.

~~The Board does not discriminate on the race, color, national origin, age, sex (including gender status, change of sex, sexual orientation, or gender identity), pregnancy, creed or religion, genetic information, handicap or disability, marital status, citizenship status, veteran status, military service (as defined in 111.32, Wis. Stats.), ancestry, arrest record, conviction record, use or non-use of lawful products off the District's premises during non-working hours, declining to attend an employer sponsored meeting or to participate in any communication with the employer about religious matters or political matters, or any other legally protected category in its programs and activities, including employment opportunities in its educational programs or activities, including the Food Service program. Students and all other members of the District community and Third Parties are encouraged to promptly report incidents of discrimination and/or retaliation related to the Food Service program to a teacher, administrator, supervisor, or other official so that the Board may address the conduct. See Policy 2260 — Nondiscrimination and Access to Equal Educational Opportunity.~~

The food-service program shall comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption, and disposal of food and beverages, including but not limited to the current ~~USDA's~~ school meal pattern requirements of the United States Department of Agriculture (USDA) and the ~~USDA~~ USDA's Smart Snacks in School nutrition standards, as well as to the fiscal management of the program. Further, the food-service program shall comply with Federal and State regulations pertaining to the fiscal management of the program as well as all the requirements pertaining to food service hiring and food service manager/operator licensure and certification. In addition, as required by law, a food safety program based on the principles of the Hazard Analysis and Critical Control Point (HACCP) system shall be implemented with the intent of preventing food-borne illnesses. For added safety and security, access to the facility and the food stored and prepared therein shall be limited to food service staff and other authorized persons.

The Board shall approve and implement nutrition standards governing the types of food and beverages that may be sold on the premises of its schools and shall specify the time and place each type of food or beverage may be sold. In adopting such standards, the Board shall:

- A. consider the nutritional value of each food or beverage;

- B. consult and incorporate to the maximum extent possible the ~~dietary guidelines~~ **Dietary Guidelines** for Americans jointly developed by the ~~United States Department of Agriculture (USDA)~~ **USDA** and the United States Department of Health and Human Services; and
- C. consult and incorporate the ~~USDA~~ **USDA's** Smart Snacks in School nutrition guidelines.

No food or beverage may be sold on any school premises except in accordance with the standards approved by the Board.

Dietary Modifications [DRAFTING NOTE: This section contains three (3) categories of circumstances in which a student may receive a modified meal. The first category "Compliant Medical Documentation" is mandatory; whereas the second two (2) categories, i.e., "Noncompliant Medical Requests" and "Requests Not Based on a Medical Statement", are optional. The Board may choose either or neither of the two (2) optional categories.]

Modifications Based on Compliant Medical Documentation

Substitutions to the standard meal requirements shall be made, at no additional charge, for students ~~for whom~~ **who have received, from** a health care provider ~~who has~~ **with** prescriptive authority in the State of ~~Wisconsin~~ **Wisconsin**, medical certification that the student's medical condition restricts their diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b.

~~A request for substitutions to the standard meal requirements shall be made, at no additional charge, for students for whom a health care provider with prescriptive authority in the State of Wisconsin has provided medical certification that the student's medical condition necessitates dietary restrictions for the student. The individual making such an initial request for such substitutions must inform the Food Service Director shall be informed that medical certification that theor Special Dietary Accommodation Coordinator that the student has a restricted medical condition that restricts the student's diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b., must be submitted within _____ (____) school days from a health care provider with prescriptive authority in the State of Wisconsin or the dietary modification may be discontinued until such statement is received. The School District will honor the request for ___ the (____) school days within the health care providers request. Within _____ (2) school days after receiving the initial request, a health care provider with prescriptive authority in the State of Wisconsin must submit medical certification that the student's medical condition restricts their diet, in accordance with the criteria set forth in 7 C.F.R. Part 15b. The substitutions may be discontinued until such medical certification is received.~~

The medical certification must identify:

- A. the student's medical condition or symptoms of a condition that restricts one (1) or more major life activity or function;
- B. an explanation of how the condition or symptom affects the student's diet; and
- C. the food(s) to be omitted from the student's diet, and the food or choice of foods that must be substituted (e.g., caloric modifications or use of liquid nutritive formula).

[Optional Provision - for medical statements not compliant with 7 C.F.R. Part 15b

[] Modifications Based on Noncompliant Medical Requests

~~[]~~ On a case-by-case basis, substitutions to the standard meal requirements may be made, at no additional charge, for students who provide a signed statement from a qualified medical authority that the student cannot consume certain food items due to medical or other special dietary needs, but which does not comply with the requirements above. To qualify for such consideration and substitutions the medical statement must identify:

- A. the medical or dietary need that restricts the student's diet; and
- B. the food(s) to be omitted from the student's diet and the food(s) or choice of foods that may be substituted.

[End Optional Provision of Option]

~~[Optional Provision – Based on preferences with no medical documentation] [DRAFTING NOTE: If the Board chooses to include this category of modification, it must also choose among the options below.]~~

~~[] Modification Based on Student/Parental Preference~~

When a request for a special dietary accommodation is not supported by an authorized Medical Statement for Special Dietary Needs or included in a student's IEP or 504 plan, the School District cannot provide modified meals that are not in compliance with USDA Child Nutrition Program requirements. However, the Board authorizes the following:

A. Fluid Milk Substitution If Selected Choose One

1. The School District shall have no legal obligation to accommodate a student's or a parent's preference for a fluid milk substitute if there is no Medical Statement for Special Dietary Needs on file requiring such a substitute. However, the District will assist the student in choosing a reimbursable meal through offer versus serve (OVS).
2. The School District shall offer a Federally approved milk substitute with a written and signed request from a parent that identifies the reason for the special dietary accommodation.

B. Religious Reason If Selected Choose One

1. The School District shall have no legal obligation to accommodate a student's or parent's request for accommodations based on religious requests. However, the District will assist the student in choosing a reimbursable meal through offer versus serve (OVS).
2. The School District will provide substitutions based on religious requests to any student, for any religious reason with a written and signed request by a parent that identifies the reason for the accommodation. A substitution for a religious request must meet USDA Child Nutrition Program meal pattern requirements.

C. General Dietary Preference If Selected Choose One

1. The School District shall have no legal obligation to accommodate a student's or parent's general health, nutrition, or food preferences. However, the District will assist the student in choosing a reimbursable meal through offer versus serve (OVS).
2. The School District will provide substitutions based on lifestyle preferences to any student with a written and signed request by a parent that identifies the reason for the accommodation. A substitution for a personal request must meet USDA Child Nutrition Program meal pattern requirements.

[END OF OPTIONS]

IMPLEMENTATION AND DISCONTINUATION

Review

Upon receipt of a request for a special dietary accommodation, the Food Service Director or Special Dietary Accommodation Coordinator shall review the request to ensure it is supported as required by Federal law and District policy.

Implementation

When the need for a special dietary accommodation is supported by a Medical Statement for Special Dietary Needs signed by a State authorized medical authority, the District will offer a reasonable modification that effectively accommodates the student's disability. Following USDA Child Nutrition Program regulations, the School District may consider factors such as cost and efficiency and is not required to prepare a specific meal, provide a specific brand of food, or provide a meal beyond the meals provided to other students.

For students who have an IEP or 504 plan that requires specific food related accommodations, the School District shall provide the accommodation as required by law, seeking clarifying medical information, as necessary.

A special dietary request will be approved and implemented upon submission of a completed authorized Medical Statement.

Notification

Parents will be notified of clarifications needed or approval of a special dietary request.

Student Absence

~~If a student receiving a special dietary accommodation is absent or does not wish to participate in school lunch on a day an accommodation is planned, contact the Food Service Director or Special Dietary Accommodation Coordinator by 9:00 a.m. [or enter a time] the same day.~~

Renewing A Special Dietary Request

~~An authorized Medical Statement does not need to be updated annually. However, the Food Service Director or Special Dietary Accommodation Coordinator may annually seek clarification or updates on special dietary requests.~~

Discontinuation of a Special Dietary Request

~~A special dietary request or part of a request may be discontinued by a parent by submitting the request in writing to the Food Service Director or Special Dietary Accommodation Coordinator.~~

The District may provide a student with a substitute meal without any certification provided that the meal still meets the USDA meal pattern for reimbursement.

~~(-) For students who need a nutritionally equivalent milk substitute, only a signed request by a parent is required.~~

Meal Charges

Lunches sold by the school may be purchased by students and staff members and community residents in accordance with the rules of the District's school lunch program.

The operation and supervision of the food-service program shall be the responsibility of the District Administrator. Food services shall be operated on a self-supporting basis with revenue from students, staff, Federal reimbursement, and surplus food. The Board shall assist the program by furnishing available space, initial major equipment, and utensils. Maintenance and replacement of equipment is the responsibility of the program.

A periodic review of the food-service accounts shall be made by the Administration. Any surplus funds from the National School Lunch Program ~~shall be used to reduce the cost of the service to students or to purchase cafeteria equipment~~ shall be used in a manner permitted by law as determined by the District Administrator Board [END OF OPTION]. Surplus funds from a-la-carte foods purchased using funds from the nonprofit food service account must accrue to the nonprofit food service account.

Bad Debt

Bad debt incurred through the inability to collect lunch payment from students is not an allowable cost chargeable to any Federal program. Any related collection cost, including legal cost, arising from such bad debt after they have been determined to be uncollectable are also unallowable. District efforts to collect bad debt shall be in accordance with Policy 6152 - Student Fees, Fines, and Charges.

Bad debt is uncollectable/delinquent debt that has been determined to be uncollectable no sooner than the end of the school year in which the debt was incurred and after the District Administrator determines that sufficient reasonable effort and approaches to collecting the debt have been made. If the uncollectable/delinquent debt cannot be recovered by the School Meals Program in the year when the debt was incurred, then this is classified as bad debt. Once classified as bad debt, non-Federal funding sources must reimburse the NSFS for the total amount of the bad debt. The funds may come from the District general fund, State or local funding, school or community organizations such as the PTA, or any other non-federal source. Once the uncollectable/delinquent debt charges are converted to bad debt, records relating to those charges must be maintained in accordance with the record retention requirements in 7 CFR 210.9(b) (17) and 7 CFR 210.15(b).

Negative Account Balances

[DRAFTING NOTE: USDA regulations provide local control with respect to permitting negative lunch account balances, including prohibiting it altogether. The Wisconsin Department of Public Instruction's current position is that it does not intend to issue model policy language or guidelines concerning this issue. As a practical matter, a hard-line rule prohibiting any negative account balances is not recommended. Rather, permitting some limited negative balances to occur, while placing some restrictions on those situations, is likely the most appropriate. Nonetheless, this first option recognizes that each School District does have the choice to prohibit a negative balance without any exceptions].

OPTION #1

No student will be permitted to purchase any meals for which the student does not have sufficient balance in their food service account or sufficient cash on hand to purchase the food items.

Students receiving paid or reduced-price lunch who do not have sufficient account balance or cash on hand to purchase a meal () will not be provided an alternative meal () will be provided an alternative meal that meets the USDA guidelines applicable to alternative meal options. The District Administrator shall, in coordination with the District's food service, assure that any alternative meals that are provided meet the requisite USDA guidelines for alternative meals. The cost of the alternative meal will be added to the delinquent account.

[] OPTION #2

Students will be permitted to purchase meals from the District's food service using either cash on hand or a food service account. A student may be allowed to incur a negative food service account balance subject to the following conditions.

Students may be permitted to accumulate negative food service account balance ~~as determined by the District Administrator~~ () not to exceed \$ _____ () not to exceed an amount equal to one school week of regular meal price **[END OF OPTIONS]**. () Students up to grade 8 will be allowed to incur a negative balance not to exceed \$ _____. **[END OF OPTIONAL SENTENCE] [DRAFTING NOTE: The Board may establish a different permissible negative balance for elementary grades to account for the students' lower level of responsibility for managing these accounts at the younger grade levels.]** ~~The District Administrator shall determine the manner of determining permissible account balances by grade level.~~ A student () shall be () shall not be **[END OF OPTION]** permitted to purchase a la carte items without sufficient account balance or cash on hand. () Likewise, any student that has a negative account balance may not purchase a la carte items with cash unless the student is also able to bring their account current.

[X] A student who has exceeded the permissible negative balance amount in their account and does not have cash on hand sufficient to purchase a meal will be treated respectfully. The District will provide meals to students with unpaid meal balances without stigmatizing them, will provide parents of students who charge meals with notification when a student charges a meal, and will make efforts to collect the charges incurred by the students so that the unpaid charges are not classified as bad debt at the end of the school year.

[X] [Option A]

If a student has ~~a significant~~ **reached the permissible level of** negative lunch account balance, they shall be provided a regular reimbursable meal that follows the USDA meal pattern, the cost of which shall continue to accrue to a negative lunch account balance.

[End of Option A]

[] [Option B]

If a student has a significant negative lunch account balance, they shall be provided an alternate meal () at a reduced price recommended by the District Administrator and approved by the Board **END OF OPTION]**, the cost of which shall continue to accrue to a negative lunch account balance, and the student's parent(s) shall be contacted to collect the outstanding charges. The alternate meal will be a low-cost alternative to the regular reimbursable meal and shall meet USDA nutritional standards or the Smart Snacks in Schools Regulations so that it qualifies for reimbursement under the National School Lunch/Breakfast Program.

[End of Option B]

[END OF OPTIONS]

This policy and any implementing guidelines shall be provided in writing to all households at the start of each school year and to households transferring to the school or School District during the school year. The policy and implementing guidelines will also be provided to all District staff with responsibility for enforcing the policies. **(X)** The policy and guidelines will be posted on the District website.

[Drafting Note: posting to the website is not sufficient to meet the notice requirement, but could be supplemental]

The food-service program () shall participate **(X)** may participate in the Farm to School Program using locally grown food in school meals and snacks.

No foods or beverages, other than those associated with the District's food-service program, are to be sold during food-service hours.

The District's food service program shall serve only food items and beverages determined by the Food Service Department to be in compliance with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines. Any competitive food items and beverages that are available for sale to students a la carte in the dining area between midnight and thirty (30) minutes following the end of the school day shall also comply with the current USDA Dietary Guidelines for Americans and the USDA Smart Snacks in School nutrition guidelines, and may only be sold in accordance with Board Policy 8550 - **Competitive Food Sales**. Foods and beverages unassociated with the food-service program may be vended in accordance with the rules and regulations set forth in Board Policy 8540 - **Vending Machines**.

The District Administrator will require that the food service program serve foods in the schools of the District that are wholesome and nutritious and reinforce the concepts taught in the classroom.

The District Administrator is responsible for implementing the food service program in accordance with the adopted nutrition standards and shall provide a report regarding the District's compliance with the standards at one of its regular meetings annually. () The District Administrator shall assure that the District's vendors and/or Food Service Management Contractor is provided a copy of this policy and any implementing guidelines and that any pertinent agreements are consistent with this policy and any implementing guidelines.

Nondiscrimination Statement

~~The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):~~

~~In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex (including gender status, change of sex, sexual orientation, or gender identity), disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.~~

~~Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.~~

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, race, color religion, sex, national origin, age, marital status, veteran status, parental status, sexual orientation, genetic information, or physical, mental, emotional, or learning disability ("Protected Classes") or reprisal or retaliation for prior civil rights activity. The District's nondiscrimination statement below is complementary to the District's nondiscrimination policies, including Policy 2260 - Nondiscrimination and Access to Equal Opportunity and Policy 1422/Policy 3122/Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

~~To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:~~

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail:
 - U.S. Department of Agriculture
 - Office of the Assistant Secretary for Civil Rights
 - 1400 Independence Avenue, SW

Washington, D.C. 20250-9410; **or**

2. Fax:
(833) 256-1665 or (202) 690-7442; or

3. E-mail:
program.intake@usda.gov.

This institution is an equal opportunity provider.

~~All verbal or written civil rights complaints regarding the school nutrition programs that are filed with the District must be forwarded to the Civil Rights Division of USDA Food and Nutrition Service within three (3) days.~~

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- Legal
 - SP 32-2015 Statements Supporting Accommodations for Children with Disabilities in the Child Nutrition Programs
 - SP 59-2016 Modifications to Accommodate Disabilities in the School Meal Program
 - OMB Circular No. A-87 USDA Smart Snacks in School Food Guidelines (effective July 1, 2014)
 - Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.
 - Healthy, Hunger-Free Kids Act of 2010 and Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.
 - 42 U.S.C. 1758
 - 15.137, Wis. Stats.
 - 93.49, Wis. Stats.
 - 115.34 - 115.345, Wis. Stats.
 - 120.10(16), Wis. Stats.
 - 120.13(10), Wis. Stats.
 - 7 C.F.R. Part 15b
 - 7 C.F.R. Part 210
 - 7 C.F.R. Part 215
 - 7 C.F.R. Part 220
 - 7 C.F.R. Part 225
 - 7 C.F.R. Part 226
 - 7 C.F.R. Part 227
 - 7 C.F.R. Part 235
 - 7 C.F.R. Part 240
 - 7 C.F.R. Part 245
 - 42 U.S.C. Chapter 13

Last Modified by Ryan Peterson on December 6, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - FREE AND REDUCED-PRICE MEALS
Code	po8531
Status	Proposed to Policy & Human Resources Committee
Adopted	November 21, 2016
Last Revised	June 26, 2023
Last Reviewed	December 6, 2023

Revised Policy - Vol. 32, No. 2

8531 - FREE AND REDUCED-PRICE MEALS

The Board of Education recognizes the importance of good nutrition to each student's educational performance.

The Board shall provide eligible children with () breakfast and [END OF OPTION] lunch at a reduced rate or at no charge to the student.

Children, eligible for free or reduced-price meals, shall be determined by the criteria established by the Child Nutrition Program. These criteria are issued annually by the Federal government through the Wisconsin Department of Public Instruction's administration of the School Nutrition Programs.

The Board designates the

() District Administrator

() _____

to determine in accordance with Board standards, the eligibility of students for free and/or reduced-price meals.

The schools shall

() annually

() twice a year

notify all families of the availability, eligibility requirements, and/or application procedure for free and reduced-price meals by distributing an application to the family of each student enrolled in the school.

() and shall seek out and apply for such Federal, State, and local funds as may be applied to the District's program of free and reduced-price meals.

Nondiscrimination Statement

The following statement applies to all programs administered by the District that are funded in whole or in part by the U.S. Department of Agriculture (USDA):

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on ~~race, color, national origin, sex, disability, age, race, color, religion, sex, national origin, age, marital status, veteran status, parental status, sexual orientation, genetic information, or physical, mental, emotional, or learning disability ("Protected Classes")~~ or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. Mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
2. Fax:
(833) 256-1665 or (202) 690-7442; or
3. E-mail:
program.intake@usda.gov.

This institution is an equal opportunity provider.

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Legal 115.34-115.345, 120.10(16), 120.13(10), Wis. Stats.
42 U.S.C. 1771 et seq.

Last Modified by Ryan Peterson on November 30, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Rescind Policy - Vol. 32, No. 2, July 2023 - PARENT ORGANIZATIONS
Code	po9210
Status	Proposed to Policy & Human Resources Committee
Adopted	November 21, 2016
Last Reviewed	December 6, 2023

Rescind Policy - Vol. 32, No. 2

9210 — PARENT ORGANIZATIONS

~~The Board of Education supports all organizations of parents whose objectives are to promote the educational experiences of District students. However, in using the name of the District or its schools and in organizing a group whose identity derives from a school(s) of this District, the parental organization thereby shares responsibility with this Board for the welfare of participating students.~~

~~Any new parent organization desiring to use the name or good offices of the District must obtain the approval of the _____ as a prerequisite to organizing.~~

~~Representatives and members of approved school related organizations shall in all circumstances be treated by District employees as interested friends of the schools and as supporters of public education in the School District.~~

~~[] Staff members are encouraged to join such organization(s) in their related area(s) of specialization or interest.~~

~~The Board relies upon approved organizations to operate in a manner consistent with public expectations for the schools and reserves the right to withdraw sponsorship from organizations which violate the bounds of community taste.~~

~~Further, parent organizations shall comply with the rules and procedures set forth in Policy 9211 — District Support Organizations.~~

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Last Modified by Ryan Peterson on November 30, 2023



Book	Policy Manual
Section	Vol. 32, No. 2, July 2023
Title	Revised Policy - Vol. 32, No. 2, July 2023 - DISTRICT-SUPPORT ORGANIZATIONS
Code	po9211
Status	Proposed to Policy & Human Resources Committee
Adopted	November 21, 2016
Last Revised	April 23, 2018
Last Reviewed	December 6, 2023

Revised Policy - Vol. 32, No. 2

9211 - DISTRICT-SUPPORT ORGANIZATIONS

The Board ~~of Education of Education~~ appreciates the efforts of all organizations whose objectives are to enhance the educational experiences of District students, to help meet educational needs of students, and/or provide extra educational benefits not provided for, at the time, by the Board.

The Board recognizes that parent-teacher organizations and other school-related community organizations are channels through which school personnel, parents, and other citizens may discuss educational concerns, problems, and needs and work together toward solutions. **(X)** The District Administrator is authorized to provide support and assistance as appropriate upon the request of such an organization.

The Board encourages parents and District staff to participate in such organizations.

[] OPTION [DRAFTING NOTE: The more oversight the District takes on with respect to these organizations, the more obligation it takes on relative to the activities of the organization. Districts should carefully consider whether this level of oversight serves the interests of the organization and/or the school/District.]

The District Administrator shall:

- A. **()** review the objectives of each volunteer group to determine that relevant educational needs are being addressed;
- B. **()** provide assistance to a group in planning its activities;
- C. **()** monitor the plans and activities of each group to ensure compliance with laws, Board policies, and the District Administrator's administrative guidelines;
- D. **(X)** communicate school and/or District needs and concerns to the volunteer groups and those of the groups to the Board;
- E. **(X)** approve in-District fund-raising activities of a volunteer group as well as fund-raising activities held off-premises which involve students and require that for any fundraisers by District support organizations that involve the sale to students of food items and/or beverages that will be consumed on campus, the food and/or beverages items to be sold comply with the current USDA Dietary Guidelines for Americans and Smart Snack Rules;

F. establish and maintain procedures related to proposed monetary and other gifts to the District that will provide for proper screening, acceptance, acknowledgement, and use, consistent with accounting procedures established by the State;

~~() inform participants that a~~ Any organization described in this policy must obtain advance written permission from the District Administrator Building Principal or District Administrator the Board **[END OF OPTIONS]** before using any of the District's logos or name as well as the District's or school's slogans, specifically: _____, _____ **[DRAFTING NOTE: Identify any specific slogans or taglines that would identify a connection to the District or a school] [END OF OPTION]** for the purpose of describing or promoting the organization or any activity of the organization.

By the end of _____ June _____ of each year, each group shall submit its tentative goals and objectives along with its fund-raising plans for the next school year to the District Administrator for review by the Board. Should the goals and objectives or fund-raising plans change during the school year, the District Administrator is to be advised before any final revisions are made.

The District Administrator shall implement administrative guidelines that will require each group's fund-raising activities are in compliance with all applicable Board policies, including, but not limited to, the requirement that, if approved, fundraisers that involve the sale to students of food items or beverages to be consumed on campus can only be conducted from thirty (30) minutes following the close of the last lunch period until thirty (30) minutes after the end of the school day. The guidelines shall also require that the funds are used for school-related projects that have the approval of the District Administrator and the Principal.

~~The District Administrator shall ensure that the Board receives an annual accounting of each group's receipts and expenditures by no later than _____ June _____ of each year.~~

[END OF OPTION]

Each volunteer organization that intends to work within the school setting may only do so in cooperation with the Principal and other staff members, including for such activities as fundraisers, meetings, and the like.

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Last Modified by Ryan Peterson on December 6, 2023



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Board Meeting Date: 12/19/23

Agenda Item: 13

Subject: Free Lunch for Daily Short-Term Substitute Staff

I. Overall Content/Purpose:

The purpose of this memo is to provide information to the BOE about providing free lunch to our substitute teaching staff.

II. Board Motion Needed:

Administrative Recommendation for approval and endorsement by the P&HR Committee.
Full BOE vote requested

III. Point of Emphasis / Key Communication(s):

- A. Substitute Teachers are an integral part of the work we do educating students
- B. We continue to have struggles filling all daily absences/vacancies for our regular staff. On any given day we have unfilled positions that must be covered internally, putting additional workload on contracted staff.
- C. On average 3-5 substitute teachers work in Manawa, daily.
- D. Cost of Lunch - adult purchase = \$4.75
- E. The Policy and Human Resources Committee discussed and endorsed the practice of providing a free lunch to our daily substitute teachers. Adopting this practice will better support our dedicated substitutes that work on a regular basis. This practice has the ability of encouraging other substitute teachers to take substitute positions in Manawa knowing lunch is provided as a convenience.

IV. Contact for More Information:

Name: Ryan Peterson



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Board Meeting Date: 12/19/23

Agenda Item:

Subject: 2024-2025 LWH Course Additions Memo

Presenter(s): Michelle Johnson

I. Overall Content/Purpose:

The purpose of this memo is to propose course additions to the 2024-2025 LWH Course Guide as well as approval of the 2023-2024 LWHS Course Guide.

II. Point of Emphasis / Key Communication(s):

1. Additions:

- a. Microsoft 365 Course (See Course Proposal)
- b. Cybersecurity (See Course Proposal)

BOE: Vote

III. Contact for More Information:

Name: Michelle Johnson **email:** mjohnson@manawaschools.org



New Course/Course Revision Proposal

School District of Manawa

Date: 11/20/23

Title of Course: Microsoft 365

Teacher: Meria Wright

Department or Grade Level: Computer Science- Grades 11 and 12

Please check: Revision New

If New, does this replace a current class? No Yes

If Yes, what class does this replace?

Course description as it will appear in the Course of Study Guide.

This course is designed to support students to understand cloud concepts; Microsoft 365 apps and services; security, compliance, privacy, and trust in Microsoft 365; and Microsoft 365 collaborative, data analysis, presentation applications. Additionally, completion of this course will result in student Microsoft 365 certification. Microsoft Certifications start with foundational skills in Office 365 and Microsoft 365, but additional topics which may be covered ranging from Azure to AI, to data analytics and cybersecurity so students can acquire the technical skills they will need to perform industry roles.

<https://learn.microsoft.com/en-us/credentials/certifications/microsoft-365-fundamentals/>

<https://learn.microsoft.com/en-us/training/student-hub/certifications>

Number of credits: .5

Required course Elective course

Target student population: This course is to provide students with exposure to Office 365 and Microsoft 365 who are planning to attend college or the workforce where Microsoft is more prevalent.

Prerequisites: Approval from teacher and parent.

Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?

The focus and benefits of this course:



- **Access to Microsoft Office Suite:** A Microsoft 365 subscription provides students with access to the latest versions of Microsoft Office applications, including Word, Excel, PowerPoint, Outlook, and OneNote, which can be used for a variety of academic tasks.
- **Cloud Storage:** With OneDrive, students can save and access their files from anywhere, on any device, which can be particularly useful for group projects or studying on the go.
- **Collaboration and Sharing:** Microsoft 365 provides students with the ability to share and collaborate on documents, spreadsheets, and presentations in real time, making it easier for them to work on group projects and discuss ideas with their classmates.
- **Online Learning Resources:** Microsoft 365 provides students with access to a variety of online learning resources, including templates, tutorials, and training materials, which can help them to develop new skills and enhance their academic performance.
- **Accessibility and Inclusivity:** Microsoft 365 offers a variety of accessibility features, such as dictation and text-to-speech, that can help students with disabilities to access and use the software effectively.

Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, iReady, Wisconsin Forward Exam, PALS, labor market information, etc.).

Ms. Wright was approached by parents, former students currently in college, and Board Members who felt that this course would benefit our students and our future workforce.

List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.

Ms. Wright is adept in Microsoft 365 & Office 365. No textbooks, materials, equipment, or staff training would be needed for this course.



New Course/Course Revision Proposal

School District of Manawa

Date: 11/20/23

Title of Course: Cybersecurity

Teacher: Meria Wright

Department or Grade Level: Computer Science- Grades 10 - 12

Please check: Revision New

If New, does this replace a current class? No Yes

If Yes, what class does this replace?

Course description as it will appear in the Course of Study Guide.

This course will focus on the implementation and monitoring of security on network and computer systems. Students will investigate strategies to identify and protect against security threats such as hackers, eavesdropping and network attacks. The basics of cryptography and logic reasoning will be explored. Hands-on labs in the CYBER.ORG Range provide practice in the configuration and mitigation of system vulnerabilities. Each unit integrates current events and related cyber ethics and law. *Ethics agreement must be signed by all students and parents during the first 2 weeks of class

Number of credits: 1

Required course Elective course

Target student population: This course is designed for students interested or currently following a Computer Science pathway.

Prerequisites: Intro to Programming & Intro to DC Circuits

Describe how this new or revised course aligns with the curriculum scope and sequence and/or career pathways. Why should this course be offered?

The focus and benefits of this course:

- This course is a STEM course that offers a chance for students to work with a hands-on approach to cybersecurity and computer networking.



- Cybersecurity is about communicating your findings, managing teams and tasks, and being creative. Our country needs individuals with cybersecurity skills at all levels of every organization, in all industries, from finance to healthcare to entertainment.
- Students will learn how to avoid the dangers of online threats and protect themselves from cyberattacks through learning how to spot malware and other threats.
- Students will gain an understanding of the impact of a data breach and will learn how to create an emergency response plan and design a security infrastructure that protects their systems and data. This includes identifying potential risks, assessing the impact of an incident, and creating a recovery timeline.
- The demand for cybersecurity professionals is growing, and certification in the field can provide them with a competitive edge when seeking employment. The average salary for a cyber security professional is higher than the average salary for other tech jobs. Students will have the opportunity to earn a certification in cybersecurity.

Include any data that supports the need for this course (i.e. student survey, ACT Aspire, ACT plus Writing, iReady, Wisconsin Forward Exam, PALS, labor market information, etc.).

Currently, the demand for cybersecurity talent is outpacing the supply. According to NICCS (NATIONAL INITIATIVE FOR CYBERSECURITY CAREERS AND STUDIES), “There are over 570,000 open cybersecurity positions available in the U.S. and over 3.4 million open positions worldwide.” With the increase of cyber attacks not only to our businesses, but also to our schools, the need for cybersecurity professionals has increased exponentially.

List costs associated with offering this course. Include staffing, textbooks and materials, equipment, and staff training.

No textbooks, materials, equipment, or staff training would be needed for this course.

Course of Study Guide

2024-2025

Commented [1]: Update Year Annually

Little Wolf High School



515 E. Fourth Street
Manawa, WI 54949
(920) 596-5800

“Creating solid foundations for lifelong success.”

Approved by the School District of Manawa Board of Education 01/17/2022

Commented [2]: Edit Date - if/when Re-Approved by BOE

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Welcome to Little Wolf High School!

During high school, students are preparing for more advanced curriculum while continuing to strengthen basic skills. It is our intention that this Course of Study Guide helps you gain a general understanding of the type of learning experiences you may participate in throughout the course of high school.

It is **your responsibility** to ensure that you have enough credits to graduate and that you have satisfied all LWHS requirements. You should check your credits at the beginning of each school year. Students planning on post-secondary education must meet with the School Counselor annually to make certain requirements are being met for acceptance to these institutions.

Students interested in discussing the option to drop/add a course, should meet with the school counselor and receive parent permission PRIOR to the start of the school year.

Your involvement in your education plays an important role in your success in school. Please feel free to contact your teachers, school counselor, or school administrators if you need assistance. They look forward to working with you during your high school experience.

Non-discrimination Clause

NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY

The Board is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including transgender status, change of sex or gender identity), or physical, mental, emotional, or learning disability ("Protected Classes") in any of its student program and activities.

This policy is intended to support and promote nondiscriminatory practices in all District and school activities.

School District of Manawa, Policy 2260, updated September 2021

Wolf Pride



“Creating solid foundations for lifelong success.”

~Tips for School Success~

- ❖ Arrive to class on time with appropriate materials (pen, pencil, notebook, textbooks, folder, Chromebook, etc.).
- ❖ Participate in classroom activities (be a good listener, respect the views of others).
- ❖ Take notes to assist in studying and test taking. Maintain notes in an orderly manner throughout the course.
- ❖ Attendance is crucial to academic success – set a goal for perfect attendance.
- ❖ Need help? Seek out teachers, counselors, or administrators for assistance. Teachers are available during their prep periods and before and after school.
- ❖ Don't procrastinate! Keep up with your studies. Turn in work on time.
- ❖ Know school procedures and policies contained in the school handbook, as well as the Co-Curricular Code of Conduct if an athlete.
- ❖ Be involved in school activities, clubs and organizations.
- ❖ Parents – stay involved with your child. Please attend Parent/Teacher Conferences and student co-curricular activities. Also, provide a quiet study space at home that is free from interruptions.

Graduation Requirements

Commented [3]: Make sure Grad Req. are current

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

- | | |
|---|-------------|
| • English | 4.0 credits |
| • Social Studies | 3.0 credits |
| • Mathematics | 3.0 credits |
| • Science | 3.0 credits |
| • Physical Education | 1.5 credits |
| • Health Education | 0.5 credits |
| • Financial Literacy/Employability Skills | 0.5 credits |
| • Elective Courses | 9.5 credits |

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

Grade Level Requirements

Commented [4]: Make sure Grade Level Req are current

Students in the 2024-2025 school year are required to have earned a minimum of:

- 6 credits to be considered a sophomore
- 12.5 credits to be considered a junior
- 19 credits to be considered a senior
- 25 credits to graduate

Commented [AEM5R4]:

Commented [SC6]: Grade Level Requirements did NOT change

High school graduation requirements may be different from the entrance requirements for specific colleges and universities. The requirements listed above are the minimum requirements for students to be eligible for admission to these institutions. Students are encouraged to exceed these minimum requirements and to challenge themselves by taking rigorous courses, including Advanced Placement courses, to be competitive in the collegiate admission process.

Weighted GPA

Why Weighted GPA?

The purpose of the weighted GPA is to recognize students for the rigor of their academic program as well as their success in that program.

Will Colleges Accept This System?

Yes. Without the indicator of rank, admissions officers will need to look closer at applicants and consider the following:

- Rigor of Curriculum
- Test Scores
- Recommendations
- High School Record
- Talents & Activities
- Personal Essays
- Other Qualifying Factors

Qualifications for Recognition

This system replaces the Laude rank system. Class rank will not be routinely provided to colleges for admissions purposes. The transcript will report the student's cumulative weighted GPA. It rewards students for **completing** designated rigorous courses.

AP Scholar Cord: AP score of 3+

Honors Cord: Weighted GPA of 3.5 to 3.7499

Cum Laude (*With honor/distinction*): Weighted GPA of 3.75 to 3.999

Magna Cum Laude (*With great honor/distinction*): Weighted GPA of 4.0 to 4.2499

Summa Cum Laude (*With highest honor/distinction*): Weighted GPA of 4.25 or higher

Youth Apprenticeship Cord: All completers

Academic Excellence Scholarship: Refer to language spelled out in Board Policy 5451.01

Technical Excellence Higher Education Scholarships: Refer to language spelled out in Board Policy 5451.02

Graduation Speakers: Four seniors will be allowed to speak during the graduation ceremony

Valedictorian (student with the highest GPA)

Salutatorian (student with the second highest GPA)

The senior class president.

A senior from the highest weighted GPA group selected by the faculty based on scholarship, leadership, service & character

Commented [SC7]: Note from Curriculum Committee when this was passed (date) – Keep up to date as reviewed annually

Commented [SC8]: Remove “Laude” points from all associated classes – Replace with verbiage “Weighted Course” – Laude is now determined by Weighted GPA, not Points. Per curriculum and board decision spring 2023. Refer back to meeting notes.

Weighted Courses

Advanced Placement Courses &
CAPP English
American Literature & College Prep
English
Economics
Physics
Human Biology
Biology 2
Chemistry
PreCalculus/Trigonometry
Statistics
Animal Science TC
Ecology TC
Foreign Language 3 & 4
Art 4 (Senior year only, 4th year)
Band and/or Choir (Senior year only,
4th year)
Robotics 1 & Robotics 2
Programming 2
Furniture & Cabinetry 2 and/or Metals
2
SMAW & GMAW Welding TC
All Dual Credit Courses (TC, SCN,
FVTC, NWTC, NTC)
Independent Study
Youth Apprenticeship

New Weighted Grade Scale

Grade	AP/CAPP	Honors	Un-
A+	5.3	4.8	4.3
A	5.0	4.5	4.0
A-	4.7	4.2	3.7
B+	4.3	3.8	3.3
B	4.0	3.5	3.0
B-	3.7	3.2	2.7
C+	3.3	2.8	2.3
C	3.0	2.5	2.0

Anything below a C grade is below 3.0.

Commented [SC9]: Make sure courses are still taught, add or remove as necessary – allow committee to determine if a course qualifies.

4 Yr. Course Planning Worksheet

FRESHMAN		SOPHOMORE	
English 9	1	World Literature 10	1
US History	1	World History	1
Biology	1	Science: Choose	1
Math: Choose	1	Math: Choose	1
P.E. 1 Health	.5 .5	P.E.: Choose	.5
Up to 2 elective credits	1-2	Up to 3 elective credits	2-3
MUST TAKE AT LEAST 6 CREDITS	6	MUST TAKE AT LEAST 6.5 CREDITS	6.5
JUNIOR		SENIOR	
Course Name	Credits	Course Name	Credits
English 11, American Literature 11 or A.P. English-Literature and Comp.	1	English 12, College Prep English or CAPP English.	1
Science: Choose	1		
Math: Choose	1	Employability Skills Financial Literacy	.5
Global Studies Government	.5 .5	Up to 4 Elective Credits	
P.E.: Choose	.5		
Up to 3 Elective Credits	2-3		
MUST TAKE AT LEAST 6 CREDITS	6.5	MUST TAKE AT LEAST 6 CREDITS	6

Post-Secondary Admission Tips

University of Wisconsin System

Now, all UW System schools require you to complete at least 13 credits in the core subjects, plus four credits in subjects you choose (foreign language, art, music, or computer science). Technical and career courses may also be accepted for a portion of your elective credits.

English 4 credits
Mathematics 3 credits
Natural Science 3 credits
Social Science/History 3 credits

In addition to the “core college preparatory” credits identified, students need to complete a minimum of four elective credits as follows:

Electives: An additional 4 credits may be chosen from English, mathematics, natural science, social science/history, foreign language, fine arts, computer science, and other academic areas. (Two years of a single foreign language are required for admission to UW-Madison, and are encouraged at other UW System campuses.) Some UW System campuses may also accept technical and career courses for a portion of these 4 elective credits.

Nation’s Top Universities

Students must meet the following minimum requirements in order to be eligible for admission:

English* 4 credits
Mathematics 4 credits
Science 3-4 credits
Social Studies** 3 credits
World Language*** 3-4 credits

*Intensive work in writing

**Includes American & European History

***At least one world language

Rigorous courses should be taken, including AP level when possible, and SAT or complete ACT achievement tests administered by the College Board.

Wisconsin’s Technical Colleges

The following are recommended high school credits for adequate, comprehensive preparation for success in technical college programs:

English 4 credits
Mathematics 3 credits
Science 3 credits
Social Studies 3 credits
Technical Courses 3-4 credits

Technical college programs have admission standards, and some programs have waiting lists. Apply early and seek your counselor’s advice regarding your chosen program.

Wisconsin’s Private Universities

Students must meet the following minimum requirements in order to be eligible for admission:

English 4 credits
Mathematics 3 credits
Science 3 credits
Social Studies 3 credits
World Language 2 credits

Considerations for admission include either ACT or SAT scores and grades earned within the context of courses taken, as well as the challenge level of the courses.

Commented [KT10]: Update UW Entrance Requirements

Academic and Career Planning (ACP)

Commented [SC11]: Refers to "Pathways" – Make sure Pathways and tables – by subject – are clean with any approved course changes

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.

Transcribed Coursework



Transcribed Credit (TC)

- Through a memorandum of understanding and a “wash” contract between L.W.H.S. and F.V.T.C., students take a F.V.T.C. course taught by a WTCS certified high school teacher at Little Wolf High School.
- The curriculum is devised by FVTC and the student is registered in both the high school and FVTC course.
- The student receives a grade from the high school as well as from FVTC and is posted on an official FVTC transcript.
- The high school maintains the student record; FVTC also maintains its own student record.
- Transcribed credit transfers to any UW school.

For more information: www.fvtc.edu/techprep

Little Wolf High School courses:

Transcribed Credit

- Animal Science/Veterinary Medicine **TC**
- Ecology **TC**
- Shielded Metal Arc Welding (SMAW) Techniques **TC**
- Gas Metal Arc Welding (GMAW) Techniques **TC**

Commented [SC12]: Add HS credit value and FVTC Transcript credit value

NCAA Divisions I and II Initial-Eligibility Requirements

Commented [13]: Double Check 23/24 for COVID changes

Core Courses

- NCAA Division I require 16 core courses. NCAA Division II currently requires 16 core courses.
- NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below).
 - It is possible for a Division I college-bound student-athlete to receive athletics aid and practice with the team if he or she fails to meet the 10-course requirement but will not be able to compete.

Test Scores

- Colleges and/or scholarship programs may still require test scores.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The Division I core GPA requirement is a minimum of 2.3000.
- The Division II core GPA requirement is a minimum of 2.2000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I

16 Core Courses, 4 years English, 3 years of mathematics (Algebra 1 or higher), 2 years of natural/physical science (1 yr of Lab if offered by High School), 1 year of additional English, mathematics or natural/physical science, 2 years of social sciences, 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

DIVISION II

16 Core Courses, 3 years English, 2 years of mathematics (Algebra 1 or higher), 2 years of natural/physical science (1 yr of Lab if offered by High School), 3 years of additional English, mathematics or natural/physical science, 2 years of social sciences, 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

English – 4 credits

The English curriculum is designed to stress skills in reading, writing, listening and speaking. Units of study include literature units such as short stories, novels, drama and writing units such as expository writing, personal writing, and research paper.

Recommended Sequence of Available English Courses			
Grade 9	Grade 10	Grade 11	Grade 12
English 9	World Literature 10	English 11	English 12
		American Literature 11	College Prep English 12
		A.P. English Literature & Composition	CAPP English 12

Course Descriptions

English 9 – required – This is a one credit course for all freshmen. Students will read, analyze, and discuss a wide variety of literature and nonfiction. Informative, creative, persuasive, and research writing will be expected, and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills.

1 Credit Grades: 9 Prerequisite: None

World Literature 10 – required – This one credit course is for all sophomores. Students will engage in the reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Informative, persuasive, analytical and research writing will be expected, and the writing process will be utilized. Vocabulary, speaking, and grammar/editing skills are practiced throughout the semester. Students are heterogeneously grouped and exposed to a broad range of language arts and communication skills.

1 Credit Grades: 10 Prerequisite: English 9

English 11 - *one choice of three for junior students* — This one credit course is designed to meet the needs of those students who do not intend to pursue further education at a four-year university after high school. This course presents an integrated reading and writing curriculum with traditional and modern American literature selections and associated writing assignments and essays. Students read and learn about stories, poems, plays, novels, themes, and authors in a historical context. Communication, language, and vocabulary usage skills will be emphasized. Individual and group projects and ACT test preparation/practice will also occur throughout the year.

1 Credit **Grades: 11** **Prerequisites:** **World Literature 10**

American Literature 11 – *one choice of three for junior students* —This one credit course is designed to meet the needs of those students who plan to pursue further schooling but will not be taking AP English coursework. Students will read, analyze, and discuss short stories, essays, poems, and a play from an American Literature anthology, as well as at least two additional novels. Author information, historical connections, literary terms, and vocabulary will also be discussed in context. Writing tasks include literary analysis essay, documented persuasive essay, and a detailed character comparison essay. Individual and group projects and ACT test preparation/practice will also occur throughout the year.

1 Credit **Grades: 11** **Prerequisites:** **World Literature 10**

A.P. English-Literature and Composition --*one choice of three for junior students*--“The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the way’s writers use language to provide both meaning and pleasure. As they read, students consider a work’s structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works” (College Board AP English Literature and Composition Course Description). **NOTE:** Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. Literature and Composition test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00. Students who take A.P. Literature and Composition are encouraged to check with any college or university they plan to attend to verify whether that school will assign credit for AP coursework.

1 Credit **Grades: 11** **Prerequisite: World Literature 10 (Grade of A)**

English 12 – *one choice of three for senior students*. This on credit course is designed to meet the needs of students who will not be taking CAPP or College Prep English Coursework. This course is focused for students who plan to enter the workforce or an apprenticeship program at a technical college. Students will practice basic narrative, informative, and persuasive writing, as well as, strengthen reading skills. Basic vocabulary and grammar/editing skills will be emphasized. Reading will consist of both fiction and informational text throughout the course.

1 Credit **Grades: 12** **Prerequisite: English 11 (or)
American Literature 11 (or)
A.P. English Lit. & Composition**

College Prep English 12--*one choice of three for senior students* --This one credit course is designed to prepare students for post-secondary training at a four-year university or for a two-year technical college. Integrated reading and writing skills will be the focus, as well as higher level speaking, vocabulary, and critical thinking skills. Various study and note-taking skills important for the college-bound student will be introduced and practiced. A research paper covering a future career will be developed practicing both MLA and APA citation format. Reading will focus on informational text and fiction, with an emphasis on annotation and close reading skills. In addition, guidance and support will be offered to assist students with the transition between high school and college.

1 Credit **Grades: 11-12** **Prerequisite: American Literature 11 (or) A.P. English Lit. & Composition**

CAPP English 101 (Dual Credit College Course)/ Crime and Punishment in American Society --*one choice of three for senior students*--CAPP English focuses on rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in fiction and nonfiction texts alike. This course will prepare students for college and will earn them 3 credits equivalent to college English at over 100 Universities nationwide, including all the UW system campuses. ****There is a reduced college tuition cost for this course as college credit is awarded. Student will be enrolled at UW Oshkosh.**

Commented [SC14]: Note that the school does not pay for this class and parents/students should be aware of the charge for this class and it is paid directly to UW Oshkosh

1 Credit **Grades: 11-12** **Prerequisite: American Lit. 11 (Grade of A) (or) A.P. English Lit. & Composition (Grade of B or better)**

Literacy Resource Course - Elective by Invitation/Referral Only - This .5 course is designed to meet the needs of students through explicit, targeted instruction based on literacy skills needed to be successful across all content areas. Instruction is provided by DPI licensed English educators to best support student needs. Building literacy teams review various forms of data from attendance, state assessments, in class formative/summative assessment achievement, and iReady to select students invited to participate in this course. The maximum course enrollment is minimized from eight to ten students to provide personalized instruction, extended processing time, and one-on-one guidance to maximize student learning. Students are progress monitored with aligned set goals and individualized learning pathways. The successful completion of this course is determined by pass/fail expectations such as engagement, attendance, participation and progressive achievement in individualized set goals.

.5 General Elective Credit **Grades: 9th-10th** **Prerequisites: By Invitation/Referral**

English Electives—the following may be taken IN ADDITION TO, not in place of, required English coursework

Recreational Literature- Designed for non-college bound student (not a college preparatory class) To encourage readers to value literature as a leisure activity, students select and read eight-ten books within specified literary genres (both fiction and nonfiction) approved by instructor. In addition to keeping a reading log, each book requires the completion of a final project. **This course is provided through Erving.**

0.5 Credit Grades: 11-12 Prerequisite: None

Oral/Interpersonal Communication: The communication process, perception, and self-concept, language, listening, nonverbal communication, interpersonal relationships, communication in groups and public communication; prepare and deliver an oral presentation. **This is provided through Erving (NTC & NWTC)**

0.5 Credit Grades 11-12 Prerequisite: None

Mathematics – 3 Credits

The mathematics curriculum expands upon students' previous learning in a continuous sequence of courses focusing on advancing the students' mathematical skills in the areas of problem solving, reasoning and critical thinking.

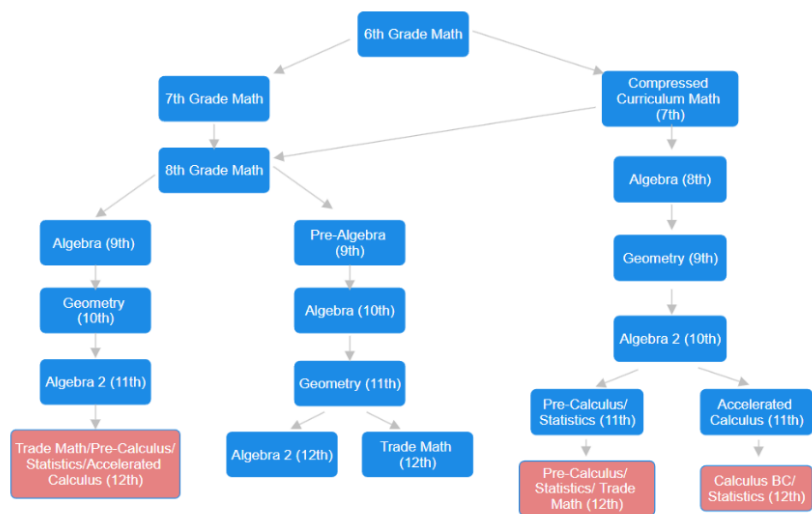
Recommended Sequence of Available Math Courses			
Grade 9	Grade 10	Grade 11	Grade 12
Pre-Algebra 1	Geometry (or)	Geometry (or)	Geometry
Algebra (or)	Algebra 2	Algebra 2	Algebra 2
Geometry	Trade Math	Trade Math (or)	Trade Math
		Pre-Calculus & Trigonometry (or)	Pre-Calculus & Trigonometry (or)
		A.P. Calculus AB	A.P. Calculus AB
		Statistics	Statistics

Commented [SC15]: Adjust Table according to decision on MS math. Additionally, remove Senior Math per Math Dept and add Math Pathway Options sheet approved at Nov 2023 Curriculum Committee meeting

NOTE: All students who qualify to take Algebra in their 8th grade year will be granted one credit on their high school transcript. The grade earned for this course is not part of the high school grade point average (GPA), but is counted towards the overall graduation credit requirement. Failure to earn a grade of a B- or higher for both semesters will require the student to retake Algebra as a freshman. However, this credit does not preclude the student from taking an additional three credits of mathematics while in high school.

Commented [KT16]: Revisit HS GPA count - Abe suggested it be included in their GPA as they decide to take it— Conflicting verbiage – Clarify 2 vs 3 – DPI requires BOE to make this decision on how count (no count, math count, elective only count) Refer to WI Leg Act 138 concerning counting credit earned in MS – Also discuss how this will affect current Juniors as Seniors are grandfathered in to old 23-24 COS guide.

Freshmen, Sophomores, & Juniors must have a minimum of 1 credit of Math per year.



*Blue boxes represent math classes that are mandatory for a pathway
 *Red boxes represent math classes are electives at the end of a pathway

Course Descriptions

Pre-Algebra 1 – This course is designed to fill learning gaps of students who are identified as needing it as 8th graders. It will be in a small group class that will focus on foundational skills in order to make them successful in Algebra as sophomores. Students in this course will be required to take three more math classes in high school: Algebra, Geometry, Advanced Algebra (or Trade Math).

Commented [SC17]: Course addition

1 Credit Grade: 9 Prerequisite: Teacher/Parent Referral

Algebra 1 – This course is designed to introduce the student to the topics needed to go into the upper level Algebra courses. It stresses rational expressions and problem solving with variables, number sets and real numbers, solving linear equations, graphing linear equations, writing linear equations, solving and graphing linear inequalities, systems of linear equations and inequalities, exponential functions, polynomials and factoring, rational expressions and equations, matrices, and radicals.

1 Credit Grade: 9 Prerequisite: None

Geometry – A logical approach to the study of real objects and shapes: i.e. parallel lines, triangles, circles, solids, etc. Emphasis is placed on algebraic applications.

1 Credit **Grades: 9-11** **Prerequisite: Algebra**

Algebra 2 - Extends the student's knowledge of the real number systems and operations with complex numbers. It will develop the student's knowledge of conic sections, polynomial functions, rational expressions, exponential and logarithmic functions, sequences and series, discrete mathematics, and trigonometric functions. It gives the students a degree of understanding that helps them become more proficient in many lines of work. **NOTE: This course is required for college and university admission.**

Commented [SC18]: Previously Advanced Algebra, will change in table once approved

1 Credit **Grades: 10-12** **Prerequisite: Geometry**

Trade Math – Intended for students considering attending a technical college or the world of work. Focuses on math skills needed for various trades. Topics include arithmetic fundamentals, percent and proportion applications, the metric system, conversions, practical geometry, measurement applications, signed numbers and formula evaluation. Micrometer, equation solving, and standard rule measurement units are included as needed. Scientific calculator use is introduced as needed. **NOTE: Trade Math as a junior class needs to be approved by a teacher.**

Commented [SC19]: Adjust Grade Level – Only intended for Seniors

1 Credit **Grades: 12** **Prerequisite: Geometry**

Pre-Calculus & Trigonometry –Prepares students for college mathematics. The basic structure of this course is built around the study of functions, their properties, graphs and applications in society. Functions included in this course: linear, polynomial, rational, trigonometric, exponential and logarithmic. Also included in this course is the study of polar coordinates and complex numbers, sequences and series, and probability. The purchase of a graphing calculator is highly recommended for this course. A TI-83 or TI-84 calculator is required. **A TI-89 is not allowed.**

1 Credit **Grades: 11-12** **Prerequisite: Advanced Algebra
(Recommend grade of C or better)
Or (by teacher approval)**

Statistics –Students will learn how to collect, organize, display and interpret data and information. Students will also learn basic probability skills and how to apply it to data. This is a college prep course.

1 Credit **Grades: 11-12** **Prerequisite: Advanced Algebra**

A.P. Calculus AB –Equivalent to a first semester college calculus course. The basis of study includes limits and continuity, derivatives, integrals, and the applications. A TI-83 or TI-84 calculator is required. **A TI-89 is not allowed.**

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. AB Calculus test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00.

1 Credit **Grades: 11-12** **Prerequisite: Pre-Calculus & Trigonometry**
(Recommend grade of B or better)
Or (by teacher approval)

Math Resource Course - Elective by Invitation/Referral Only - This .5 course is designed to meet the needs of students through explicit, targeted instruction based on academic mathematical skills needed to be successful across all mathematical standards. Instruction is provided by DPI licensed math educators to best support student needs. Building academic teams review various forms of data from attendance, state assessments, in class formative/summative assessment achievement, and iReady to select students invited to participate in this course. The maximum course enrollment is minimized from eight to ten students to provide personalized instruction, extended processing time, and one-on-one guidance to maximize student learning. Students are progress monitored with aligned set goals and individualized learning pathways. The successful completion of this course is determined by pass/fail expectations such as engagement, attendance, participation and progressive achievement in individualized set goals.

.5 General Elective Credit **Grades: 9th-10th** **Prerequisites: By Invitation/Referral**

Commented [SC20]: Accelerated Precalc/AP Calc AB - will it be a combined class again in 24-25 or two separate classes, adjust based on answer and also note if it is a 1 or 2 credit class based on 1 or 2 period hours.

Science – 3 Credits

The science curriculum introduces and explores various concepts in the areas of life, earth & space, and physical science.

Commented [SC21]: See attached requested changes document

Recommended Sequence of Available Science Courses			
Grade 9	Grade 10	Grade 11	Grade 12
Biology 1 (AND)	Physical Science (AND)	Chemistry (or)	Earth & Environmental Science (or)
Earth & Environmental Science (or)	Engineering (or)	Physics (or)	Human Biology (or)
	Earth & Environmental Science (or)	Earth & Environmental Science (or)	Chemistry (or)
	Biology 2 (or)	Engineering (or)	Engineering (or)
	Animal Science TC (or)	AP Biology (or)	Physics (or)
	Ecology TC (or)	Human Biology (or)	AP Biology (or)
		Animal Science TC (or)	AP Chemistry
		Ecology TC (or)	Animal Science TC (or)
			Ecology TC (or)
	Alternate every other year	Technical College/Transcripted Courses	Has a pre-requisite that is an elective

Biology 1 – required – Biology is the study of life. Lab work will be included to develop critical thinking and organizational skills. Units covered include, but are not limited to: The scientific method, ecology (principles, biomes, population biology, natural resources), cells (biochemistry, structure/function, mitosis), genetics (meiosis, genes, chromosomes, DNA, heredity), and the theory of evolution by natural selection.

1 Credit **Grades: 9-12** **Prerequisite: None**

AP Biology – AP Biology is a laboratory science class designed to simulate the first semester, introductory Biology class at any college or university. For most students, this course enables them to take the second semester of Biology for any science related major, or fulfill the science requirement for non-science majors. This course is approved by the College Board. As such it is based on the 6 Big Ideas and seven science practices outlined in the curriculum framework. We will study the core scientific principles, theories, and processes that govern living organisms and biological systems. You'll do hands-on laboratory work to investigate natural phenomena.

Commented [SC22]: Science dept would like to make bio2 the prereq to AP Bio instead of bio1, however, other local schools do not require bio2 as prereq.

Could we leave as Bio1 with teacher approval?

1 Credit **Grades 11-12** **Prerequisite: Biology 1 (B or better)**

Earth & Environmental Science – (offered every other year) A laboratory-oriented course designed to introduce the student to the structure and function of Earth processes. The main topics of study will include geology, astronomy, meteorology, oceanography and the science of the environment. The course also provides information on human influence on the environment.

1 Credit **Grades: 10-12** **Prerequisite: None**

Physical Science - required – Designed to expose students to various scientific concepts. The goal is science literacy. The units covered include but are not limited to: basic chemistry (the nature of matter and the changes in matter) and basic physics (motion and energy). Students will learn problem-solving skills and will be shown how science relates to their lives. Lab work is required.

Commented [SC23]: Currently not required, only required as prereq for chemistry1, could take any other science offered their sophomore year.

1 Credit **Grades: 10-12** **Prerequisite: Biology 1**

Chemistry 1 –A laboratory-oriented course designed to study the working of chemical reactions meant for students intending to attend a college or university. Labs are practical in nature and focus on applying concepts learned in class. An understanding of Algebra is essential to understand chemistry. Units covered include data analysis, matter, atomic structure, periodic table, compounds and chemical bonds, chemical reactions & equations, mole concept and stoichiometry, solution chemistry, and acids & bases.

1 Credit **Grades: 11-12** **Prerequisite: Biology 1, Physical Science, & Beginning Algebra (C or better)**
(Concurrent w/Physical Science by Instructor Approval only)

AP Chemistry - AP Chemistry is a laboratory science class designed to simulate the first semester, introductory chemistry class at any college or university. For most students, this course enables them to take the second semester of chemistry for any science related major or fulfill the science requirement for non-science majors. This course is approved by the College Board. As such it is based on the 6 Big Ideas and seven science practices outlined in the curriculum framework. AP Chemistry is open to all students that have completed chemistry with a B or better and who wish to take part in a rigorous and academically challenging course.

1 Credit **Grades: 11-12** **Prerequisite: B or better in Chemistry 1**

Biology 2 –Biology 2 is a continuation of Biology 1. The organization of life and the six-kingdom classification system (Taxonomy) will be explored in depth starting with lower life forms and working up to animals. Labs will have an emphasis on identification and dissection of several species.

1 Credit **Grades: 11-12** **Prerequisite: Biology 1 & Physical Science (C or better)**

Human Biology- This course presents the structure and function of the human body. Practical use of medical terminology as applied to and identifying organ systems, organs and what they do, pathology, treatments and specialists in medical fields. Students will be required to participate in lab exercises, lab practical, quizzes and exams. This course includes a laboratory component and meets graduation requirements for science.

1 Credit **Grades: 10-12** **Prerequisite: Biology 1 (with B or better)**
Physical Science (with B or better)

Physics 1 – (offered every other year) A laboratory-oriented course designed to investigate the physical aspects of our universe and meant for students intending to attend a college or university. Topics studied first term include science principles, laws of motion, Newtonian mechanics, and non-relativistic gravity. The second term will explore rotational motion, momentum, energy, work, simple machines, and fundamentals of electromagnetism.

1 Credit **Grades: 11-12** **Prerequisite: Algebra 1, Geometry, Physical**
Science (with B or better)
(recommend Algebra 2)

Animal Science TC –This class is designed for the person interested in animals. Students will learn about livestock, agriculture, and pets. We will learn about giving injections, suturing wounds, and general animal care. Students will develop a basic understanding of animal nutrition, genetics, reproduction, and health. Guest speakers, demonstrations, job shadows, field trips, and lab experiments are designed as part of this course. Students will also have the opportunity to bring in and incorporate their own animals into the class. FFA projects will be incorporated. **This course is articulated with Fox Valley Technical College for Transcribed Credit.**

1 HS Science or Elective Credit **C or better earns 2 credits at Fox Valley**
Technical College (transcribed credit)

Grades: 10-12 **Prerequisite: C or better in Biology 1**

Ecology TC- This class examines the relationships and interrelationships of living organisms in their environment. Students study natural selection and speciation, environmental conditions, populations and competition, succession, energy flow and biogeochemical cycles, and the diversity of ecosystems.

1 HS Science or Elective Credit **C or better earns 2 credits at Fox Valley**
Technical College (transcribed credit)

Grades: 10-12 **Prerequisite: C or better in Biology 1**

Astronomy- Astronomy deals with the matter and energy in the universe. We will cover various topics including early astronomy, space exploration, the solar system, search for extraterrestrial life, stars and constellations to name a few. This course allows students to choose from a variety of assignments that are geared toward their interest and ability level to learn the content. The course includes computer simulations, labs, night sky observations and visits to the UWSP planetarium. **This is provided through Erving**

1 Credit **Grades: 9-12** **Prerequisite: None (Algebra 1 with C or better)**

Anatomy & Physiology- A concentrated course on the human anatomy and physiology that demands focused study and preparation in anatomy and physiology. Students should be prepared to take quizzes and tests both on MOODLE and Paper Copy. Most Labs are virtual as we are in an ERVING classroom. Topics Include: *skeletal and muscles *nervous system *cardiovascular *endocrine system. **This is provided through Erving**

0.5 Credit **Grades 11-12** **Prerequisite: A or B in the Biology. Expect 3-6 hours of study per week.**

Medical Terminology- In medical terminology students will learn the component parts of medical terms such as prefixes, suffixes and word roots. Students will learn the rules for building and defining medical terms. Emphasis is placed of the correct spelling of the terms. Students will practice formation, analysis and reconstruction of medical terms. Students will be introduced to diagnostic, therapeutic, symptomatic, and surgical terminology for the body systems. **This is provided through Erving**

0.5 HS Credit **Grades 11-12** **Prerequisite: None**
3 FVTC or NTC Credits

Body Structure & Function- A full-year study in the structures and functions of the human body systems. Units studied include basic biochemistry, cytology, histology and twelve systems of the human body. Several animal dissections are part of the lab component, including the dog shark, white rat and domestic cat. Organ dissections of the heart and kidney are also presented. Virtual labs are also used for higher level understanding. This course would be of special interest to students interested in health and animal sciences. It is offered as Dual Credit through the NTC campus in Wausau. All Tests are taken on the CANVAS learning platform. Students must earn a grade of B or higher to receive the dual credit from the technical college. Students earning a passing grade less than a B will only receive the high school credit. **This is provided through Erving**

1 HS Credit **Grades: 10-12** **Prerequisite: Biology with a B or higher**
3 NTC Credits **Recommendation from Teacher/Counselor**

Intro to Environmental Studies- This course presents an overview of the interrelationships between humans and the environment. The material presented in the first one-third of the course focuses on important ecological concepts. The remainder of the course deals with human influence on the environment. The ecological concepts are used throughout to identify, understand, and provide a basis for proposing possible solutions to contemporary environmental problems. Overall, this course will provide the student with a better understanding of how humans can more positively affect the environment in which they live. Students will need access to internet, email and the University's course management system Canvas. Designed to apply toward the UWRF general education Ethical Citizenship requirement. **This is provided through Erving (UWRF)**

3 UWRF Credits **Grades: 11-12** **Prerequisite: None**
.5 HS Credit

Intro to Health Careers- As a student, you will learn more about professionalism in a hospital or clinic setting along with communication skills it takes to work with a variation of health professionals in a busy workplace. Students will also learn the importance of patient privacy and confidentiality and why it is so important for you to know. This course will allow you to explore the job descriptions of several health careers while learning the personal characteristics needed to be successful in those careers and the career planning necessary when entering the field of medicine. **This is provided through Erving (NTC)**

1 NTC Credits **Grades: 11-12** **Prerequisite: None**
.5 HS Credit

Customer-Focused Caregiving- Do you want to learn more about customer service? This two credit on-line course will allow you to learn how healthcare workers function professionally in the healthcare setting. Also, this course will allow you to understand how passionate communication fosters healing of the human body. **This is provided through Erving (NTC)**

0.5 Credits **Grades: 11-12** **Prerequisite: None**

Social Studies – 3 Credits

The social studies curriculum strives to prepare young people to be humane, rational, participating citizens in an ever-changing world by understanding their historical roots and how past events shape their world today. Reconstructing and interpreting historical events provide needed perspective in addressing the past, the present, and the future.

Recommended Sequence of Available Social Studies Courses			
Grade 9	Grade 10	Grade 11	Grade 12
U.S. History	World History	Government (Req.)	
		Global Studies (Req.)	
		Sociology (or)	Sociology
	(Economics - 10th Grade upon teacher approval)	Economics (or)	Economics
		A.P. Psychology (or)	A.P. Psychology
		A.P. U.S. History	A.P. U.S. History

Course Descriptions

U.S. History– (required) U.S. History is a survey class of the American experience in all of its dimensions. The American experience is one of the most unique chapters in human history. Democratic republic, internal expansion, race relations, free enterprise economy, rise to superpower status and our role in the post-Cold War world will be discussed during the full year. The class will be taught using a mix of chronological and thematic approaches for a better understanding of our history. We live in a country with a rich history that shapes the American experience we share today and will share in the future.

1 Credit Grade: 9 Prerequisite: None

World History – (required) World History is concerned with the development of past civilizations, centering on Mesopotamian, Egyptian, Greek, Roman and the European Middle Ages, with an emphasis on their cultural development and contributions to present civilization. Linking the present to the past is an important aspect of the course as students learn to relate history to present events and developments. The course relies heavily on the study of primary and secondary sources.

1 Credit Grade: 10 Prerequisite: US History

Sociology – Sociology is the study of human social behavior, and concentrates on patterns of social relationships, primarily in modern societies. This class will explore the sociological point of view towards culture, socialization, social structure, groups and organizations, deviance and social control, social classes and inequalities. Also discussed will be topics such as high school cliques, family structures, education, political and economic institutions, and social collective behaviors. This class will ask students to take a personal look at the roles they play and what groups they associate with as well as evaluate parts of our society.

0.5 Credit **Grades: 11-12** **Prerequisite: None**

Economics – Economics will challenge the way you think and react to everyday events, with or without money. Economics is ultimately the study of scarcity and how people, markets and countries deal with limited resources at the personal and global levels. The first level quarter of study will focus on microeconomics, the study of how people make decisions and how those decisions affect others in the economy. Topics of study will include; tradeoffs, opportunity cost, different types of economies, supply and demand, profit maximizing prices and the role of government. At the end of the quarter, the class will switch to macroeconomics, the study of the economy. Topics of study will include; GDP, economic growth, money, banking, the Federal Reserve and international trade. **Note: 10th grade upon teacher approval.**

0.5 Credit **Grades: 11-12** **Prerequisite: None**

A.P. Psychology –AP Psychology is designed to introduce students to the scientific study of human behavior and mental processes. To accomplish this, the course provides instruction in each of the following 14 content areas: history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders, and social psychology. The intent of this course is to prepare students for the AP Psychology Test and will incorporate opportunities for performance-based assessments as well as free response question.

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P Psychology test. The A.P. test is offered at Little Wolf Jr./Sr. High School. Cost is approximately \$93.00. **Note: 3.0 GPA.**

1 Credit **Grades: 11-12** **Prerequisite: None**

A.P. U.S. History - The AP program in US History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with US History events and issues. AP US History prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance and to weigh the evidence and interpretations presented in historical scholarship. An AP US History course should develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

NOTE: Students may receive credit/advanced course placement at a 4-year college/university by scoring a 3, 4, or 5 on the A.P. U.S. History test. The A.P. test is offered at Little Wolf High School. Cost is approximately \$93.00. Note: 10th grade upon teacher approval.

1 Credit **Grades: 11-12** **Prerequisite: U.S. History**
(Recommend grade of B or better)

Global Studies – (Required) Students may take this course their 11th or 12th grade years. This course will focus on studying the culture of various regions around the world and the global connections of those cultural regions to our own and others around the world.

0.5 Credit **Grades: 11-12** **Prerequisite: None**

Government – (Required) This portion of the course provides the student an opportunity to acquire detailed knowledge of the Constitutional Republic form of government practiced in the United States. The overall objective of this course is to prepare students for their place in society, by helping them learn how our government works, how it can be changed and what rights and freedoms our Constitution guarantees us. It will also provide students with a broad overview of modern forms of government, present in today's global community. Finally, it will allow students to investigate and possibly participate in service-learning opportunities for hands on experience of their civic responsibilities. **NOTE:** All students in this class will take the WI Civics Exam. Required by the WI state statute to graduate, it states any students graduating from a WI high school "takes a civics test comprised of 100 questions that are identical to the 100 questions that may be asked of an individual during the process of applying for U.S. citizenship by the United States Citizenship and Immigration Services and the pupil correctly answers at least 65 of those questions" (Wis. Stat. sec. 118.33(1m)(a)1, Section 3266R).

0.5 Credit **Grades: 11-12** **Prerequisite: None**

Military History- The Military History course is designed to increase students critical thinking abilities by examining a number of famous battles and conflicts throughout history. Students will study the equipment, tactics, and strategies used in various conflicts from multiple perspectives. Students will examine primary source material in an effort to determine what really happened, and to gain a better understanding of the reliability, limitations, and usefulness of a source. **This is provided through Erving**

0.5 Credit Grades: 11-12 Prerequisite: None

Human Behavior- Human Behavior is a social psychology course, which explores common factors which stimulate a wide variety of human behaviors. Basically, it's a chance to gain an understanding of why we act the way we do, and why people react to us the way they do. The course is primarily lecture with some project work. **This is provided through Erving**

0.5 Credit Grades: 11-12 Prerequisite: None

Current Events- This class will deal with the major issues concerning both the United States and the world today. Students will learn about the differing perspectives held by people around the contemporary world. Emphasized in this class will be the relationship that the United States has with the rest of the world and the impact that has on American society. Also covered in this class will be current events focusing on American domestic issues as well as on foreign policy. Many of the topics covered in this class will change from semester to semester to encompass our ever-changing world. **This is provided through Erving**

0.5 Credit Grades: 11-12 Prerequisite: None

World Cultures- This course will be exploring the world and its cultures. The primary focus of the course will be through the lens of geography, whether we're learning about where different countries are throughout the world, their landscape, their resources, their culture, their food, and their customs. The course will cover each major region of the world and we'll be covering a broad examination of the region as you focus in each unit on a specific country, region, or group of people to research more thoroughly and then you'll share your findings with the class. **This is provided through Erving**

0.5 Credit Grades: 11-12 Prerequisite: None

Psychology- This course enables students to gain knowledge of such topics as perception, motivation, emotion, memory and thought, the brain and behavior, conflict, stress, personality, abnormal behavior and experimentation. A psychology course can help students better understand themselves and others. Any student who plans on any type of post high school training should consider this course. **This is through Erving.**

0.5 Credit Grades: 11-12 Prerequisite: None

Intro to Diversity Studies- Basic American values of justice and equality by teaching vocabulary, history of immigration/conquest, transcultural communication, legal liability, multicultural majority/minority relations, ageism, sexism, gender, sexual orientation, the disabled/ADA. **This is provided through Erving (NWTC)**

.5 HS Credit **Grades: 11-12** **Prerequisite: None**
3 NWTC Credits

Intro to Diversity Studies- In this academic setting, patterns of current and historical relationships between different racial, ethnic, religious, disabled, gender, and LGBTQ+ populations are analyzed. Every informed opinion is welcome. Social Scientists have long been studying and discussing the importance of diversity. Come and experience a fun and challenging social science course where students often report, "I can't believe how much I learned!". **This is provided through Erving (NTC)**

.5 HS Credit **Grades: 11-12** **Prerequisite: None**
3 NTC Credits

World Language

The world language curriculum develops an understanding of the language, culture, history and literature of Spanish-speaking countries. Spanish courses strive to develop student proficiency in reading, writing, and speaking the language.

Recommended Sequence of Available World Language Courses			
Grade 9	Grade 10	Grade 11	Grade 12
Spanish 1	Spanish 1	Spanish 1	Spanish 1
	Spanish 2	Spanish 2	Spanish 2
		Spanish 3	Spanish 3
			Spanish 4

Commented [SC24]: Update with new FVTC class – Determine if this is how we are moving forward in 24-25 – working/not working – Update Credits with TC and HS

Course Descriptions

Spanish 1 – Students learn the basics of the language: alphabet, vocabulary, sounds and structure. Culture is introduced as a background for the language study. Basic conversation and reading are introduced. **This is provided through Erving**

1 Credit **Grades: 9-12** **Prerequisite: None**

Spanish 2 – The course is sequential to Spanish 1. Continued vocabulary and verb study follow but focus on past tenses. Writing skills become more complex. Conversation, reading, and writing skills continue to develop. **This is provided through FVTC.**

Commented [SC25]: Update as a FVTC TC Class

1 Credit **Grades: 10-12** **Prerequisite: Spanish 1**
3 Credits FVTC **(Recommend grade of C or better)**

Spanish 3 –Conversation and writing skills are emphasized. While continuing to learn new vocabulary and advanced grammar, students now put into practical application what they have learned in the previous two years. **This is provided through FVTC.**

1 Credit **Grades: 11-12** **Prerequisite: Spanish 2**
3 Credits FVTC **(Recommend grade of C or better)**

Spanish 4 –Continued conversational and writing skills are emphasized. More vocabulary and advanced grammar skills are added to proficiency level. A sampling of native Spanish literature is read. **This is provided through Start College Now-FVTC.**

Commented [SC26]: Update as FTVC only - SCN

1 Credit **Grade: 12** **Prerequisite: Spanish 3**
3 Credits FVTC **(Recommend grade of C or better)**

French 1- It is the goal of this course to not only learn of the French language and culture but to use it! This course will establish basic French oral and written communication skills and knowledge of the French language and culture. This will be accomplished through the use of “hands on” activities including classroom drama, conversational skits, written composition, reading, music, and individual/group projects. Students will need to buy a specific French dictionary. This is a Blue Jeans class. Cost: \$350 per student, per semester for a total of \$700 for the year. **This is through Erving (Full year)**

1 Credit Grades: 9-12 Prerequisite: None

French 2- This course will establish and improve French oral communication skills and also increase knowledge of the le monde Francophone. While utilizing a cultural framework of actual, everyday French activities and cultural items, the student will also increase grammar and writing skills by speaking every day! The goal of this course is to prepare student to “survive” in a French speaking country by communicating in the target language: French! Students will need to buy a specific French dictionary. This is a Blue Jeans class. Cost: \$350.00 per student per semester for a total of \$700.00 for the year. No textbooks. **This is provided through Erving**

1 Credit Grades: 10-12 Prerequisite: French 1

German 1, 2, 3, 4: This is through Erving (Full Year)

1 Credit Grades: 9-12 Prerequisite: None

Japanese 101- Study of language fundamentals with emphasis on development of listening and speaking skills. Practice with reading and writing. Japanese script (hiragana, katakana and kanji) is taught from the beginning of the course. Presumes no previous language study. University Studies Requirement Met: World Language, Culture, & Philosophy Offered: Fall, online and asynchronous. **This is through Erving (UW Superior)**

1 Credit Grades: 9-12 Prerequisite: None

Japanese 102- Continuation of JAPA 101. Appropriate for someone with up to two years of high school Japanese. **This is through Erving (UW Superior)**

1 Credit Grades: 9-12 Prerequisite: Japanese 101

American Sign Language 1 or 2- Relating to the deaf culture including non-manual grammatical markers, signing, fingerspelling, classifying and the technology related to deafness. **This is through Erving (NWTC)**

0.5 Credits Grades: 11-12 Prerequisite: None
3 NWTC credits

Physical Education & Health

(Physical Education 1.5 credit- Health 0.5 credit)

The physical education and health curriculum focus on understanding the human body, enjoying exercise, and maintaining a desirable level of physical fitness. **Note:** In grades 9-12 students must take at least 1.5 credits of physical education incorporating effects of exercise, health-related fitness, and lifetime activities. The credits must be earned over **three separate years**.

Recommended Sequence of Available Physical Education & Health Courses			
Both Required Grade 9	Required Grade 10	Grade 11	Grade 12
Physical Ed 1	Physical Ed Elective (or)	Physical Ed Elective (or)	Physical Ed Elective (or)
Health	Personal Fitness	Personal Fitness	Personal Fitness
		Team Sports	Team Sports

Course Descriptions

*Students have to complete at least two or more Physical Education classes between 10th and 12th Grade to earn their remaining PE Credits.

Physical Education I – required – Freshman Course. Units covered are geared toward individual and team sports. The units covered are flag football, ultimate frisbee, disc golf, volleyball, basketball, weight training, fitness, badminton, softball (seasonal), OMNIKIN, Tseball, Eclipse Ball, kickball, and Pickle Ball.

0.5 Credit **Grade: 9** **Prerequisite: None**

Health – required – A Wellness Decision Designed to reinforce positive health attitudes and skills previously developed and to allow young people to assess the lifestyle decisions that contribute to wellness. Units of study within the course include positive ways of handling stress vs. negative ways of handling stress, addictions, your health history, sexuality and responsible behavior, self-care vs. the pill-fairy model, first aid and CPR.

0.5 Credit **Grade: 9** **Prerequisite: None**

Physical Education Elective – Units are geared toward lifetime sports. Units covered are snowshoeing, cross-country skiing, archery, badminton, pickleball, and fitness walking/principles. Team sports include flag football, volleyball, basketball, soccer, speedball, Tsegball, Eclipse Ball, and cooperative games. Guest speakers to promote careers in physical education are scheduled. This course may be taken more than one time. This is not a freshman course.

0.5 – 1 Credit Grade: 10-12 Prerequisite: Physical Education 1

Personal Fitness – Throughout this course, students will achieve a personal level of fitness through goal setting, participation, and knowledge of weight lifting. This course motivates a student to strive for optimal personal fitness, as well as create a self-awareness of lifetime wellness, with a final outcome of creating their own fitness program. Students will benefit from cardiorespiratory endurance activities and wide-ranging weight training exercises. Course includes lectures dealing with proper technique, 5 components of fitness, and the FITT principle, as well as teacher demonstration, weight training, aerobics, yoga, fitness walking, running, and other fitness activities.

0.5 – 1 Credit Grades: 10-12 Prerequisite: Physical Education 1

Team Sports -Throughout this course, students will participate in a variety of team building activities, sports, and projects dealing with teamwork, problem solving, and strategizing. This course motivates a student to strive for leadership skills and critical thinking skills. Course includes COMPETITIVE play in units such as volleyball, basketball, football, Tsegball, Tchoukball, ultimate Frisbee, eclipse ball, baseball/softball, mat ball, OMNIKIN, soccer, Pickle Ball, speedball, etc.

0.5 – 1 Credit Grades: 11-12 Prerequisite: 11th or 12th Grade

Agriculture/ Financial Literacy

Agriculture courses are for any student who has an interest in animals, plants, food, leadership and/or the environment. Students who take agriculture courses experience many diverse and challenging topics. Twenty percent of all careers are directly related to agriculture.

Recommended Sequence of Available Agriculture Courses			
Grade 9	Grade 10	Grade 11	Grade 12
Plants, Animals, & You	Plants, Animals, & You	Plants, Animals, & You	Plants, Animals, & You
Food Science	Food Science	Food Science	Food Science
	Leadership	Leadership	Leadership
		Independent Study	Independent Study
		Work Study	Work Study
		Youth Apprenticeship	Youth Apprenticeship
			Financial Literacy & Employability Skills (Req.)
	Animal Science TC	Animal Science TC	Animal Science TC
	Ecology TC	Ecology TC	Ecology TC

Course Descriptions

Plants, Animals & You: Exploratory Agriculture – This introductory class covers a wide range of topics in agriculture, including animals, food, fiber, the outdoors and leadership. This project-based class includes lessons on careers, food science, plants, pets, animals, biotechnology, business, and the outdoors. Emphasis will be on how agriculture relates to your daily life and your future. Field trips may be taken during the year. FFA projects will be incorporated.

1 Credit Grades: 9-12 Prerequisite: None

Food Science – This course focuses on the science of production and processing of food. Learn about how food technology is changing agriculture. You will learn about careers and the science related to food. Create projects and research the history of food. Study everything from apples to zucchini, chocolate and cheese, and other tasty treats. This fast-growing career field is one to take a look at! FFA projects will be incorporated.

1 Credit Grades: 9-12 Prerequisite: None

Animal Science TC –This class is designed for the person interested in animals. Students will learn about livestock, agriculture, & pets. We will learn about giving injections, suturing wounds, and general animal care. Students will develop a basic understanding of animal nutrition, genetics, reproduction and health. Guest speakers, demonstrations, job shadows, field trips and lab experiments are also designed as a part of this course. Students will also have the opportunity to bring in and incorporate their own animals into the class. FFA projects will be incorporated. This course is articulated with Fox Valley Technical College for Transcribed Credit.

1 Science or Elective Credit **C or better earns 3 transcribed credits @ FVTC**
Grades: 10-12 **Prerequisite: Biology 1**

Leadership – Students will learn about leadership as it affects individuals, organizations, and systems in food, fiber, and natural resources enterprises. This class explores the skills and abilities needed to be an influential leader in our school, home, and community. Students will learn how to be confident public speakers, to run a meeting, to effectively work as a team, to be a group leader, and most importantly become involved in the community. Students will explore leadership roles, learning styles and human relations skills for personal growth and career success. Emphasis will be placed on community service, goal setting and individual projects. FFA projects incorporated. Students may earn State Leadership certificate through this course.

1 Credit **Grades: 10-12** **Prerequisite: None**

Independent Study – Students develop their own projects based on interests or courses that are not currently offered. The curriculum will be coordinated with student input to provide enrichment opportunities.

1 Credit **Grades: 11-12** **Prerequisite: FFA Membership & Instructor Approval**

Ecology TC–This class examines the relationships and interrelationships of living organisms in their environment. Students study natural selection and speciation, environmental conditions, populations and competition, succession, energy flow and biogeochemical cycles, and the diversity of ecosystems.

1 Science or Elective Credit **C or better earns 2 transcribed credits @ FVTC**
Grades: 10-12 **Prerequisite: C or better in Bio1**

Summer Independent Study - Students develop their own projects based on interests. Students will complete a weekly log, a minimum of 75 hours of project time, and meet a minimum of four times with the instructor.

.5 Credit - Pass/Fail **Grades: 7-12** **Prerequisite: FFA Membership Encouraged**
Instructor Approval

Other Agricultural Course

Work Study – Students must have paid employment and work a minimum of 5 hours on average/per week. All students in the work-study program will have a contract on file signed by the student, employer, parent, and work-study supervisor (Mrs. Cordes). Qualified students may have zero, one, or two periods of daily work release time and will receive one credit for successful completion of course requirements in the year-long course. Students not passing their courses will be subject to work release restrictions. In-person instruction will be completed on Wednesdays during 9th hour. This course is offered for Juniors and Seniors.

1 Credit **Grades: 11-12** **Prerequisite: Employment**

Youth Apprenticeship - Youth Apprenticeship is a one or two-year program that combines mentored, and on-the-job learning with academic and technical classroom instruction. It opens doors for students by giving them the chance to “try-out” a career area while experiencing an adult working environment. Students gain paid, hands-on learning with a business mentor, while completing classroom instruction related to the career area.

Students may apply in the spring for jobs that will start during the summer of their junior or senior year OR can join with qualified employment they have obtained. Businesses select the apprentices that are the best fit for their organizations and open positions; there are no forced placements. Once hired, apprentices spend part of their week learning at school and part of the week learning on the job. Students are responsible for their own transportation. Upon completion, students will earn industry certifications. Students enrolled in certain programs can also earn credit for UW Admissions.

Youth Apprenticeship Program areas include Agriculture, Construction, Financial Services (Banking/Accounting), Human Resources, Communication, Health Science, Hospitality, Information Technology, Manufacturing, Marketing, STEM, and Transportation. Students must stay in the pathway area for the duration of the program.

Students will conference as needed with Mrs. Cordes and have monthly meetings with our CESA coordinator. Modules will be completed along with employer evaluations. Students will receive a quarterly letter grade with input from the employer. Students must complete the requirements of the program in order to pass the course.

Work release hours and credits earned will be determined by schedule and work needs; approved by agriculture teacher, school counselor, and principal.

For more information about Youth Apprenticeship, contact Jamie Brown, 920-840-0041, jbrown@cesa6.org or Lisa Breaker lbreaker@cesa6.org

Commented [SC27]: Update if changes are made at CESA to the Coordinator

1-3 Credit **Grades: 11-12** **Requirements: Enrolled in 1 credit of related coursework. Completing all CESA paperwork. On track to Graduate. Interest in developing employability skills while gaining work experience.**

Commented [SC28]: Discuss weighted grade

Financial Literacy & Employability Skills – REQUIRED

Commented [SC29]: Do we move this class to a different "section" or leave it under AG?

Employability - This class provides an opportunity to develop positive attitudes, knowledge, skills, and resources that will empower the successful transition from high school to postsecondary options. Curriculum study units will include Covey's 7 Habits of Highly Effective Students, core abilities, employability applications, post-high school survival, etc.

Financial Literacy - This portion of the course will help prepare students for planning and managing their personal finances. Through instruction and activities, students will be introduced to the workings of budgeting, saving, investing, credit/debt, taxes, insurance, consumer awareness, and charitable contributions.

0.5 Credit Grades: 12 Prerequisite: None

Veterinary Medical Terminology- Develop an understanding of acceptable veterinary medical terminology for common clinically recognizable diseases, operations, systems, and procedures. Further, learners will distinguish common medical signs, abbreviations, and colloquial vocabulary. Medical terms and language is covered as it relates to the animal's body as a whole. This is through Erving (NTC)

1 HS Credit Grades: 11-12 Prerequisite: None
1 NTC Credit

Art

Course Descriptions

Art 1- 2D– An introductory course in design, art history, art terminology and related concerns; activities may include (but not limited to) drawing with various media, acrylic painting, printmaking and papermaking.

0.5 Credit (1 Semester)

Prerequisite: None

Art 1- 3D– An introductory course in design, art history, art terminology and related concerns; activities may include (but not limited to) hand built pottery, wheel pottery, sculpture, jewelry (bead weaving), metals and glass (etching).

0.5 Credit (1 Semester)

Prerequisite: None

Art 2 2D – Accelerated level of study in the areas explored in Art I - 2D. The student will have the opportunity to experience the use of more sophisticated art materials, concepts and techniques. Activities may include (but not limited to) drawing and painting with various media (graphite, colored pencil, pen and ink, acrylic, watercolor), relief printmaking, and paper arts.

0.5 Credit (1 Semester)

Prerequisite: Art I – 2D

Art 2- 3D – Accelerated level of study in the areas explored in Art I - 3D. The student will have the opportunity to experience the use of more sophisticated art materials, concepts and techniques. Activities may include (but not limited to) intermediate hand-built pottery, wheel pottery, sculpture, jewelry, metals (lost wax cast silver rings), and glass (mosaics).

0.5 Credit (1 Semester)

Prerequisite: Art I – 3D

Art 3 2D – The activities are a culmination of all previous art experiences in Art I and II, with an emphasis on sophisticated techniques, processes and materials. Activities may include (but not limited to) drawing with various media, oil, watercolor or acrylic painting, printmaking (intaglio), paper arts (quilling, manipulated paper).

0.5 Credit (1 Semester)

Prerequisite: Art II – 2D

Art 3 3D – The activities are a culmination of all previous art experiences in Art I and II, with an emphasis on sophisticated techniques, processes and materials. Activities may include (but not limited to) advanced hand-built pottery, potter's wheel, art metals (fabrication), stained glass (copper foil technique), advanced jewelry.

0.5 Credit (1 Semester)

Prerequisite: Art II – 3D

Art 4- A– This course is designed for the serious and capable art student. The overall emphasis is to allow self-direction and independent expression through the mediums, techniques, and concepts previously learned, as well as the opportunity to investigate artistic mediums not yet explored. Students will choose the medium(s) suited to their interest and ability through a contractual agreement with the instructor. It should be emphasized that the Art IV student will be working more independently, therefore - Students accepted into this course must have a strong previous background in previous years of art experiences. Students are accepted into Art IV by the Instructors' Permission. Students considering a career in art or design related fields are highly encouraged to continue in the IV class, as they will provide a broad base of artistic knowledge and exploration and prepare a portfolio for future use.

0.5 Credit (1 Semester)

Prerequisite: Instructor's Permission

Art 4 - B– This course is designed for the serious and capable art student. The overall emphasis is to allow self-direction and independent expression through the mediums, techniques, and concepts previously learned, as well as the opportunity to investigate artistic mediums not yet explored. Students will choose the medium(s) suited to their interest and ability through a contractual agreement with the instructor. It should be emphasized that the Art IV student will be working more independently, therefore - Students accepted into this course must have a strong previous background in previous years of art experiences. Students are accepted into Art IV by the Instructors' Permission. Students considering a career in art or design related fields are highly encouraged to continue in the IV class, as they will provide a broad base of artistic knowledge and exploration and prepare a portfolio for future use. Projected cost is \$10 - \$75 depending on materials used (see above). Replaces Senior Art

0.5 Credit (1 Semester)

Prerequisite: Instructor's Permission

Photography and Graphic Design– This class is also an introduction to darkroom photography. Projects include (but not limited to) building a rudimentary “pinhole” camera, use a 35mm “point and shoot” camera, developing film and black and white photos in the darkroom, frame and dry mount the finished photographs. Photographic terminology and art history will also be explored, as well as some photo construction projects. Students will learn graphic design and commercial art techniques through projects created by hand as well as using Photoshop on the computer. Projects may include (but not limited to) printing, enhancing digital images, manipulating/editing images on the computer, package design, calligraphy, text/font design, creation of print media (posters, flyers, ads, business cards, notepads, stationery, etc.)

0.5 Credit (1 Semester, Fall Only)

Grades: 10-12

Prerequisite: None

Fiber Arts - A– Students will explore projects and skills that they may use throughout their life as a hobby or a vocation. Students will learn to read instructions and follow patterns, as well as make up their own patterns. Projects may include (but not limited to) knitting, crocheting, needlecrafts, embroidery, latch-hook rugs, basketry, weaving, quilting, fabric painting, basketry, etc. as well as art history of those mediums, and the wellness associated with participating in fiber arts.

0.5 Credit (1 Semester)

Prerequisite: None

Fiber Arts - B– Students will explore skills used in everyday life, such as (but not limited to) hand sewing techniques, hemming, sewing on buttons, snaps, zippers, grommets, use a sewing machine, understanding of different types of fabric, etc. Projects may include the creation of a quilt square and a small garment by following a sewing pattern.

0.5 Credit (1 Semester)

Prerequisite:(Preferred) Fiber Arts A

Fiber Arts - 2A– Building on the skills learned in Fiber Arts A, students will choose individualized projects to create in the medium of their choice.

0.5 Credit (1 Semester)

**Prerequisite: Fiber Arts A & B
Instructor Permission**

Fiber Arts 2B - Building on the skills learned in Fiber Arts B, students will choose individualized projects to create in the medium of their choice.

0.5 Credit (1 Semester)

**Prerequisite: Fiber Arts 2A
Instructor Permission**

****Please Note: Students may have an “art bill” if the student chooses to do more than one of the specific projects, purchase extra supplies or materials, chooses to make more than one of the required projects, or if the student breaks or loses some art equipment that they are responsible for.***

Business

Personal Finance- Personal Finance contains units on the banking, checking, wages, savings, budgeting, credit buying, insurance, investments, home options and expenses, car expenses, and taxes. Students have the option at the beginning of the course for the option of three elective credits toward graduation at UWO through the CAPP Program. **This is through Erving.**

0.5 HS Credit Grades: 11-12 Prerequisite: None
3 UWO Credits

Intro to Marketing- This course will give you the foundations and functions of marketing. Students will then be able to create a marketing plan, create and distribute a product, set a price, promote the product, and then learn how to manage the risks and finances. **This is through Erving.**

0.5 Credit Grades: 10-12 Prerequisite: None

Accounting 1 & 2- This high school course in accounting involves principles and methods of recording business transactions and the preparation of financial statements with emphasis on the records of a sole proprietorship, partnerships, and corporations. **This is through Erving.**

1 Credit Grades: 10-12 Prerequisite: None

Technology and Engineering

Technology courses are designed to encourage the study of how people apply knowledge, scientific, mathematical and communication skills using various tools and materials to solve problems and meet human needs. The purpose of the curriculum is to prepare all students to function in an ever-changing technological society, develop employability, and provide the transition from school to gainful employment.

Technology Course Descriptions

Recommended Sequence of Available Technology Courses			
Grade 9	Grade 10	Grade 11	Grade 12
Intro to Technology	Intro to Technology	Intro to Technology	Intro to Technology
	Furniture & Cabinet Making	Furniture & Cabinet Making	Furniture & Cabinet Making
	Metals 1	Metals 1	Metals 1
		Shielded Metal Arc Welding (SMAW) Techniques	Shielded Metal Arc Welding (SMAW) Techniques
		Gas Metal Arc Welding (GMAW) Techniques	Gas Metal Arc Welding (GMAW) Techniques

Intro to Technology - Designed to introduce students to a broad range of areas in Tech. Ed. Areas of study will contain but will not be limited to construction, manufacturing, transportation, and engineering. The course will provide hands-on experience with processes, materials, tools, machines, management ideas, and the impacts of technology. Students will understand basic measurements, how to read a tape measure, research different possible careers in the areas of study, basic woodworking principles, basic metal manufacturing, automotive knowledge (small engines), and the importance of proper tool usage. The students will work safely and efficiently with both hand and power woodworking tools. Students will learn how to make something out of wood and follow the process from a tree in the forest to a finished product and all steps in between.

1 Credit

Grades: 9-12

Prerequisite: None

Furniture & Cabinet Making – Students will use the skills they obtained from Building Trades to plan, develop, and build a series of small projects or one big project for the semester. Students will be able to use all necessary tools to make a finished product.

1 Credit **Grades: 10-12** **Prerequisite: Intro to Tech**
(Recommend grade of C or better)

Metals 1 - This course will cover the basic manufacturing processes used in the production of goods from metal. It will also allow the student to become familiar with the different types of metals and their properties. The student will learn basic skills in arc welding, cutting, tool usage, welding symbols, and safety.

1 Credit **Grades: 10-12** **Prerequisite: Intro to Technology**

Shielded Metal Arc Welding (SMAW) Techniques 1 TC –This class is articulated through Fox Valley Technical College (FVTC). It covers the process commonly known as stick welding. Upon completion of this course, the student will be able to weld in all positions, read some basic weld symbols, and have a basic understanding of written welding procedures.

Purpose/Goals

- Identify, terminology, nomenclature, electrode selection, power source equipment requirements, quality standards, limitations and variables.
- Perform fillet and groove welds in all positions on plain carbon steel and stainless-steel fillet welds in the horizontal position using the shielded metal arc welding process.

1 Credit (2 FVTC) **Grades: 11-12 (Preference given to Seniors)** **Prerequisite: Metals 1**
(Class Size Limited to 8)

Gas Metal Arc Welding (GMAW) Techniques 1 TC –This class is articulated through Fox Valley Technical College (FVTC). It demonstrates welding on steel sheet metals and plates. Emphasis is placed on axial spray, pulse spray and short circuit mode of transfer. Upon completion of this course, the student will be able to weld in all positions, read basic weld symbols, and understand written welding procedures.

Purpose/Goals

- Identify terminology, equipment, shielding gas and consumable requirements, limitations and quality standards.
- Perform fillet and groove welds on plain carbon steel in all positions with the short circuit and pulse spray mode of transfer; fillet and groove welds in the flat and horizontal positions with the spray transfer mode; and performance weld test to evaluate welders' abilities.

1 Credit (2 FVTC) **Grades: 11-12 (Preference given to Seniors)** **Prerequisite: Metals 1**
(Class Size Limited to 8)

Engineering Course Descriptions

Recommended Sequence of Available Engineering Courses			
Grade 9	Grade 10	Grade 11	Grade 12
Intro to Programming	Intro to Programming	Intro to Programming	Intro to Programming
Intro to DC Circuits	Intro to DC Circuits	Intro to DC Circuits	Intro to DC Circuits
	Microsoft Office 365	Microsoft Office 365	Microsoft Office 365
	Intro to Cybersecurity	Intro to Cybersecurity	Intro to Cybersecurity
	Engineering	Engineering	Engineering
	Programming 1	Programming 1	Programming 1
	Robotics 1	Robotics 1	Robotics 1
		Robotics 2	Robotics 2
		Programming 2	Programming 2

Intro to Programming - This course is designed to introduce the student to the fundamentals of programming. Students will learn the basics of block coding and basic game programming. Students will also be introduced to the basics of robotic programming, website design, JavaScript, and Python.

0.5 Credit Grades: 9-12 Prerequisite: None

Intro to DC Circuits - This course is designed to introduce the student to the fundamentals of direct current circuits. Students will learn the basics of series and parallel circuits, switches, resistors, circuit diagramming, and wiring. Students will also be introduced to Ohm's Law, multimeters, and soldering.

0.5 Credit Grades: 9-12 Prerequisite: None

Programming 1 - This is an introductory computer science course that takes a wide lens on computer science by covering topics such as problem-solving, programming, physical computing, user-centered design, and data while inspiring students as they build their own websites, apps, animations, games, and physical computing systems.

1.0 Credit Grades: 10-12 Prerequisite: Intro to Programming

Programming 2 –This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in.

1.0 Credit Grades: 11-12 Prerequisite: Programming 1

Engineering - This course is designed to introduce students to the various types of engineering through hands-on activities and challenges. Students will learn about the Engineering Design Process and will apply it to various engineering projects that include 3D printed models, laser-cut products, and automated solutions using Arduino and Raspberri Pi microcontrollers. Students will use higher-level problem-solving skills to devise solutions to real-world problems.

1.0 Credit **Grades: 10-12** **Prerequisite: Intro to Programming & Intro to DC Circuits**

Microsoft Office 365 - This course is designed to support students to understand cloud concepts; Microsoft 365 apps and services; security, compliance, privacy, and trust in Microsoft 365; and Microsoft 365 collaborative, data analysis, presentation applications. Additionally, completion of this course will result in student Microsoft 365 certification. Microsoft Certifications start with foundational skills in Office 365 and Microsoft 365, but additional topics which may be covered ranging from Azure to AI, to data analytics, to the organization of spreadsheets, so students can acquire the technical skills they will need to perform industry roles.

Commented [SC30]: New course offering

0.5 Credit **Grades: 10-12** **Prerequisite: None**

Introduction to Cybersecurity-This course will focus on the implementation and monitoring of security on network and computer systems. Students will investigate strategies to identify and protect against security threats such as hackers, eavesdropping and network attacks. The basics of cryptography and logic reasoning will be explored. Hands-on labs in the CYBER.ORG Range provide practice in the configuration and mitigation of system vulnerabilities. Each unit integrates current events and related cyber ethics and law. *Ethics agreement must be signed by all students and parents during the first 2 weeks of class

Commented [SC31]: New course offering

0.5 Credit **Grades: 10-12** **Prerequisite: Intro. Programming, Intro. DC**

Robotics 1 -Students will walk through the engineering design process and build a mobile robot to play a sport-like game. During this process, they will learn key STEM principles and robotics concepts. At the culmination of this class, they will compete head-to-head against their peers in the classroom, or on the world stage in the FRC Robotics Competition, the largest and fastest-growing international robotics competition for middle and high school students.

1.0 Credit **Grades: 10-12** **Prerequisite: Intro to Programming & Intro to DC Circuits**

Robotics 2 -Students will continue to use the engineering design process to build mobile robots that could be used in real-world situations such as manufacturing. They will continue to learn key STEM principles and robotics concepts. Students will also work on troubleshooting electrical, mechanical, and circuitry problems in various computers, robots, and toys.

1.0 Credit **Grades: 11-12** **Prerequisite: Robotics 1**

AP Computer Science- College-board approved AP class that focuses on the fundamentals of computer science. Focus is on the many facets of computer science and how it relates to the world: Internet, App Design, Programming, Cybersecurity and Computing Systems. Prepares students who are new to computer science for the AP CS Principles exam. **This is through Erving**

1 Credit **Grades: 10-12** **Prerequisite: Algebra**

Computer Programing 2 CIDS- A continuation of fundamental computer concepts and programming. Java will be used to teach the basic concepts of program analysis, design and implementation. Topics include: methods, File IO, Arrays and their applications, Abstract Data Types, Classes, simple Java GUI application, Inheritance and composition. Students will need access to internet, email and the University's course management system Canvas. Designed to meet degree requirements for UWRF Computer Science and Information Systems majors. **This is through Erving (UWRF)**

1 Credits **Grades: 11-12** **Prerequisite: CIDS 1**
3 UWRF credits

Principles of Information Security- An introduction to the various technical and administrative aspects of information security and assurance. This course provides the foundation for understanding the key issues associated with protecting information assets, determining the levels of protection and response to security incidents, and designing a consistent, reasonable information security system, with appropriate intrusion detection and reporting features. **This is through Erving (NTC)**

0.5 Credit **Grades: 11-12** **Prerequisite: None**
2 NTC credits

IT Development & Design Fundamentals- Introduces the field of IT software development and design. Learners will explore degree and career paths, IT tools and processes and begin to demonstrate professional communication. Learners will create or modify a simple computer program using an integrated development environment. **This is through Erving (NTC)**

0.5 HS Credit **Grades: 11-12** **Prerequisite: None**
1.0 NTC Credit

Programming Concepts A.- Introduces programming concepts and terminology using an object-oriented approach, with a focus on iterative development and testing. This course uses C# .NET, the Unified Modeling Language (UML) and other tools to present concepts from a variety of perspectives. Learners will create UML diagrams and write/debug C# .NET applications that incorporate classes, fields, methods, and variables. Additional topics include: utilization of an Integrated Development Environment (IDE), value and reference types, object instantiation/lifetime/scope and mathematical/conditional/logical expressions. **This is through Erving (NTC)**

0.5 Credit Grades: 11-12 Prerequisite: IT Development & Design Fundamentals
1 NTC credit

Programming Concepts B.- Reinforces programming concepts and standards, building on the object-oriented approach introduced in Programming Concepts A, with a focus on iterative development and testing. This course uses C# .NET, the Unified Modeling Language (UML) and other tools to present concepts from a variety of perspectives. Learners will create UML diagrams and write/debug C# .NET applications, applying the object-oriented basics of abstraction and encapsulation. Additional topics include: the utilization of a debugger, object multiplicity and constructors. **This is through Erving (NTC)**

0.5 Credit Grades: 11-12 Prerequisite: Programming Concepts A.
1 NTC credit

Programming Concepts C.- Emphasizes programming concepts and standards, building on the object-oriented approach of Programming Concepts B, with a focus on iterative development and testing. This course uses C# .NET, the Unified Modeling Language (UML) and other tools to present concepts from a variety of perspectives. Learners will create UML diagrams and write/debug C# .NET applications, applying the object-oriented basics of abstraction and encapsulation, inheritance. **This is through Erving (NTC)**

0.5 Credit Grades: 11-12 Prerequisite: Programming Concepts B.
1 NTC credit

Music Education

LWHS music courses are designed to address a wide range of student skills and interests. Numerous performance opportunities, travel and competition are an integral part of the music program.

Courses Taught in Music Education			
Grade 9	Grade 10	Grade 11	Grade 12
High School Band	High School Band	High School Band	High School Band
High School Choir	High School Choir	High School Choir	High School Choir

Course Descriptions

High School Band– Performing opportunities include, concert band, solo/ensemble music festival, pep band, marching band, and all-conference band. As a member of the High School band, students will develop their instrumental skills, appreciation for music, and knowledge of music theory, history, and composition. All students will receive a calendar of required and non-required performances at the start of the school year. **NOTE:** Due to the early performance schedule for this course, any drop/adds must be made **PRIOR** to the first day of the school year. Drop/add requests following first rehearsal may or may not be granted according to the instructor's discretion. Parent permission is required for drop/add requests to be considered.

1 Credit **Grades: 9-12** **Prerequisite: Middle School Band (or) Instructor's Approval**

High School Choir- This is a performing group for singers. Class work will include singing, writing, note reading, listening exercises, vocal technique and singing tests. Public performance is a mandatory part of the class grade.

1 Credit **Grades: 9-12** **Prerequisite: None**

Other Electives

Assisted Child Care Teacher- This course is excellent for students who are interested in a career in which they are working with children (teacher, counseling, childcare, psychology, social work, community services). The course will emphasize the physical, emotional, social and intellectual development of children, birth to adolescent. Students will focus on the application of child development principles to the care of children while in group settings. Students are required to complete 10 hours of observation and/or instruction in a child-centered environment. Upon completion of the course, observation hours, 85% attendance, and a grade of C or better, the student will receive a DPI Skills Certificate which allows them to be employed as an Assistant Child Care Teacher. The DPI and the Wisconsin Technical College System have entered into an agreement whereby three elective credits may be awarded for successful completion of this course upon enrollment in a WTCS Early Childhood Program. **This is through Erving**

**0.5 HS Credit
3 FVTC Credit**

Grades: 11-12

Prerequisite: None

Written Communication- Some topics explored in this course include: good and bad news messages, cover letters and resumes, and APA formatting. Come explore and apply professional workplace communication in this practical writing course. **This is through Erving (NTC)**

**1 HS Credit
3NTC Credits**

Grades: 11-12

Prerequisite: None

Intro to Teaching- Introduction to Teaching is designed for prospective teachers and other education professionals and serves as an introduction to both the field of education and to the Teacher Education program at UW River Falls. The course provides an introduction to interrelated aspects of education across three levels of analysis: Individual (teacher, child), Institution (school as a place to work and learn) System (schooling as reflective and transformative of society) Students learn through readings, class activities and discussions, assignments that utilize inquiry processes, and visits to educational settings. Several written assignments require students to reflect on their experiences and learning. **This is through Erving (UWRF)**

**1 HS Credit
3 UWRF Credits**

Grades: 11-12

Prerequisite: None

Exceptional Child- This is a survey course examining the general aspects of students with special needs. Emphasis centers on the historical and legislative issues, definitions, eligibility, criteria and characteristics of exceptional individuals, models of delivery of services, individualized education programs and examples of accommodative techniques in the classroom and home. **This is through Erving**

1 HS Credit **Grades: 11-12** **Prerequisite: Intro to Teaching**
3 UWRF Credits

Current Events in Criminal Justice- Students will explore nine current issues related to law enforcement of today. Students will be given scenarios that speak to those issues and will be expected to research, reflect and eventually respond to those scenarios in a manner that effectively addresses the issues being explored. *Students will need to have a high level of reading and writing skills for this course; research required. **This is through Erving (NTC)**

1 HS Credit **Grades: 11-12** **Prerequisite: None**
3 NTC Credits

College 101- Develops tools and strategies that support success in college. Focuses on study skills, college resources, goal setting, time management, and learning styles. Introduces concepts for self-assessing learning and completing an Exit Assessment that provides evidence that learning took place. Students should take this course prior to or during the first semester of their programs. **This is through Erving (NWTC)**

1 HS Credit **Grades: 11-12** **Prerequisite: None**
1 NWTC Credit

Intro to Ethics and Theory and Application- Basic understanding of theoretical foundations of ethical thought; analyze/compare relevant issues using diverse ethical perspectives; critically evaluate individual, social/professional standards of behavior--applying a systematic decision making process. **This is through Erving (NWTC)**

1 HS Credit **Grades: 11-12** **Prerequisite: None**
3 NWTC Credits

Intro to Law Enforcement- In this course, learners will discover the history and evolution of policing and explore thought provoking issues that underscore the challenging and rewarding world of policing. Learners will examine the role of law enforcement in a democratic society, covering concepts such as law enforcement services; crime deterrence; discretion, and the expanded role of today's police officers. This course will also explore evolving law enforcement strategies and attitudes that build effective law enforcement and community relationships including the use of problem-oriented policing. Learners will also consider how professional law enforcement officers work in conjunction with the courts, corrections and other agencies to administer criminal justice in Wisconsin. **This is through Erving (NWTC)**

1 HS Credit
3 NWTC Credit

Grades: 11-12

Prerequisite: None

Private Investigation Tactics- Private investigators are used by law firms, corporations, insurance companies and other public and private entities. This course covers the basics of locating individuals using open sources of information, ethical considerations for investigators, constitutional law application and current investigative practices as preparation for success as a private investigator, corporate and private security or insurance claim investigator. Includes lessons on developing a business and marketing plan and preparing for the Wisconsin Private Detective license exam. **This is through Erving (NWTC)**

1 HS Credit
3 NWTC Credits

Grades: 11-12

Prerequisite: None

Career Planning- Experiential learning introduction. Learn how personal branding allows candidates to differentiate themselves from the competition through appearance, personality, and marketing competency. Career portfolio introduced. **This is through Erving (NWTC)**

0.5 Credit

Grades: 11-12

Prerequisite: 10-890-101, College 101

Additional Offerings

Early College Credit Program/Start College Now –

Wisconsin's Start College Now (formerly known as Youth Options) program allows public high school **students** who meet certain requirements to take post-secondary courses at a UW institution, a Wisconsin technical college or one of the state's participating private nonprofit institutions of higher education. Approved courses can count toward high school graduation as well as for college credit.

This program opens the door for greater learning opportunities for motivated students who are considering a technical career, students wishing to start college early, or students who want to prepare themselves to enter the workforce immediately after high school graduation.

Parents/Guardians are responsible for satisfactory student attendance and transportation to and from the postsecondary institution. **Students will be required to reimburse the school district for tuition and fees if the student drops or fails the course.**

Students wishing to participate in this Program should contact the school counseling office. Students must be registered for the program by September 30th if they wish to enroll for the spring semester and March 1st if they wish to enroll for the following fall semester. Information sheets are also available in the Counseling Office. **Students must have a 2.5 GPA to apply.**

AP Classes-- LWHS partners with Wisconsin Virtual School to offer additional online AP Courses. Students can take AP Classes and also the AP exam without taking the course itself. If a student earns a passing score of 3 or higher, students will earn college credit.

Wisconsin Virtual School Classes--LWHS partners with Wisconsin Virtual School for high school courses not offered here. These courses are 20 weeks long and are fully online. Students are given time in their schedule to complete work. Courses must be applied for by Feb 28 for fall courses and September 30 for spring courses. All courses receive one semester high school credit. Up-to-date course offerings may be found at:

<https://www.wisconsinvirtualschool.org/courses/high-school-courses.cfm#d636900>

Academic & Career Planning

ACP or Academic and Career Planning is intended to equip students and their families with the tools necessary to make more informed choices about postsecondary education, training, and careers for life after high school. It is part of Wisconsin Department of Public Instruction's overall vision for every student to graduate high school academically, socially, emotionally, and life ready. The following are components involved in academic and career planning. For more information, see <https://dpi.wi.gov/acp2>.

4 Year Course Plan

Course selections based on academic and career goals including highest education desired, career cluster(s) of interest, and career pathway(s) of interest.

Career/Work Based Learning Experiences

Students in 9th and 10th grade are encouraged to work with their families and the school counselor to explore job shadow or interview opportunities in their areas of interest. Students in 11th and 12th grade may participate in Work Study, Youth Apprenticeship, or job shadowing.

Virtual ACP Portfolio in Xello

Xello is a software that helps students in grades 6-12 create their very own unique roadmap for future success. This roadmap will enable students to discover their own personal pathway through self-knowledge, exploration, and planning. Built on a proven model for student success, Xello is aligned to Academic and Career Planning ACP. Students complete interactive lessons each year in their virtual portfolio.

<https://xello.mcoutput.com/1366560/Xello%20Scope%20and%20Sequence.pdf>

Career Clusters & Pathways

There are 16 career clusters in the National Career Clusters Framework, representing more than 79 career pathways to help students navigate their way to greater success in college and career. They help students discover their interests and their passions, and empowers them to choose the educational pathway that can lead to success in high school, college, and career.

The Little Wolf High School Course Catalog along with the career clusters and pathways are ways for students to group their required and elective courses into a coherent sequence in preparation for college and careers. By connecting education to future goals, students are motivated to work harder and enroll in more rigorous courses and meet their future goals. A list of clusters, pathways, and LWHS offered courses follows this section.

https://cte.careertech.org/sites/default/files/CareerClustersPathways_0.pdf

Extracurricular Activities

Students can participate in clubs & athletics

Assessment Results

Students take WI Forward Exams, ACT Aspire, PreACT, ACT Plus Writing, & AP Exams

Financial Plan

Students complete Employability Skills/Financial Literacy course in their senior year.

Potential Post-Secondary Options

Technical School, Associate Degree or Certificate, 4-Year College, Trade School, Apprenticeship, Work, Military

Agriculture, Foods Natural Resources

This career cluster prepares learners for careers in the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products. It also includes related professional, technical, and educational services.

The Seven Pathways

Food Products & Processing Systems

Food & Drug Inspector
 Food & Meat Processor
 Agricultural Engineer
 Agricultural Educator
 Bioengineer
 Microbiologist
 Dietician
 Quality Control Specialist
 Food Scientist

Power, Structural, & Technical Systems

Database Administrator
 Machine Operator
 Welder
 Agricultural Engineer
 Wastewater Treatment
 Plant Operator
 Machinist
 Farm Equipment Technician

Plant Systems

Plant Breeder & Geneticist
 Soil & Water Specialist
 Certified Crop Advisor
 Botanist
 Horticulturist
 Education & Extension Specialist
 Golf Course Superintendent
 Green House Manager
 Forest Genetics

Natural Resources Systems

Fish & Game Official
 Geologist
 Ecologist
 Logger
 Park Manager
 Wildlife Manager
 Agronomist

Animal Systems

Animal Caretaker/Trainer
 Animal Scientist
 Equine Manager
 Dairy Farmer
 USDA Inspector
 Veterinarian
 Veterinary Assistant
 Animal Nutritionist

Environmental Service Systems

Soil Conservationist
 Chemical Engineer
 Recycler
 Hazardous Materials Handler
 Water Quality Manager
 Toxicologist
 Conservation Warden
 Wildlife Biologist

Agribusiness Systems

Dairy Herd Supervisor
 Farm Manager
 Bank Loan Office
 Agricultural Lender
 Feed Supply Store Manager
 Agricultural Product Buyer
 Agricultural Product Distributor

LWHS Courses for Supporting Knowledge in Agriculture, Food, & Natural Resource Careers

	Agriculture & Science Courses	Technology & Engineering Courses	
	Plants, Animals, & You	Intro to Technology	
	Food Science	Metals 1	
	Leadership	GMAW & SMAW	
	Animal Science TC	Furniture & Cabinetry	
	Ecology TC	Intro to DC Circuits	
	Biology & Biology 2	Engineering	
	Chemistry	Robotics	
Additional Courses through WVS, FVTC, & ERVING			

Architecture and Construction

This diverse career cluster prepares learners for careers in designing, planning, managing, building, and maintaining the building environment. People employed in this cluster work on new structures, restorations, additions, alterations, and repairs.

The Three Pathways

Construction

Carpenter
 Construction Engineer
 Electrician
 Mason
 Contractor
 Drywall Installer
 Plumber
 Roofer
 Safety Director
 Tile & Marble Setter

Design/Pre-Construction

Architect
 Civil Engineer
 Drafter
 Electrical Engineer
 Industrial Engineer
 Safety Director
 Structural Engineer
 Landscape Architect
 Interior Designer
 Fire Protection & Prevention Engineer
 Surveying & Mapping Technician

Maintenance & Operations

Air Conditioning Technician
 Construction Inspector
 Equipment & Material Manager
 Cost Estimator
 Subcontractor
 Wastewater Maintenance Technician
 Hazardous Material Remover
 Demolition
 Service Contractor & Field Supervisor

LWHS Courses for Supporting Knowledge in Architecture & Construction
Agriculture & Science Courses

Plants, Animals, and You
 Ecology TC
 Leadership
 Art Courses
 Intro to Art
 Art 3D courses (II-IV)

Technology & Engineering Courses

Intro to Technology
 Metals 1
 GMAW & SMAW
 Furniture & Cabinetry
 Intro to DC Circuits
 Engineering
 Robotics

Additional Courses through WVS, FVTC, & ERVING

Arts, A/V Technology, and Communications Courses

This career cluster prepares learners for designing, producing, exhibiting, performing, writing, or publishing multimedia content. Students will apply artistic talent to practical problems and learn visual arts principles that prepare students with skills and techniques to work in any number of creative design and entertainment fields.

The Six Pathways

Audio & Video Technology & Film

Audio Systems Technician
 A/V Designer & Engineer
 Videographer: Special Effects & Animation
 Video Systems Technician
 Technical Computer Support Technician
 Animator
 Cinematographer
 Medical & Scientific Illustrator

Visual Arts

Painter
 Sculptor
 Print Maker
 Illustrator
 Cartoonist
 Fashion Artist
 Animator
 Art Director
 Graphic Designer
 Commercial Photographer

Journalism & Broadcasting

Editor
 Journalist
 Producer
 Publisher
 Radio & Television Announcer
 Writer
 Reporter
 Design Director
 Control Room Technician

Telecommunications

Office Installer
 Network Technician
 Telecommunication

Performing Arts

Actor
 Composer
 Director
 Makeup Artist
 Lighting Director
 Musician
 Choreographer
 Playwright
 Scenic Designer

Printing Technology

Desktop Publishing
 Job Printer
 Platemaker
 Press Operator

LWHS Courses for Supporting Knowledge in Arts, A/V Technology, & Communications

	Fine Arts Courses		Technology Courses	
	Intro to Art		Intro to Technology	
	Art II 2D & 3D		Intro to DC Circuits/Intro to Programming	
	Art III 2D & 3D		Engineering	
	Art IV		Programming	
	Photography & Graphic Design		Digital Information Technology (WVS)	
	Band		Fashion Design (WVS)	
	Choir		Interior Design (WVS)	
Additional Courses through WVS, FVTC & ERVING				

Business Management and Administration

The Business Management & Administration Cluster prepares learners for careers in planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service, and communication.

The Six Pathways

Business Financial Management & Accounting

Accountant
Adjuster
Auditor
Bookkeeper
Billing Specialist
Price Analyst
Treasurer
Accounts Payable Clerk
Billing Clerk

Human Resources

Human Resources Manager
Compensation & Benefits Manager
Training & Development Specialist
Labor & Personnel Specialist
OSHA/ADA Convention Planner
Personnel Recruiter

Marketing

Marketing Manager
Store Manager
Customer Service Supervisor
Retail Salesperson
Wholesale or Retail Buyer
Public Relations Specialist
Advertising Agent
Telemarketer

Management

Entrepreneur
General Manager
Public Relations Manager
Risk Manager
Advertising Account Executive
Health Care Administrator
Small Business Owner

Business Analysis

Budget Analyst
Compensation Analyst
Cost Analyst
Database Business Analyst
Investment Analyst
Marketing Analyst

Administration & Information Support

Administrative Assistant
Executive Assistant
Office Manager
Desktop Publisher
Customer Service Assistant
Data Entry Specialist
Receptionist

LWHS Courses for Supporting Knowledge in Business Management & Administration

Business & Information Technology Classes

Computer Science Principles (WVS)

Digital Information Technology (WVS)

Entrepreneurship (WVS)

Photography & Graphic Design

Web Design (WVS)

Accounting (FVTC)

Additional Courses through WVS, FVTC, & ERVING

Education and Training

This diverse Career Cluster prepares learners for careers in planning, managing and providing education and training services, and related learning support services. Millions of learners each year train for careers in education and training in a variety of settings that offer academic instruction, career technical instruction, and other education and training services.

The Three Pathways

Teaching & Training

Preschool or Kindergarten Teacher, Aide
 Elementary Teacher, Aide
 Secondary Teacher, Aide
 Special Education Teacher, Aide
 College/University Lecturer/Professor
 Management Development Trainer
 Human Resource Trainer
 Coach
 Child Care Director

Professional Support Services

Psychologist-Clinical, Developmental, Social
 Social Worker
 Parent Educator
 Counselor
 Speech-Language Pathologist
 Audiologist

Admin & Admin Support

Superintendent
 Principal
 Director of Training
 Librarian
 Instructional Coordinator
 Educational Researcher
 College President or Dean
 Curriculum Developer
 Instructional Media Designer

LWHS Courses for Supporting Knowledge in Education & Training			
	Social Studies Courses		Other Elective Courses
	Sociology		Sports Officiating
	AP Psychology		Intro to Teaching (ERVING & UWRF)
	Teacher Aide		Exception Child (ERVING & UWRF)
	Child Development (WVS)		
	Early Childhood Education (WVS)		
	Real-World Parenting (WVS)		
Additional Courses through WVS, FVTC, & ERVING			

Finance

The Finance Cluster prepares learners for careers in investment planning, banking, insurance, and business financial management. Career opportunities are available in every sector of the economy and require specific skills in organization, time management, customer service, and good number sense.

The Four Pathways

Financial & Investment Planning

Personal Financial Advisor
 Tax Preparer
 Sales Agent for Securities & Commodities
 Investment Advisors
 Brokerage Clerk
 Development Officer

Business Financial Management

Accountant
 Financial Analyst
 Controller
 Chief Revenue Agent
 Auditor
 Economist
 Tax Examiner
 Collector
 Revenue Agent

Banking & Related Services

Loan Officer
 Bill & Account Collector
 Teller
 Loan Processor
 Real Estate Appraiser
 Internal Auditor
 Title Researcher & Examiner
 Debt Counselor

Insurance Services

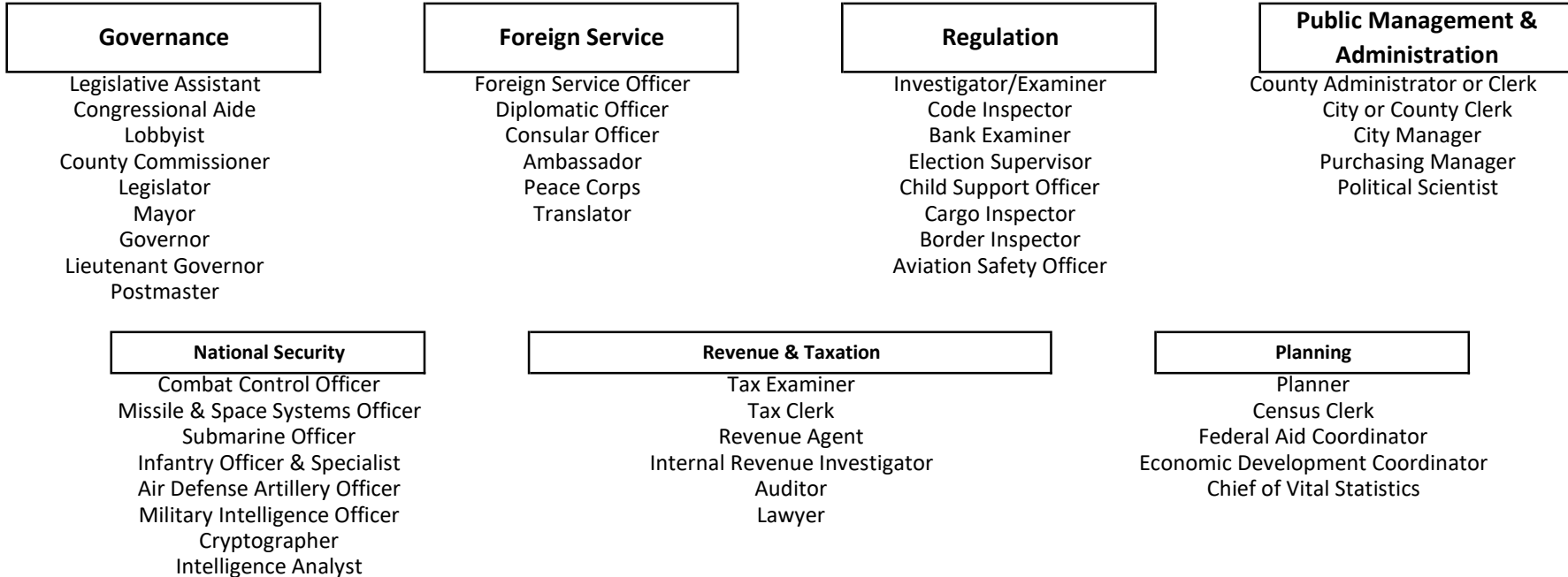
Claims Agent
 Examiner
 Claims Clerk
 Insurance Appraiser
 Underwriter
 Actuary
 Sales Agent
 Customer Service Agent
 Processing Clerk

LWHS Courses for Supporting Knowledge in Finance	
Business & Information Technology Courses	Social Studies Courses
Entrepreneurship (WVS)	Economics
Computer Science Principles (WVS)	AP Psychology
Digital Information Technology (WVS)	
International Business (WVS)	
Finance (WVS)	Math Courses
Accounting (ERVING)	AP Calculus
Personal Finance (ERVING-UWO)	Statistics
Additional Courses through WVS, FVTC. & ERVING	

Government and Public Administration

Government affects Americans in countless ways. In a democratic society, government is the means of expressing the public will. There are some activities that are unique to government. The federal government defends us from foreign aggression; represents American interests abroad; deliberates, passes, and enforces laws; and administers different programs. State and local governments pass laws or ordinances and provide vital services to constituents. There are many opportunities in government in every career area. This cluster focuses on careers that are unique in government and not contained in another Cluster.

The Seven Pathways

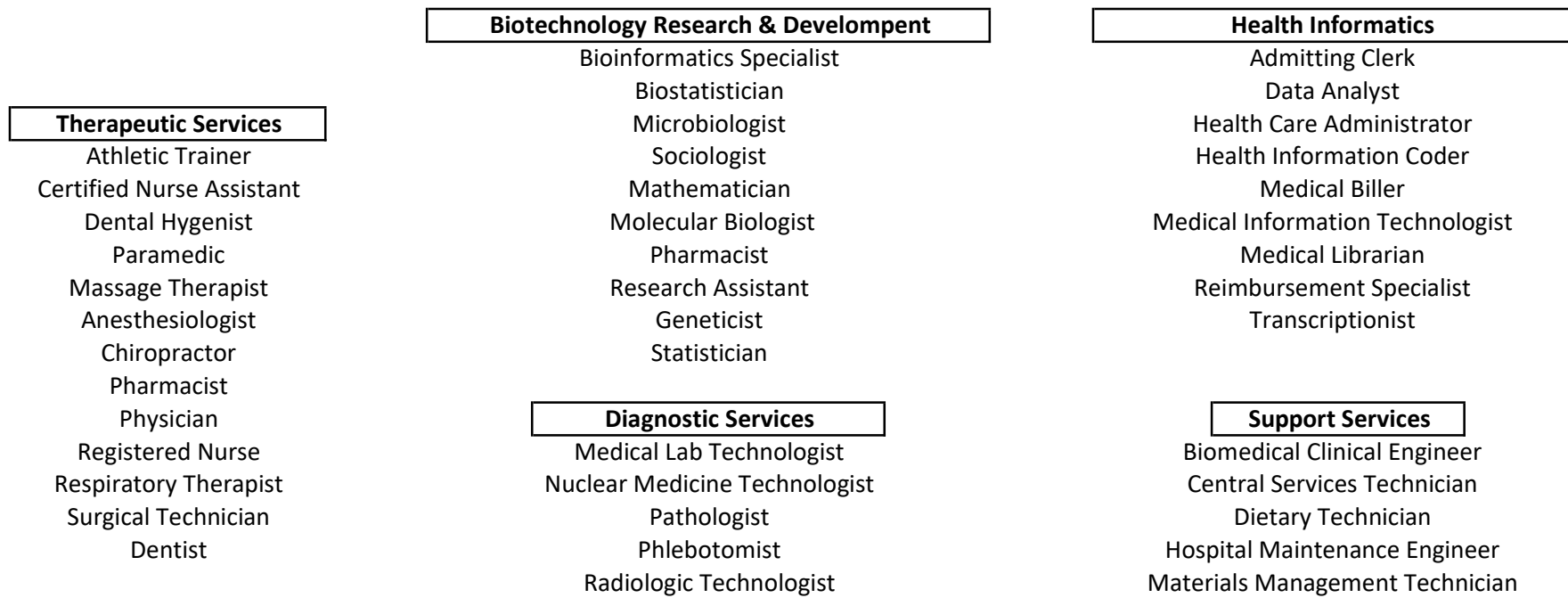


LWHS Courses for Supporting Knowledge in Government & Public Administration
Social Studies Courses
Economics
Sociology
US History
Government
AP Psychology
World History
World Geography (WVS)
Additional Courses through WVS, FVTC, & ERVING

Health Science

The Health Science Career Cluster orients students to careers that promote health, wellness, and diagnosis as well as treating injuries and diseases. Some of the careers involve working directly with people, while others involve research into diseases or collecting and formatting data and information. Work locations are varied and may be in hospitals, medical or dental offices or laboratories, sports arenas, space centers, or within the community.

The Five Pathways



LWHS Courses for Supporting Knowledge in Health Science	
Science Courses	Social Studies Courses
Biology & Biology II	Economics
Chemistry & AP Chemistry	AP Psychology
Physical Science	Sociology
Physics	Math Courses
Human Biology	AP Calculus
AP Biology (WVS)	Statistics
Additional Courses through WVS, FVTC, & ERVING	

Hospitality and Tourism

The Hospitality & Tourism Cluster prepares learners for careers in the management, marketing, and operations of restaurants and other food services, lodging, attractions, recreational events and travel-related services. Hospitality operations are located in communities throughout the world.

The Four Pathways

Restaurant & Food/Beverage Services

Food & Beverage Manager
Catering & Banquets Manager
Restaurant Owner
Executive Chef
Cook
Bartender & Server
Banquet Setup Attendant

Lodging

Front Office Manager
Executive Housekeeper
Director of Sales & Marketing
Director of Operations
Front Desk Supervisor
Sales Professional

Travel & Tourism

Event Planner
Convention Services Manager
Interpreter
Heritage Tourism Developer
Tour Operator/Guide/Agent
Tourism Marketing Specialist

Recreation, Amusements, and Attractions

Club Manager
Membership Director
Parks Director
Resort Instructor
Promotional Developer
Park Ranger
Zookeeper
Recreation Director

LWHS Courses for Supporting Knowledge in Hospitality & Tourism	
Business & Information Technology Courses	Agriculture Courses
Entrepreneurship (WVS)	Plants, Animals, and You
Computer Science Principles (TVS)	Food Science
Web Design (WVS)	Leadership
Marketing (WVS)	
Additional Courses through WVS, FVTC, & ERVING	

Human Services

The Human Services Career Cluster prepares learners for employment in career pathways that relate to serving families and human needs.

The Five Pathways

Consumer Services

Consumer Affairs Officer
 Financial Counselor
 Consumer Research Department Representative
 Investment Advisor
 Employee Benefits Representative
 Market Researcher

Early Childhood Development & Services

Director, Childcare Facility
 Childcare Assistant/Worker
 Parent Educator
 Nanny
 Preschool Teacher/Assistant

Family & Community Services

Community Service Director
 Volunteer Coordinator
 Director, Religious Activities/Education Programs
 Emergency Relief Worker
 Grief Counselor
 Social Services Worker

Counseling & Mental Health Services

Career Counselor
 Clinical/Counseling Psychologist
 Marriage, Child, & Family Counselor
 Mental Health Counselor
 Rehabilitation Counselor
 School Counselor
 Substance Abuse Counselor

Personal Care Services

Cosmetologist
 Funeral Attendant/Director
 Nail Technician
 Personal Trainer
 Skin Care Specialist

LWHS Courses for Supporting Knowledge in Human Services

Agriculture & Science Courses

Leadership
 Biology
 Biology II
 Human Biology

Art Courses

Intro to Art
 Art 2D & 3D

Social Studies Courses

Sociology
 AP Psychology
 Teacher Assistant
 Developmental Psychology (FVTC)
 Real-World Parenting (WVS)

Finance

Additional Courses through WVS, FVTC, & ERVING

Information Technology

Building Linkages in Information Technology Framework, learners will gain skills in the design, development, support, and management of hardware, software, multimedia and systems integration services.

The Four Pathways

Network Systems

Network Administrator
 Network Technician
 Telecommunications Network Technician
 Data Communications Analyst
 Security Administrator

Information Support Services

Database Administrator
 Enterprise Systems Engineer
 Help Desk Specialist
 Technical Support Engineer
 Technical Writer
 Instructional Designer
 Application Integrator

Programming & Software Development

Software Applications Architect
 Applications Engineer
 Computer Programmer
 Game Programmer
 Operating Systems Design/Engineer

Interactive Media

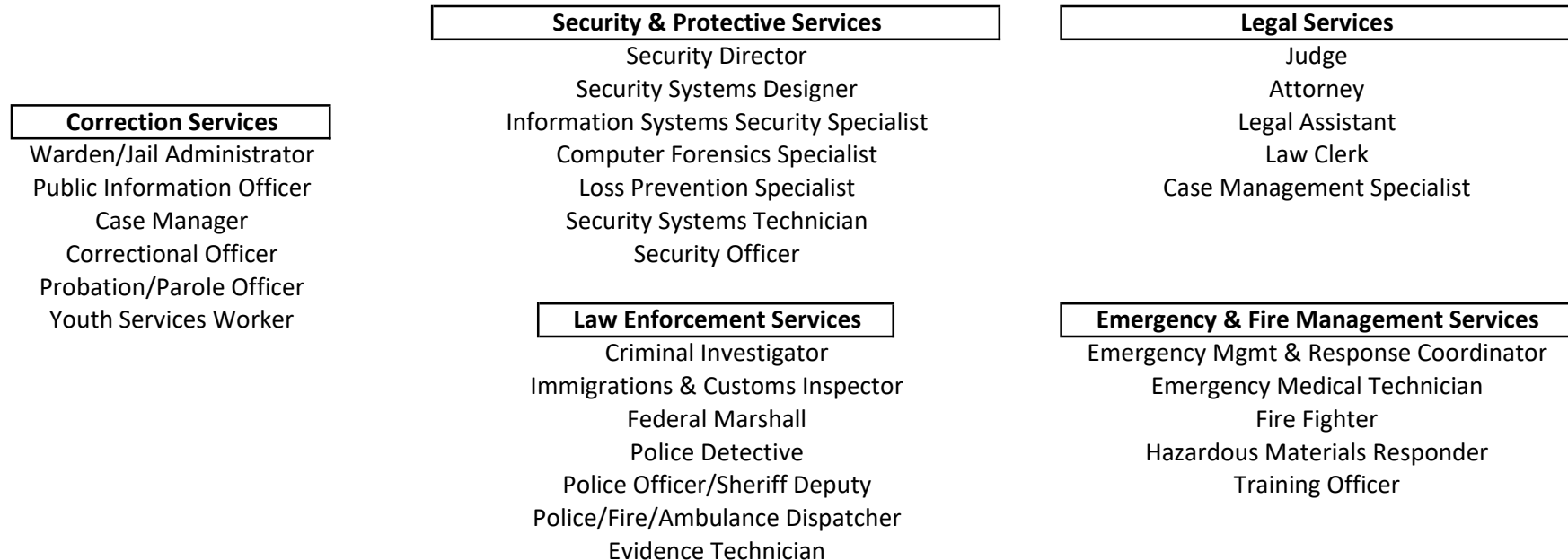
Web Designer
 Webmaster
 3D Animator
 Virtual Reality Specialist
 Multimedia Producer
 Graphic Artist

LWHS Courses for Supporting Knowledge in Information Technology	
Technology & Engineering Courses	Social Studies Courses
Intro to DC Circuits/Intro to Programming	Sociology
Engineering	AP Psychology
Programming	
Robotics	Art Courses
Microsoft Office 365	Art 1
Intro to Cybersecurity	Art 2D & 3D
	Photography & Graphic Design
Additional Courses through WVS, FVTC, & ERVING	

Law, Public Safety, Corrections, and Security

The Law, Public Safety, Corrections, & Security Career Cluster helps prepare learners for careers in planning, providing, and managing legal, public safety, protective services, and homeland security, including professional and technical support services.

The Five Pathways



LWHS Courses for Supporting Knowledge in Law, Public Safety, Corrections, & Security	
Science Courses	Social Studies Courses
Biology & Biology II	Sociology
Chemistry	AP Psychology
Human Biology	Developmental Psychology
	Careers in Criminal Justice (WVS)
Agriculture Course	Criminology (WVS)
Leadership	Forensic Science (WVS)
Additional Courses through WVS, FVTC, & ERVING	

Manufacturing

This diverse Career Cluster prepares learners for careers in planning, managing, and performing the processing of materials into intermediate or final products. Careers also include related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

The Six Pathways

Manufacturing Production Process & Development

Design Engineer
 Industrial Engineer
 Labor Relations Manager
 Manufacturing Engineer
 Precision Inspector, Tester, & Grader
 Process Improvement Technician
 Production Manager

Production

Assemblers
 Automated Manufacturing Technician
 Calibration Technician
 Electromechanical Equipment Assemblers/Operators
 Tool & Die Maker

Maintenance, Installation & Repair

Biomedical Equipment Technician
 Communication System Installer/Repair
 Instrument Control Technician
 Laser System Technician
 Security System Installer/Repair

Quality Assurance

Calibration Technician
 Inspector
 Lab Technician
 Process Control Technician
 Quality Control Technician
 Quality Engineer

Logistics & Inventory Control

Dispatcher
 Freight, Stock & Material Mover
 Industrial Truck & Tractor Operator
 Logistical Engineer
 Material Handler
 Process Improvement Technician
 Traffic Manager

Health, Safety, & Environmental Assurance

Environmental Engineer
 Health & Safety Coordinator
 Safety Engineer
 Safety Technician

LWHS Courses for Supporting Knowledge in Manufacturing

Technology & Engineering Courses	Social Studies Courses
Intro to Technology	Sociology
Metals I	AP Psychology
Furniture & Cabinetry	Business & Information Technology Courses
GMAW/SMAW	Computer Science Principles (WVS)
Intro to DC Circuits/Intro to Programming	Biotechnology (WVS)
Engineering	Manufacturing: Production Design & Innovation
Robotics	
Additional Courses through WVS, FVTC, & ERVING	

Marketing, Sales, and Service

The Marketing, Sales, & Service Career Cluster prepares learners for careers in planning, managing, and performing marketing activities to reach organizational objectives.

The Seven Pathways

Management & Entrepreneurship

Chief Executive Officer
 Entrepreneur
 Independent Distributor
 Small Business Owner

Professional Sales & Marketing

Account Executive
 Broker
 Regional Sales Manager
 Sales Executive
 Technical Sales Specialist

Buying & Merchandising

Clerk
 Merchandise Buyer
 Merchandising Manager
 Operations Manager
 Retail Marketing Coordinator
 Sales Associate
 Store Manager

Marketing Communication & Promotion

Advertising Manager
 Art/Graphics Director
 Creative Director
 Interactive Media Specialist
 Public Relations Manager
 Sales Representative

Marketing Information & Research

Brand Manager
 Database Manager
 Director of Market Development
 Product Planner
 Research Associate
 Strategic Planner

Distribution & Logistics

Distribution Coordinator
 Inventory Manager/Analyst
 Logistics Analyst/Engineer
 Materials Manager
 Shipping/Receiving Administrator
 Shipping/Receiving Clerk
 Warehouse Manager

E-Marketing

Copywriter/Designer
 Customer Support Specialist
 E-Commerce Director
 E-Merchandising Manager
 Fulfillment Manager
 Online Market Researcher

LWHS Courses for Supporting Knowledge in Agriculture, Food, & Natural Resource Careers	
Agriculture Courses	Social Studies Courses
Leadership	Sociology
Art Courses	AP Psychology
Intro to Art	Business & Information Technology Courses
Art 2D & 3D	Entrepreneurship (WVS)
Photography & Graphic Design	Advertising & Sales (WVS)
	Media & Communications (WVS)
Additional Courses through WVS, FVTC, & ERVING	

Science, Technology, Engineering, and Mathematics

A career in Science, Technology, Engineering, or Mathematics is exciting, challenging, and ever-changing. Learners who pursue one of these career fields will be involved in planning, managing, and providing scientific research and professional and technical services including laboratory and testing services, and research and development services.

The Two Pathways

Science & Mathematics

Biologist
 Chemist
 Geneticist
 Physicist
 Mathematician
 Statistician
 Research Technician
 Science Teacher
 Lab Technician

Engineering & Technology

Aeronautical Engineer
 Architectural Engineer
 Biotechnology Engineer
 Chemical Engineer
 Civil Engineer
 Construction Engineer
 Industrial Engineer
 Mechanical Engineer
 Materials Lab & Supply Technician
 Quality Technician

LWHS Courses for Supporting Knowledge in Science, Technology, Engineering, & Mathematics				
Math Courses		Science Courses		Technology/Engineering Courses
Algebra		Biology & Biology II		Intro to Technology
Geometry		Physical Science		Metals 1
Advanced Algebra		Chemistry		Furniture & Cabinetry
Precalculus		Ecology TC		Intro to DC Circuits/Programing
AP Calculus		Physics		Engineering
Statistics		AP Chemistry		Programming
		AP Biology		Robotics
				AP Computer Science
Additional Courses through WVS, FVTC, ERVING				

Transportation, Distribution, and Logistics

The Transportation, Distribution, & Logistics Career Cluster exposes learners to careers and businesses involved in the planning, management, and movement of people, materials, and products by road, air, and water. It also includes related professional and technical support services such as infrastructure planning and management, logistic services, and the maintenance of mobile equipment and facilities.

The Six Pathways

Transportation Operations

Transportation Managers
 Pilots
 Locomotive Engineers
 Flight Engineers & Attendants
 Truck & Bus Drivers
 Air Traffic Controllers
 Ship & Boat Captains
 Aircraft Cargo Handling Supervisors

Logistics Planning & Management

Logistician
 Logistics Manager
 Logistics Engineer
 International Logistic Specialist

Facility & Mobile Equipment Maintenance

Industrial Equipment Mechanic
 Electrician & Technician
 Facility Maintenance Manager/Engineer
 Mobile Equipment Maintenance Technician
 Diesel Engine Specialist

Warehousing & Distribution Center Operations

Storage & Distribution Manager
 Warehouse Manager
 Industrial & Packaging Engineer
 Shipping & Receiving Supervisor
 Production, Planning, & Expediting Clerk
 Freight Material Mover & Supervisor

Sales & Service

Reservation & Travel Agent
 Cargo & Freight Agent
 Customer Service Manager & Representative
 Customer Order Supervisor
 Billing Supervisor

Transportation Systems/Infrastructure Planning, Management & Regulation

Traffic Control
 Urban & Regional Planner
 Vehicle & System Inspector
 Federal, State, & Local Transportation Agency
 Manager

LWHS Courses for Supporting Knowledge in Transportation, Distribution & Logistics	
Technology & Engineering Courses	Social Studies Courses
Intro to Technology	Economics
Furniture & Cabinetry	AP Psychology
Metals 1	Sociology
GMAW/SMAW	Manufacturing (WVS)
Intro to DC Circuits/Intro to Programming	International Business & Commerce (WVS)
Engineering	Computer Science Principles (WVS)
Robotics	
Additional Courses through WVS, FVTC, ERVING	



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Board Meeting Date: 12/19/2023

Agenda Item: 16

Subject: Annual School Safety Report

Presenter(s): Ryan Peterson

I. Overall Content/Purpose:

The purpose of this memo is to provide information to the BOE regarding the School Safety Plan in preparation for submission of the annual report to the Department of Justice.

II. Board Motion Needed:

Administrative Recommendation for approval.

Full BOE vote requested

III. Point of Emphasis / Key Communication(s):

- A. Included in this memo is a copy of the School District of Manawa School Safety Plan.
 - 1. Last review and BOE approval was in November of 2022.
- B. Included in this memo are the 22-23 Wisconsin School District Record of Fire/Tornado/School Safety / Other Evacuation Drills log(s). These documents include the dates of all required emergency drills.
- C. Included in this memo the written evaluation of the most recent school violence drill at both the Elementary and Middle/High Schools.
- D. During inservice, on August 22, 2023, All staff were trained on SRP - Standard Response Protocols and ALICE active shooter response. Refresher training will take place virtually in January 2024.
- E. Emergency Preparedness County Collaborative Meetings were Started in the 2023 - 24 School Year. These meetings take place on the School District of Manawa Campus and include members of local, county, and state emergency personnel and law enforcement. The purpose of these proactive meetings are to discuss best practices regarding critical incidents and plan comprehensive responses of all community partners. Most recent meeting was held on November 13, 2023. The next meeting will take place in January, 2024. School Safety Assessment by Law Enforcement are part of normal operations because of this collaborative groups focus on emergency preparedness.

IV. Contact for More Information:

Name: __Ryan Peterson__



Students choosing to excel; realizing their strengths.

School District of Manawa

Emergency Response

Protocols

Revised 12/2023

Approved by the B.O.E. - November 2022

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Section 1 - Emergency Contact List

1 Principal/District Administrator
1.5 Custodial
1.8 Lead Staff Member (after hours)

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Police/EMS/Fire		911 (715) 258-4474
Sheriff's Department	Waupaca County	911 (715) 258-4474
State Police	Wausau Office	(715) 845-1143
Emergency Management/Haz-mat	Waupaca County	911 (715) 258-4474
Air Shut Off – (for complete building)	Automated Energy Systems	(920) 968-5882
Safe Area - (Evacuation site)	Manawa Rural Fire Dept./City Hall or the other school building for emergencies not involving the other building	_____
Staging area - (Family Reunification)	Masonic Center or the other school building for emergencies not involving the other building	_____
Poison Control Center		(800) 815-8855
Hospital Emergency Room	ThedaCare – Waupaca	(715) 258-1000
Hospital Emergency Room	ThedaCare – New London	(715) 531-2030
Electric	Alliant Energy	(800) 255-4268
Water	City of Manawa – Dept. of Public Works	(920) 596-2578
Gas Company	Alliant Energy	(800) 255-4268
Telephone Company	Solarus (VoIP)	(920) 596-2535 (800) 421-9282
District Administrator	Ryan Peterson	(920) 596-5300
Elementary Principal	Danielle Brauer	(920) 596-2559
Secondary Principal	Michelle Johnson	(920) 596-5310
Technology Director	Dean Marzofka	(920) 596-5737

Maintenance Person	Arthur Pethke	(920) 595-5805
Bus Route Supervisor	Kobussen – Jacob Elsner	(920) 389-1500 (920) 427-1408

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1.2 Teacher & Staff**1.4 Kitchen Staff**When calling 911 - **SPECIFY**

1. Which school you are at (high school, middle school, elementary, Paving the Way etc.)
2. Where you are located in the building (classroom, fitness center, gym etc.)
3. The Door # (number) that the emergency vehicle should come to

MANAWA ELEMENTARY SCHOOL OFFICE 800 Beech Street
Ext: 5700

Police/EMS/FD		911
Sheriff's Department	Waupaca County	911 (715) 258-4474
Emergency Management/Haz-mat	Waupaca County	911 (715) 258-4474
Elementary Principal	Danielle Brauer	(920) 596-2559 (920) 323-9636
Poison Control Center		800-815-8855

1.6 Bus Drivers
1.7 Route Supervisor

MANAWA MIDDLE/LITTLE WOLF HIGH SCHOOL OFFICE 515 East 4th Street
Ext: 5800

Police/EMS/FD		911
Sheriff's Department	Waupaca County	911 (715) 258-4474
Emergency Management/Haz-mat	Waupaca County	911 (715) 258-4474

PAVING THE WAY 407 Bridge Street (920) 596-2526

Secondary Principal	Michelle Johnson	(920) 596-5310
Dean of Students	Jeff Bortle	(920) 596-5806

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Section 2 - Evacuate - Fire

Definition

This type of evacuation is used for any emergency evacuation related to a fire incident and includes a fire that is believed to be extinguished.

Alert Signal

Fire alarm and/or announcement over the public address system (PA).

2.1 Principal Response

1. Make sure that the alarm has been activated as soon as notification is received.
Do not wait to verify that a fire is actually occurring before activating the alarm.
2. Call 911 for emergency services. Report a fire and give the facility's address as per the details on page 15 for calling 911.
3. See that the emergency evacuation kits are taken from the building and transported to the initial evacuation site (MES- overflow parking lot; MS/HS- north end of west parking lot).
4. **If it is safe to do so sweep/quickly check that the area is empty:**
 - a. The MES custodian will sweep from the main office through the south end of the facility and the school counselor will sweep from the main office through the north end of the facility.
 - b. The MS/HS counselor/custodian will sweep the main academic level of the facility and the Dean of Students will sweep the lower level/Fitness Center of the facility.
 - c. The Paving the Way lead teacher will ensure all students and staff have exited.
5. Confirm that all staff, students, and visitors are out of the building using the two-way radio system.
6. Leave the building and report to the first responding public safety official.
 - a. Advise them of the emergency situation.
 - b. Offer to provide master keys to a properly identified public safety official.
 - c. Make a record of to whom the key is issued.
7. The District Administrator, principal, and emergency management will assess the situation and decide whether to move to the reunification evacuation site.
8. If moving to the reunification site, the Business Manager will call Kobussen for transportation and the Masonic Center manager.
9. Report to the City Hall/Fire Department, appraise the situation, and with the district administrator determine the course of action.
10. Decide whether to implement the family reunification protocol. If family reunification protocol is not appropriate, notify the transportation department to be prepared to implement it in the event the situation escalates.
11. The District Administrator will implement the Skylert/media protocol.

2.2 Teacher & Staff Response

1. Shut off equipment such as Bunsen burners, stoves etc.
2. Gather all students and visitors in your area of responsibility and prepare to evacuate to MES- overflow parking lot; MS/HS- north end of west parking lot and area at least 300 feet from the facility; Paving the Way- walk to the City Hall.
3. Ensure that special needs persons in the immediate area are provided assistance.

4. Hold door open, allowing people to file out single file, to MES- overflow parking lot; MS/HS- north end of west parking lot; Paving the Way – walk to City Hall.
5. Take emergency evacuation kit & shut the door.
6. If you encounter fire, any other significant hazard or find the designated pathway blocked, quickly evaluate the situation and seek an alternate route.
7. Once evacuees have reached the evacuation site take attendance (call each student's name, **DO NOT** just count students) and report any missing student(s) to the Principal and office personnel (high visibility vest).

2.4 Kitchen Staff Response

1. Turn off equipment (stove, appliances etc.)
2. After last person has left the room/area shut the door and report to the evacuation site.
3. Make sure that all people leaving the facility remain at the evacuation site until released by the appropriate authority.
4. **DO NOT** attempt to reenter the facility unless the principal or the designee directs you to do so.

2.5 Custodial Response

1. Gather all students and visitors in your area of responsibility and evacuate according to the fire evacuation plan.
2. Ensure that special needs persons in the immediate area are provided assistance.
3. **If it is safe to do so** sweep areas of the facility as in 2.1.4 above and take any people found to the principal.
4. If you encounter fire, any other significant hazard or find the designated pathway blocked, quickly evaluate the situation and seek an alternate route.
5. Report to the principal or their designee and assist as needed.

2.6 Bus Driver Response

1. Instruct all occupants to evacuate according to the fire evacuation plan for your design of bus. Provide direction on specific evacuation procedures if needed.
2. Call 911 or notify dispatch and request that the Fire Department be called. During notification be sure to give the address twice to ensure accuracy.
3. Take the emergency evacuation kit with you as you evacuate.
4. Ensure that special needs persons on the bus are assisted in evacuating.
5. If you encounter fire blocking an emergency exit, quickly evaluate the situation and seek an alternate route. Once evacuees have reached the evacuation site, develop a written list of all evacuees and provide the list to the principal or his or her designee.
6. Remain alert to potential dangers in the area and properly supervise students under your care.

2.7 Terminal Manager Response

1. Ensure that the fire department has been called.
2. Advise all other drivers to keep the radio clear except for emergency transmissions until public safety responders are on the scene.
3. Respond to the scene and meet responding public safety officials, brief them of the situation, make them aware of the contents of the emergency evacuation kit.
4. Report to the evacuation site and appraise the situation.
5. Decide whether to use another bus to transport students or to implement the family reunification protocol.
6. Implement the media protocol.
7. If appropriate, photograph the damage.
8. Brief your supervisor and the District Administrator as appropriate for the situation.
9. If it is a bus emergency, the District Administrator will respond in the event of injury.

2.8 Lead Staff Member Response (district/school sponsored after hours)

1. Sound fire alarm.
2. Call 911 and request fire department and law enforcement response.
3. See that the emergency evacuation kits are taken from the building and go to MES- overflow parking lot; MS/HS- north end of west parking lot; Paving the Way- walk to Fire Department bay.
4. In areas where it is safe to do so, ask a responsible adult to sweep the facility for students and adults who may not have been able to evacuate.
5. Meet responding public safety officials. Brief them of the situation.
6. Contact the building principal and District Administrator.
7. Report to the evacuation site and appraise the situation.
8. The District Administrator will implement the media protocol.

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Section 2a - Tracking Sheet(s)

2a.1 - Fire Evacuation Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Fire Evacuation** _____

Sheet initiated by: _____ Date: _____

1st Shift

Relieved by: _____ Time: _____

2nd Shift

Relieved by: _____ Time: _____

3rd Shift

Relieved by: _____ Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Sound fire Alarm, activate appropriate crisis teams				
Call 911, request Fire and Police Dept. response				
Sweep the facility for students and adults				
Obtain emergency evacuation kits				
Assist special needs persons				
Evacuate according to the fire evacuation plan				
Report to evacuation site, appraise the situation				
Meet responding public safety officials				
Decide whether to implement the family reunification protocol				
Implement the media protocol				
At evacuation site develop a written list of all evacuees				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed by: _____ Date: _____

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Section 3 – “Evacuate” for Bomb Threat or Other Non-Fire Situation

Definition

This type of evacuation is used for any emergency evacuation not related to a fire incident. Law enforcement in coordination of the principal will determine if it is a credible threat and if evacuation is necessary.

Alert Signal

Announcement over the public address system. “All Staff and Students Evacuate, Evacuate, to the **Manawa Rural Fire Department/City Hall or the other school building (if not affected).**”

3.1 Principal Response

1. Notify appropriate public safety agencies and central staff of the situation.
2. Select an evacuation route.
3. If time permits, send designated staff member(s) to sweep the evacuation route and site and wait for an all-clear report before announcing the evacuation.
4. Announce an evacuation is in effect. (refer to “Alert Signal”)
5. **If it is safe to do so sweep/quickly check that the area is empty:**
 - a. The MES custodian will sweep from the main office through the south end of the facility and the school counselor will sweep from the main office through the north end of the facility.
 - b. The MS/HS counselor/custodian will sweep the main academic level of the facility and the Dean of Students will sweep the lower level/Fitness Center of the facility.
 - c. The Paving the Way lead teacher will ensure all students and staff have exited.
6. Ensure that the emergency evacuation kits are removed from the building.
7. Leave the building and report to the first responding public safety official
 - a. Advise him/her of the emergency evacuation kits and their contents.
 - b. Offer to provide master keys to a properly identified public safety official.
 - c. Make a record of the person to whom the key is issued.
8. Report/walk (or in the event of inclement weather as determined by the principal, buses will be secured to transport) to the **Manawa Rural Fire Department/City Hall** or other designated facility.
 - a. Check to ensure that all students and staff are at the site and appraise the situation.
9. Decide whether to implement the family reunification protocol. If family reunification protocol is not appropriate, notify the transportation department to be prepared to implement it in the event the situation escalates.
10. Implement the media protocol.
11. If deemed appropriate after consulting with public safety officials, authorize staff to reenter the facility.

3.2 Teacher & Staff Response

1. Gather all students and visitors in your area of responsibility and evacuate using the route and **evacuation site** designated unless otherwise instructed.
2. Ensure that all special needs persons are provided assistance.
3. After last student has left the room - Take emergency file & shut the door.
4. Once evacuees have reached the designated evacuation site:

- a. Take attendance (Call each student's name, **DO NOT** just count students).
 - b. Provide attendance list to the principal or their designee (high visibility vest).
 - c. Report any missing student(s).
 - d. Notify the principal or their designee of any suspicious packages/objects you noticed in your room/work area.
4. Ask students to report anything out of place or suspicious.
 5. **DO NOT** attempt to reenter the facility unless the principal or their designee directs you to do so.
 6. **DO NOT** allow students to use portable/cell phones.
 7. **DO NOT** use cell phones unless a significant emergency situation exists.

3.4 Kitchen Staff Response

1. Turn off equipment (stove, appliances etc.).
2. After last person has left the room/area shut the door and report to the evacuation site.
3. Make sure that all people leaving the facility remain at the evacuation site until released by the appropriate authority.
4. **DO NOT** attempt to reenter the facility unless the principal or his or her designee or his or her designee directs you to do so.

3.5 Custodial Response

1. Inform all students, personnel and visitors in your area to evacuate using the route and site designated by the principal or his or her designee.
2. Ensure that all special needs persons in your area of responsibility are provided assistance.
3. **If it is safe to do so** sweep the facility as in 3.1.5 above and take any people found to the principal.
4. Once you reach the designated evacuation area, report to the principal or their designee and assist as needed.
5. **DO NOT** use cell phones unless a significant emergency situation exists.

3.6 Bus Driver Response

1. Instruct students to evacuate the bus and to take all of their possessions with them. Remove the keys to the bus. Conduct a quick visual sweep of the bus before you exit. Do not touch, move or disturb any suspicious item, but note its location. **If it is safe to do so**, move students to a point approximately 1,000 feet from the bus (about the length of ten football fields). Meet with responding officials and tell them what you observed when you visually swept the bus for suspicious items.
2. Remain alert to your surroundings. Be particularly alert to any people or conditions that might pose a danger to evacuees. If you encounter a significant hazard, quickly evaluate the situation, adjust your evacuation route and attempt to notify the principal or his or her designee or the appropriate public safety officials.
3. Once you reach the designated evacuation site, develop a written list of all evacuees and provide the list to route supervisor upon their arrival. Report the presence or lack of any suspicious objects on or near the bus, evacuation route or site.
4. Remain alert to potential dangers in the area and properly supervise students under your care.
5. **DO NOT** allow students to use portable telephones. Confiscate any electronic communications devices that are prohibited by policy. The use of cellular phones can result in loss of control of the situation.

6. Try to avoid use of the bus radio unless an emergency situation dictates its use. In certain rare instances, a two-way radio signal can cause a device to detonate.

3.7 Route Supervisor Response

1. Ensure that the appropriate public safety agencies have been notified of the situation.
2. Advise all other drivers to keep the radio clear except for emergency transmissions until public safety responders are on the scene.
3. Proceed to the incident site if only one bus is involved.
4. Upon arrival, conduct a quick visual sweep the evacuation area.
5. Report to the evacuation site, check to ensure that all students and staff are at the site and appraise the situation.
6. Meet with responding public safety officials and determine how the bus will be swept for explosive devices. Public safety officials ordinarily request that someone who is familiar with the area to be checked assist them. Any transportation personnel who assist in the sweep of the bus should be clearly instructed not to touch, move or in any way disturb anything on or near the bus.
7. After the bus has been swept, consult with public safety officials and decide whether to transport students on the bus, transfer them to another bus or to implement the family reunification protocol.
8. Implement the media protocol.
9. Brief your supervisor as appropriate for the situation.

3.8 Lead Staff Member Response (after hours)

1. Notify appropriate public safety agencies of the situation.
2. Select an evacuation route and site.
3. If time permits, send designated staff member(s) to sweep the evacuation route and site and wait for an all-clear report before announcing the evacuation.
4. Announce evacuation.
5. Notify the principal and district administrator and request that the Crisis Response Team be activated.
6. **If it is safe for you to do so**, sweep the facility for students and adults who may not have been able to evacuate.
7. Ensure that the emergency evacuation kits are removed from the building.
8. Leave the building. Report to the first responding public safety official and advise him or her of the emergency evacuation kits and their contents. Offer to provide master keys to a properly identified public safety official. Make a record of the person to whom the key is issued.
9. Report to the evacuation site. Check to ensure that visitors, students and staff are at the site. Appraise the situation.
10. Decide whether or not to implement the family reunification protocol.
11. Implement the media protocol.

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Section 3a - Tracking Sheet(s)

3a.1 -Bomb Threat/Non-Fire Evacuation Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Bomb Threat/Non-Fire Evacuation** _____

Sheet initiated by: _____ Date: _____

1st Shift Relieved by: _____ Time: _____

2nd Shift Relieved by: _____ Time: _____

3rd Shift Relieved by: _____ Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Notify appropriate public safety (police, fire)				
Select an evacuation route and site				
Activate appropriate crisis teams				
Send designated staff member(s) to sweep the evacuation route and site				
Announce evacuation				
Sweep the facility for students and adults, assist special needs persons				
Ensure that the emergency evacuation kits are removed from the building				
Evacuate according to non-fire evacuation protocol				
Report to the first responding public safety official				
Report to the evacuation site				
Decide whether to implement the family reunification protocol				
Implement the media protocol				
Once at the site, develop a written list of all evacuees				
Confiscate any electronic communications devices that are prohibited by policy				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed by: _____ Date: _____

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Section 4 - Shelter in Place Protocol

Definition

Sheltering in place procedures are utilized when there has been a chemical or biological release or radiological incident outside of, but in proximity to, a facility and available information indicates that there is not adequate time to evacuate building occupants to a safe location before the dangerous contaminants reach the facility.

Alert Signal

Announcement for staff to shelter building occupants in place.

4.1 Principal/District Administrator Response (Principal makes a determination to shelter in place quickly if evacuation is not practical.)

1. The District Administrator will notify AES at (920) 968-5882 to shut off air if the principals or D.A. are not able to do it via the remote VPN. Pay particular attention to hood ventilation systems in the production kitchens and technology education labs and shut off the fans in the gym.
2. Principal makes an announcement over the public address system to direct staff to shelter in place.
3. Principal ensures that all outdoor personnel have been moved into the facility.
4. Principal ensures that all staff and occupants receive word to shelter in place and verify that all personnel are sheltered in appropriate locations.
5. Principal checks to see that staff members have taken proper steps to seal off windows and doors from outside airflow using items found in the Emergency Evacuation Kit.
6. District Administrator monitors the situation through radio and/or television stations. Attempt to calm staff and students. Keep staff informed of developments whenever possible. District Administrator will use Skylerts to convey messages to families and emergency contacts and will send similar messages using available social media outlets.
7. Principal when informed by local public safety and emergency management personnel, notify staff when it is safe to leave the facility.
8. District Administrator and principals make preparations to implement the family reunification protocol quickly if the situation dictates. Notify the transportation department to be prepared to implement the family reunification protocol in the event the situation escalates.

4.2 Teacher & Staff Response

1. All staff that are outdoors should quickly gather all students and adults in the area and instruct them to go inside the facility immediately.
2. Close all windows and doors.
3. Seal off windows and doors from outside airflow using items found in the "Go Kit".
4. Wait for further instructions from your principal or their designee.
5. Review emergency evacuation and family reunification protocol.

4.4 Kitchen Staff Response

1. Instruct everyone in the area to move to an interior area without windows if possible.
2. Close all doors.
3. Shut down all exhaust fan hoods.
4. Wait for further instructions from your principal or their designee.

4.5 Custodial Response

1. If you are outdoors, quickly gather all students and adults in the area and instruct them to go inside the facility immediately. Once inside, instruct everyone to move to an interior area without windows if possible.
2. Close all windows and doors in your area of responsibility.
3. **If it is safe to do so**, sweep/quickly check that all halls, rest rooms, common areas are empty in the facility and take any people found to the principal.
4. Report to the principal or their designee and provide assistance as needed.

4.6 Bus Driver Response

1. Close all windows and doors.
2. If available, use tape to cover all windows and doors with precut sheets of plastic to help reduce airflow into the area.
3. Close all outside air vents. Turn off all heating or ventilation systems.
4. Notify the transportation department of your situation and exact location.
5. Consult with area public safety and emergency management officials if any are in the area.
6. Be prepared to move the bus or implement emergency evacuation procedures.

4.7 Route Supervisor Response

1. Consult with driver(s) and public safety officials to determine if drivers in the affected area should attempt to drive out of the area, move students to a building if they can locate one, or shelter in place.
2. Advise all other drivers to keep the radio clear except for emergency transmissions.
3. Keep track of all bus locations and areas where students are evacuated or sheltered.
4. Monitor situation through radio and/or television stations. Attempt to calm staff and drivers. Keep staff and drivers informed of developments whenever possible.
5. Notify staff when it is safe to leave their location based on advice from local public safety and emergency management personnel.
6. Brief your supervisor as appropriate for the situation.

4.8 Lead Staff Member Response (after hours)

1. Make a determination to shelter in place quickly if evacuation is not practical.
2. Make an announcement by the best available means to direct staff to shelter in place. Request that staff advise visitors of the shelter in place procedures.
3. Check to see that outdoor personnel have been moved into the facility.
4. Notify the principal and district administrator and tell them to advise the Crisis Response Team of the situation.
5. The District Administrator will notify AES at **(920) 968-5882** to shut off air if the principals or D.A. are not able to do it via the remote VPN. Pay particular attention to hood ventilation systems in the production kitchens and technology education labs and shut off the fans in the gym.

6. **If it is safe to do so**, check to see that staff and occupants received word to shelter in place.
7. Verify that personnel are sheltered in the most suitable locations.
8. Check to see that staff members have taken proper steps to seal off windows and doors from outside air flow.
9. The District Administrator will monitor the situation through radio and/or television stations. District Administrator will use Skylerts to convey messages to families and emergency contacts and will send similar messages using available social media outlets.
10. Attempt to calm staff, visitors and students. Keep staff informed of developments whenever possible.
11. When informed by local public safety and emergency management personnel, notify staff when it is safe to leave facility.

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Section 4a - Tracking Sheet(s)

4a.1 - Shelter in Place Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Shelter in Place** _____

Sheet initiated by: _____ Date: _____

1st Shift Relieved by: _____ Time: _____

2nd Shift Relieved by: _____ Time: _____

3rd Shift Relieved by: _____ Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Make announcement over public address system, activate appropriate crisis teams				
Gather outdoor personnel into facility				
Verify that personnel have received word and are sheltered in the most suitable locations				
Once inside, instruct everyone to move to an interior area without windows if possible				
Close all windows and doors				
Use tape to cover all windows and doors with precut sheets of plastic to help reduce air flow into the area				
Use wet towels to reduce air flow under doors				
Close all outside air vents				
Turn off all heating or ventilation systems				
Implement media protocol				
Monitor situation through radio and/or television stations				
Attempt to calm staff and students				
Notify staff when it is safe to leave facility				
Decide whether to implement family reunification protocol				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed by: _____ Date: _____

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Section 5 - Relocation Evacuation & Family Reunification Protocol

Definition

This type of evacuation is used for any evacuation where students and staff will need to be moved to a site/location off the premises for reunification with family members and loved ones.

Alert Signal

Announcement over the public address system “**All Staff and Students evacuate to Manawa Rural Fire Department/City Hall or the other school building**”, and be prepared to implement our Family Reunification Protocol.

5.1 Principal/District Administrator Response

1. Notify the District Administrator of your decision to implement a Relocation Evacuation. Provide a brief description of the incident and specify the staging area so buses can be dispatched to the appropriate location.
2. The District Administrator will request that additional law enforcement officials dispatch uniformed personnel to **Manawa Rural Fire Department/City Hall or the other school building**, and the **Masonic Lodge**.
3. Once at the Manawa Rural Fire Department/City Hall or the other school building make sure that all staff members and students are accounted for.
4. The bus company will send transportation to take students and staff from the **Manawa Rural Fire Department/City Hall or the other school building** to the **Masonic Lodge**.
5. The principal or their designee is responsible for contacting family members for the pick-up of the evacuated at the **Masonic Lodge or the other school**. - Follow Family Reunification Protocol.
6. The principal will have the school office staff and school counselor assist in coordinating and leading the Reunification Protocol at the **Masonic Lodge or the other school** at the staging area. Each of these staff members should have a complete school roster by grade-level or course in their Emergency Evacuation Kits.
7. The principal, school office staff, and school counselor will direct other staff members how they are to assist with family reunification at the staging area.
8. The District Administrator will implement the media protocol.

5.2 Teacher & Staff Response

1. Follow Relocation Evacuation procedures and guide students to **Manawa Rural Fire Department/City Hall or the other school building**.
2. Prepare students for boarding of buses.
3. Ensure that any special needs persons in your area of responsibility are assisted during the evacuation.
4. Assist police in obtaining a list of all witnesses and/or victims:
 - a. Full name(s), date of birth, and address
 - b. Indicate whether (“V”- for victim or “W” - for witness)
5. Once students and other persons from your area of responsibility have boarded a bus, take the roll.
6. The principal, school office staff, and school counselor will direct you as to your assigned role in the Family Reunification Protocol when you arrive at the **Masonic Lodge or the other school** staging area.

5.4 Kitchen Staff Response

1. Turn off equipment (stove, appliances etc.).
2. After last person has left the room/area shut the door and report to the **Manawa Rural Fire Department/City Hall or the other school building**.
3. Make sure that all people leaving the facility remain at the evacuation site until released by the appropriate authority.
4. **DO NOT** attempt to reenter the facility unless the principal or their designee directs you to do so.
5. **DO NOT** use cell phones unless a significant emergency situation exists.

5.5 Custodial Response

1. Follow Relocation Evacuation procedures and guide students to **Manawa Rural Fire Department/City Hall or the other school building**.
2. Ensure that any special needs persons in your area of responsibility are assisted during the evacuation.
3. **If it is safe to do so**, sweep/quickly check the facility to be sure everyone has exited. At Paving the Way, the lead teacher will ensure that everyone has left the building.
4. Report to the principal or his or her designee and provide assistance as needed.
5. Once you are advised to evacuate to the family reunification site and students and other persons from your area of responsibility have boarded a bus, assist the bus driver by taking roll and completing the driver's evacuation roster.
6. Follow the instructions of Family Reunification Staff when you arrive at the Family Reunification Site. You may be asked to assist in staffing the site.

5.6 Bus Driver Response (For an incident involving your bus)

1. Follow Relocation Evacuation procedures and guide students to an appropriate evacuation site. Prepare students to board another bus.
2. Ensure that any special needs persons are assisted during the evacuation.
3. Once students have boarded a bus, assist the bus driver by taking roll and completing the driver's evacuation roster.
4. Follow the instructions of Family Reunification Staff when you arrive at the Family Reunification Site. You will be asked to assist in staffing the site.

5.7 Route Supervisor Response (For an incident involving your bus)

1. Notify dispatch and the District office of your decision to implement the family reunification protocol. Provide a brief description of the incident and specify the staging area so a bus can be dispatched to the appropriate location.
2. Request that law enforcement officials dispatch uniformed personnel to the staging area.
3. If you must stay at the scene, designate a staff member to serve as your representative at the family reunification center.

5.6a Bus Driver Response (When one or more schools are affected by a crisis)

1. When you are notified that your assistance is needed for implementation of the family reunification plan, make sure that you have copies of student family reunification rosters.
2. Follow directions provided by route supervisors and public safety officials as to the best approach to the affected school or its evacuation area.
3. Try to calm students as they board the bus.
4. Once loaded, proceed safely to the family reunification site. Understand that evacuees may be traumatized by events and may be in an excited and emotionally distraught state.
5. Have a staff member fill out the student transport roster. If no staff member is present, ask a student to perform this task and note the name of the student who completed this task on the form.
6. **Do not** stop the bus or open the door to allow evacuees to meet family members.
7. When you arrive at the family reunification site, follow the instructions of public safety personnel. Provide the roster(s) to the staff member that meets your bus.
8. Return for the next relay if you are needed and repeat the process until the evacuation is complete.
9. Your bus may or may not be escorted by law enforcement depending on the available resources and the nature of the crisis.
10. Keep all radio traffic to a minimum.

5.7a Route Supervisor Response (When one or more schools are affected by a crisis)

1. Advise all drivers to keep the radio clear except for important transmissions until the last transport is completed.
2. Work with administrators at the affected site, crisis response team members and public safety officials to set up an efficient relay system. Designate a staging area near the school so buses can be staged there if too many buses arrive at the evacuation area at one time for loading.
3. Maintain a log of the status of all involved buses to help you keep track of available resources.
4. If buses from another school system or mass transit buses are sent to assist, coordinate with their supervisors and personnel. Attempt to establish a means of radio communications with their personnel. You may be able to provide a spare radio to a representative of their organization.
5. Brief your supervisor as appropriate.

5.8 Lead Staff Member Response (after hours)

1. Coordinate with public safety officials and/or Crisis Response Team members when deciding which site to use. Unlike a daytime emergency, the other school or Manawa Athletic Complex may be appropriate.
2. Notify the principal and district administrator of your decision to implement the family reunification protocol and request that the Crisis Recovery Team be activated if needed and sent to the selected site. Provide a brief description of the incident and specify the staging area so buses can be dispatched to the appropriate location.
3. Request that law enforcement officials dispatch uniformed personnel to the staging area.
4. If available, make the announcement by public address system, runners, e-mail or by the most practical means available to inform visitors, staff and students. It may be best to wait until the Crisis Response Team and buses have had time to travel to the affected site and the family reunification site before making the announcement and moving to the staging area.

5. In certain situations, it may not be practical or safe to order a general evacuation (such as during a hostage situation or if an armed intruder may still be in the area). In such instances, coordinate with public safety officials for law enforcement personnel to conduct the evacuation room by room.
6. Designate a Crisis Response Team member or other staff member to serve as your representative at the family reunification center. Instruct them to take student information from one of the Emergency Evacuation Kits with them.
7. Notify the appropriate Crisis Response Team member to serve as your representative at the staging area.

Section 5a - Tracking Sheet(s)

5a.1 -Remote Evacuation and Family Reunification Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Remote Evacuation and Family Reunification** _____

Sheet initiated by: _____ Date: _____

1st Shift

Relieved by: _____ Time: _____

2nd Shift

Relieved by: _____ Time: _____

3rd Shift

Relieved by: _____ Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Notify the central office				
Request law enforcement to report to staging area				
Make the announcement over public address system				
Activate appropriate crisis teams, notify a team member to be administrator's representative at family reunification center				
Follow non-fire evacuation procedures				
Provide assistance for special needs persons				
Take roll enroute (if on a bus take roll and complete the driver's evacuation roster)				
Implement media protocol				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date: _____

Witnessed by: _____ Date: _____

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Section 6 – Secure (Lock)

Definition

A Secure is a means to rapidly enhance the level of security in the facility. By locking all exterior doors and main interior doors, staff can make it more difficult for a dangerous person or situation in the vicinity of the facility to gain access to staff and students. This does allow staff and students to continue with productive activities in a limited fashion.

Alert Signal

Announcement over the public address system, “All staff and Students, Secure, Secure the Perimeter, Secure, Secure the Perimeter. Remain inside the Building.”

6.1 Principal/District Administrator Response

1. Make an announcement to implement the Secure (Lock Out).
2. Notify District Office, transportation and public safety officials of the situation requiring a Secure.
3. **If it is safe for you to do so**, verify that all exterior doors have been secured.
4. **If it is safe for you to do so**, verify that all main interior doors have been secured.
5. Notify the transportation department so that they can stop any inbound buses and/or make preparations to support you in the event you need to implement a **Lock Down**.
6. Brief staff and students as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, over two-way radio, via intercom, by phone, or by e-mail. You may need to remain in this Secure condition for several hours. If so, you may wish to modify the Secure conditions as appropriate.
7. Once the situation is resolved, you may resume normal activities. The principal should inform staff and students of the reason the Secure was issued. This can be done by having administrators go from room to room, using an announcement over the public address system, announcing over the two-way radios, or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see appendix of master protocol for sample letters).

6.2 Teacher & Staff Response

1. If you are located outside of the building, gather all students in the vicinity into the building and lock the door(s).
2. Do not allow anyone to leave the building. Stay away from any exterior doors.
3. If possible, report any concerns, missing students, suspicious activities, etc. to the principal or his or her designee by telephone, two-way radio, or intercom.
4. Continue with normal activities as much as the situation allows.
5. If students or staff have a need to move about in the building, obtain permission first from the principal or his or her designee.
6. Be prepared to rapidly implement a Lock Down if directed to do so.

6.4 Kitchen Staff Response

1. Continue with normal activities as much as the situation allows.
2. Do Not accept any deliveries during a Secure.
3. Be prepared to rapidly implement a Lock Down if directed to do so.

6.5 Custodial Response

1. Make sure all exterior entrance points to the building are locked immediately.
2. Instruct all students and visitors you encounter to remain in the building.
3. Once you have secured all exterior doors, report to the principal or his or her designee and assist as needed.
4. Continue with normal activities as much as the situation allows. Periodically check exterior doors to ensure that they remain locked.
5. If students or staff have a need to move about in the building, obtain permission first from the principal or his or her designee.
6. Be prepared to rapidly implement a Lock Down if directed to do so.

6.6 Bus Driver Response

- A. If you are unloading students in the morning and have other stops, continue your route, avoiding the immediate area of the affected school(s). If your next stop is a school located in close proximity to the affected school(s), seek guidance from a route supervisor. If you are picking up students in the afternoon, drive to a location that is at least one thousand feet from any affected school(s) and park in a safe area. Seek guidance from a route supervisor to see if you should wait to make the pickup at the affected school(s) once normal activities have resumed or continue your route.
- B. If you are advised of a Lock Down by a student, staff member, or public safety official and have not been notified by the transportation department, depart from the area and immediately advise your route supervisor or the dispatcher of the information you have received. If students are on your bus who would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

6.7 Route Supervisor Response

1. If notified that a Lock Down is in affect at a school, notify all bus drivers that would normally be dropping off or picking up students at the school and direct them as to what to do next.
2. For Lock Downs instruct drivers to restrict radio transmissions to those that are critical if you think it is appropriate based on the information you have.
3. If it appears that a Lock Down may remain in place for an extended time, consult with district administrator or his or her designee to determine if drivers who are designated to pick up at the school should continue their routes and/or if students who are still on the bus should be taken to a secure location until the threat subsides at the affected school(s).
4. Keep drivers updated on the situation as appropriate.
5. Brief your supervisor as appropriate for the situation.

6.8 Lead Staff Member Response (after hours)

1. Make sure the designated entrance points to the building near your location are locked immediately.
2. If the function is in a contained area such as a cafeteria, lunchroom or gymnasium, it may be best to have all exterior doors and all doors to the room where the function is being held secured and to continue the activity.
This decision depends on the information about the threat that the lead staff member has at the time. Otherwise:
3. If you are located in an area with a lockable door, gather all staff, visitors, and students in the vicinity into the room and lock the door.
4. If you are not in a location with a lockable door, move staff, visitors, and students to an area where they can be separated from other parts of the facility by a locked door.
5. Verify that all exterior doors have been secured as soon as it is safe for you to do so.
6. Call emergency services and advise them that you have initiated a Lock Down at the facility and the reason for the Lock Down. Request that law enforcement officers be dispatched if appropriate to the situation.
7. Notify the principal and district administrator and report your situation request that they notify the Crisis Response Team of the situation.
8. Continue with normal activities to the extent the situation allows.
9. If staff, visitors, or students have a need to move about in the building, make a decision whether or not it is safe to do so. Students who are allowed to move about the building should be escorted by an adult.
10. Be prepared to rapidly implement an emergency evacuation or Lock Down if directed to do so.
11. Brief staff, visitors, and students as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, over two-way radio, via intercom, by phone, or by e-mail. You may need to remain in this Lock Down condition for an extended time period. If so, you may wish to modify the Lock Down conditions as appropriate.
12. Once the situation is resolved, resume normal activities. The lead staff member may wish to inform other staff, visitors, and students of the reason the Secure was issued. This can be done by public address system or other means.

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Section 6a - Tracking Sheet(s)

6.a.1 – Secure (Secure) Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Secure (Secure)** _____

Sheet initiated by: _____ Date: _____

1st Shift
Relieved by: _____ Time: _____

2nd Shift
Relieved by: _____ Time: _____

3rd Shift
Relieved by: _____ Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Make announcement to implement the Secure(Lock)				
Activate appropriate crisis teams				
Notify central office				
Notify public safety officials				
Notify the transportation department				
Gather students and staff from outside of the building				
Gather all students in the vicinity into a room and lock the door				
Verify that all exterior and interior doors have been secured as soon as it is safe to do so				
Brief staff on the situation if it is safe to do so				
Notify staff when it is safe to resume normal activity				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed by: _____ Date: _____

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Section 7 – Lock Down

Definition

A Lock Down is a response to an actual emergency situation. A Lock Down is used to dramatically and rapidly enhance the level of security in the facility. By locking all exterior and interior doors, staff can make it more difficult for dangerous person(s) in the facility to gain access to staff and students. A Lock Down further requires that all staff and students seek as much physical safety from physical assault as possible by using barriers to sight, physical barriers, or moving to a safer location.

Alert Signal

Announcement over the public address system, “All staff and students–Lock Down, Locks, Lights, Out of Sight, Lock Down, Locks, Lights, Out of Sight.”

7.1 Principal/District Administrator Response

1. Make an announcement to implement a Lock Down.
2. Notify District Office and public safety officials (911) of the situation requiring a Lock Down.
3. **If it is safe to do so**, verify that all exterior doors have been secured.
4. **If it is safe to do so**, verify that all main interior doors have been secured.
5. Notify the transportation department so that they can stop any inbound buses and/or make preparations to support you in the event you need to implement a Relocation Evacuation due to a change in the situation.
6. Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, over two-way radio, or by e-mail. You may need to remain in this Lock Down condition for several hours. If so, you may wish to modify the Lock Down conditions as appropriate.
7. Once the situation is resolved, **Law Enforcement** will provide procedures as appropriate for the situation. You may wish to inform staff members of the reason the Lock Down was issued. This can be done by having administrators go from room to room, using an announcement over the public address system, over two-way radios, or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see appendix of master protocol for sample letters).

7.2 Teacher & Staff Response

1. If you are located in an area with exterior/interior lockable door(s), gather all students in the vicinity into the room and lock the door(s).
2. If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
3. If possible, report any concerns, missing students, suspicious activities, etc. to the principal or his or her designee by telephone or intercom
4. If possible, turn out lights and gather students and visitors into an area of the room where they are not visible to someone looking into windows.
5. **Do not open your door for any reason.** (The on scene officer(s) will identify themselves by passing his/her photo ID badge under the door - your door will then be unlocked according to standard policies and procedures.)
6. **Remain in place if the fire alarm system rings. Fire evacuation will be signaled by intercom announcement.**

7.4 Kitchen Staff Response

1. Make sure entrance points to the building near your location are locked immediately.
2. If you are located in an area with a lockable door, gather all students in the vicinity into the room and lock the door.
3. **Do not open your door for any reason.** (The on scene officer(s) will identify themselves by passing his/her photo ID badge under the door - your door will then be unlocked according to standard policies and procedures.)
4. **Remain in place if the fire alarm system rings. Fire evacuation will be signaled by intercom announcement.**

7.5 Custodial Response

1. Make sure entrance points to the building near your location are locked immediately.
2. If you are located in an area with a lockable door, gather all students in the vicinity into the room and lock the door.
3. If you are not in a location with a lockable door, move students to an area where they can be separated from other parts of the facility by a locked door.
4. If possible, report your status to the principal or his or her designee by telephone or intercom.
5. If possible, turn out lights and gather students and visitors into an area of the room where they are not visible to someone looking into windows.
6. **Do not open your door for any reason.** (The on scene officer(s) will identify themselves by passing his/her photo ID badge under the door - your door will then be unlocked according to standard policies and procedures)
7. **Remain in place if the fire alarm system rings. Fire evacuation will be signaled by intercom announcement.**

7.6 Bus Driver Response

1. If you are unloading students in the morning and have other stops, continue your route, avoiding the immediate area of the affected school(s). If your next stop is a school located in close proximity to the affected school(s), seek guidance from a route supervisor. If you are picking up students in the afternoon, drive to a location that is at least one thousand feet from any affected school(s) and park in a safe area. Seek guidance from a route supervisor to see if you should wait to make the pickup at the affected school(s) once normal activities have resumed or continue your route.

2. If you are advised of a Lock Down by a student, staff member or public safety official and have not been notified by the transportation department, depart from the area and immediately advise your route supervisor or the dispatcher of the information you have received. If students are on your bus who would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

7.7 Route Supervisor Response

1. If notified that a Lock Down is in affect at a school, notify all bus drivers that would normally be dropping off or picking up students at the school and direct them as to what to do next.
2. For Lock Downs instruct drivers to restrict radio transmissions to those that are critical if you think it is appropriate based on the information you have.
3. If it appears that a Lock Down may remain in place for an extended time, consult with district principal or his or her designee to determine if drivers who are designated to pick up at the school should continue their routes and/or if students who are still on the bus should be taken to a secure location until the threat subsides at the affected school(s).
4. Keep drivers updated on the situation as appropriate.
5. Brief your supervisor as appropriate for the situation.

7.8 Lead Staff Member Response (after hours)

1. Make an announcement to implement the Lock Down.
2. Notify emergency services (911) that you have initiated a Lock Down, indicate the reason for the Lock Down and request that law enforcement officers be dispatched to your location.
3. Call the principal and district administrator and request that the Crisis Response Team be notified of your situation. Briefly advise them of the situation.
4. Verify that all exterior doors have been secured if it is safe for you to do so.
5. Verify that all main interior doors have been secured if it is safe for you to do so.
6. Make sure entrance points to the building near your location are locked immediately.
7. If you are located in an area with a lockable door, gather all students and visitors in the vicinity into the room and lock the door. If you are not in a location with a lockable door, move staff, visitors and students to an area where they can be separated from other parts of the facility by a locked door.
8. If possible, turn out lights and gather students and visitors into an area of the room where they are not visible to someone looking into windows.
9. **Do not open your door for any reason.** (The on scene officer(s) will identify themselves by passing his/her photo ID badge under the door - your door will then be unlocked according to standard policies and procedures.)
10. Brief staff as soon as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, over two-way radios, or by e-mail. You may need to remain in this Lock Down condition for several hours. If so, you may wish to modify the Lock Down conditions as appropriate.
11. Once the situation is resolved, Law Enforcement will provide procedures as appropriate for the situation. The lead staff member may wish to inform staff members, visitors and students of the reason the Lock Down was issued. This can be done by having administrators go from room to room, using an announcement over the public address system or via e-mail as appropriate to the situation.

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Section 7a - Tracking Sheet(s)

7a.1 - Lock Down Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Lock Down** _____

Sheet initiated by: _____ Date: _____

1st Shift

Relieved by: _____ Time: _____

2nd Shift

Relieved by: _____ Time: _____

3rd Shift

Relieved by: _____ Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Make announcement to implement the Lock Down				
Activate appropriate crisis teams				
Notify central office				
Notify public safety officials				
Gather all students in the vicinity into the room and lock the door				
Gather students and staff from outside the building				
Verify that all exterior doors have been secured				
Verify that all main interior doors have been secured				
Notify the transportation department				
Turn out lights				
Gather students and visitors into an area of the room where they are not visible to someone looking into windows				

Name of person closing log: _____ Time and date log closed out: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed by: _____ Date: _____

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Section 8- Resumption of Normal Activities

Resumption of Normal Activities/Reverse Evacuation

Definition

These protocols are used to return students and staff to the building after an evacuation or to resume normal activities following a Lock Down or shelter in place once it is determined that potential danger has passed. A Resumption of Normal Activities/Reverse Evacuation can be combined with a Secure or Lock Down if the District Administrator or his or her designee determines that there is danger to students who have been evacuated and that evacuees should be returned to the building and Locked Down.

Alert Signal

For a resumption of normal activities: An announcement by bullhorn, runners, or via the public address system of “All teachers and staff implement the Resumption of Normal Activities protocol now. Please resume normal activities at this time.”

For a reverse evacuation and Secure: An announcement by bullhorn, runners or via the public address system of “All teachers and staff implement the Reverse Evacuation and Secure immediately.”

8.1 Principal Response

1. After the appropriate announcement has been made, determine when and if the school can return to normal operations or if a **Secure** is required until the situation is stabilized.
2. Provide appropriate guidance to staff via public address announcements, e-mail, runners or other means as appropriate.
3. Notify the transportation department if you resume normal activities.
4. The District Administrator or his or her designee may wish to inform staff members of the reason the evacuation was implemented. This can be done by having administrators go from room to room, using an announcement over the public address system, over two-way radios, or via e-mail as appropriate to the situation. Staff should be instructed on how they should explain the situation to students. In some cases, the administrator may find it appropriate to send a brief letter home to inform parents of the actions that were taken to protect their children (see appendix of master protocol for sample letters).

8.2 Teacher & Staff Response

If a reverse evacuation and Lock Down is indicated: Teachers and staff shall return evacuees to their classrooms/assigned areas (or nearest assigned Lock Down area) in an orderly but prompt fashion while remaining alert to possible threats. If a threat is identified while en route, appropriate adjustment should be made. Once they reach the assigned area, staff will implement the Lock Down Procedures.

1. Once evacuees have returned to their assigned area(s), take attendance to verify that all students are accounted for
2. Provide a list of missing students and other concerns to the principal or his or her designee.

If a Resumption of normal activities has been indicated: Teachers and staff shall return evacuees to their assigned areas in an orderly but prompt fashion. Upon reaching their assigned area, normal activities should be resumed.

8.4 Kitchen Staff Response

- ***If a reverse evacuation and Lock Down is indicated:*** Follow your Lock Down protocol.
- ***If a Resumption of normal activities has been indicated: Resume normal duties.***

8.5 Custodial Response

If a reverse evacuation and Lock Down is indicated: Teachers and staff shall return evacuees to their classrooms/assigned areas (or nearest assigned Lock Down area) in an orderly but prompt fashion while remaining alert to possible threats. If a threat is identified while en route, appropriate adjustment should be made. Once they reach the assigned area, staff will implement the Lock Down Procedures. Upon your return to the facility, follow the Lock Down Procedures.

8.6 Bus Driver Response

- ***If a reverse evacuation and Lock Down is indicated:*** Follow your Lock Down protocol.
- ***If a Resumption of normal activities has been indicated:*** Resume normal route activity and make adjustments in your route as appropriate.

8.7 Route Supervisor Response

- ***If a reverse evacuation and Lock Down is indicated:*** Follow your Lock Down protocol.
- ***If a Resumption of normal activities has been indicated:*** Advise drivers to resume normal route activity and provide direction on how they can adapt to the altered schedule created by the event.

8.8 Lead Staff Member Response (after hours)

If a reverse evacuation and Lock Down is indicated: Teachers and staff shall return evacuees to their classrooms/assigned areas (or nearest assigned Lock Down area) in an orderly but prompt fashion while remaining alert to possible threats. If a threat is identified while en route, appropriate adjustment should be made. Once evacuees reach the assigned area, staff will implement the Lock Down Procedures.

If a Resumption of normal activities has been indicated: Teachers and staff shall return evacuees to their assigned areas in an orderly but prompt fashion. Upon reaching the assigned area, the function should be resumed.

1. Provide appropriate guidance to staff, visitors and students via public address announcements, e-mail, runners, two-way radios, or other means as appropriate.
2. Call the principal and district administrator and request they notify the Crisis Response Team of the decision to implement the reverse evacuation protocol. Advise them whether you are implementing the Emergency Lock Down protocol or are resuming the function.
3. The lead staff member may wish to inform staff, visitors and students of the reason the evacuation was implemented. This can be done by having students go from room to room, using an announcement over the public address system, over two-way radios, or via e-mail as appropriate to the situation.

Section 8a - Tracking Sheet(s)

8a.1 - Resumption of Normal Activities/Reverse Evacuation Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Resumption of Normal Activities/Reverse Evacuation** _____

Sheet initiated by: _____ Date: _____

1st Shift
Relieved by: _____ Time: _____

2nd Shift
Relieved by: _____ Time: _____

3rd Shift
Relieved by: _____ Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Make appropriate announcement				
Notify appropriate crisis teams				
Provide appropriate guidance to staff				
Notify the transportation department if necessary				
Brief staff				
Return evacuees to their classrooms/assigned areas				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed by: _____ Date: _____

(Leave this page blank)

Section 9 - Intruder/Suspicious Person

Definition

An intruder or suspicious person or person(s) are those who enters the grounds or building and do not appear to have a legitimate purpose for being present.

Alert Signal

Refer to appropriate announcement for Lock Down or Secure.

9.1 Principal Response

1. Obtain a description of the intruder(s) and any suspicious actions they have shown.
2. Determine if a Lock Down or Secure is appropriate. Announce a Lock Down or Secure and follow appropriate procedures
3. Call 911 or emergency services, and request a law enforcement response.
Provide dispatch personnel with all available information regarding intruder descriptions and actions. It can be dangerous for administrators and/or staff to approach intruders or suspicious persons.
4. Upon their arrival, coordinate actions with law enforcement officials.
5. Brief staff on the outcome of the situation as soon as it is resolved.

9.2 Teachers & Staff Response

1. Direct students into areas that can be secured.
2. Secure doors and exterior windows (if a Lock Down is announced).
3. **Do not** allow students under your supervision to leave a secure area without approval from the principal or his or her designee.
4. Communicate with the principal or his or her designee if you have pertinent information (use the intercom, e-mail, two-way radio or telephone as available).
5. Attempt to calm students under your care.
6. **Do not** attempt to approach suspicious persons.

9.4 Kitchen Staff Response

1. Continue with normal activities as much as the situation allows.
2. Be prepared to rapidly implement a Relocation Evacuation or Lock Down if directed to do so.

9.5 Custodial Response

1. Notify the office immediately if you become aware of a suspicious person on or near campus.
2. Direct students and staff into areas that can be secured. Secure doors and exterior windows in your immediate area (if a Lock Down is announced).
3. Communicate with the principal or his or her designee if you have pertinent information (use the intercom, two-way radio or telephone as available).
4. **Do not** attempt to approach suspicious persons.

9.6 Bus Driver Response

1. If you are unloading students in the morning and have other stops, continue your route, avoiding the immediate area of the affected school(s). If your next stop is a school located in close proximity to the affected school(s), seek guidance from a route supervisor. If you are picking up students in the afternoon, drive to a location that is at least one thousand feet from any affected school(s) and park in a safe area. Seek guidance from a route supervisor to see if you should wait to make the pickup at the affected school(s) once normal activities have resumed or continue your route.
2. If you are advised of a Lock Down by a student, staff member or public safety official and have not been notified by the transportation department, depart from the area and immediately advise your route supervisor or the dispatcher of the information you have received. If students are on your bus who would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

9.7 Route Supervisor Response

1. If notified that a Lock Down is in affect at a school, notify all bus drivers that would normally be dropping off or picking up students at the school and direct them as to what to do next.
2. For Lock Downs instruct drivers to restrict radio transmissions to those that are critical if you think it is appropriate based on the information you have.
3. If it appears that a Lock Down may remain in place for an extended time, consult with the district administrator or his or her designee to determine if drivers who are designated to pick up at the school should continue their routes and/or if students who are still on the bus should be taken to a secure location until the threat subsides at the affected school(s).
4. Keep drivers updated on the situation as appropriate.
5. Brief your supervisor as appropriate for the situation

9.6a Bus Driver Response – (Intruder on or attempting to board the bus)

Suspicious person(s)

1. Note the description and action(s) of suspicious persons at or near bus stops and, report what you have observed to your supervisor or dispatch. Request that police be dispatched to the site if you deem necessary. **Do not** attempt to approach suspicious persons.

Intruder on or attempting to board the bus

1. If a person who is not authorized to board your bus tries to enter or remain on the bus, calmly and clearly advise them that they must not enter or must leave the bus.
2. If they refuse to leave the bus or try to force their way onto the bus, immediately notify dispatch and request that law enforcement officers be dispatched to your location. Give your location

twice and provide a brief description of the situation. If you feel that it is safe to do so, provide a description of the person(s).

3. If they are trying to pry the doors open and are not in the bus, drive away slowly **if it is safe to do** so.
4. If they are on the bus and remain on the bus after law enforcement officers have been dispatched, calmly and politely tell them that it is against the law for them to remain on the bus and that the police are on the way.
5. Watch their hands and scan their person for any visible sign of a weapon.
6. Try to keep students as calm as possible while police are en route.
7. If the person(s) become violent, decide whether it is best to instruct students to evacuate or stay on the bus. Attempt to notify the dispatcher of any escalation in the situation.

9.7a Route Supervisor Response – (Intruder on or attempting to board the bus)

Suspicious person(s)

1. Coordinate between drivers and law enforcement officers to ensure that reports of suspicious activity at or near bus stops are provided to law enforcement officers who can assist. For example, if a driver has noted what appears to be drug or gang activity near a bus stop, see that the information is provided to the appropriate police personnel (precinct commander, gang unit, drug squad, etc.)
2. If it is appropriate for the situation based on the information you have, advise all other drivers to keep the radio clear except for emergency transmissions until public safety responders are on the scene.
3. Follow up with drivers who report suspicious situations to see if they have noted any other activity after their initial report.

Intruder on or attempting to board the bus

1. Ensure that law enforcement officers are on the way.
2. Respond to the location if appropriate.
3. Remind other drivers to keep the radio frequency clear of non – emergency transmissions until the situation is resolved.
4. Follow up as appropriate for the situation.

9.8 Lead Staff Member Response (after hours)

1. Obtain a description of the intruder(s) and any suspicious actions they have shown.
2. Determine if a Lock Down or Secure is appropriate. Announce a Lock Down or Secure as appropriate. Call 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding intruder’s descriptions and actions. It can be dangerous for administrators and/or staff to approach intruders or suspicious persons.
3. **Do not** attempt to approach suspicious persons.
4. Upon their arrival, coordinate actions with law enforcement officials.
5. Brief staff, visitors and students of the outcome of the situation as soon as it is resolved.
6. Call principal and district administrator and request that the Crisis Response Team be notified of the situation. Provide a brief description of the situation.

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Section 10 - Tornado/Severe Weather

Definition

Tornado Watch: Weather conditions are favorable for the development of a tornado.

Tornado Warning: A tornado has been sighted or detected on radar. Take shelter now.

Alert Signal

Announce over the public address (PA) system, over two-way radios, or send a runner to notify staff of a “Tornado Watch - be prepared to take shelter if a tornado is reported” or “Tornado Warning - take shelter immediately.”

10.1 Principal Response

1. Monitor weather radios.
2. Announce appropriate alert signal over the PA.
3. Call 911 or emergency services in the event of a tornado sighting or strike.
4. Make sure that all outdoor activities and individuals are moved indoors when if conditions warrant.
5. When a “Tornado Warning” is received:
 - Move everyone to tornado safe areas including volunteers and guests in the building.
 - Take Emergency Evacuation Kit.
 - Make sure that everyone remains in the duck and cover position until danger passes.
 - Implement the Injury or Illness Protocol, if needed.
 - If possible, consult with local emergency management officials regarding the structural integrity of the facility prior to remaining in or re-entering the facility after a tornado strike. You may have to make a determination to evacuate the facility or to remain in the damaged facility, weighing the dangers posed by structural damage against the possibility of a second tornado strike on exposed evacuees. If an evacuation is deemed appropriate after a tornado strike, move evacuees to an area away from gas or electrical lines.
 - Implement the Family Reunification Protocol, if needed.
6. The district administrator will implement the Media Protocol, if needed.
7. If damage to the property occurs, request that the appropriate district officials notify insurance carrier and document damage with properly documented photographs.

10(.2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. If a tornado watch is reported, review procedures for tornado warning and take steps to be able to implement “Tornado Warning” procedures if needed.
2. If a tornado warning is announced:
 - Turn off any equipment in your area that could become a hazard (stove, appliances, etc.).
 - Move into tornado safe areas.
 - Take the Emergency Evacuation Kit with you.
 - Assist any individuals with special needs.

- Take roll to determine if anyone is missing.
- Instruct all individuals to remain in the duck and cover position until danger passes.
- Staff will periodically do a visual scan of the space to ensure everyone remains in the duck and cover position.

10.6 Bus Driver Response

1. If a tornado watch is reported, review procedures for tornado warning and take steps to be able to implement “Tornado Warning” procedures if needed. Remain alert to any visual signs of a tornado.
2. If a tornado warning is announced:
 - Locate the nearest structure that would afford protection from severe weather, ask permission to shelter your students there and evacuate students into the site. Notify the dispatcher of your shelter location.
 - Assist any individuals with special needs.
 - Take roll to determine if anyone is missing.
 - Instruct all students to remain in the duck and cover position until danger passes.
 - **Do not** attempt to park under a bridge or underpass as this can intensify the effect of a tornado.
 - If a tornado is sighted close by and you are not near a suitable structure, evacuate students to a ditch or low lying area and instruct them to assume the duck and cover position.

10.7 Route Supervisor Response

1. Monitor weather radios.
2. Announce appropriate alert signal over the radio.
3. Call 911 or emergency services in the event of a tornado sighting or strike.
4. When a “Tornado Warning” is received:
 - Ensure that dispatch has instructed all drivers to shelter students in tornado safe areas.
 - Maintain a list of all buses and the shelter locations provided by each driver. Check the list against your route list to ensure that all drivers have heard the instructions and evacuated their buses.
 - Implement the Injury or Illness Protocol, if needed.
 - Implement the Family Reunification Protocol, if needed. Consult with public safety officials before transporting students and staff. Hold all students who walk or ride buses to and from school until a determination can be made as to how they should be released to parents and guardians.
 - Contact the district administrator to implement the Media Protocol, if needed.
 - Brief your supervisor as appropriate.

10.8 Lead Staff Member and Support Personnel Action Steps

1. Monitor weather radios.
2. Announce appropriate alert signal over the PA.
3. Call 911 or emergency services in the event of a tornado sighting or strike.
4. Make sure that all outdoor activities and personnel are moved indoors when a “Tornado Watch” is received.
5. When a “Tornado Warning” is received:
 - Move all personnel to tornado safe areas. Ensure that all persons in areas such as the gym and cafeteria are evacuated to the appropriate locations. Take the Emergency Evacuation Kit with you.
 - Make sure that all personnel remain in the duck and cover position until danger passes.
 - Implement the Injury or Illness Protocol, if needed.
 - If possible, consult with local emergency management officials regarding the structural integrity of the facility prior to remaining in or re-entering the facility after a tornado strike. You may have to make a determination to evacuate the facility or to remain in the damaged facility weighing the dangers posed by structural damage against the possibility of a second tornado strike on exposed evacuees. If an evacuation is deemed appropriate after a tornado strike, move evacuees to an area away from gas or electrical lines.
 - **Do not** allow the use of open flames such as matches or candles due to possible gas leaks in the area.
 - Implement the Family Reunification Protocol, if needed. Consult with public safety officials before transporting students and staff. Hold all students who walk or ride buses to and from school until a determination can be made as to how they should be released to parents and guardians.
 - Contact the district administrator to implement the Media Protocol, if needed.
 - If damage to the property and/or injury occurs, call the principal and district administrator and request that the Crisis Response Team be notified and requested to respond.

Section 11- Incident Command System Protocol

Definition

Response structure will be established using Incident Command System (ICS) principles with an identified incident commander, supported by a staff designated for operations, planning, logistics, and finance/administration respectively. A supplemental staff group consisting of public affairs, safety and liaison elements will also be established. Generally, most of the event activities will be a part of the Operations Section supporting another agency's response to an incident; however, for health emergencies the incident commander and primary operations staff may be from the school's health services area and local public health officials.

The Incident Commander is ultimately in charge of the event operations and activities associated with the event. All school staff and Critical Response Team (CRT) members shall operate within the framework of the incident command system during crisis situations.

Incident Commander

1. Appoints Command Staff:
 - Information Officer
 - Liaison
 - Safety Officer
 - Appoints General Staff
 - Operations Chief
 - Planning Chief
 - Logistics Chief
 - Finance/Administration Chief
2. Conducts incident briefings for Command Staff and General Staff.
3. Monitors activities and events.
4. Scales back personnel if necessary.

There are three positions under the Incident Commander. These are called the **Command Staff** and consist of the following positions:

1. **Information Officer:** Point of contact for the media and other people or organizations seeking information.
2. **Safety Officer:** Monitors safety conditions and develops measures for assuring the safety of all personnel.
3. **Liaison Officer:** Point of contact for other agency representative involved in the incident or event, aids in coordinating their involvement.

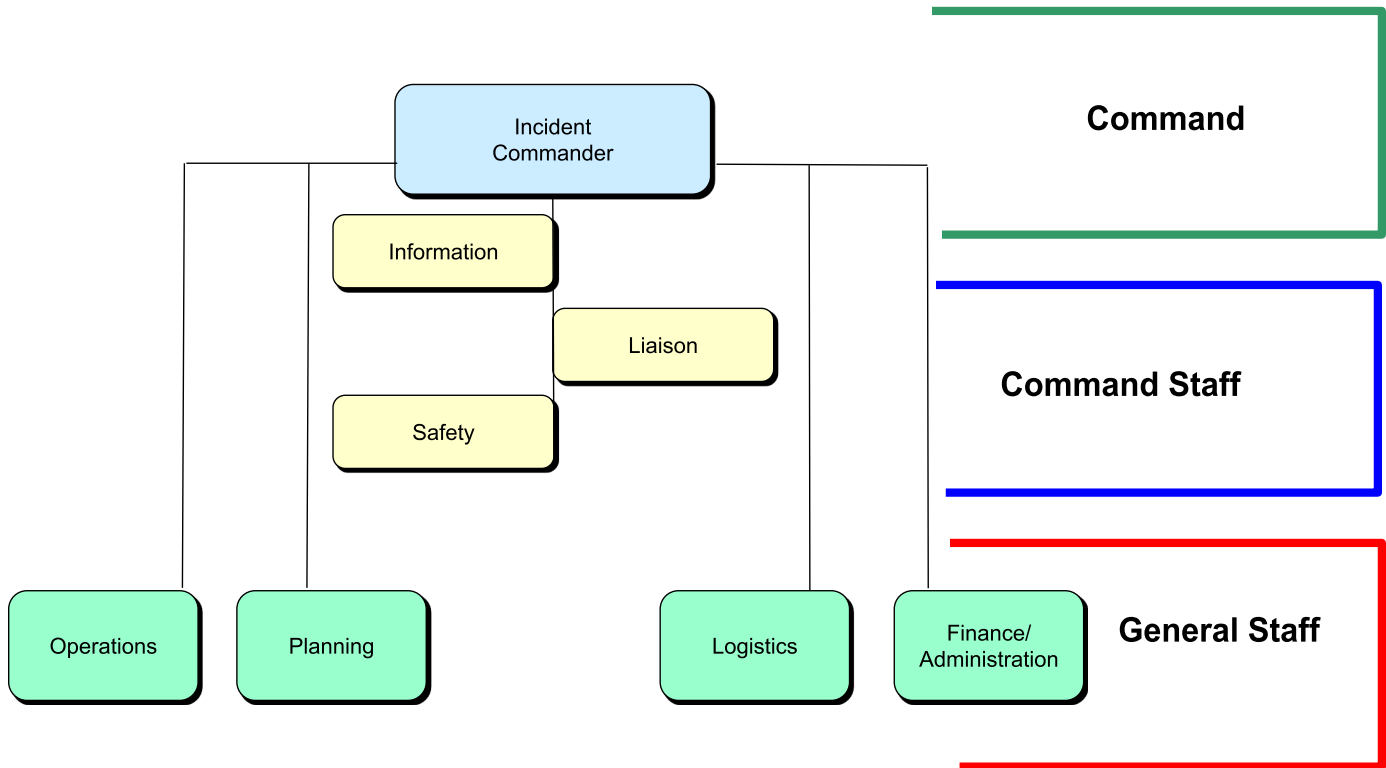
Depending on the size of the event, all or some of the above positions may be activated. **However, any task not assigned is the responsibility of the Incident Commander.**

There are five functional areas that may be implemented as needed to respond to an incident. They are:

1. **COMMAND:** sets objectives and priorities, has overall responsibility at the incident or event.
2. **OPERATIONS:** Conducts tactical actions to carry out the plan and develops the tactical objectives, organization and directs all resources.
3. **PLANNING:** Develops the Action Plan to accomplish the objectives, collects and evaluates information, maintains resource status and documents the incident.

4. **LOGISTICS:** Provides support to meet incident needs, provides resources and all other services needed to support the incident.
5. **FINANCE and ADMINISTRATION:** Monitors costs related to the incident and provides accounting, procurement, time recording and cost analysis.

The following organization chart depicts the Incident Command System:



Section 11a - Tracking Sheet(s)

11a.1 - Incident Command System Activation Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Incident Command System Activation** _____

Sheet initiated by: _____ Date: _____

1st Shift

Relieved by: _____ Time: _____

2nd Shift

Relieved by: _____ Time: _____

3rd Shift

Relieved by: _____ Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Appoint command staff				
Activate appropriate crisis teams				
Appoint general staff				
Conduct incident briefing				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed By: _____ Date _____

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Section 12 - Media Protocol

Definition

Media representatives frequently respond to situations that involve schools. Mistakes made in dealing with the media can result in adverse publicity for the school; interference with emergency response and increased civil liability.

12.1 District Administrator Response

1. Brief your staff before you release information to the media.
2. In the event of an emergency that draws significant media attention, notify the District Office that you need the district media protocol enacted.
3. Work closely with public safety officials on the release of information to the media. Refer all public safety questions to the appropriate public safety official. In particular, do not discuss specifics of any ongoing criminal investigations.
4. Conduct periodic joint press conferences with public safety officials. Information should only be released at the media staging area. **(Masonic Lodge parking lot – 520 N. Bridge Street)**
5. **Do not provide any information “off the record.”**
6. Be careful not to show any favoritism to any particular press representative. Be particularly careful not to ignore local media representatives while trying to work with national media. Remember, you will have to work with the local media for years after the national media representatives are gone.
7. Be careful of “hot mikes.” Television reporters will sometimes leave a camera turned on and record people when they think that they are only engaged in casual conversation with reporters. **Consider all electronic equipment active at all times.**
8. Before releasing information, consider whether you can legally do so. Be particularly careful about releasing identifying information.
9. **Do not** authorize interviews with juveniles without specific parental permission.
10. Maintain records of all interviews.
11. Background information sheets (*see Appendix C*) should be made available for the media. These sheets should contain information on the school and incident and can reduce the number and duration of interviews.

12.(2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. **Do not** make any statements to media personnel during or after a critical event without the expressed permission of the principal or his or her designee.
2. Refer all media inquiries to the district administrator or his or her designee.
3. Notify the principal or his or her designee whenever a media representative contacts you.
4. As you discuss crisis events with other personnel, administrators and public safety officials, be alert to individuals who are standing nearby.

12.6 Bus Driver Response

1. **Do not** make any statements to media personnel during or after a critical event without the express permission of a route supervisor or the transportation director.
2. Refer all media inquiries to the district administrator.
3. Notify a route supervisor whenever the media contacts you relating to your employment as a driver.
4. You are under no legal obligation to talk to the media.
5. As you discuss crisis events with other transportation personnel, administrators and public safety officials, be alert to individuals who are standing nearby. Reporters have been known to eavesdrop on these types of conversations and report what they overhear. Consider that reporters may be listening to your radio transmissions on scanners.

12.7 Route Supervisor Response

1. Brief your staff before you release information to the media.
2. Consider that media personnel may be monitoring your radio transmissions on scanners.
3. In the event of an emergency that draws significant media attention, notify the District Office that you need the district media protocol enacted.
4. Work closely with public safety officials on the release of information to the media. Refer all public safety questions to the appropriate public safety official. In particular, do not discuss specifics of any ongoing criminal investigations.
5. Authorization by the appropriate district authorities is required to conduct periodic joint press conferences with public safety officials. Information should only be released at the media staging area. This tends to reduce attempts by media personnel to resort to unethical tactics to gain information.
6. **Do not** provide any information “off the record.”
7. Be careful not to show any favoritism to any particular press representative. Be particularly careful not to ignore local media representatives while trying to work with national media. Remember, you will have to work with the local media for years after the national media representatives are gone.
8. Be careful of “hot mikes” Television reporters will sometimes leave a camera turned on and record people when they think that they are only engaged in casual conversation with reporters. Consider all electronic equipment active at all times.
9. Before releasing information, consider whether you can legally do so. Be particularly careful about releasing identifying information.
10. **Do not** authorize interviews with juveniles without specific parental permission.
11. Maintain records of all interviews.
12. Brief your supervisor when you are approached for interviews that you decline.

12.8 Lead Staff Member Response (after hours)

1. **Do not** release information to the media without approval from the district administrator.
2. In the event of an emergency that results in media requests, call the principal and district administrator and request assistance from the Crisis Response Team in addressing media inquiries.
3. **Do not** provide any information “off the record.”
4. Remind staff to follow the media protocol and to refer all media requests to the Crisis Response Team.
5. Be careful of “hot mikes.” Television reporters will sometimes leave a camera turned on and record people when they think that they are only engaged in casual conversation with reporters. Consider all electronic equipment active at all times.

6. **Do not** authorize interviews with juveniles without specific parental permission.

Section 12a - Media Information/Tracking Sheets

12a.1 - Media Information Sheets

These sheets can be given to media representatives and others wanting basic information during a crisis to reduce the number of requested interviews during a hectic situation. The School Background sheet can be pre-filled and kept on file, while the Incident Information sheet is to be completed after/during a crisis.

School Background Information Sheet

(Insert School System name here)

(Insert School name here)

(Insert date of last update here)

School Address

School Information

Principal: _____

Number of Students: _____

Special Programs: _____

Additional Information: _____

For more information, contact *(Insert Public Information Officer name here)* at *(Insert PIO contact information)*.

(Leave this page blank)

12a.2 - Media Protocol Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Media Protocol** _____

Sheet initiated by: _____

Date: _____

1st Shift

Relieved by: _____ Time: _____

2nd Shift

Relieved by: _____ Time: _____

3rd Shift

Relieved by: _____ Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Brief staff				
Notify Central Office				
Activate appropriate crisis teams				
Begin Media Event Log (separate form)				
Conduct periodic joint press conferences with public safety officials				
Do not provide any information "off the record"				
Maintain records of all interviews				
Provide school/incident fact sheets to media representatives				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed by: _____ Date: _____

(Leave this page blank)

12a.3 - Media Event Log

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: _____

Sheet initiated by: _____ on _____ (date & time)

Relieved by _____ at _____

Relieved by _____ at _____

1. District media protocol enacted by _____ at _____
2. Formal liaison established between school system media representative and the media representative for (complete all that apply):

	Time established
a. Police Department	_____
b. Sheriff's Department	_____
c. Fire Department	_____
d. Emergency Management Agency	_____
e. Other: _____	_____
f. Other: _____	_____
g. Other: _____	_____

3. Media/Public Information Center opened:

Location: _____ Time: _____

4. Press Conferences held at:

Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____
Location: _____	Time: _____

(Leave this page blank)

12a.4 - School Background Information Sheet

(Insert School System name here)

(Insert School name here)

(Insert date of last update here)

School Address

School Information

Principal: _____

Number of Students: _____

Special Programs: _____

Additional Information: _____

For more information contact *(Insert Public Information Officer name here)* at
(Insert PIO contact information).

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Section 13 - Mental Health Critical Incident Protocol Pre-Recovery Phase

Definition

A mental health critical incident is any event that overwhelms an individual's capacity to cope. Traumatic events can cause psychological and emotional turmoil, cognitive problems, and behavioral changes.

Alert Signal

Make announcement via intercom, classroom telephone, personal notification or e-mail directing everyone what to do.

13.1 Principal Response

1. Maintain structure and stability within the schools.
2. Provide teachers and parents with information about what to say and do for children in school and at home.
3. Have teachers provide information directly to their students, not during the public address announcements.
4. **If it is safe to do so**, have school psychologists and counselors available to talk to students and staff who may need or want extra support.

13.(2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Remain calm. Avoid appearing anxious or frightened.
2. Maintain student safety.
3. Let children know that it is okay to feel upset.
4. Observe children's emotional state. Understand that children will express their emotions differently. There is no right or wrong way to feel or express grief.
5. Per the statement prepared by administration, tell children the factual, confirmed information. Don't try to pretend the event has not occurred or that it is not serious.
6. Keep your explanations developmentally appropriate.
7. Refer children who exhibit extreme anxiety, fear, or anger to mental health counselors in the school.

13.6 Driver Response

1. Remain calm. Avoid appearing anxious or frightened.
2. Maintain student safety.
3. Let children know that it is okay to feel upset.
4. Observe children's emotional state. Understand that children will express their emotions differently. There is no right or wrong way to feel or express grief.
5. Per the statement prepared by administration, tell children the factual, confirmed information. Don't try to pretend the event has not occurred or that it is not serious.
6. Keep your explanations on the child's level.
7. Refer children who exhibit extreme anxiety, fear, or anger to mental health counselors in the school.

13.7 Route Supervisor Response

1. Maintain structure and stability within the schools.
2. Provide teachers and parents with information about what to say and do for children in school and at home.
3. Have teachers provide information directly to their students, not during the public address announcements.
4. **If it is safe to do so**, have school psychologists and counselors available to talk to students and staff who may need or want extra support.

13.8 Lead Staff Member and Support Staff Response

1. Remain calm. Avoid appearing anxious or frightened.
2. Maintain student and visitor safety.
3. Let children know that it is okay to feel upset.
4. Observe children's emotional state. Understand that children will express their emotions differently. There is no right or wrong way to feel or express grief.
5. Per the statement prepared by administration, tell children the factual, confirmed information. Don't try to pretend the event has not occurred or that it is not serious.
6. Keep your explanations developmentally appropriate.
7. Contact the principal to refer children who exhibit extreme anxiety, fear, or anger to mental health counselors in the school.

Section 14 - Disruptive/Unruly Person

Definition

A disruptive or unruly person is a student, employee or visitor who becomes unruly to the point of disruption of the academic or work environment.

Alert Signal

“All staff and Students, Lock Down, Locks, Lights, out of Sight” (if a Lock Down is deemed to be appropriate).

14.1 Principal/District Administrator Response

1. Determine the person(s) who are disruptive and quickly assess the degree of their unruly behavior.
2. Determine if a Lock Down is appropriate to keep the situation from escalating to other parts of the facility. Announce a Lock Down and follow appropriate procedures if a Lock Down is desired.
3. If appropriate, call 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding intruder descriptions and actions. It can be dangerous for administrators and/or staff to approach unruly persons
4. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and others in the event the individual(s) become combative.
5. Speak to staff and the individual(s) in a calm and firm manner. Decide if it is best to advise the individual(s) that law enforcement personnel are on the way if you have called them.
6. Attempt to contain the situation by ordering students and staff away from the individual(s) if appropriate for the situation.
7. Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.
8. Upon their arrival, coordinate actions with law enforcement officials.
9. Brief staff on the outcome of the situation as soon as it is resolved.

14.(2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Notify the office of your situation by the best and safest available means.
2. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and others in the event the individual(s) become combative.
3. Instruct students to move away from the unruly individual(s)/area.
4. Speak in a calm and firm voice.
5. If a **Lock Down** is announced follow appropriate procedures.
6. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). For example, take a position behind the counter. Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
7. Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify

the office immediately and evacuate all students to a safe area and follow Lock Down procedures.

8. **Do not** physically confront the individual(s) unless you or a student are attacked or an attack appears imminent. If you decide that it is appropriate to use physical force, comply with ALICE guidelines and use only the minimal amount of force that is necessary to subdue or incapacitate the individual.

14.6 Bus Driver Response

1. If you are unloading students in the morning and have other stops, continue your route, avoiding the immediate area of the affected school(s). If your next stop is a school located in close proximity to the affected school(s), seek guidance from a route supervisor. If you are picking up students in the afternoon, drive to a location that is at least one thousand feet from any affected school(s) and park in a safe area. Seek guidance from a route supervisor to see if you should wait to make the pickup at the affected school(s) once normal activities have resumed or continue your route.
2. If you are advised of a Lock Down by a student, staff member or public safety official and have not been notified by the transportation department, depart from the area and immediately advise your route supervisor or the dispatcher of the information you have received. If students are on your bus who would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

14.7 Route Supervisor Response

1. If notified that a Lock Down is in affect at a school, notify all bus drivers that would normally be dropping off or picking up students at the school and direct them as to what to do next.
2. For Lock Downs instruct drivers to restrict radio transmissions to those that are critical if you think it is appropriate based on the information you have.
3. If it appears that a Lock Down may remain in place for an extended time, consult with district principal or his or her designee to determine if drivers who are designated to pick up at the school should continue their routes and/or if students who are still on the bus should be taken to a secure location until the threat subsides at the affected school(s).
4. Keep drivers updated on the situation as appropriate.
5. Brief your supervisor as appropriate for the situation.

14.6a Bus Driver Response - disruptive /unruly person on or attempting to board the bus

1. Determine the person(s) who are disruptive and quickly assess the degree of their unruly behavior.
2. For situations involving students, calmly but clearly call them by their names if you know them and give them clear instructions to discontinue the behavior. Tell them exactly what you need them to do so you can calm the situation. Follow the district's disciplinary action procedures.
3. If the person(s) continue the disruptive behavior and it is appropriate due to the level of disruption, notify dispatch of your situation, provide your location twice to confirm and request a law enforcement assistance.
4. If the behavior is or becomes violent enough to pose a clear danger to other students, consider if it is the best and safest course of action to park the bus in an area away from traffic and instruct the other children on the bus to disembark from the bus and assemble outside in an area that you clearly identify to them until law enforcement officers arrive. Notify the dispatcher if you take this course of action.
5. Follow the district's disciplinary procedures and provide proper and thorough documentation.

14.7a Route Supervisor Response - disruptive/unruly person on or attempting to board the bus

1. Ensure that law enforcement officers are dispatched if requested by the driver.
2. If appropriate to the situation, advise all drivers to keep the radio clear except for emergency radio transmissions.

3. Provide follow up assistance to police and the driver once the situation is contained. Follow through to see that the district's disciplinary process is utilized. Make sure the driver provides proper documentation.

14.8 Lead Staff Member Response (after Hours)

1. Determine the person(s) who are disruptive and the quickly asses the degree of their unruly behavior.
2. Determine if a Lock Down is appropriate to keep the situation from escalating to other parts of the facility. Announce a Lock Down if a Lock Down is desired.
3. If appropriate, call 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding intruder descriptions and actions. It can be dangerous for administrators and/or staff to approach unruly persons.
4. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
5. Speak to staff and the individual(s) in a calm and firm manner. Decide if it is best to advise the individual(s) that law enforcement personnel are on the way if you have called them.
6. Attempt to contain the situation by ordering staff, visitors and students away from the individual(s) if appropriate for the situation.
7. Visually scan the unruly individual(s) for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.
8. Call the principal and district administrator and request that the Crisis Response Team be notified of the situation. Provide a brief description of the situation.
9. Upon their arrival, coordinate actions with law enforcement officials.
10. The district administrator will brief staff, visitors, and students on the outcome of the situation as soon as it is resolved.

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Section 15 - Civil Unrest

Definition

Civil unrest is a situation in which a group of individuals become unruly and/or violent to the point of disruption to an area of the community and/or the academic or work environment of a campus.

Alert Signal

Announce a **Secure or Lock Down as appropriate.**

15.1 Principal/District Administrator Response

1. Determine the location of the persons who are disruptive and the quickly asses the degree of their unruly behavior.
2. Determine if a Lock Down is appropriate to keep the situation from escalating to other parts of the facility. Announce a Secure or Lock Down and follow appropriate procedures if a Lock Down is desired.
3. Call 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding the location, descriptions and actions of participants. If you have any indication that participants have weapons, be sure to convey this information to dispatch personnel. It can be dangerous for administrators and/or staff to approach unruly groups.
4. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
5. Contact District Office.
6. Make sure that transportation personnel are notified so they can divert any buses from the area.
7. If you are in a position to observe the participants, visually scan them for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.
8. Be prepared to implement family reunification procedures in the event the situation makes this action appropriate.
9. Be prepared to implement the “shelter in place protocol” if the use of pepper spray, tear gas or other agents by law enforcement officers and/or protesters makes this action necessary.
10. The district administrator will implement the media protocol.
11. Coordinate with law enforcement officials upon their arrival.
12. The district administrator will brief staff on the outcome of the situation as soon as it is resolved.

15(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. If you become aware of a civil unrest situation, make sure the office is notified.
2. If you are in an outdoor or indoor area that is affected, attempt to gather students and move them to a secure area. Implement Secure or Lock Down procedures as appropriate.
3. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
4. Speak in calm and clear tones and work to keep students calm.

5. **Do not** engage any participants verbally or physically unless you are forced to do so to protect yourself or students. If you decide that it is appropriate to use physical force, comply with district guidelines and use only the minimal amount of force that is necessary to subdue or incapacitate the individual.
6. Follow Lock Down procedures if they are given. Be prepared to implement emergency evacuation procedures or shelter in place procedures if these procedures become necessary.

7. If you are in a position to observe the participants, visually scan them for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify an administrator or law enforcement immediately.
8. Contact the district administrator and follow the media protocol.
9. Report to the principal or his or her designee and assist as needed.

15.6 Bus Driver Response

1. If you become aware of a civil unrest situation, report it to dispatch immediately. Provide them with information as to the type of incident and location. If you have any indications that anyone that is involved has a weapon, be sure to advise the dispatcher. If you are in a position to do so, quickly visually scan the crowd for weapons. Do not remain in the area to do this however. Your safety and the safety of the students on your bus is more important than obtaining this information.
2. Drive away from the area if possible. If you must alter your route to avoid danger, advise the dispatcher of your intended route.
3. Try to maintain your composure and try to keep students calm. Speak in clear but calm tones.
4. If your bus is in close proximity to the incident, make sure that all windows on the bus are closed.
5. If your bus is trapped in a crowd, do not attempt to argue with participants involved in the incident. Make sure that the dispatcher knows your exact location and situation. Order students to duck low in their seats to protect them from flying glass should objects be thrown at the bus. If necessary and appropriate move to a position where you are less exposed. If you do this, remain alert for the opportunity to drive the bus out of the area.
6. If any students try to yell out of a window or in any other way become involved in the incident, advise them to stop immediately.
7. **Do not** drop students off near the incident scene or allow students to get off of the bus. Notify your supervisor that you are not dropping them off at that stop and follow your supervisor's instructions.
8. Contact the district administrator and follow the media protocol.

15.7 Route Supervisor Response

1. Make sure that law enforcement officers have been properly notified of the situation.
2. Advise all drivers to keep the radio clear except for emergency traffic.
3. Determine the affected area and begin routing buses out of the affected area.
4. Coordinate with school administrators and law enforcement officials where students who are normally dropped off in the affected area should be taken and how they will be reunited with an authorized family member.
5. Contact the district administrator and follow the media protocol.
6. Brief your supervisor as appropriate.

15.8 Lead Staff Member Response (after hours)

1. Determine the location of the persons who are disruptive and the quickly asses the degree of their unruly behavior. Determine if a Lock Down is appropriate to keep the situation from escalating to other parts of the facility. Announce a Secure or Lock Down if a Lock Down is desired.
2. Call 911 or emergency services, and request a law enforcement response. Provide dispatch personnel with all available information regarding the location, descriptions and actions of participants. If you have any indication that participants have weapons, be sure to convey this information to dispatch personnel. It can be dangerous for administrators and/or staff to approach unruly groups.
3. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
4. Call the principal and district administrator and request that the Crisis Response Team be notified. Provide a brief description of the situation.
5. If you are in a position to observe the participants, visually scan them for any signs that they may have a weapon. If you notice bulges in clothing that could indicate a weapon or see part of a weapon protruding from their clothing (such as a knife with a clip in a pocket or the butt of a handgun in the waistband), notify law enforcement immediately.
6. Be prepared to implement family reunification procedures in the event the situation makes this action appropriate.
7. Be prepared to implement the “shelter in place protocol”, if the use of pepper spray, tear gas or other agents by law enforcement officers and/or protesters makes this action necessary
8. The district administrator will implement the media protocol.
9. Coordinate with law enforcement officials upon their arrival.
10. Brief staff, visitors, and students on the outcome of the situation as soon as it is resolved.

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Section 16 - Kidnapping/Missing Child

Definition

A kidnapping or missing child situation is one in which indications are such that a student who should be at the facility has run away from home, is lost or has been abducted.

Alert Signal

None, unless a precautionary Lock Down is deemed to be appropriate by the Principal or his or her designee. In the event a Lock Down is deemed to be appropriate, Lock Down shall be announced over the intercom system. If there is any indication that an abduction may be about to occur, a Lock Down should be implemented. Staff should be notified by runners or over two-way radios and requested to search their area(s) of responsibility.

16.1 Principal Response

1. Obtain as much information regarding the student's description, including clothing and the circumstances of the disappearance.
2. If the missing person(s) are not located during the initial search by staff members or if there is any indication that foul play or a dangerous situation is involved, call 911 or emergency services, and notify law enforcement officials immediately.
3. If there is any indication that an abduction has occurred or is about to take place, announce a Lock Down as appropriate to the situation.
4. Contact the District Office.
5. Coordinate with law enforcement officials regarding parental/guardian notification.
6. Request that law enforcement officials ask parents/guardians to search the residence where the students(s) live.
7. **Siblings of the missing students(s) should be closely monitored at all times. If siblings are known to be in another location (such as a local school), the administrator of that facility should be notified to carefully monitor them.**
8. Provide information for staff as appropriate.
9. Assist law enforcement officers with the investigation.

16(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. If a Lock Down is announced, follow appropriate Lock Down procedures.
2. Each staff member should take attendance and notify the office of any missing child(ren).
3. Staff not responsible for a classroom are to report to the office for an assignment to assist in searching for the missing child(ren).
4. Any potential hiding place should be searched, including crawl spaces, rest rooms, storage closets, cabinets, and storage containers. Missing children have frequently been found hiding in these types of areas.
5. Staff members should advise the principal or office personnel of the results of the search as soon as their search is completed.

16.6 Bus Driver Response

1. Immediately report any information that comes to your attention that may indicate that a child has run away, is missing or has been abducted.
2. If you witness an apparent abduction, call dispatch immediately and request that law enforcement be notified. Note and provide any available information on the kidnapper's physical and clothing description, vehicle description and tag number if they are in a car, and direction of travel. Also provide the description of the victim(s).
3. If you are notified that a child who rides your bus is missing, make sure they are not among the passengers if the bus is loaded. Conduct a physical search of the bus for the child whether it is loaded or not.
4. If a Lock Down is announced, follow appropriate Lock Down procedures.
5. Contact the district administrator and follow the media protocol.

16.7 Route Supervisor Response

1. Ensure that law enforcement is notified of any instance where there are any indications that a child has run away, is missing or has been abducted.
2. If a child is reported as missing after they disembarked from a school bus at a bus stop, or at a school, request that law enforcement officers or parents search the students(s) residence. Missing children have frequently been found hiding in closets, attics and other areas at home.
3. Siblings of the missing students(s) should be closely monitored at all times. If siblings are known to be on another bus, the driver should be instructed to turn that child over to a parent, guardian or the police as appropriate to the situation rather than be dropped off. If the bus is en route to the child's school in the morning or to a school activity or event, the driver should be met by a school official who can properly supervise the child until it is determined that they are not in any danger of abduction.
4. If a Lock Down is announced, follow appropriate Lock Down procedures.
5. Provide information for staff as appropriate.
6. Assist law enforcement officers with the investigation.
7. Contact the district administrator who will implement the media protocol.
8. Brief your supervisor as appropriate.

16.8 Lead Staff Member Response (after hours)

1. Obtain as much information regarding the student's description, including clothing and the circumstances of the disappearance.
2. If the missing person(s) are not located during the initial search by staff members or if there is any indication that foul play or a dangerous situation is involved, call 911 or emergency services, and notify law enforcement officials immediately.
3. If there is any indication that an abduction has occurred or is about to take place, announce a Lock Down as appropriate to the situation.
4. Contact the district administrator and principal.
5. Coordinate with law enforcement officials regarding parental/guardian notification.
6. Request that law enforcement officials ask parents/guardians to search the residence where the students(s) live. Missing children have frequently been found hiding in closets, attics, basements, crawl spaces, and in other areas at home.

7. Siblings of the missing students(s) should be closely monitored at all times. If siblings are known to be in another location (such as another special event or at home, the Lead Staff Member at that event and/or parents should be notified to carefully monitor them.
8. Provide information for staff as appropriate.
9. Assist law enforcement officers with the investigation.

Section 17 - Weapons Use

Definition

Weapons use is defined as the unauthorized discharge of a firearm or other use of a weapon to assault, threaten, or injure another person on or in close proximity to school property.

Alert Signal

Lock Down or Relocation Evacuation as deemed appropriate

17.1 Principal/District Administrator Response

1. Make a rapid assessment of the situation and determine whether a Lock Down or Relocation Evacuation /family reunification is the safest probable course of action. Notify staff of the Lock Down or evacuation. **Do not** attempt to verify that a weapons assault has taken place prior to making this decision, even a brief delay could result in avoidable injuries or loss of life.
2. Follow appropriate procedures for Lock Down or Relocation Evacuation.
3. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
4. Call 911 or emergency services, and request law enforcement response. If you have any indication of injury, also request emergency medical personnel. Provide dispatch personnel with all available relevant information such as description of perpetrator(s), type(s) of weapons involved, location of injured victims, location or direction of travel of suspect(s), suspect vehicle(s) etc.
5. As safely as possible, see that staff carry out appropriate procedures for Lock Down or Relocation Evacuation.
6. Determine within the first five to ten minutes if the family reunification protocol should be implemented. If the decision is made to do so, implement the family reunification protocol.
7. Request that responding law enforcement officers establish perimeters around the school.
8. The district administrator will implement the media protocol.

17.(2/.5) Staff Response (includes: office, teachers, custodial, kitchen personnel)

1. Follow Lock Down or Relocation Evacuation procedures as directed. If you witness a weapons use incident, follow the most suitable procedure (Lock Down or evacuation from the area) and notify the principal or his or her designee as rapidly as is safely possible.
2. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
3. When it is safe to do so, attempt to obtain the names and locations of any violators, witnesses and victims from students under your care. As soon as it is practical to do so, forward this information to the principal or his or her designee or responding public safety officials.
4. If possible, secure any victims to protect them from further harm.
5. **DO NOT** attempt to confront or disarm anyone who is in possession of any weapon as you may risk serious bodily harm and further escalation of the situation. It is normally preferable to move students under your care away from armed individuals unless you feel that it will escalate the situation or place them in greater danger. If no other alternatives exist, institute age appropriate ALICE tactics.

6. If the weapon(s) have been dropped or discarded, secure the area where it is located, **DO NOT** touch the weapon. Cover it with a waste basket or box if possible. Notify the principal or his or her designee or responding public safety personnel.
7. Remember that a weapons use scene is a crime scene. No attempt should be made to clean up blood or other evidence without the approval of the senior law enforcement official.
8. Remember that there may be hazards from blood or other bodily fluids at the scene so follow Bloodborne pathogens training protocols.

17.6 Bus Driver Response

1. If you are unloading students in the morning and have other stops, continue your route, avoiding the immediate area of the affected school(s). If your next stop is a school located in close proximity to the affected school(s), seek guidance from a route supervisor. If you are picking up students in the afternoon, drive to a location that is at least one thousand feet from any affected school(s) and park in a safe area. Seek guidance from a route supervisor to see if you should wait to make the pickup at the affected school(s) once normal activities have resumed or continue your route.
2. If you are advised of a Lock Down by a student, staff member or public safety official and have not been notified by the transportation department, depart from the area and immediately advise your route supervisor or the dispatcher of the information you have received. If students are on your bus who would normally disembark, have them remain on the bus until you confirm that it is safe to drop them off at the school.

17.7 Route Supervisor Response

1. If notified that a Lock Down is in affect at a school, notify all bus drivers that would normally be dropping off or picking up students at the school and direct them as to what to do next.
2. For Lock Downs instruct drivers to restrict radio transmissions to those that are critical if you think it is appropriate based on the information you have.
3. If it appears that a Lock Down may remain in place for an extended time, consult with district principal or his or her designee to determine if drivers who are designated to pick up at the school should continue their routes and/or if students who are still on the bus should be taken to a secure location until the threat subsides at the affected school(s).
4. Keep drivers updated on the situation as appropriate.
5. Brief your supervisor as appropriate for the situation.

17.6a Bus Driver Response – (*Weapons on Bus*)

1. Immediately contact dispatch and advise them of your location twice and briefly describe the situation.
2. If the use of the weapon occurs on the bus, pull the bus to a safe location and park. Quickly assess the situation and determine whether it is best to instruct students to evacuate the bus or remain in place then communicate your instructions in a calm and clear tone of voice.
3. If the person(s) who used or discharged the weapon do not flee the scene and you know who they are, it may be best to instruct the other students to leave the bus. If the perpetrators(s) remain on the bus, instruct them to place the weapon(s) on the floor and move away from the weapon(s). Protecting yourself and other students from the violator(s) is more important than their apprehension by authorities. Remember that many student weapons violators have multiple weapons and that other students involved in the situation may also be armed.
4. In most situations it will increase danger to you and the students on the bus for a driver to try to physically disarm an individual. This should normally only be attempted if the use of a weapon appears eminent and there is no opportunity for you and students to move away from the armed person(s). If so, follow age appropriate ALICE tactics.
5. If and when the scene is reasonably secure, render first aid to the victim(s) within your level of ability to do so.
6. If possible, secure any victims to protect them from further harm.

7. Use precautions relating to the transmission of bloodborne pathogens. Avoid contact with blood or other bodily fluids. Instruct students to move away from and avoid contact with blood or other bodily fluids.

8. When it is safe to do so, attempt to obtain the names and locations of any violators, witnesses and victims from students under your care. As soon as it is practical to do so, forward this information to your supervisor or responding public safety officials. Do not attempt to question students about the incident any more than you have to do so to determine the current level of danger.
9. If the weapon(s) have been dropped or discarded, secure the area where it is located, but it is normally best not to attempt to handle it yourself. Notify your supervisor and responding public safety personnel of the weapons location upon their arrival.
10. Remember that a weapons use scene is a crime scene. No attempt should be made to clean up blood or other evidence without the approval of the senior law enforcement official.
11. Contact the district administrator and follow the media protocol.
12. Follow the mental health pre-recovery protocol.

17.7a Route Supervisor Response – (Weapons on Bus)

1. Make sure that law enforcement and if appropriate emergency services personnel have been notified.
2. Advise all drivers to keep the radio clear unless they have emergency traffic.
3. If a driver reports a weapons use incident, **do not** attempt to verify that a weapons use incident has taken place prior to following these action steps, even a brief delay could result in avoidable injuries or loss of life.
4. Proceed to the incident scene but **do not** approach the bus until law enforcement officers advise that it is safe to do so.
5. Do not question or allow other school employees to question students or other witnesses until law enforcement officers authorize it.
6. Implement the pre-recovery mental health protocol.
7. Contact the district administrator to implement the media protocol.
8. Make arrangements for another bus to transport students that are not involved once law enforcement approves.
9. Brief your supervisor as appropriate.

17.8 Lead Staff Member Response (after hours)

1. Make a rapid assessment of the situation and determine whether a Lock Down or an emergency evacuation is the safest possible course of action. Notify staff, visitors and students of the Lock Down or evacuation. **Do not** attempt to verify that a weapons assault has taken place prior to making this decision, even a brief delay could result in avoidable injuries or loss of life.
2. Call 911 or emergency services, and request a law enforcement response. If you have any indication of injury, also request emergency medical personnel. Provide dispatch personnel with all available relevant information such as description of perpetrator(s), type(s) of weapons involved, location of injured victims, location or direction of travel of suspect(s), suspect vehicle(s) etc.
3. Apply ALICE protocols. If possible, seek a position of safety by positioning a physical barrier between yourself and the individual(s). Consider potential escape routes for yourself and staff in the event the individual(s) become combative.
4. If possible, secure any victims to protect them from further harm.
5. Call the principal and district administrator and request that the Crisis Response Team respond and provide support.

6. It is normally best not to attempt to confront or disarm anyone who is in possession of any weapon as you may risk serious bodily harm and further escalation of the situation. It is normally preferable to move those under your care away from armed individuals unless you feel that it will escalate the situation or place them in greater danger. If necessary, implement age appropriate ALICE tactics.
7. If the weapon(s) have been dropped or discarded, secure the area where it is located, but it is normally best not to attempt to handle it yourself. Notify the principal or responding public safety personnel. If possible, cover the weapon with a waste basket, box, etc.
8. Remember that a weapons use scene is a crime scene. No attempt should be made to clean up blood or other evidence without the approval of the senior law enforcement official.
9. Remember that there may be hazards from blood or other bodily fluids at the scene so follow Bloodborne pathogens protocols.
10. When it is safe to do so, attempt to obtain the names and locations of any violators, witnesses and victims from students and visitors under your care. As soon as it is practical to do so, forward this information to responding public safety officials.
11. Determine within the first five to ten minutes if the family reunification protocol should be implemented. If the decision is made to do so, call the principal and district administrator and request that the Crisis Response Team be notified to implement the family reunification protocol. If the decision is made not to do so, request that law enforcement establish perimeters around the school.
12. The district administrator will implement the media protocol.

Section 18 - Hostage Situation

Definition

A hostage situation is one in which one or more individuals uses a weapon, the threat of a weapon, or the threat of violence to hold or move persons against their will.

Alert Signal

Announce over the intercom a Lock Down or Relocation Evacuation. Notify in person if it is safe to do so.

18.1 Principal/District Administrator Response

If you **are not among** those taken hostage:

1. Determine whether a Lock Down or Relocation Evacuation /family reunification is best for the situation. If the hostage situation is contained in one room or office, it may be possible to evacuate students and staff from other areas. Implement whichever option appears to be the best option based on available information.
2. Call 911 and report the situation. Provide as much information as possible.
3. Follow appropriate procedures for Lock Down or Relocation Evacuation.
4. Ensure that the guidelines for staff are followed to the best of your ability and offer to assist responding public safety personnel.
5. The district administrator should use extreme caution in any interaction with the media while hostages are being held. Consult with law enforcement officials prior to making any statements. Remember that media representatives sometimes report what they overhear at a scene. Improperly released information reported on television or radio can escalate the situation if monitored by hostage-taker(s).
6. Evaluate the practicality of implementing the family reunification protocol.

18.(2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

If you **are not among** those taken hostage:

1. Implement Lock Down or emergency evacuation/family reunification emergency evacuation as appropriate.
2. If you have a safe means to do so, notify the principal and/or call 911.
3. Provide as much information as possible.
4. Try to keep students calm and quiet.
5. Follow directions given by the principal/designee and responding public safety officials.
6. If you are instructed to follow Lock Down procedures, be prepared to evacuate when instructed to do so by public safety officials. **Do not open your door for any other reason.** (The on scene officer(s) will identify themselves by passing his/her photo ID badge under the door - your door will then be unlocked according to standard policies and procedures.)

If you **are among** those taken hostage:

1. **Do not** attempt to negotiate with a hostage-taker.
2. **Do not** make suggestions to a hostage-taker. You may be blamed for resulting problems.
3. It is generally not advisable to attempt to disarm a hostage-taker or to try to escape.
4. Try to remain calm and keep the students under your care as calm and quiet as possible. Ask permission from the hostage-taker(s) prior to taking any action.
5. Try not to make any unexpected or sudden movements.

6. Follow instructions given by responding public safety officials.
7. **Do not** point out law enforcement officers if you become aware of their presence.
8. If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.

18.6 Bus Driver Response

If you **are not among** those taken hostage:

1. If you have a safe means to do so, notify the dispatcher of the exact location of the incident twice and request law enforcement assistance. Provide the best description you can of hostage taker(s) and indicate what types of weapons are involved.
2. Move any students under your supervision to a safe location if it appears safe to do so and moving them will not expose them to further danger.
3. Try to keep students calm and quiet.
4. Follow directions given by responding public safety officials and your supervisor.
5. If you have to remain under cover near the incident scene, be prepared to evacuate when instructed to do so by public safety officials.

18.7 Route Supervisor Response

If you **are not among** those taken hostage:

1. Ensure that emergency response officials have been properly notified.
2. Instruct all drivers to refrain from any non-emergency traffic.
3. Contact the district administrator to implement the media protocol and use extreme caution in any interaction with the media while hostages are being held. Consult with law enforcement officials prior to making any statements. Remember that media representatives sometimes report what they overhear at a scene. Improperly released information reported on television or radio can escalate the situation if monitored by hostage-taker(s).
4. Evaluate the practicality of implementing the family reunification protocol.

If you **are among** those taken hostage:

1. **Do not** attempt to negotiate with a hostage-taker.
2. **Do not** make suggestions to a hostage-taker. You may be blamed for resulting problems.
3. It is generally not advisable to attempt to disarm a hostage-taker or to try to escape.
4. Try to remain calm and keep the students under your care as calm and quiet as possible. Ask permission from the hostage-taker(s) prior to taking any action.
5. Try not to make any unexpected or sudden movements.
6. Follow instructions given by responding public safety officials.
7. **Do not** point out law enforcement officers if you become aware of their presence.
8. If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.
9. Remember, most people who are taken hostage survive and most injuries and deaths in hostage situations occur within the first minutes of the situation. The longer the situation lasts, the greater the odds that you will survive.

18.8 Lead Staff Member Response (after hours)

If you **are not among** those taken hostage:

1. Implement Lock Down or non-fire evacuation as appropriate.
2. If you have a safe means to do so, notify the principal and/or call 911.

3. Provide as much information as possible.
4. Try to keep everyone calm and quiet.
5. Follow directions given by the principal or designee and responding public safety officials.
6. If you are instructed to follow Lock Down procedures, be prepared to evacuate when instructed to do so by public safety officials. **Do not open your door for any other reason.** (The on scene officer(s) will identify themselves by passing his/her photo ID badge under the door - your door will then be unlocked according to standard policies and procedures.)

If you **are among** those taken hostage:

1. **Do not** attempt to negotiate with a hostage – taker.
2. **Do not** make suggestions to a hostage – taker. You may be blamed for any resulting problems.
3. It is generally not advisable to attempt to disarm a hostage – taker or to try to escape.
4. Try to remain calm and keep staff, visitors and students under your care as calm and quiet as possible. Ask permission from the hostage – taker(s) prior to taking any action.
5. Try not to make any unexpected or sudden movements.
6. Follow instructions given by responding public safety officials.
7. **Do not** point out law enforcement officers if you become aware of their presence.
8. If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.
9. Remember, most people who are taken hostage survive and most injuries and deaths in hostage situations occur within the first minutes of the situation. The longer the situation lasts, the greater are the odds that you will survive.

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Section 18a -Tracking Sheet(s)

18a.1 Mental Health/Pre-Recovery Incident Tracking Sheet

Use official command post time. Please use ink.

Location of incident: _____

Type of incident: **Mental Health/Pre-Recovery** _____

Sheet initiated by: _____ Date: _____

1st Shift

Relieved by: _____ Time: _____

2nd Shift

Relieved by: _____ Time: _____

3rd Shift

Relieved by: _____ Time: _____

ACTION	ORGANIZATION	STATUS	NOTES	REPORTED BY
Notify mental health crisis team				
Remain calm and maintain student safety				
Observe children's emotional state				
Refer children who exhibit extreme anxiety, fear or anger				
Provide teachers and parents with information about what to say and do for children in school and at home				

Time and date log closed out: _____

Name of person closing log: _____

Incident Tracking Sheet received by: _____ Date received: _____

Witnessed by: _____ Date: _____

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Section 19 - Report of Weapon on Property

Definition

A weapons report protocol is based on any information or report that any person(s) on the property is in possession of a firearm, knife or other weapon. This protocol is for use in situations where no assault with a weapon has yet occurred and no immediate threat to use the weapon is reported.

Alert Signal

Announce a Lock Down if the principal deems it appropriate to contain students in secure areas (if, for example, a report is received that a person has a firearm outside of the building).

19.1 Principal Response

1. Obtain information about the situation.
2. Determine if a Lock Down should be implemented to prevent the violator from gaining access to potential victims.
3. Notify law enforcement. Upon arrival of law enforcement personnel, assist them in locating the person(s) who are reported to be armed. Consider the best method to approach the suspected violator(s) to avoid escalating the situation. Do not attempt to recover weapons from violators or search people for weapons without police assistance. An exception to this might be appropriate when a preschool age child who is too young to comprehend the danger of a weapon that he or she is handling. In these situations, it may be advisable to tell the students to put the item down and move away from it rather than to wait for law enforcement.
4. If a weapon is recovered, consider the possibility that additional weapons may be present on the violator, or his or her belongings or concealed elsewhere on school property. If no weapon is recovered, consider the possibility that the weapon(s) might have been concealed on school property (in a locker, book bag, in a vehicle or concealed in a public area such as a bathroom ceiling or behind a vending machine). Also consider the possibility that the weapon may have been passed to another individual.
5. Contact the District Office.
6. Brief staff on the situation.
7. When a firearm is recovered, consider the need for a multidisciplinary threat assessment utilizing law enforcement and mental health professionals.
8. When a firearm is recovered, consider the benefits of parental notification via a letter from the principal or district administrator to be sent home with students, preferably on the day of the incident.

19(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, & kitchen personnel, etc.)

1. Staff should immediately report to the principal any situation in which a person is believed to be in possession of a weapon on school property. Notification should be made in a discreet manner if possible.
2. The principal will contact District Office.
3. Staff members should not attempt to confront a person who is believed to be armed and should not attempt to search people for weapons.
4. If a weapon is inadvertently located on the premises, staff members should move all students away from the weapon and should not attempt to pick up or handle the weapon. If possible, cover the weapon with a waste basket, box, etc.

5. Staff should remember that when an individual has one weapon, he or she may have additional weapons. In addition, persons associated with the weapons violator may also be armed.

19.8 Lead Staff Member and Support Personnel Action Steps

1. Obtain information about the situation.
2. Determine if a Lock Down should be implemented to prevent the violator from gaining access to potential victims.
3. Notify law enforcement. Upon arrival of law enforcement personnel, assist them in locating the person(s) who are reported to be armed. Consider the best method to approach the suspected violator(s) to avoid escalating the situation. Do not attempt to recover weapons from violators or search people for weapons without police assistance. An exception to this might be appropriate in a situation with a preschool age child who is too young to comprehend the danger of a weapon that he or she is handling. In these situations, it may be advisable to tell the students to put the item down and move away from it rather than to wait for law enforcement.
4. If a weapon is recovered, consider the possibility that additional weapons may be present on the violator, in his or her belongings or concealed elsewhere on school property. If no weapon is recovered, consider the possibility that the weapon(s) might have been concealed on school property (in a locker, book bag, in a vehicle, or concealed in a public area such as a bathroom ceiling or behind a vending machine).
5. Brief staff on the situation.
6. Call the principal and district administrator and request that the Crisis Response Team be notified of the incident.

Section 19a - Report of Weapon on the Bus

Definition

A report of a weapon on the bus is any information or report that any person(s) on the bus is in possession of a firearm, knife or other weapon. This protocol is for use in situations **where no assault with a weapon has yet occurred and no immediate threat to use the weapon is reported.**

Alert/distress signal:

If a driver has any indication that there is someone on the bus who is in possession of a weapon, but they are not threatening to use the weapon, the driver should communicate by radio or portable phone to the dispatcher the following phrase **“my bus engine is running hot but I can’t see it on my temperature gauge, I am going to need assistance”**. This will also allow you to communicate your location and coordinate where you will meet responding law enforcement officers.

19a.6 Bus Driver Response

1. Drivers should immediately report to the principal any situation where a person is believed to possess a weapon on the bus. Notification should be made using the code phrase **“My bus engine is running hot but I can’t see it on my temperature gauge, I am going to need assistance.”** Upon hearing this transmission, all other drivers should cease all non-emergency transmissions.
2. Drivers should not attempt to confront a person who is believed to be armed and should not attempt to search people for weapons.
3. If a weapon is inadvertently located on the bus, the driver should move all students away from the weapon and should not attempt to pick up or handle the weapon if it is a firearm.
4. Drivers should remember that when an individual has one weapon, he or she may have additional weapons.
5. Coordinate with the dispatcher when and where the bus will meet with police.
6. When close to the meeting point, tell students on the bus that you have a mechanical precaution and that you have requested that the fire department to meet the bus as a precaution. Tell them that the bus is not on fire.
7. Follow the instructions of responding law enforcement officers.

19a.7 Route Supervisor Response

1. Ensure that law enforcement officers are dispatched to meet the bus.
2. If appropriate, proceed to the meeting location, but do not approach the bus until officers have secured the area.
3. If a weapon is recovered, consider the possibility that additional weapons may be present on the violator, in his or her belongings or concealed elsewhere on the bus. If no weapon is recovered, consider the possibility that the weapon(s) might have been concealed on school property (in a locker, book bag, in a vehicle or concealed in a public area such as a bathroom ceiling or behind a vending machine or passed to another student.
4. Contact the district administrator and brief your supervisor as appropriate.

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Section 20 - Arrest or Criminal Indictment of Staff Member

Definition

A staff member or volunteer is taken into custody by law enforcement officials for a criminal offense or indicted by a grand jury for a criminal offense.

Alert Signal

None

20.1 District Administrator Response

1. Attempt to obtain information relating to the arrest to determine if the situation could have an impact on the individual's fitness to serve with the organization. Utilize only official and legitimate sources of information which may include:
 - Law enforcement agency records
 - Jail booking records
 - Court records
2. Compare the alleged actions of the staff member or volunteer with school policies on employee conduct before taking action.
3. If a determination is made that the individual should be separated from the organization, consider whether it may be appropriate to inform him or her in verbally and in writing that he or she is not allowed to enter school property. Also, be sure to attempt to recover keys to school facilities from the individual.
4. Media representatives may ask for interviews regarding the situation. If you decide that it is appropriate to speak to reporters, carefully consider any statements that are made. Comment only on factual aspects of the situation and avoid making statements that could result in a civil action. Refer questions pertaining to criminal and investigative processes to the appropriate criminal justice agencies.
5. Regardless of the outcome, carefully document your actions.
6. In some cases, a carefully worded letter to parents and/or a carefully planned meeting with parents may be needed to address concerns (such as cases involving child molestation). Consult with the district administrator's office, public information staff, and school district legal counsel as to what topics can and should be discussed.

20(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen, and bus personnel, etc.)

1. Follow directions of the principal.
2. The district administrator will initiate media protocol.

20.6 Bus Driver Response

Follow directions of your supervisor or the transportation director regarding the release of information.

Do not release any information or make any statements without prior approval as statements could result in personal civil liability for you.

20.7 Route Supervisor Response

1. If the employee is a member of the transportation department, coordinate with your supervisor and the human resources department and attempt to obtain information relating to the arrest to determine if the situation could have an impact on the individual's fitness to serve with the organization. Utilize only official and legitimate sources of information which may include:
 - Law enforcement agency records
 - Jail booking records
 - Court records
2. Compare the alleged actions of the staff member or volunteer with school policies on employee conduct before taking action.
3. Alert the District Office.
4. If a determination is made that the individual should be separated from the organization, consider whether it may be appropriate to inform him or her verbally and in writing that he or she is not allowed to enter school property. Also, be sure to attempt to recover keys to school facilities and or buses from the individual.
5. Media representatives may ask for interviews regarding the situation. If you decide that it is appropriate to speak to reporters, follow the media protocol and carefully consider any statements that are made. Comment only on factual aspects of the situation and avoid making statements that could result in a civil action. Refer questions pertaining to criminal and investigative processes to the appropriate criminal justice agencies.
6. Regardless of the outcome, carefully document your actions.
7. In some cases, a carefully planned meeting with parents may be needed to address concerns (such as cases involving child molestation). Consult with the district administrator's office, public information staff and school district legal counsel prior to scheduling this type of meeting

20.8 Lead Staff Member Response (after hours)

1. If the arrest occurs at the event, attempt to obtain basic information relating to the arrest to determine if the situation could have an impact on the individual's fitness to serve with the organization. Utilize only official and legitimate sources of information.
2. Media representatives may ask for interviews regarding the situation. Refer them to the District Office.
3. Carefully document your actions and the information you obtain.

Section 21 - Sexual Assault

Definition

A sexual assault is any crime of a sexual nature.

21.1 Principal Response

1. Call 911 or emergency services.
2. Attempt to **dissuade** the victim from washing, cleaning up or use of the restroom if possible.
3. Attempt to provide the victim with privacy.
4. Secure the crime scene.
5. Instruct staff not to use the victim's name on two-way radios and not to release the victim's identity to anyone other than law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Keep reported victim(s), suspect(s) and witnesses separated.
8. Assist public safety officials as requested.
9. Contact the district administrator to implement media protocol.
10. Close facility, if needed.

21(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

Notify principal and principal will contact District Office.

1. Attempt to **dissuade** the victim from washing, cleaning up or use of the rest room, if possible.
2. Attempt to provide the victim with as much privacy as possible without leaving them alone.
3. Secure the crime scene.
4. Do not use the victim's name on two-way radios or release the victim's identity to anyone other than the principal or law enforcement officials.
5. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
6. Assist public safety officials as requested.

21.6 Bus Driver Response

1. Whether the assault occurred on the bus or before boarding, notify the dispatcher and meet responding law enforcement officers at an agreed upon location
2. Have the victim(s) take a seat near you.
3. Attempt to dissuade the victim from cleaning up if possible.
4. Secure the crime scene.
5. **Do not** use the victim's name on two-way radios or release the victim's identity to anyone other than school system or law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Assist public safety officials as requested.

8. Contact the district administrator and follow the media protocol.

21.7 Route Supervisor Response

1. Ensure that law enforcement officers have been dispatched to the bus.
2. **Do not** attempt to question students regarding the incident until authorized to do so by law enforcement officers.
3. Assist public safety officials as requested.
4. If police need to process a crime scene on the bus, arrange for an alternate bus to transport students.
5. Contact the district administrator to implement the media protocol.
6. Brief your supervisor as appropriate.

21.8 Lead Staff Member Response (after hours)

1. Call 911 or emergency services.
2. Attempt to dissuade the victim from washing, cleaning up or use of the restroom if possible.
3. Attempt to provide the victim with privacy.
4. Secure the crime scene.
5. Instruct staff not to use the victim's name on walkie-talkies and not to release the victim's identity to anyone other than law enforcement officials.
6. Remember that sexual assaults are very serious crimes. Do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential physical evidence.
7. Assist public safety officials as requested.
8. Contact the district administrator to implement media protocol.
9. Cancel the event and close facility, if needed.

Section 22 - Bomb Threats/Suspicious Packages

Definition

A bomb threat/suspicious package situation is one that involves the threat of an explosive device that has been placed in, around, or near a facility, or the detection of a suspicious package that could contain an explosive device.

Alert Signal

Announcement over the public address system “All staff initiate a Relocation Evacuation in effect at this time, evacuate to the Manawa Rural Fire Department/City Hall. Please sweep/quickly check all routes and the site for any suspicious items out of the ordinary.”

Or; “All staff initiates a sweep/quick check your area for any suspicious items out of the ordinary. Please report your status upon completion of the sweep.”

22.1 Principal Response

Upon receipt of a bomb threat, the principal should call 911 and request that fire, law enforcement and emergency management personnel respond. If a threat has been received by phone, provide the completed bomb threat checklist (see Appendix A) to the first law enforcement officer to arrive on the scene. Make sure that call tracing procedures have been implemented. Consult with responding public safety officials and quickly determine whether it is best under the circumstances to sweep, evacuate and search or to sweep in place. Available information should be evaluated to weigh the potential risks of explosive devices inside the building, explosives devices outside the building (including the possibility of a vehicle bomb), explosives devices placed in or near evacuation routes or sites or other hazards such as persons with firearms who plan to shoot at evacuees. If multiple bomb threats are received over time, be sure to rotate evacuation routes and sites to make it more difficult for someone to pattern your evacuation responses and target evacuees with explosives, firearms or chemical agents. Contact District Office.

If the sweep and evacuate option is selected:

1. Notify staff to sweep and evacuate make public address announcement: “All staff initiate a– emergency evacuation in effect at this time, evacuate to the Manawa Rural Fire Department/City Hall. Please sweep all routes and the site.” **If multiple threats are received over a relatively short time period, be sure to rotate evacuation routes and sites.**
2. Have the evacuation route and site swept for suspicious persons, objects (which could contain an explosive device) or other safety hazards prior to the evacuation if appropriate.
3. Have designated staff or public safety officials direct students safely across any streets that must be crossed by evacuees.
4. Remind staff members and students not to utilize cellular or digital phones or portable radios unless a life-threatening emergency exists.
5. Request that uniformed personnel escort staff and students to the evacuation site and remain with them until and unless they are instructed to return to the building.
6. Leave the facility and take the emergency evacuation kit and make responding public safety officials aware of the contents of the kit.
7. Check with staff to see that all evacuees are accounted for. Immediately notify responding public safety officials if any persons are not accounted for.

8. Assist responding public safety officials with the second sweep of the facility.
9. Consult with public safety officials before authorizing evacuees to return to the facility.
10. You may determine that it is appropriate to close the facility for the remainder of the day. If so, begin notification of parents and guardians and implement your emergency release procedures.

If the sweep and remain in place option is selected:

1. Make intercom announcement: “All staff initiate a sweep in place, please report your status upon completion of the sweep.”
2. Escort public safety officials through the building to verify that all areas have been swept by staff. Make sure that all areas inside and around the facility have been swept.
3. Assist public safety officials in conducting the second sweep of the facility.
4. If any suspicious packages are noted by staff or public safety officials, make sure that all staff and students are moved away from the item and that it is not disturbed in any way.
5. Consult with public safety officials to see if the facility should be evacuated, if the decision is made to do so, implement the Non-Fire evacuation plan.

22(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

Sweep and evacuate procedures:

1. If the sweep and evacuate option is announced, staff should quickly scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If any suspicious items are noted, they should not be disturbed and the staff member should notify the principal or designee upon evacuation from the area.
3. The staff member should then follow the non-fire evacuation protocol.
4. **DO NOT** use any cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. Explain to the students that the use of such devices can pose a safety hazard.
5. **DO NOT** allow students to return to their lockers.

Sweep and remain in place procedures:

1. Staff members should scan their area of responsibility for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. Take a roll to account for all persons in your area of responsibility in case evacuation is ordered at a later time.
3. If any suspicious items are noted, they should not be disturbed. The staff member should then direct all people in the area to follow them to the principal’s office and inform the principal or designee of his or her observations.
4. Follow the principal’s instructions.

22.6 Bus Driver Response

Sweep and evacuate procedures:

1. If the sweep and evacuate option is announced, drivers should park in a safe place, instruct students to evacuate the bus and to take all of their belongings with them. Drivers should check the bus by looking for any packages or items that could contain an explosive device (objects that they do not recognize as normally being present).
2. If any suspicious items are noted, they should not be disturbed and the staff member should notify the dispatcher if possible.
3. The staff member should then follow the Non-Fire Evacuation protocol. Have students bring their book bags and other hand carry articles with them.
4. Refrain from using cellular or digital telephones or portable radios during these situations unless a life-threatening emergency exists. In some extremely rare and specific instances, radio

frequency energy can trigger an explosive device to detonate. Explain to students that any electronic communication devices that are observed in use will be seized. Explain to the students that the use of such devices can pose a safety hazard.

Sweep and remain in place procedures:

1. Pull over and park in a safe location. Conduct a thorough visual inspection of the interior and exterior of the bus looking for any items that are out of place. Do not touch, handle, or in any way move a suspicious package while sweeping the bus. Ask students if they see any items on the bus that do not belong to anyone. If no such items are noted, use a cellular or digital phone to report your findings to the dispatcher and resume your route.
2. If any suspicious items are noted, they should not be disturbed. The staff member should then direct all people in the area to follow them to the school office. The staff member should proceed with evacuees to the school office area and inform the principal or designee of his or her observations.
3. Follow the principal's instructions.

22.7 Route Supervisor Response

Upon receipt of a bomb threat for a particular bus, determine the parked location of the bus and ensure that emergency services have been notified. If the threat does not indicate which bus is reported to have an explosives device on it, consult with the transportation director and emergency response personnel on the best course of action – whether to have all buses evacuate and search or to have all drivers search in place. Make sure that call tracing procedures have been implemented. Available information should be evaluated to weigh the potential risks of explosive devices on one or more buses and the possibility of other hazards created by evacuating buses. If multiple bomb threats are received over time, be sure to rotate responses to make it difficult for someone to pattern your responses and target evacuees with explosives, firearms or chemical agents.

If the sweep and evacuate option is selected:

1. Notify drivers to sweep and evacuate with the following phrase “Driver(s) of bus(es) number(s) _____ initiate a Relocation Evacuation in effect at this time, evacuate to the nearest suitable site, notify dispatch of your location and the results of your sweep.”
2. Maintain a list of all drivers indicating their evacuation location and the results of their sweep. Immediately notify responding public safety officials if any buses are not accounted for.
3. Assist responding public safety officials with the second sweep of the facility.
4. Consult with public safety officials before authorizing evacuees to return to their bus(es).

If the sweep and remain in place option is selected:

1. Notify affected driver(s) to initiate sweep in place procedures and to report the results upon completion of the sweep.”
2. If any suspicious packages are noted by drivers or public safety officials, make sure that the driver and students evacuate at least 1,000 feet away from the bus or the safest possible distance up to 1,000 feet and that the suspicious package is not disturbed in any way.
3. Ensure that emergency response agencies are notified and proceed to the location of the affected bus to assist them and the driver.
4. Brief your supervisor as appropriate.

22.8 Lead Staff Member Response (after hours)

Upon receipt of a bomb threat, the Lead Staff Member should call 911 and request that fire, law enforcement and emergency management personnel respond. If a threat has been received by phone, provide the completed bomb threat checklist to the first law enforcement officer to arrive on the scene. Make sure that call tracing procedures have been implemented. Consult with responding public safety officials and quickly determine whether it is best under the circumstances to sweep, evacuate and search or to sweep in place. Available information should be evaluated to weigh the potential risks of explosive devices inside the building, explosives devices outside the building (including the possibility of a vehicle bomb), explosives devices placed in or near evacuation routes or sites or other hazards such as persons with firearms who plan to shoot at evacuees. If multiple bomb threats are received over time, be sure to rotate evacuation routes and sites to make it more difficult for someone to pattern your evacuation responses and target evacuees with explosives, firearms or chemical agents. Always be sure to evacuate to at least 1000 feet in the case of a bomb threat **if it is safe to do so**. Exceptions are situations where it would be dangerous to pass an obstacle that is less than 1000 feet from the school, such as an interstate or highway.

If the sweep and evacuate option is selected:

1. Notify staff to sweep and evacuate make public address announcement: “We have received a bomb threat and have decided to evacuate the facility as a precaution. Please proceed calmly to the evacuation site located at _____. We will announce at that site if the function is going to be cancelled or resumed after the site has been swept for suspicious packages and items.” “All staff initiate a Relocation Evacuation in effect at this time, evacuate to site _____ located at _____. Please sweep all routes and the site.”
2. If you have adequate staff or law enforcement personnel on hand, have the evacuation route and site swept for suspicious persons, objects (which could contain an explosive device) or other safety hazards prior to the evacuation if appropriate.
3. Have designated staff or public safety officials direct staff, visitors, and students safely across any streets that must be crossed by evacuees.
4. Remind staff members, visitors, and students not to utilize cellular or digital phones or portable radios while evacuating unless a life-threatening emergency exists.
5. Request that uniformed personnel escort staff and students to the evacuation site and remain with them until and unless they are instructed to return to the building.
6. Leave the facility and take the emergency evacuation kit and make responding public safety officials aware of the contents of the kit.
7. Check with staff to see that evacuees are accounted for. Immediately notify responding public safety officials if any persons are not accounted for.
8. Assist responding public safety officials with the sweep of the facility.
9. Contact the district administrator and principal.
10. Consult with public safety officials before authorizing evacuees to return to the facility.
11. You may determine that it is appropriate to cancel the event for the remainder of the day. If so, begin notification of parents and guardians and implement your emergency release procedures.

If the sweep and remain in place option is selected:

1. Make intercom announcement: “We have received a bomb threat for this location. We have decided to continue the event while the facility is being swept for suspicious packages and items after consultation with public safety officials. As there is always the possibility of a caller placing a device outside of a building, we feel that this is the most appropriate action for us to take based on the information we have. If you feel uncomfortable, please feel free to leave at this time.” “All staff initiate a sweep in place, please report your status to _____ at _____ upon completion of the sweep.”
2. Assist public safety officials in conducting the second sweep of the facility. Make sure that all areas of the facility have been swept.
3. If any suspicious packages are noted by staff or public safety officials, make sure that all staff and students are moved away from the item and that it is not disturbed in any way. Consult with public safety officials to see if the facility should be evacuated, if the decision is made to do so, implement the Non-Fire evacuation plan.
4. Call the principal and district administrator and request that the Crisis Response Team be notified of the situation and your course of action. Provide a brief description of the situation.

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Section 22a - Bomb Threat Checklist

When a bomb threat is received by telephone, fill out this form as soon as possible, if not during the phone call. One common practice is to keep a copy of this checklist near phones that accept incoming calls at the school and district offices. After a bomb threat is made, the receiving phone should be left off the hook to preserve traceability of the call.

Call taken by: _____ Time: _____ Date: _____

Caller Information:

Caller ID: _____ - _____ - _____

Any identifying information on the caller:

Name: _____ Nickname: _____

Address: _____

MALE FEMALE YOUNG ADULT SENIOR CITIZEN

Circle any of the following characteristics that applied to the caller's voice:

Loud Slurred Soft Lispy High Vulgar Low Nasal

Fast Raspy Slow Laughing Garbled Reading Stutter Deliberate
y

Was there an accent? (elaborate if possible)

What was the manner speech of the caller?

Soft-spoken Well-spoken Rational Irrational Polite

Was the caller emotional? If so, please elaborate:

Describe any background noise you heard:

Bomb Information

Bomb Location:

Time bomb will detonate:

Additional Information:

(Leave this page blank)

Section 23 - Injury or Illness

Alert Signal

None

23.1 Principal Response

1. Call 911 or emergency services, if needed. Report exact location and nature of injured and facility's address: _____.
2. Assign a staff member to meet first responders as they arrive.
3. Implement Lock Down Protocol, if needed.
4. Implement Evacuation Protocol, if needed.
5. If Lock Down or evacuation are not appropriate, clear the area of all people who do not have a specific purpose for remaining in the area of the injured or ill.
6. Apply appropriate First Aid, AED, and bloodborne pathogens protocols as needed.
7. Assign a staff member to accompany the injured or ill individual(s) if transport to the hospital is necessary.
8. Notify family members of the injured or ill.
9. If a crime may have been committed, contact local law enforcement. Do not disturb any potential evidence. Identify witnesses and keep them separated. Ask witnesses not to discuss the incident until law enforcement personnel arrive. Do not allow anyone to clean up the area as it is a crime scene. Disturbing a crime scene is a criminal offense.
10. Notify District Office if the illness or injury required a 911 response.
11. Notify other staff members as needed.
12. Complete an Accident Report form if the incident was an accident.
13. If the incident is determined to involve a crime, obtain a copy of the police report and include it in your records.
14. Develop and maintain written documentation of the incident.

23(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Notify main office of injury or illness and the exact location of the injured or ill individual(s) or persons affected. Do not use names of injured or ill individuals over two-way radios.
2. Call 911 or emergency services if needed.
3. Do not move injured or ill unless the scene is unsafe.
4. Apply appropriate First Aid, AED, and bloodborne pathogens protocols as needed.
5. Comfort and reassure injured or ill person.
6. Secure the scene if a crime may have been committed. Do not disturb any evidence.
7. Notify District office if illness or injury required a 911 response.

23.6 Bus Driver Response

1. Notify main office of injury or illness and the exact location of the bus. In life threatening situations, give your bus location twice. Do not use names of victim(s) on the radio.
2. Do not move the sick or injured unless the scene is unsafe.
3. Take precautions for Bloodborne pathogens. Avoid contact with bodily fluids. Direct students to move away from any bodily fluids.
4. Provide first aid, if needed and only according to your level of training.
5. Comfort and reassure the injured or ill person.

6. Secure the scene if a crime may have been committed. Do not disturb any evidence.

23.7 Route Supervisor Response

1. Ensure that the appropriate emergency medical responders and, if needed, law enforcement officers have been requested.
2. Proceed to the scene.
3. Assign a staff member to accompany the victim(s) if transport to the hospital is necessary.
4. Notify family members of the injured or ill person(s).
5. If a crime may have been committed, contact local law enforcement. Do not disturb any potential evidence. Identify witnesses and keep them separated. Ask witnesses not to discuss the incident until law enforcement personnel arrive.
6. Brief your supervisor and the district administrator as appropriate to the situation.
7. Complete an Accident Report form if the incident was an accident.
8. If the incident is determined to involve a crime, obtain a copy of the police report and include it in your records.
9. Develop and maintain written documentation of the incident.

Bus Accident – Definition (A traffic accident involving a school bus.)

23.6a Bus Driver Response (Bus Accident)

1. Quickly assess the situation and contact dispatch. Advise them of your exact location and repeat the location. Advise them of any injuries or specific hazards created by the accident.
2. Render first aid to injured students if you are qualified to do so.
3. If the accident does not involve injuries and there is no danger posed by doing so, have students remain in their seats. Create a diagram listing which students were on the bus and where they were seated at the time of the accident.
4. If there are any injuries, as soon as possible after tending the injured, create a list of all students on the bus at the time of the accident and indicate any students who are injured. If any students are transported from the scene, record who they are and where they are being taken.
5. Contact the District Office and follow the media protocol.
6. Follow the pre-recovery mental health protocol.
7. Do not discuss the incident with any private investigators or attorneys without first being cleared to do so by your supervisor. If you are approached at a later time by a person who is not in uniform and claims to be investigating the accident, clarify their position. In some cases, private investigators have presented themselves as police investigators to obtain interviews. If in doubt, ask the individual if they are a certified law enforcement officer and request identification. You are under no obligation to discuss the accident with a private investigator or attorney.

23.7a Route Supervisor Response (Bus Accident)

1. Ensure that the appropriate public safety personnel have been dispatched to assist the affected bus.
2. If it is appropriate for the situation based on the information you have available, advise all other drivers to keep the radio clear except for emergency transmissions until public safety responders are on the scene.
3. Proceed to the accident scene.
4. Ensure that action steps 3 through 7 under Driver Response have been implemented.
5. Record pertinent information such as the names of responding officers, time of the accident etc.
6. If appropriate, photograph the scene,
7. Provide assistance to the driver, students, other passengers, and public safety officials as needed.
8. Request an alternate bus if needed.

9. Contact the district administrator and brief your supervisor.

23.8 Lead Staff Member Response (after hours)

1. Call 911 or emergency services, if needed. Report exact location and nature of injured and facility's address. (insert facility address here)
2. Assign a staff member to meet first responders as they arrive.
3. If a qualified staff member is available, ask them to provide first aid as appropriate.
4. Implement Lock Down Protocol, if needed.
5. Implement Evacuation Protocol, if needed.
6. If Lock Down or evacuation are not appropriate, clear the area of all people who do not have a specific purpose for remaining in the area of the injured or ill person(s).
7. If a family member is not available or if it is appropriate to have a staff member to accompany them, assign a staff member to accompany the injured or ill person(s) if transport to the hospital is necessary.
8. Notify family members of the injured or ill person(s).
9. If a crime may have been committed, contact local law enforcement. Do not disturb any potential evidence. Identify witnesses and keep them separated. Ask witnesses not to discuss the incident until law enforcement personnel arrive.
10. Call the principal and district administrator and request that the Crisis Response Team be notified. Provide a brief description of the incident.
11. Complete an accident report form if the incident was an accident.
12. If the incident is determined to involve a crime, obtain a copy of the police report and include it in your records.
13. Develop and maintain written documentation of the incident.

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Section 24 - Death

Definition

Loss of life of one or more human beings due to an accident, natural disaster, natural causes, suicide, or homicide. Cause of death should not be assumed and must be determined through investigation by appropriate officials.

Alert Signal

Lock Down or evacuation announcement as appropriate.

24.1 Principal/District Administrator Response

1. Determine if a Lock Down or evacuation is needed. If deemed appropriate, use the public address system (PA) to direct staff to Lock Down or evacuate.
2. Call 911 or emergency services. If safe to do so, designate a staff member to meet first responders and guide them to the incident location.
3. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
4. Assist staff in keeping the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides.
5. Take precautions against any contact with bodily fluids and follow all Bloodborne pathogen protocols.
6. Initiate Family Reunification Protocol, if needed.
7. The district administrator will initiate media protocol, if needed.
8. After being cleared to do so by law enforcement and mental health professionals, remove personal items of the deceased from desks, lockers, etc.
9. Stop any automatic mailings from being inadvertently mailed to the family.

24(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Call 911 or emergency services.
2. Notify the principal.
3. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
4. Follow principal's instructions for Lock Down or evacuation.
5. Keep the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides. All deaths will be treated by law enforcement as a homicide until a formal investigation is completed.
6. Take precautions against any contact with bodily fluids and follow all Bloodborne pathogen training protocols.
7. The district administrator will initiate media protocol, if needed.

24.6 Bus Driver Response

1. Park your bus in a safe location. Notify dispatch and your supervisor. Provide your exact location twice.
2. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
3. Evacuate the bus and take roll.

4. Keep the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides.
5. Take precautions against any contact with bodily fluids and follow all Bloodborne pathogen training protocols.

24.7 Route Supervisor Response

1. Ensure that dispatch has called 911 or emergency services.
2. Proceed to the incident site.
3. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
4. Assist staff in keeping the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides.
5. Take precautions against any contact with bodily fluids and follow all Bloodborne pathogen training protocols.
6. Make arrangement for an alternate bus to transport students.
7. Contact the district administrator who will initiate media protocol, if needed.
8. After being cleared to do so by law enforcement and mental health professionals, remove personal items of the deceased from the bus.
9. If a student is involved, ensure that the principal of the affected school is promptly notified.
10. Brief your supervisor as appropriate.

24.8 Lead Staff Member Response (after hours)

1. Determine if a Lock Down or evacuation is needed. If deemed appropriate, use the public address system (PA) to direct staff to Lock Down or evacuate.
2. Call 911 or emergency services. If safe to do so, designate a staff member to meet first responders and guide them to the incident location.
3. Initiate Illness or Injury Protocol, if any other persons are injured or ill.
4. Call the principal and district administrator and request that the Crisis Response Team be notified and that they respond. Provide a brief description of the incident.
5. Assist staff in keeping the incident scene secure. Do not allow anyone to disturb possible evidence. Identify witnesses, keep them separated and ask them not to discuss the incident until law enforcement officers arrive. These instructions are valid for accidents, apparent suicides and homicides.
6. Take precautions against any contact with bodily fluids and follow all Bloodborne pathogen training protocols.
7. Initiate Family Reunification Protocol, if needed.
8. The district administrator will initiate media protocol, if needed.
9. After being cleared to do so by law enforcement and mental health professionals, remove personal items of the deceased from desks, lockers, etc.
10. Stop any automatic mailings from being inadvertently mailed to the family.

Section 25 - Suspected Biological Emergency

Definition

A suspected biological emergency occurs when a suspected or possible biological emergency or outbreak, having withstood clinical review, is reported to the school administrator by a credible source or detected by the public health system and reported to school officials.

Alert Signal

Staff briefing and personal notification by CRT Staff members.

25.1 Principal/District Administrator Response

1. Contact local law enforcement and request that public health officials be notified.
2. If appropriate, notify Emergency Management and request that the county haz-mat team be dispatched.
3. Obtain instructions and decontamination information from public health/haz-mat officials.
4. Contact local hospitals to report situation, if appropriate.
5. Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, over two-way radios, or by e-mail.
6. Contact parents and notify them of the situation, as appropriate and in accordance with HIPPA legislation.
7. The district administrator will initiate media protocol, if needed.

25(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Follow instructions of public health officials and principal.
2. Decontaminate as appropriate (specific procedures provided by public health).
3. Assist in hospital transportation procedures, if necessary.
4. Assist in epidemiological (public health) investigation, as necessary.
5. Assist medical officials in treating staff and students as required.
6. Follow media protocol.

25.6 Bus Driver Response

Take directions from your supervisor. They will advise you of the directions provided by public health officials. Keep in mind that biological incidents typically do not occur rapidly as with most other types of crises.

25.7 Route Supervisor Response

1. Public health personnel will normally instruct the principal or the person in charge to take the action deemed most appropriate. Ensure that all drivers that you supervise are advised and kept informed of actions they need to take as accurately as possible and in a timely manner.
2. Brief your supervisor as appropriate.

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Section 25a - Anthrax Threat/Suspicious Package/Substance Exposure

Definition

Anthrax (*Bacillus anthracis*) is a zoonotic disease of herbivores. On rare occasions, humans can contract the disease. In recent years, actual incidents of anthrax spores being mailed to target people and organizations have occurred along with numerous incidents of anthrax threats involving mailed envelopes and packages containing harmless powder.

25a.1 Principal/District Administrator Response

1. Call 911 and report the situation. Provide details about the suspected exposure and the number of exposed people.
2. The district administrator will contact bus garage and have all buses rerouted.
3. Move all people away from the area of exposure.
4. Implement the Lock Down or evacuation protocol as appropriate.
5. The District Administrator will notify AES at **(920) 968-5882** to shut off air if the principals or D.A. are not able to do it via the remote VPN. Pay particular attention to hood ventilation systems in the production kitchens and technology education labs and shut off the fans in the gym.
6. Responding public safety officials will conduct decontamination and investigation efforts according to their training and procedures.
7. If public safety initiates evacuation, implement the family reunification protocol for all students who have not been exposed.
8. Public health should make each student and parent aware of the symptoms of anthrax infection. It is imperative that they be notified to immediately contact a medical doctor or public health official if any of the symptoms are noticed within seven days of the incident.

25a.(2/5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

If you **have been exposed** to the suspected substance:

1. Attempt to remain calm. Remember that anthrax exposure is treatable and public safety and medical officials have plenty of time to react to suspected anthrax exposure cases.
2. Do not continue to handle any item(s) that may contain anthrax spores or evidence.
3. Leave the room where the exposure occurred and isolate yourself from other people. Walk calmly and think of an isolated area that you can move to. If possible, close and lock the doors to the room of exposure. Notify the principal or another staff member, or call 911 and request assistance.
4. Be sure to report the situation accurately and provide information on the number of people exposed.
5. Follow directions of responding public safety personnel.

If you **have not been exposed** to the suspected substance:

1. Implement the evacuate or Lock Down protocol as appropriate.
2. Await instructions from the principal or responding public safety officials.

25a.6 Bus Driver Response

If you have been exposed to the suspected substance:

1. Attempt to remain calm. Remember that anthrax exposure is treatable and public safety and medical officials have plenty of time to react to suspected anthrax exposure cases.
2. Do not continue to handle any item(s) that may contain anthrax spores or evidence.
3. Evacuate all students from the bus and avoid any physical contact between those who may have been contaminated and other persons. Walk calmly and Notify dispatch of your situation and exact location.
4. Be sure to report the situation accurately and provide information on the number of people exposed.
5. Follow directions of responding public safety personnel.

If you have not been exposed to the suspected substance:

1. Evacuate the bus and notify dispatch of your situation and exact location, twice.
2. Await instructions from your supervisor and responding public safety officials.

25a.7 Route Supervisor Response

1. Ensure that dispatch has properly notified emergency services and proceed to the incident location. Upon arrival, do not approach the driver, bus or students until and unless public safety officials advise you that it is safe to do so. Provide details about the suspected exposure and the number of exposed people to public safety officials.
2. Ensure that all people have been moved away from the area of exposure.
3. Responding public safety officials will conduct decontamination and investigation efforts according to their training and procedures.
4. If public safety initiates an evacuation, staff should begin notification of parents/guardians to pick up students that have not been exposed at an appropriate site as determined after consultation with public safety officials.
5. Public health should make each student and parent aware of the symptoms of anthrax infection. It is imperative that they be notified to immediately contact a medical doctor or public health official if any of the symptoms are noticed within seven days of the incident.

25a.8 Lead Staff Member Response (after hours)

If you have not been exposed:

1. Call 911 and report the situation. Provide details about the suspected exposure and the number of exposed people.
2. Move all people away from the area of exposure.
3. Implement the evacuate or Lock Down protocol as appropriate.
4. The District Administrator will notify AES at **(920) 968-5882** to shut off air if the principals or D.A. are not able to do it via the remote VPN. Pay particular attention to hood ventilation systems in the production kitchens and technology education labs and shut off the fans in the gym.
5. Responding public safety officials will conduct decontamination and investigation efforts according to their training and procedures.
6. If public safety initiates an evacuation, staff should begin notification of parents/guardians to pick up students that have not been exposed at a designated area away from the school.
7. Public health should make each staff member, visitor, student and parent/guardian of each student aware of the symptoms of anthrax infection. It is imperative that they be notified to

immediately contact a medical doctor or public health official if any of the symptoms are noticed within seven days of the incident.

Section 25b - Chemical/Hazardous Materials Release Incidents

Definition

During use, processing or transporting of chemical and other hazardous materials, accidents may occur that will expose people to the dangers of contaminants. In this situation, the chances of injury and death are decreased when people know what to do and how to protect themselves. In other instances, individuals or groups may cause the intentional release of chemicals or other hazardous materials.

Alert Signal

Warning of hazardous materials is usually received from response agencies or noted on the scene by indicators. These agencies include the fire department, law enforcement agencies, and/or the local Emergency Management Agency. In a rare situation, the incident may occur close to or on facility property, and the facility must relay the warning to appropriate agencies).

1. Facility Signal / Indoor Warning: Intercom, loudspeaker, bullhorn, or “runners.”
2. Athletic Fields and Play Areas / Outdoor Warning: Same as above.

25b.1 Principal Response

1. Emergency response personnel will normally instruct the principal or the person in charge to take the action deemed most appropriate.
2. In case of imminent danger, in which emergency response personnel have not yet arrived, the principal or his/her designee must decide the most appropriate action.
 - Evacuate.
 - Assemble all personnel indoors and conduct shelter-in-place activities.
3. Follow-up action will be determined by emergency response personnel in coordination with facility officials and may include, but it is not limited to:
 - Activating the Emergency Management Team to facilitate evacuation to a safe family relocation site.
 - Determining the relocation site.
 - Dispatching buses or other vehicles to move members and staff to the relocation site.
 - Releasing information to parents/public.
4. If evacuating, do not return members and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
5. Initiate late opening and/or closing of the facility, as necessary.
6. If students and/or staff members have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination which involves all affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

25b.(2/5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Call or take directions from your local emergency management officials immediately. Listen to emergency alert broadcasts on all available media, and follow the instructions given.
2. If instructed to do so, evacuate students and staff to a safe location at right angles to and upwind of the agent.
3. In the event that it is dangerous to evacuate the facility and the facility property, including athletic areas outside, conduct shelter-in-place protocol.

25b.6 Bus Driver Response

1. Call or take directions from your supervisor.
2. If you have a portable radio, listen to emergency alert broadcasts on all available media, and follow their instructions.
3. If they instruct you to evacuate, move students to a safe location at right angles to and upwind of the agent/incident location. Notify dispatch of your exact location and status, twice.
4. Be prepared to render first aid, if necessary.

25a.7 Route Supervisor Response

1. Ensure that dispatch has notified all drivers of the incident type and location.
2. Provide supervision and support for drivers who are in the affected area.
3. Maintain a log of all bus locations and their status.
4. Coordinate with public safety officials to determine instructions for drivers.
5. Make preparations to assist affected schools in emergency evacuations if requested.
 - a. Activating the Emergency Management Team to facilitate evacuation to a safe family relocation site.
 - b. Determining the relocation site.
 - c. Dispatching buses or other vehicles to move members and staff to the relocation site.
6. If evacuating, do not return members and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
7. If students and/or drivers have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination, which involves all affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination, which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

25a.8 Lead Staff Member Response (after hours)

1. Call or take directions from your local emergency management officials immediately. Listen to emergency alert broadcasts on all available media, and follow their instructions.
2. If they instruct you to evacuate, or depending upon the situation, evacuate members and staff to a safe location at right angles to and upwind of the agent.
3. Emergency response personnel will normally instruct the lead staff member to take the action deemed most appropriate.
4. In case of imminent danger in which emergency response personnel have not yet arrived, the lead staff member must decide the most appropriate action.
 - a. Evacuate.

- b. Assemble all personnel indoors and conduct shelter-in-place activities.
- 5. Follow-up action will be determined by emergency response personnel in coordination with the district administrator and principal and may include, but it is not limited to:
 - a. Activating the Emergency Management Team to facilitate evacuation to a safe family relocation site.
 - b. Determining the relocation site.
 - c. Dispatching buses or other vehicles to move members and staff to the relocation site.
 - d. Releasing information to parents/public.
- 6. If evacuating, do not return members and staff to the facility after evacuation until the fire department, local emergency management agency or other official agency declares the area safe.
- 7. If students and/or staff members have been exposed to dangerous liquids, gases or other substances, public safety officials may institute mass decontamination measures. These measures may include dry decontamination which involves all affected individuals removing their clothing and personal items (privacy kits may be on hand from emergency responders) or wet decontamination which involves portable showering or hosing systems. Work with public safety officials to assist them in rapidly decontaminating affected individuals.

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Section 25c - Food Contamination Incident

Definition

A food contamination incident is a situation in which multiple students and/or staff members become ill due to the consumption of contaminated food or beverage. Contamination of food or beverage could involve accidental contamination or intentional contamination. Intentional contamination could involve biological organisms, toxins, chemicals, or radiological contaminants.

Signal

Verbal notification of staff.

25c.1 Principal Response

1. As soon as you become aware of a potential contamination situation, call 911 and request emergency medical personnel.
2. Contact the District Office.
3. If qualified staff are available, direct them to begin first aid as appropriate to their level of training.
4. Take immediate action to prevent others from consuming food or beverages until the actual source of the contamination can be determined.
5. Begin assessing the available information to try to determine the cause of the contamination.
6. Any contamination incident could be an intentional criminal act or an accidental situation. In either case, a thorough investigation will need to be conducted. Ensure that food, beverages, eating and drinking utensils and serving dispensers are not discarded or washed until it is determined that they cannot be used as evidence.
7. Work with responding public safety officials to determine how the contamination occurred.

25c.(2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Staff members may be the first to realize that a contamination incident has occurred. In this situation, notify the principal or designee immediately.
2. Take immediate action to prevent others from consuming food or beverages until the actual source of contamination can be determined.
3. Follow the directions of the principal or designee.

25c.8 Lead Staff Member Response

1. As soon as you become aware of a potential contamination situation, call 911 and request emergency medical personnel.
2. If qualified staff are available, direct them to begin first aid as appropriate to their level of training.
3. Take immediate action to prevent others from consuming food or beverages until the actual source of the contamination can be determined.
4. Call the principal and district administrator and request that the Crisis Response Team be activated and that they respond to the scene. Provide a brief description of the situation and your course of action.
5. Begin assessing the available information to try to determine the cause of the contamination.
6. Any contamination incident could be an intentional criminal act or an accidental situation. In either case, a thorough investigation will need to be conducted. Ensure that food, beverages,

eating and drinking utensils and serving dispensers are not discarded or washed until it is determined that they cannot be used as evidence.

7. Work with responding public safety officials to determine how the contamination occurred.

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Section 26 - Utility Failure

Definition

A utility failure is the interruption in the supply of electricity, telephone service, natural gas, sewage, or water services to the facility.

Alert Signal

A plain language announcement over the public address system (PA) or personal notification as appropriate.

26.1 District Administrator Response

1. Contact the local service provider (see emergency contact section).
2. Notify staff.
3. Determine if it is safe to conduct normal activities, and notify staff of the appropriate course of action.
4. If appropriate, implement the Evacuation Protocol.
5. If appropriate, implement the Family Reunification Protocol.
6. In the event of a gas leak, order a Relocation Evacuation

26(.2/.5) Staff Response (includes: office, teachers, support staff, custodial, kitchen personnel, etc.)

1. Notify the Principal of the utility failure.
2. Consult with the principal as to the safety of continuing normal activities as appropriate.

26.8 Lead Staff Member Response (after hours)

1. Contact the local service provider (see emergency contact section).
2. Notify staff, visitors and students.
3. Determine if it is safe to conduct normal activities, and notify staff of the appropriate course of action.
4. If appropriate, implement the Evacuation Protocol.
5. If appropriate, implement the Family Reunification Protocol.
6. If water or sewage pipes have broken or are leaking, take steps to reduce water damage and to prevent contamination.
7. In the event of a gas leak, order an evacuation and open windows. Do not allow anyone to use matches, lighters, candles or any other open flame. Select an evacuation site at least 1,000 feet from the facility unless instructed to move farther by public safety officials. Shut off other utilities. Call 911 or emergency services and ask them to dispatch at least one emergency responder to the evacuation site to assist you in evaluating it for safety.
8. In the event of a power outage, assist food service staff in securing refrigerated food storage units if power cannot be promptly restored. Determine that food is safe for consumption before it is used if the power remains off for an extended period of time.
9. Call the principal and district administrator and advise them to notify the Crisis Response Team of the situation. Provide a brief description of the incident.

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Section 27 - Tactical Site Survey

Introduction and Disclaimer

The information provided in this document is designed to provide a detailed overview of the Tactical Site Survey process and its requirements in an educational setting. While the authors and Safe Havens International wish this template to be as complete as possible, it is not guaranteed to be complete and without flaw. Methods of implementing procedures, policies, and recommendations outlined herein are obviously beyond the control of the authors and Safe Havens International, and are at most suggestions for improving the safety of your school environment. Therefore, the authors of this document and Safe Havens International assume no liability for the application of any concepts or suggestions contained herein.

Guidance for Use

The following checklists are meant to serve as a guide for a Tactical Site Survey (walk-through) of a school and a tool for identifying hazards. While not all hazards can be realistically removed from the school environment, this template can help you identify as many potential hazards as possible. You can then prioritize each hazard and mitigate those hazards accordingly. Some will be impossible to fix (structural and design aspects of the school) without a complete remodeling, and others (Is graffiti removed expeditiously?) are much more feasible. The goal is to reduce the number of hazards to as few as possible, and mitigate those hazards so as to reduce injuries and damage to property that may result from them. As with all other Safe Havens Templates, this guide should be customized to fit your school setting, and any actions taken as a result of this guide should be first evaluated for practicality in your situation. When applicable, local agencies (police, emergency management, etc.) should be consulted as well. The goal of this template is to allow you to utilize your local resources and give you the ability to conduct effective annual tactical site surveys yourself, without hiring expensive consultants year after year.

(pages 132 – 153 “Tactical Site Survey Forms” - are a separate document)

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Dates: From 9/1/22 to 6/13/23

Wisconsin School District Record of Fire / Tornado / School Safety / Other Evacuation Drills

School District Name: Manawa Municipality: Manawa County: Waupaca
 School Name: Manawa Elementary
 School Address: 800 Beech Street

Date of Drill	Time of Drill	Evacuation Time (min/sec)	# Students	# Adults	Fire Dept Invited?	Type of Drill (Fire, Tornado, School Safety, Other)	Evacuation Drill Remarks (Attach sheet if necessary.)
9/1/22	10:00	2:30	226	38	Y ^(N)	Fire	
9/1/22	9:45		226	38	N	Tornado	
10/21/22	9:03	2:02	232	35	N	Fire	
11/3/22	12:50	1:48	218	43	N	Fire	
1/10/23	9:15	1:52	213	33	N	Fire	
2/28/23	Throughout day					ALICE	Each classroom individually
3/24/23	1:18	1:39	200	34	N	Fire	
4/24/23	9:00		211	30	N	Tornado	
5/17/23	Throughout the day		55	6	N	Alice	Each classroom individually
5/18/23			131	6	N	Alice	
5/23/23			39	6	N	Alice	
5/24/23			16	1	N	Alice	
6/1/23	9:00	1:03	209	29	Police Present	Alice	Full School
6/12/23	10:30	4:50	66	20	N	Fire	
6/13/23	10:30		97	22	N	Tornado	

On this form, or as an attachment, please note any deficiencies concerning: (1) the performance of alarm equipment; (2) staff functions; (3) student performance; (4) obstructions; or (5) other factors which may pose a safety hazard or affect the efficient, orderly exiting from the building. Use of this form is mandated per section 118.07 (2) (b) of the Wisconsin Statutes for annual-reporting to the fire department. The person having direct charge of the school is responsible for ensuring corrections of deficiencies.

School Official's Signature: [Signature] Title: Principal Date: 6/16/23

See other side

2022-2023


Wisconsin School District Record of Fire / Tornado / Other Evacuation Drills

School District Name School District of Manawa County: Waupaca
 School Name: Little Wolf Jr/Sr High Municipality: Manawa, WI 54849

Date of Fire Drill	Time of Drill	Evacuation Time (min/sec)	# Students	# Adults	Fire Dept. Invited?	Remarks (Attach sheet if necessary)	Remarks	Date of Tornado or Other Drill
Jul 20					Y/N			Jul 20
Aug 20								Aug 20
Sep 2 2022	9:38 am	6min 37sec	329	40	No	Fire Tornado drill AM-ALICE-PM		Sep 2 2022
Oct 19 2022	1:05 pm	6min 15sec	327	39	No	went well		Oct 20
Nov 15 2022	1:38 pm	6min 36sec	320	39	No	good		Nov 20
Dec 12 2022	9:38 am	7min 8sec 8 min 7sec for drill	315	37	No	Caller left roster in office sent by memory		Dec 20
Jan 25 2023	1:25 pm	5min 38sec	317	38	No	good		Jan 20
Feb 28 2023	1:29 pm	6min 18sec	315	37	No	good		Feb 20
Mar 30 2023	2:10 pm	5min 47	314	37	No	really good		Mar 20
Apr 17 2023	ALICE DRILL		-	-	No	ALICE DRILL IN AM		Apr 20
MAY 24 2023	1:36 pm	6min 10sec	308	35	No	good		May 20
MAY 14 2023	1:23 pm	6min 13sec	310	38	No	good		Jun 20

Tornado
Alice

On this form, or as an attachment, please note any deficiencies concerning: (1) the performance of alarm equipment; (2) staff functions; (3) student performance; (4) obstructions; or (5) other factors which may pose a safety hazard or affect the efficient, orderly exiting from the building. Use of this form is mandated per 2007 Wisconsin Act 79 for annual reporting to the fire department. The person having direct charge of the school is responsible for ensuring corrections of deficiencies.

School Official's Signature:  Title: District Administrator Date: 12-15-23

School Safety/Violence Drill Written Evaluation

On October 10, 2023, Manawa Elementary School conducted an active shooter evacuation drill. Teachers and students were notified in advance, with extra consideration for our special needs students. Before the drill, our staff took time with students to safety procedures within the classroom. The principal met with each class to talk through questions and concerns with special attention paid to classes with a new teacher or students who are new to our school. This included details on the location of the outside safety spot and the difference between an active shooter (dangerous person) evacuation and a fire evacuation. The drill was initiated over staff walkie-talkies at 2:00 p.m. as *"There is a dangerous person in the building away from your classroom. Get to safety."* At the time of the drill, the students were in class. The drill ended 22 minutes later at 2:22 p.m.

Our elementary school implements the Standard Response Protocol during all drills. Our students are trained to get out of the building as quickly and quietly as possible and to meet their teacher at the designated safe spot. Our teachers are trained to ensure all students leave the room, turn their lights out, lock and close their classroom door, and take count of students at the safe spot.

After the drill concluded each classroom debriefed the drill. They discussed the purpose of the drill, the observed outcomes, and any additional issues that came up for that specific classroom.

There were 176 students and 37 adults present for the drill.

Successful highlights:

Students quickly and quietly went to the safe spot outside and followed the procedure.

Focus areas for the next drill:

Manawa Elementary School feels very confident in the staff and students' ability to quickly and quietly evaluate the building in the event there is an active shooter in the building. For the next drill, I would like to have someone designated to check to make sure all lights are off, doors are locked and closed. I will also be investigating whether or not our present designated safe spot is the safest place.

Certifications:

Our School Board discussed this safety drill on December 19, 2023 at our Monthly Board of Education Meeting.

Our school certifies that this drill was conducted on October 10, 2023, and this written evaluation was discussed and reviewed at our December Board Meeting.

Principal Signature: _____

Superintendent Signature: _____

School Board President Signature: _____

School Safety/Violence Drill Written Evaluation

On October 24, 2023 Manawa Middle/Little Wolf High School conducted an active shooter lockdown drill. Teachers and students were notified in advance, with extra consideration for our special needs students. Before the drill our staff took time with students to review safety procedures within the classroom. This included details on how to barricade the door , or evacuate if this were needed in a real event. The drill was initiated over our public address system at 10:20 a.m. as, "Attention this is only a drill. Attention. This is only a drill.*ALICE, ALICE, ALICE, there is an active threat outside of your classroom.*" At the time of the drill, the students were in class. The drill ended 19 minutes later at 10:39 a.m.

Our high school implements the ALICE protocol during ALICE/Active Shooter-threat drills. Our students are trained to select the best option for their situation. In this situation students practiced barricading and discussed quick evacuation, including how to break windows and meeting rally points outside of the building. Our teachers are trained to select the best option for survival in each ALICE incident and direct students to make quick decisions of evacuating, barricading, and or countering. During the drill all doors were checked and the majority found to be locked.

After the drill concluded, each classroom debriefed the drill. They discussed the purpose of the drill, the observed outcomes and any additional issues that came up for that specific classroom.

There were 320 students and 46 adults present for the drill.

Successful highlights:

This ALICE/ACTIVE shooter drill was a success because students used their initial training to barricade and to discuss the best way to evacuate. They identified the rally points and the best choice to increase survival. All teachers, even substitutes in the building were prepared. Various types of communication including the PA, radios, and cell phones were used to reach areas in which our PA system does not work.

Focus areas for the next drill:

Manawa Middle/Little Wolf High School feels very confident in the staff's ability to apply ALICE training to make the best choice for survival. Over 90% of teachers had their rooms locked, when the principal moved around the building to check doors. For the next drill, it would be important to discuss students in the hallway or the bathroom during the alert as well as move to what the choice of evacuation would include as far as action steps and rally points.

Certifications:

Our School Board discussed this safety drill on December 19, 2023 at our Monthly Board of Education Meeting.

Our school certifies that this drill was conducted on October 24, 2023, and this written evaluation was discussed and reviewed at our December Board Meeting.

Principal Signature: _____

Superintendent Signature: _____

School Board President Signature: _____

1 WISCONSIN ASSOCIATION OF SCHOOL BOARDS, INC.

2 Madison, Wisconsin

3 November 29, 2023

4
5 **REPORT TO THE MEMBERSHIP ON PROPOSED 2024 RESOLUTIONS**

6 WASB Policy & Resolutions Committee

7 Mike Humke, Dodgeville School Board, Chair

8
9
10 **Resolution 24-01: *Student Teachers & WIP Interns***

11
12 **Create:** The WASB supports revision of Wisconsin’s post-secondary student teacher programs and
13 Wisconsin Improvement Program (WIP) Internships for consistency, accessibility, and to incentivize
14 talent development across the state which may include year-round licensure, waiver of fees, and/or
15 payment of stipends.

16
17 **Rationale:** Wisconsin continues to experience an extreme teacher shortage which jeopardizes the
18 ability of districts to provide high quality education through well trained available staff, as well as to
19 fill specialty and substitute teaching needs. Targeting the teacher training pipeline, removing barriers,
20 and offering creative incentives such as pay for student teaching, flexibility in internship licensure for
21 districts, and the ability for education candidates to substitute teach are part of addressing this
22 challenge.

23
24
25 **Resolution 24-02: *Stipends for Cooperating Teachers***

26
27 **Create:** The WASB supports creation of a stipend program to incentivize and compensate
28 Wisconsin DPI designated cooperating teachers for consistency, accessibility, and to boost talent
29 development across the state.

30
31 **Rationale:** Cooperating teachers help preservice student teachers understand the dynamics of the
32 classroom. They mentor student teachers as they navigate the development of lesson plans that
33 align with state standards; implement effective methodologies and strategies to meet the
34 academic and behavioral needs of all learners; and, design assessment tools to collect data for the
35 purposes of monitoring progress. The state currently does not pay cooperating teachers who take
36 on preservice student teachers. Some teachers do take on the responsibility of having student
37 teachers; however, it is additional work and universities may be challenged to fill the pool of
38 cooperating teachers for student teachers.

1 **Resolution 24-03: *Federal Aids-Facility Barriers for Students with Disabilities***

2
3 **Amend Existing Resolution 2.60(c) as follows (*adding the underlined language and deleting***
4 ***the stricken language*):** (c) Federal ~~aid~~ funding for the removal of barriers in school facilities
5 which may limit access by students and others and to ensure compliance with federal law.
6

7 **Rationale:** This resolution seeks to update the language of WASB’s existing resolution on
8 Federal Aids to reflect more current terminology. It also seeks to tie the resolution more directly
9 to current federal law.
10

11
12 **Resolution 24-04: *Special Education-General Policy***

13
14 **Amend Existing Resolution 3.40(c) as follows (*adding the underlined language and deleting***
15 ***the stricken language*):** The WASB supports careful diagnosis and screening of all children by
16 professional employees to help identify children with disabilities as early as possible. The WASB
17 also supports special programs that meet the educational needs of children with disabilities
18 through CESAs, county children with disabilities education boards and school districts.
19

20 The WASB supports ~~mainstreaming and/or inclusion of children with disabilities into regular~~
21 ~~classrooms when it benefits all students~~ best practice inclusion of children with disabilities in the
22 general education environment. All children with disabilities deserve access to the general
23 education environment to the greatest extent possible.
24

25 **Amend Existing Resolution 3.43 as follows (*adding the underlined language and deleting the***
26 ***stricken language*):** The WASB maintains that local school districts should have the flexibility
27 to offer alternatives in addition to ~~mainstreaming~~ access to the general education environment as
28 “the least restrictive environment and most appropriate” for educating children with disabilities
29 as required by law.
30

31 **Rationale:** “Mainstreaming” is an outdated term that doesn’t align with the goal of inclusive
32 practices. The revision to the resolution aligns better with the federal Individual with Disabilities
33 Education Act (IDEA).
34

35
36 **Resolution 24-05: *State Specialty Schools***

37
38 **Amend Existing Resolution 3.481 as follows (*adding the underlined language and deleting***
39 ***the stricken language*):** The WASB supports continued operation of state-funded specialty
40 schools that serve students who are ~~visually handicapped and hearing impaired~~ blind or visually

1 impaired and/or deaf or hard of hearing. An IEP team should determine if a specialty school is
2 the appropriate educational placement.

3
4 **Rationale:** The terms used in the original resolution are outdated. The state schools have updated
5 their language to reflect the terminology suggested in the revised resolution. The added language
6 clarifies that placement in a specialty school is the determination of the IEP team which includes
7 education's experts familiar with the student's educational needs and the student's parents/legal
8 guardians.

9
10

11 **Resolution 24-06: *Seclusion and Restraint***

12
13 **Create:** The WASB supports continued best practice resources, training, and funding to support
14 school districts in seclusion and restraint practices with a focus on improving systems and
15 reducing harmful events.

16
17 **Rationale:** Seclusion and restraint are widespread practices in schools throughout the state and
18 some advocates cite statistics that they are disproportionately used on students with disabilities
19 and students of color. For example, students with disabilities are involved in a high majority of
20 incidents, despite comprising only 14 percent of the statewide student population.

21
22

23 **Resolution 24-07: *Office of School Safety***

24
25 **Create:** The WASB supports state funding and staff to maintain the functions of the Office of
26 School Safety, including but not limited to grants for schools, trainings for school staff and law
27 enforcement on preventing and mitigating school violence, and maintenance of the 24-hour
28 hotline to confidentially report potential threats.

29
30 **Rationale:** School safety is a top issue for parents across Wisconsin. Funding for continuation of
31 the Office of School Safety was not included in the final 2023-2025 biennial budget. Despite the
32 recent announcement by the Department of Justice of an extension of one-year's funding for the
33 office, state funding may be required to ensure the office can fully operate beyond 2024. The
34 office was established in 2018 with bipartisan support to distribute \$100 million in federal grants
35 to schools to strengthen schools' safety protocols and support schools to do criminal incident
36 mapping. Without additional state funding, the office may not be able to continue operating in
37 the way it has since it was created and decrease resources available to districts to enhance their
38 safety.

39
40
41

1 **Resolution 24-08: *Artificial Intelligence***

2

3 **Create:** The WASB recognizes the significance of Artificial Intelligence as a newly developing
4 technology and looks to be a part of the state discussion as Artificial Intelligence evolves.

5

6 **Rationale:** Artificial Intelligence is a developing technology whose impacts will have far-
7 reaching consequences for education and society. The WASB should seek to be a part of ongoing
8 legislative discussions surrounding Artificial Intelligence regulation and development so that the
9 educational perspective is not left out of the conversation.

10

11

12 **Resolution 24-09: Classroom Technology**

13 (Note: Existing Resolutions relating to “Classroom Technology” are found in the Resolutions
14 Book at pp. 24-25.)

15

16 **REPEAL the following existing resolutions:**

17

- 3.30 Interactive Communications Systems
- 3.31 Technology in the Classroom
- 3.32 Educational Technology Initiative
- 3.33 Online Courses
- 3.34 Virtual Schools
- 3.35 Statewide Contracting for Virtual Classes
- 3.36 CESAs and Virtual Charter Schools

18

19

20

21

22

23

24

25

And RECREATE as follows:

26

27 **EDUCATIONAL TECHNOLOGY**

28

29 **3.30 General Policy**

30 The WASB supports the use of educational technologies, including the use of online courses to
31 allow local school boards to offer course content to students that they would otherwise be unable
32 to offer.

33

34 **3.31 State Funding**

35 The WASB supports state-funded educational technology initiatives to ensure that school
36 districts have the technological capacity for students to succeed in the 21st century and to meet
37 state requirements, such as online adaptive testing, the state accountability system, curriculum
38 and instructional standards aligned to college and career readiness, and rigorous teacher and
39 principal evaluation systems. (2013-1)

40

41

1 **3.32 Virtual Charter Schools**

2 The WASB supports that publicly funded virtual charter schools must follow state accountability
3 standards and transparency requirements.

4

5 **3.33 CESAs and Virtual Charter Schools**

6 The WASB supports allowing CESAs to enter into cooperative agreements with individual
7 school districts to establish virtual charter schools authorized by the board of the local school
8 district. The WASB opposes legislation granting CESAs the authority to establish independent
9 virtual charter schools.

10

11 Should any CESA be authorized to operate a virtual charter school without entering into a
12 cooperative agreement with a school district, the WASB supports limiting per pupil payments to
13 any CESA authorized virtual charter school to an amount identical to the per pupil amount of the
14 open enrollment transfer payment. This would prevent CESA-authorized virtual charter schools
15 from unfairly competing with school board-authorized virtual charter schools. (2012-12)

16

17

18 **Rationale:** These resolutions are outdated. These changes are meant to update terminology and
19 consolidate resolution language into a more concise and coherent policy. This is
20 deleting/rewriting existing resolutions in accordance with the original intent, nothing new was
21 added.

22

23

24 **Resolution 24-10: Revenue Limits**

25 (Note: Existing Resolutions relating to “Revenue Limits” are found in the Resolutions Book at
26 pp. 14-15.)

27

28 **REPEAL the following existing resolutions:**

- 29 • 2.40 State Cost Controls
- 30 • 2.41 Modification of Revenue Limits

31

32 **And RECREATE them as follows:**

33

34 **2.40 State Cost Controls**

35 The WASB is opposed to state-imposed revenue limits on school districts. (1992-13)(2010-6)

36

37 **(a) Additional Revenue Limitations**

38 The WASB opposes any additional limitations that will force decreases in revenue to public
39 school districts. This includes but is not limited to: freezing property tax levies; creating a
40 moratorium on school district referenda; delaying payments to school districts; and adopting a
41 constitutional regulation of school finance. (2002-18)(2005-1)

1 **2.41 Modification of Revenue Limits**

2 The WASB supports exemptions from the revenue cap to allow for the needs of individual
3 districts with respect to the requirements of their programs. (1994-11)(1995-3)

4
5 The WASB also supports the following:

6
7 (a) Annually increase per pupil revenue limits statewide by a dollar amount equal to or greater
8 than the percentage increase, if any, in CPI-U on a fiscal year basis applied to the statewide
9 average revenue limit authority per pupil. (2012-3)(2017-6)

10
11 (b) Allowing the carryover of any unused revenue authority. (1995-3)(1996-10)

12
13 (c) Changing the revenue limit FTE membership calculation to allow a district to use either a
14 five-year rolling average, three-year rolling average or the current year membership, whichever
15 is greater, and allowing a district to apply to the Department of Public Instruction for emergency
16 aid or revenue flexibility. (1996-10)(1998-11)(2003-7)(2012-06)(2018-4)

17
18 (d) Including 100 percent of full-time equivalent (FTE) summer school membership for each of
19 the years used in the computation of the revenue cap. (1995-17)(2017-14)

20
21 (e) Providing that a district's revenue limit be determined prior to the start of the district's fiscal
22 year.

23
24 (f) The WASB supports legislation to implement a sliding scale formula factor multiplier to
25 increase the membership of districts for revenue limit purposes. (2016-9)

26
27 **Rationale:** Parts of these resolutions are outdated. These changes are meant to update
28 terminology and consolidate resolution language into a more concise and coherent policy. This is
29 deleting/rewriting existing resolutions in accordance with the original intent, nothing new was
30 added.

31
32
33 **Resolution 24-11: *Licensure***

34 (Note: Existing Resolutions relating to “Certification/Licensure” are found in the Resolutions
35 Book at p. 36-38 and the Existing “4.80 Evaluations” is found at p. 38.)

36
37 **REPEAL and RECREATE the following existing resolutions:**

- 38 • **4.60 General Policy**
- 39 • **4.61 Shortages**
- 40 • **4.62 Temporary Certification**
- 41 • **4.63 Alternative Certification**

- 1 • **4.635 DPI Licensing of Clinical Counselors**
- 2 • **4.64 Performance-based Licensure**
- 3 • **4.65 Teacher Competency Exam**
- 4 • **4.66 Professional Growth**
- 5 • **4.67 Mentoring Duties**
- 6 • **4.68 Charter School Teachers**
- 7 • **4.69 Revocation**
- 8 • **4.80 Evaluations**

9
10 **By RECREATING them to read as follows:**

11
12 **4.60 General Policy**

13 The WASB supports a teacher licensure system that fosters a highly educated, highly trained,
14 effective, professional teaching force with reasonable flexibility to meet the needs of our
15 members with regard to staffing supply challenges. (2018-13)

16
17 **4.61 Shortages**

18
19 **(a) Teacher Shortages and Alternative Licensure Pathways**

20 The WASB supports reasonable efforts to provide pathways to licensure for teaching candidates
21 in subject or content areas where there is a shortage of licensed teachers, provided that
22 candidates have bachelor's degrees and are qualified to be in a classroom as demonstrated by
23 appropriate experience, knowledge and skills in the subject or content area, and rigorous training
24 in pedagogy, assessment, and classroom management. (2015-17)

25
26 **(b) Technical Education Teacher Shortage**

27 The WASB supports reasonable efforts to increase the supply of licensed technical education
28 teachers, including in technical education content areas where shortages are most acute. (2015-
29 04)

30
31 **(c) School Social Worker Certification and Licensure**

32 The WASB supports efforts to increase the supply of school social workers, school counselors
33 and mental health providers throughout the state. The WASB will work with the DPI to address
34 existing obstacles to school social worker licensing with an emphasis on obstacles faced by
35 districts in regions of the state that are located remotely from universities conferring degrees
36 currently recognized by the DPI for licensure. (2020-12)

37
38
39
40
41

1 **4.62 Temporary Certification**

2
3 The WASB supports temporary certification of teachers in grade levels or content areas other
4 than those in which they are already certified to meet our members’ need with regard to staffing
5 supply challenges. (1982-5)

6
7 **4.63 Mentorship/Residency Model**

8 The WASB calls on the Superintendent of Public Instruction to actively promote alternative
9 administrative and teacher certification that includes a mentorship/residency and a training
10 program. (1991-15)(2005-22)

11
12 **4.635 DPI Licensing of Clinical Counselors**

13 The WASB supports legislation authorizing the Department of Public Instruction to issue an
14 educator license to clinical counselors, so school districts can employ clinical counselors to
15 provide mental health services to students the same way other licensed district staff are employed
16 to do so. (2019-18)

17
18 **4.65 Teacher Competency Exam**

19 The WASB supports legislation that would require teachers to pass a state competency exam or
20 demonstrate competency through alternative means before they are granted a license to teach in a
21 Wisconsin public school district. (1999-8)

22
23 **4.68 Charter School Teachers**

24 The WASB supports allowing teachers granted a charter school license in a particular subject
25 area to teach additional subjects under the supervision and/or direction of another Wisconsin
26 certified teacher currently teaching in that subject area, provided that student learning meets
27 standards applicable to the charter school. (2011-16)

28
29 **4.69 Revocation**

30 The WASB supports legislation to require the DPI to revoke the license of any teacher who has
31 been dismissed or non-renewed by a school board for intentionally using school district
32 technology to download, view or distribute pornographic material in violation of the district's
33 acceptable use policy. The WASB further supports requiring the DPI to make information about
34 the disposition of such cases publicly available if revocation is the result of the hearing. (2011-
35 17)

36
37 **4.80 Evaluations**

38 The WASB supports efforts of school districts to systematically and periodically evaluate and
39 compensate teachers, administrators and support staff members based on performance. (1989-
40 1)(1996-8)

41

1 **(a) Staff Improvement/Professional Development**

2 The WASB supports the efforts of school boards to provide staff professional development to
3 address staff improvement at the local level through effective evaluation and improved
4 supervisory techniques that include coaching/mentoring. (1991-11)

5

6 **(b) Student Achievement as Performance Criteria**

7 The WASB supports legislation that would allow districts to develop a teacher evaluation
8 instrument that would include all test/assessment results as part of the criteria for evaluating
9 teachers. The WASB supports efforts to develop a model teacher evaluation system, provided
10 that such a system is not mandated, is implemented gradually, and allows districts that have
11 piloted their own rigorous teacher evaluation systems to continue to use those evaluation
12 systems. (1999-16)(2012-15)

13

14 **(c)** The WASB supports efforts to: (1) develop definitions of key guiding principles of a high
15 quality educator effectiveness system; (2) create model performance based evaluation systems
16 for teachers and principals; (3) build a regulatory framework for implementation that includes
17 how student achievement will be used in context; and (4) make recommendations for methods to
18 support improvement and recognize performance. (2012-15)

19

20 **Rationale:** These changes are meant to remove outdated language, update terminology and
21 consolidate resolution language into a more concise and coherent policy. This is
22 deleting/rewriting existing resolutions in accordance with the original intent, nothing new was
23 added.

24

25 ***(Note: Headings/Titles of resolutions and placement in the book are decided by WASB staff.***
26 ***The delegates need to approve resolution language changes and deletions. The numbers in***
27 ***parentheses indicate the year the original/existing language was adopted by delegates.)***



School District of Manawa

Students Choosing to Excel, Realizing Their Strengths

Board Meeting Date: 12/19/2023

Agenda Item: 18

Subject: Annual Literacy Report

Presenter(s): Ryan Peterson

I. Overall Content/Purpose:

The purpose of this memo is to provide information to the BOE regarding the Annual Literacy Report for the 2022-23 school year.

II. Board Motion Needed:

Administrative Recommendation for approval.

Full BOE vote requested

III. Point of Emphasis / Key Communication(s):

A. Included in this memo is a copy of the School District of Manawa Literacy Report.

B. Please note that the report was given to the Full Board of Education during the Regular Board Meeting on July 24, 2023.

C. PO 2131.01 states:

The Board shall approve a program of reading goals for students for grades four (4) year old Kindergarten to 12.

The Board supports the following reading goals:

1. Emphasize the individual's ability to read and write and put the following skills of communication, innovative thinking, problem solving and language to work in shaping the course of a student's future.
2. Provide a well-coordinated developmental reading program for students at all grade levels.
3. Devote adequate time and effort to instruction in reading as one(1) of the basic skills areas.
4. Use a variety of learning materials and teaching techniques to accommodate individual student ability, achievement and interests.
5. Provide remedial reading services for students in grades K - 4 who meet the criteria outlined in State law, and for other students who may need such services.
6. Involve parents/guardians in home-school cooperative efforts to help each student reach his/her reading potential.
7. Access the reading needs and manually evaluate both program quality and individual student progress for reading programs in grades K to 12.

The Reading Specialist shall annually prepare a report evaluating the reading curriculum of the School District and

forward the report to the District Administrator who shall present the report to the Board.

D. Wi Stat. 118.015 (3)(4) Reading instruction; early literacy curricula and instructional materials

WI State Statute states:

1. Duties of Reading Specialist. The reading specialist shall:
 - a) Implement a reading curriculum in grades Kindergarten to 12.
 - b) Act as a resource person to classroom teachers to implement the reading curriculum.
 - c) Work with administrators to support and implement the reading curriculum.
 - d) Conduct an annual evaluation of the reading curriculum.
 - e) Coordinate the reading curriculum with other reading programs and other support services within the school district.
2. School Board Duties. The board shall:
 - a) Develop a program of reading goals for the district for grades kindergarten to 12.
 - b) Make an assessment of existing reading needs in grades kindergarten to 12 in the district based on the reading goals established under par. (a).
 - c) Make an annual evaluation of the reading curriculum of the school district.
 - d) If the school board maintains an Internet site for the school district, include a link to the guidebook related to dyslexia and related conditions that is published on the departments Internet site

IV. Contact for More Information:

Name: __Michelle Johnson / Ryan Peterson__

THE ANNUAL (2023) LITERACY REPORT



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Students choosing to excel, realizing their strengths.

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Reading Instructional Goals and Assessment

Overview:

To promote student's reading skills, the Board requires the District Administrator to employ a certified reading specialist who will be responsible to develop and coordinate a comprehensive reading curriculum for students in grades kindergarten to 12. The District Administrator may fulfill this obligation by contracting with another district or with the Cooperative Educational Service Agency for the services of a certified reading specialist.

The Board supports the following reading goals:

- A. Emphasize the individual's ability to read and write through the following skills of communication, innovative thinking, problem solving and language to work in shaping the course of a student's future.
- B. Provide a well-coordinated developmental reading program for students at all grade levels.
- C. Devote adequate time and effort to instruction in reading as one (1) of the basic skills areas.
- D. Use a variety of learning materials and teaching techniques to accommodate individual student ability, achievement and interests.
- E. Provide remedial reading services for students in grades K-4 who meet the criteria outlined in State law, and for other students who may need such services.
- F. Involve parents/guardians in home-school cooperative efforts to help each student reach his/her reading potential.
- G. Assess the reading needs and annually evaluate both program quality and individual student progress for reading programs in grades k to 12.

Key Performance Indicator:

 **50%**

By 2023-2024, grades K-12, 50% School District of Manawa students will score proficient or higher in literacy on universal/state assessments such as iReady, FORWARD Reading, Pre ACT-Reading, ACT Plus Reading. The reach goal is for 75% students to score at grade level and beyond.



2022-2023 Literacy Goals:

Action Steps Taken:

<p>Progressive Mini-Lesson Development</p>	<p>→</p>	<p>The mini-lesson is a period of direct and explicit instruction. Through strategic instructional coaching, peer observation, and administrative feedback, the expectations are that the lesson is focused, linked to the Interactive Read Aloud, and the literacy skill/strategy is clearly modeled through various types of texts.</p>
<p>Student-Centered Instructional Coaching (Gr. PK-5)</p>	<p>→</p>	<p>Through regular analysis of various data, student-centered instructional coaching will build and foster student literacy success through collaboration and partnership with building staff. Coaching cycles and resources will be developed based on the highest student need with regular feedback and embedded professional development.</p>
<p>Text Dependent Analysis Writing</p>	<p>→</p>	<p>Implementation of Really Great Reading Phonics with instructional coaching in grades PK-2. Professional Development provided through Really Great Reading as well as instructional coach.</p>
<p>Strategic Small Group Intervention Reading/Writing</p>	<p>→</p>	<p>Implementation of Special Assignment teacher in addition to assigned grade level teachers provided strategically aligned intervention following data review. Progress monitoring reviewed regularly through BCT and Wednesday pcollaborative teaching time.</p>
<p>Grade Level Data Analysis</p>	<p>→</p>	<p>Professional Learning Collaborative teams met monthly to identify and align literacy skills, assessments, and practices. Teams reviewed data, intervention practices, and resources utilized to best meet the needs of all students.</p>
<p>Aligned Standards Formative/Summative</p>	<p>→</p>	<p>ELA curriculum mapping for literacy grades PK-5 identified essential reading, writing, and speaking skills. Through the implementation of Interactive Read Aloud, Really Great Reading, and the introduction to Fountas and Pinnell mini lessons, teams organized and determined learning targets, intended outcomes, resources, and formative/summative assessments throughout this process.</p>
<p>Early Literacy</p>	<p>→</p>	<p>To build student identification of high frequency words and decoding skills:</p> <ul style="list-style-type: none"> • Create criteria for individualized student book bins to include leveled decoding book titles, and high frequency word study flash cards. • Target decoding and high frequency words through small group/guided reading and Literacy Footprint leveled texts resources. • Extend additional/targeted early literacy screeners to all students in 4K along with current assessments.



Manawa Elementary

2022-2023 Literacy Curriculum Component Overview:

Reading

Interactive Read Aloud:(Fountas and Pinnell Resource)PK-5

This practice is the foundation for literacy instruction, and it is designed to nurture students' ability to construct meaning in an interactive, talk-rich context. Throughout this daily practices, students' literacy skills are boosted through strategically designed questions to support students thinking about, beyond, and within the text. Each collection is organized around a centralized theme supporting student skills in synthesizing ideas, concepts, literacy behaviors across multiple texts through various genres.

Mini-Lesson (I DO): The utilization of mentor/anchor texts throughout various genres are provided by a hybrid of resources best aligning to rigorous standards. Texts and designed mini-lessons provided by Fountas and Pinnell *Reading Mini Lessons* as well as Lucy Calkins Units of Study in reading combined to provide a robust collection to best model and meet student needs. During this portion of reading, the instructional design of "I Do" provides instructional minutes of explicit modeling of literacy skills with complex text.

Strategic Small Group Work (We Do): During this time, students are provided the additional or extended support needed through individualized goal setting, aligned skill practice through reading strategy and guided reading groups. The leveled- reading collection of text sets were provided for K-2 through the resource Literacy Footprints, and approved for next year, Literacy Footprints will expand through grades 3-5. Additionally, *Reading Strategies* by Jennifer Sarravallo provides mini-lessons to select from based on the student need.

Independent Reading (You Do): During this time, students are provided curriculum time to practices and implement modeled skills at their own levels with partners or independently. One-on-one conferencing and check-ins with the teacher provide informative and observational assessment. Students build their love of reading, stamina, and self-comprehension skills during this time.

Writing

Mini-Lesson (I Do): Student and author exemplar writing from various genres are explicitly modeled. Additionally, teachers share their writing, their thought/writing process, editing and revisions throughout each step of the writing process. Anchor charts are created to ground students in their learning and provide a visual as instructional reminders. Resources utilized are Lucy Calkins *Units of Study for Writing*, and other shared teacher resources provided.

Strategic Small Group Work (We Do): During this time, students are provided the additional or extended support needed through individualized goal setting, aligned skill practice through reading strategy and guided writing in small groups. Based on classroom and universal assessment data, this time may consist of additional modeling, extended thinking, or guided practice based on the student need. Writing bootcamps, grades 3-5, worked with small groups to develop text-dependent writing and test prep.

Independent Writing(I Do): Students demonstrate their writing skills through various forms of writing such as narratives, research, poetry, biographies, and writing about reading. The final published written project is reviewed as a summative assessment.

Foundational Literacy Skills and Phonics

Really Great Reading Foundational and Phonic Skills:

Based on the universal assessment data of the Early Literacy Screener (K-1), one of the highest needs were foundational skills, phonics, and decoding skills needed to read fluently as well as to build comprehension. In addition to letter awareness and sounds, the Science of Reading research is embedded within Really Great Reading resource is utilized in grades PK-2.

Spelling and Vocabulary: In grades 3-6, academic vocabulary, spelling, word patterns, prefixes, suffixes and Greek and Latin root derivatives are taught through Word Journeys.

Speaking and Listening

Speaking and listening skills are embedded and practiced throughout all content areas. Students develop follow-up questions, careful listening, supporting ideas with text evidence, and opinion development through partners, small and whole group classroom structures. Questions/response stems, self reflective rubrics, and collaborative problem solving are all vital components modeled and practiced throughout every day. Students are given opportunities to share their work, interpretations, insights, and questions.



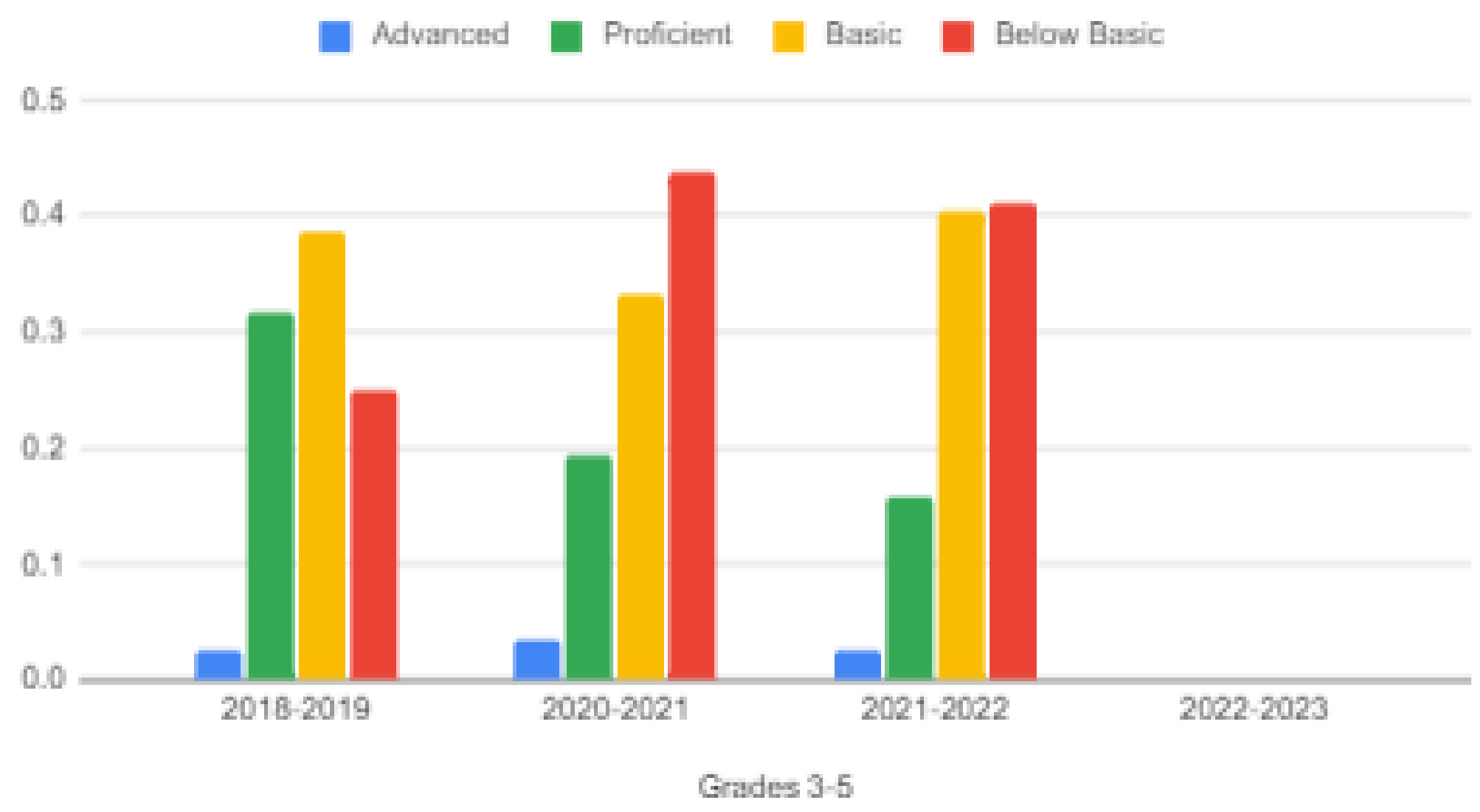
Manawa Elementary

2022-2023 Literacy Data :

FORWARD

*Note: The 2022-2023 Forward state results have not been released. When released, the administrative team as well as building-level teams will interpret data and set action steps as needed.

Forward-Grades 3-5



Early Literacy Screener

Early Literacy Screener Kindergarten 2022-2023

Functional Vocabulary (1)	Fall 2022					Winter 2023					Spring 2023		
	Phonological Awareness (14)	Letter Knowledge (1)	Decoding (5)	HF Words (7)	Total (27)	Phonological Awareness (14)	Letter Knowledge (5)	Decoding (5)	High Frequency Words (10)	Total (34)	Phonological Awareness (14)	Decoding (5)	High Frequency Words (10)
10	9	3	0	0	19	11	3	2	3	19	14	7	3
MOVED													
8	8	10	0	0	32	10	3	9	4	37	15	15	7
8	9	10	0	0	32	10	3	11	5	40	15	24	7
7	3	1	0	0	9	14	3	4	1	25	11	20	7
6	5	1	0	0	12	14	5	4	4	27	15	24	8
6	3	10	0	0	23	14	7	5	3	32	11	18	8
6	10	10	0	0	30	12	3	14	7	47	15	18	8
6	4	9	0	0	19	10	4	11	2	38	10	19	4
10	8	10	0	0	32	12	3	12	3	40	15	25	10
6	2	11	0	0	19	14	7	-	2	39	12	18	9
6	11	12	0	0	30	10	7	9	2	34	12	12	7
5	4	9	0	0	21	12	3	2	2	22	14	7	2
6	4	10	0	0	28	12	3	11	2	38	15	18	7
5	9	10	0	0	31	12	4	14	3	40	14	18	8
10	12	12	0	0	34	12	3	14	3	48	14	18	4
6	9	3	0	0	11	9	2	6	0	9			
MOVED													
10	8	10	0	0	28	10	3	12	3	41	14	11	5
6	3	12	0	0	21	10	7	12	3	40	15	21	8
4	2	1	0	0	7	6	2	1	0	10	2	3	0
10	8	10	0	0	34	14	7	12	3	47	15	12	4
10	9	10	0	0	35	10	4	14	3	42	15	23	9

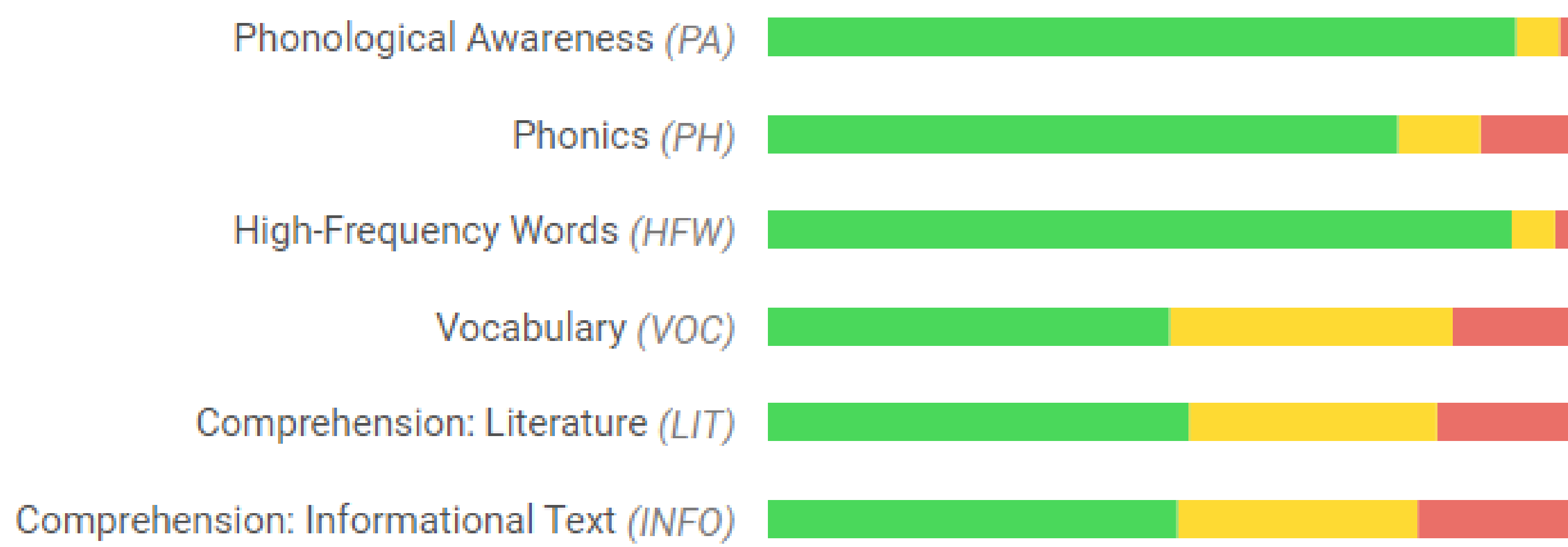
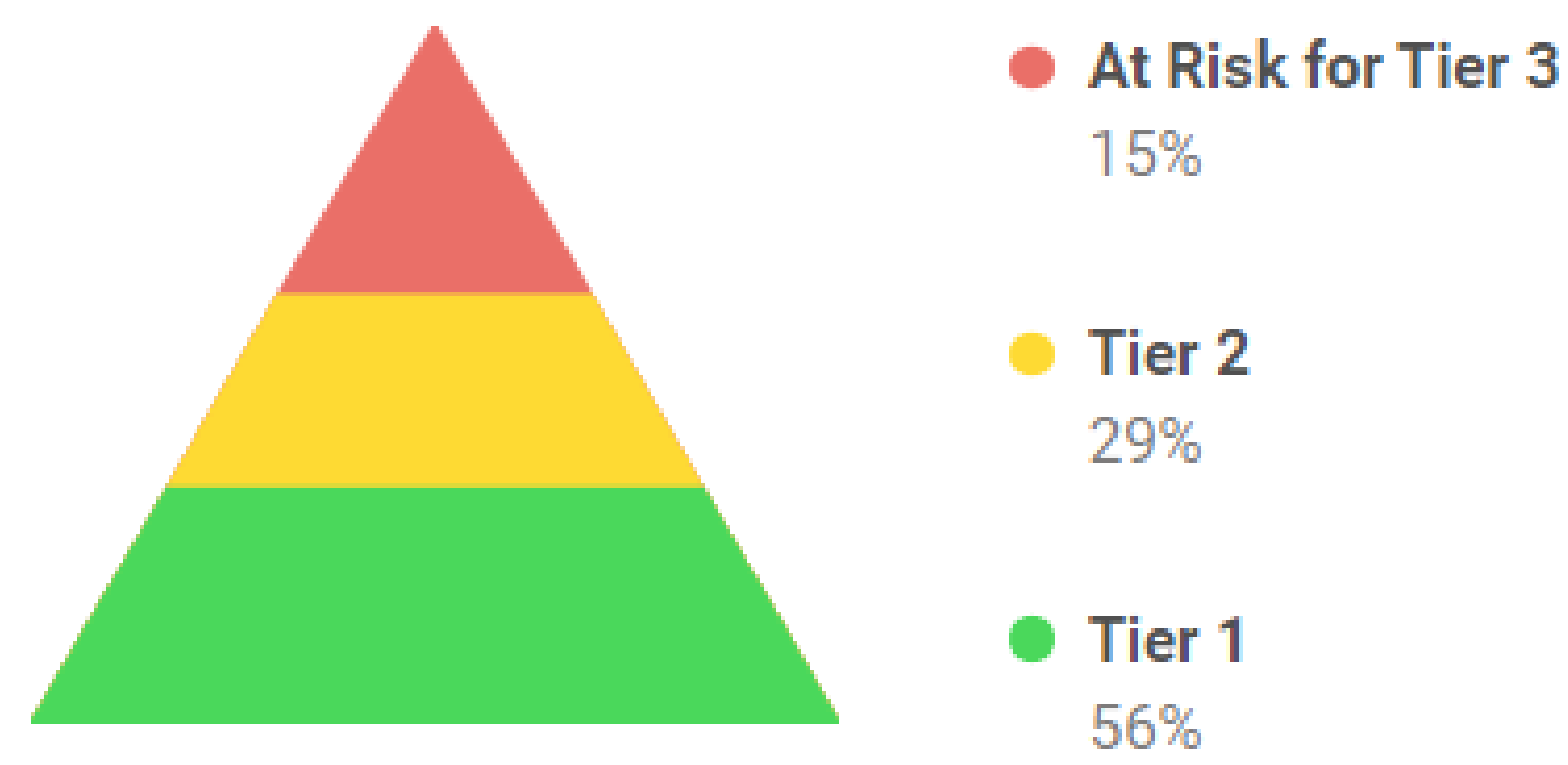


Manawa Elementary

2022-2023 Literacy Data :

iReady Literacy

Overall Placement



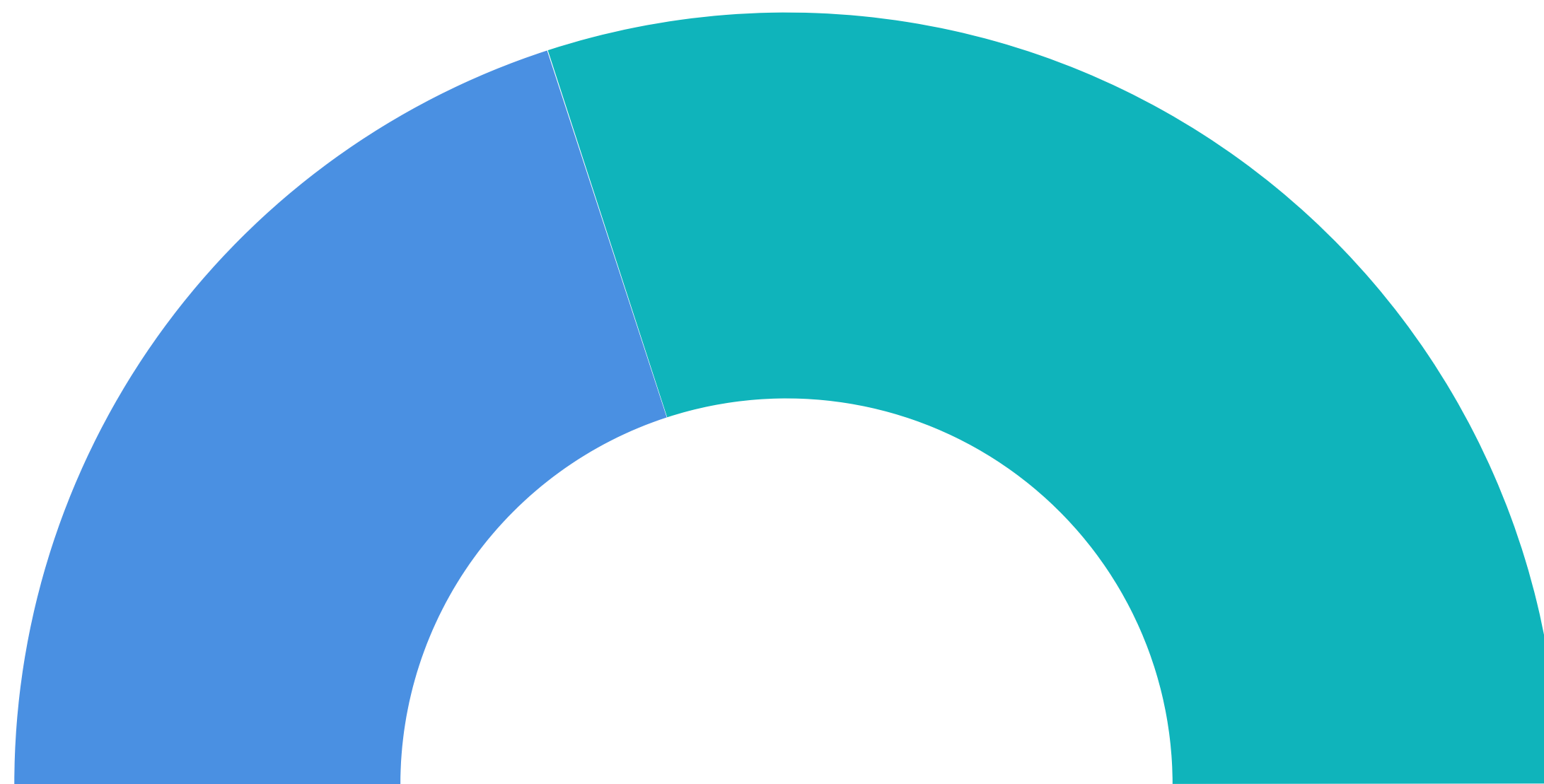
Manawa Elementary

2021-2022 Literacy Data :

Intervention Overview

*Fall/Spring 2022-2023 Grades K-5

Spring (2023)



■ Not Enough Progress (40%) ■ Progress (60%)



2022-2023 Literacy Data :

Data Analysis

The data from our statewide assessment (The Forward) from the 2021-2022 year demonstrates a slight decrease in students scoring below basic in ELA. Dropping trends of those scoring at or above grade level brought an urgent 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. Through research of resources, Wonders and Into Reading were selected to pilot for grades 3-6 as a comprehensive curriculum to build vocabulary, writing, grammar, and comprehension skills aligned with the Science of Reading research and shifting away from Lucy Calkins.

Early Literacy Screener:

The results of the Early Literacy Screener indicate that our earliest learners have shown an increase in students practicing grade level decoding skills and phonemic awareness. Overall, students with strong with phonemic awareness successfully increased mastery of skills at the early levels.

iReady

Review of current data collected from our iReady literacy benchmark assessments, presented that our students struggled the most with comprehending informational text and vocabulary; however, students scoring at grade level and beyond moved from 14% to 47% from Fall (2022) to Spring (2023). 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.
- Use text features to locate information (headings, subheadings) and learn additional information (glossary, captions)

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.



Manawa Elementary

2023-2024 Literacy Goals/Action Steps :

<p>Early Literacy/ Foundational Skills</p>	→	<p>Through creative scheduling, time and capacity focusing on early literacy skills will be increased for the 2023-2024 school year. Further usage of Really Great Reading decoding practice and lessons paired with UFLI (University of Florida Literacy Institute) strategic lessons in grades PK-3 will continue to build our foundations.</p>
<p>Student-Centered Instructional Coaching (Gr. PK-5)</p>	→	<p>Through regular analysis of various data, student-centered instructional coaching will build and foster student literacy success through collaboration and partnership with building staff. Coaching cycles and resources will be developed based on the highest student need with regular feedback and embedded professional development.</p>
<p>Text Dependent Analysis Writing</p>	→	<p>Text-dependent analysis is an integrated process where reading and writing are not separate skills, but work together. Higher level thinking skills such as thinking, examining, explaining, gathering evidence, elaborating and inferencing. Continued mini workshops/test prep with small groups will expand text-dependent writing as well as develop key ideas/detail development.</p>
<p>Strategic Small Group Intervention Reading/Writing</p>	→	<p>Continued implementation of Special Assignment teacher in addition to assigned grade level teachers provided strategically aligned intervention following data review. Progress monitoring reviewed regularly through BCT and Wednesday collaborative teaching time.</p>
<p>Grade Level Data Analysis</p>	→	<p>Professional Learning Collaborative teams as well as BCT teams meet on a regular basis to identify and align literacy skills, assessments, and practices. Teams reviewed data, intervention practices, and resources utilized to best meet the needs of all students.</p>
<p>Aligned Standards Formative/Summative</p>	→	<p>ELA curriculum mapping for literacy grades PK-5 identified essential reading, writing, and speaking skills. Through the implementation of Interactive Read Aloud, Really Great Reading and UFLI foundational skills, teams organized and determined learning targets, intended outcomes, resources, and formative/summative assessments throughout this process.</p>
<p>Shifting Instructional Design/ Science of Reading</p>	→	<p>In addition to incorporating and expanding UFLI/Really Great Reading in grades PK-2, grades (3-5) will be piloting Wonders as well as Into Reading to improve writing, vocabulary, grammar, and literacy comprehension.</p>

Manawa Middle School/LWH

2022-2023 Literacy Goals and Action Steps:

Professional Learning Collaboration



As a continued goal from 2021-2022, the School District of Manawa will continue to foster and expand collaborative work completed in their teams under new administration and with the literacy instructional coach. Regular data and assessment/behavioral analysis protocols will be modeled and implemented monthly.

Student-Centered Instructional Coaching (Gr. 6-12)



Through regular analysis of various data, student-centered instructional coaching will build and foster student literacy success through collaboration and partnership with building staff. Coaching cycles and resources will be developed based on the highest student need with regular feedback and embedded professional development.

Text Dependent Analysis Writing



Text-dependent analysis is an integrated process where reading and writing are not separate skills, but work together. Higher level thinking skills such as thinking, examining, explaining, gathering evidence, elaborating and inferring.

Strategic Small Group Intervention



For the 2022-2023 school year, replacing the previous RtI system, a literacy resource course will be developed. Students identified will each have individualized goals, self monitoring as well as regular progress monitoring, intervention review through grade level and building wide BCT teams.

Disciplinary/Content Literacy



Continued focus on literacy commitments and writing focus across all content areas based on data and student needs. Teams may continue their work on the previous year's commitment, or create a new one for the 2022-2023 school year. These goals will be supported through the partnership and collaborative efforts of the literacy coach.

Aligned Standards Curriculum Mapping



ELA curriculum mapping for literacy grades 6-8 will be completed by the end of the summer. The review of data as well as the mapping process has identified the need to revamp the current curriculum resources and practices. StudySync has been selected as a pilot for 7th grade. If successful and after BOE approval, the goal is to implement grade 6-8. Additionally, grades 9-12 ELA maps are being reviewed and revised.



Manawa Middle School/LWH

2022-2023 Literacy Curriculum Component Overview:

Comprehensive Literacy (Gr. 6-8)

At the middle level (grades 6-8), a comprehensive literacy curriculum is offered daily for 50 minutes where reading and writing instruction is intertwined. StudySync provides both online engagement as well as paper version practice on comprehensive skills such as expanding vocabulary, interacting with text through close reading routines, annotation, developing deeper inferencing skills, and synthesizing across various genres and texts.

Secondary English Credits (Grades 9-12)

English courses offered at the secondary level are year-long courses, one credit each. The DPI requires the completion of four credits for graduation as is offered by the School District of Manawa. English classes are offered 50 minutes each day. The following courses are offered and provided by two English teachers at the high school level:

English 9: Students read, analyze, and discuss a wide variety of literature and nonfiction. Informative, creative, persuasive, and research writing be expected and the writing process utilized. Vocabulary, speaking, and grammar/editing skills are practices throughout the semester. Some material will coincide with 9th grade American History curriculum.

American Literature: This one credit course is designed to meet the needs of those students who will not be taking AP English coursework. Students will read, analyze, and discuss short stories, essays, poems, and a play from American Literature anthology, as well as at least two additional novels. Author information, historical connections, literary terms, and vocabulary will also be discussed in context. Writing tasks include a theme-based essay, documented author essay, and a detailed character sketch. Individual and group projects and ACT test preparation/practice will also occur throughout the year.

World Literature: This one credit course is for all sophomores. Students will engage in reading of works from a variety of places and perspectives to understand how universal themes span culture and time periods. Informative, persuasive, analytical, and research writing will be expected and the writing process will be practiced throughout the semester. Some material will coincide with 10th grade World History curriculum.

English 12: This is a one credit course available to all seniors. Students will explore fiction and informational text revolving around the theme of finding oneself in preparation for life beyond high school. In addition to literature and textual study, students will be writing personal narratives suitable for submission with college applications, compare and contrast essays, a career-based research paper, and a literary analysis.

AP English Literature and Composition: This is a one credit class available to all seniors but geared toward students intending to attend post-secondary school. Students will explore fiction and informational text revolving around the theme of finding oneself in preparation for life beyond high school.

College Prep: This course is designed to engage students in close reading and critical analysis of challenging literature from American and British writers of the 16th to the 21st century. Because critical writing about literature is the main focus of the AP® exam, students will construct, write, and revise multiple drafts of expository, analytical, and argumentative essays to help prepare for this requirement.

CAPP English/Writing 101: Focuses on rhetorical analysis of nonfiction texts and the development and revision of well-reasoned, evidence-centered analytic and argumentative writing. While writing represents a significant component of this course, another important skill is the ability to read well.

Literacy Resource Course: (.5 Elective Credit by Referral) This course is designed to frontload vocabulary, goal set, target skill deficiencies, and support students identified through the literacy team and pre-determined criteria to best build student mastery of literacy skills. (Offered grades 6-10)



Manawa Middle School/LWH

2022-2023 Literacy Curriculum Component Overview:

Content/Disciplinary Literacy

Literacy Pillars and Content PLC Team Commitments:

English- All literacy pillars. Will share their expertise, ideas, rubrics, and student exemplars to support disciplinary teams.

Art/Music: Incorporate writing and vocabulary (specific to our specialities) into our programs such as performance/art critiques and reflections.

Math: Throughout the 2022- 2023 school year the math department will focus on vocabulary use within the math curriculum by including mastery of three new vocab words per unit.

P.E. Incorporate writing through the utilization of the Grammar Absolutes provided by the ELA team through our monthly character trait of the month (first day of the Month) self reflection applied to real lief journal entry via Google Classroom.

Science: The 2022-23 science team will focus on the interpretation of graphs, charts, and formulas.

Social Studies Team: Throughout the 2022-23 School Year, the Social Studies Department will focus on the literacy component of listening by being able to contradict or support other's claims in combination with their own opinion.

Kohler/CTE: Students will coherently communicate their thoughts, observations, and analysis of in-process and completed projects through writing.

Literacy Resource Course

This .5 course is designed to meet the needs of students through explicit, targeted instruction based on literacy skills needed to be successful across all content areas. Instruction is provided by DPI licensed English educators to best support student need. Student literacy teams review various forms of data from attendance, FORWARD state assessments, inclass formative/summative assessment achievement, and iReady to select students invited to participate in this course. The maximum course enrollment is minimized from eight to ten students to provide personalized instruction, extended processing time, and one-on-one guidance to maximize student learning. Students are progress monitored with aligned set goals and individualized learning pathways. The successful completion of this course is determined by pass/fail expectations such as engagement, attendance, participation on individualized set goals.

Manawa Middle/ LWH

2022-2023 Literacy Data :

Intervention Overview

*Fall/Spring 2022-2023 Grades 6-10

Spring (2023)



■ Not Enough Progress (29.17%) ■ Progress (70.83%)



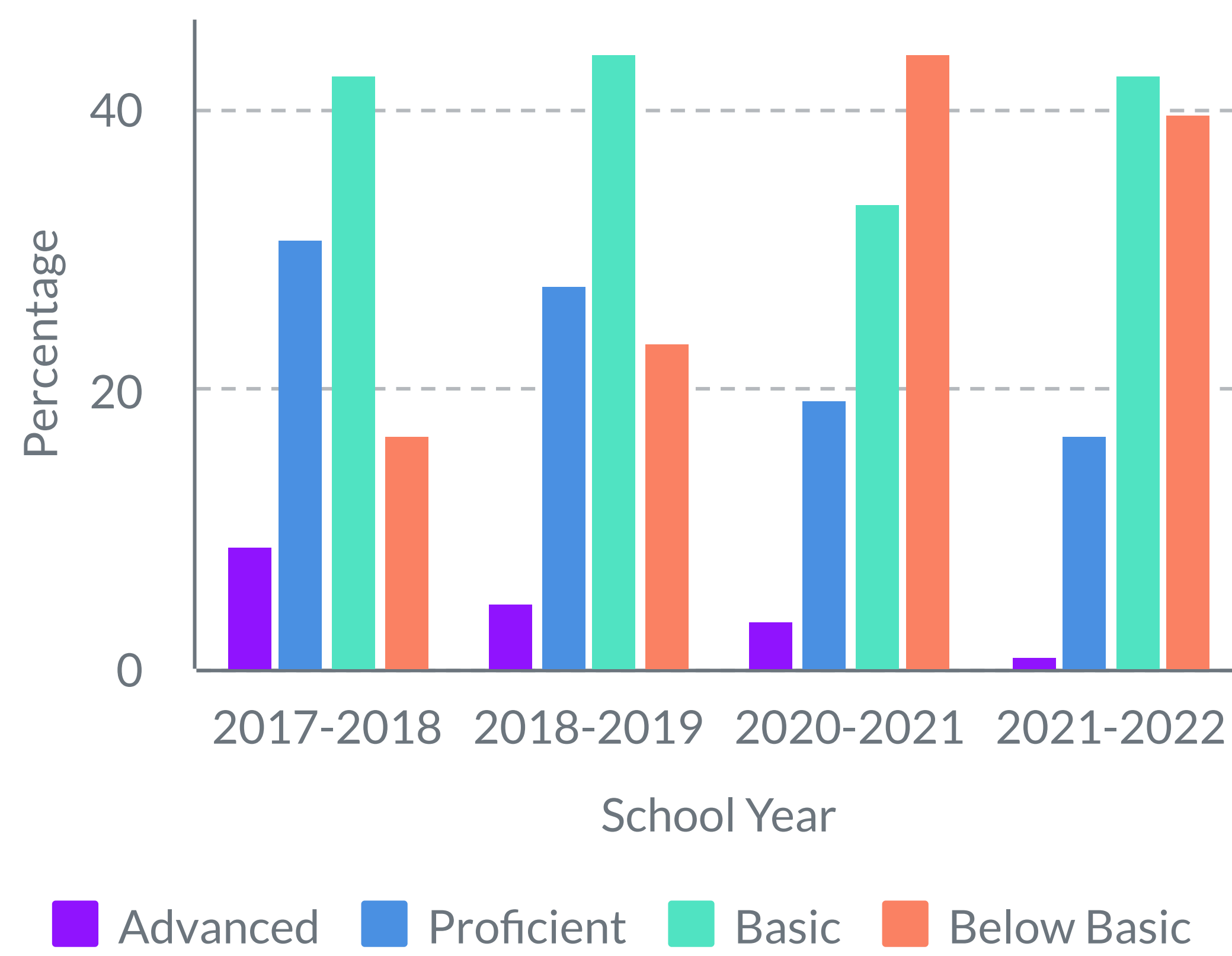
Manawa Middle School/LWH

2022-2023 Literacy Data:

FORWARD

NOTE: The 2022-2023 FORWARD scores have not yet been released.

Manawa Middle/Little Wolf Grades 6-10



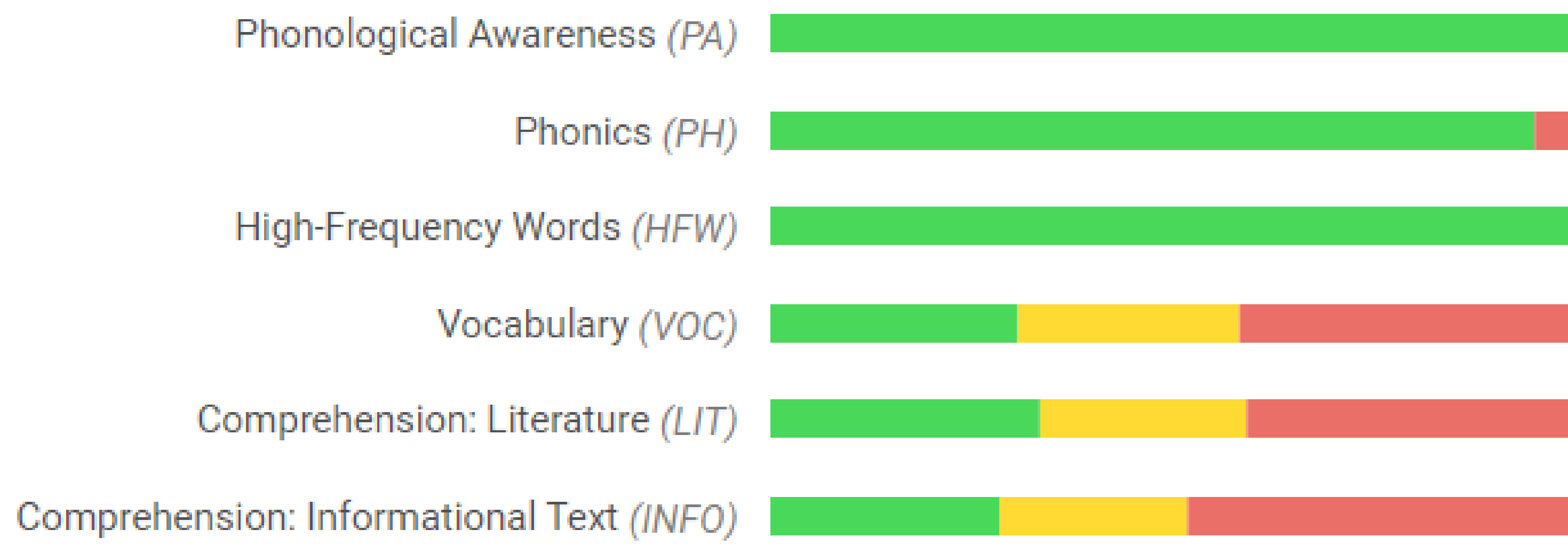
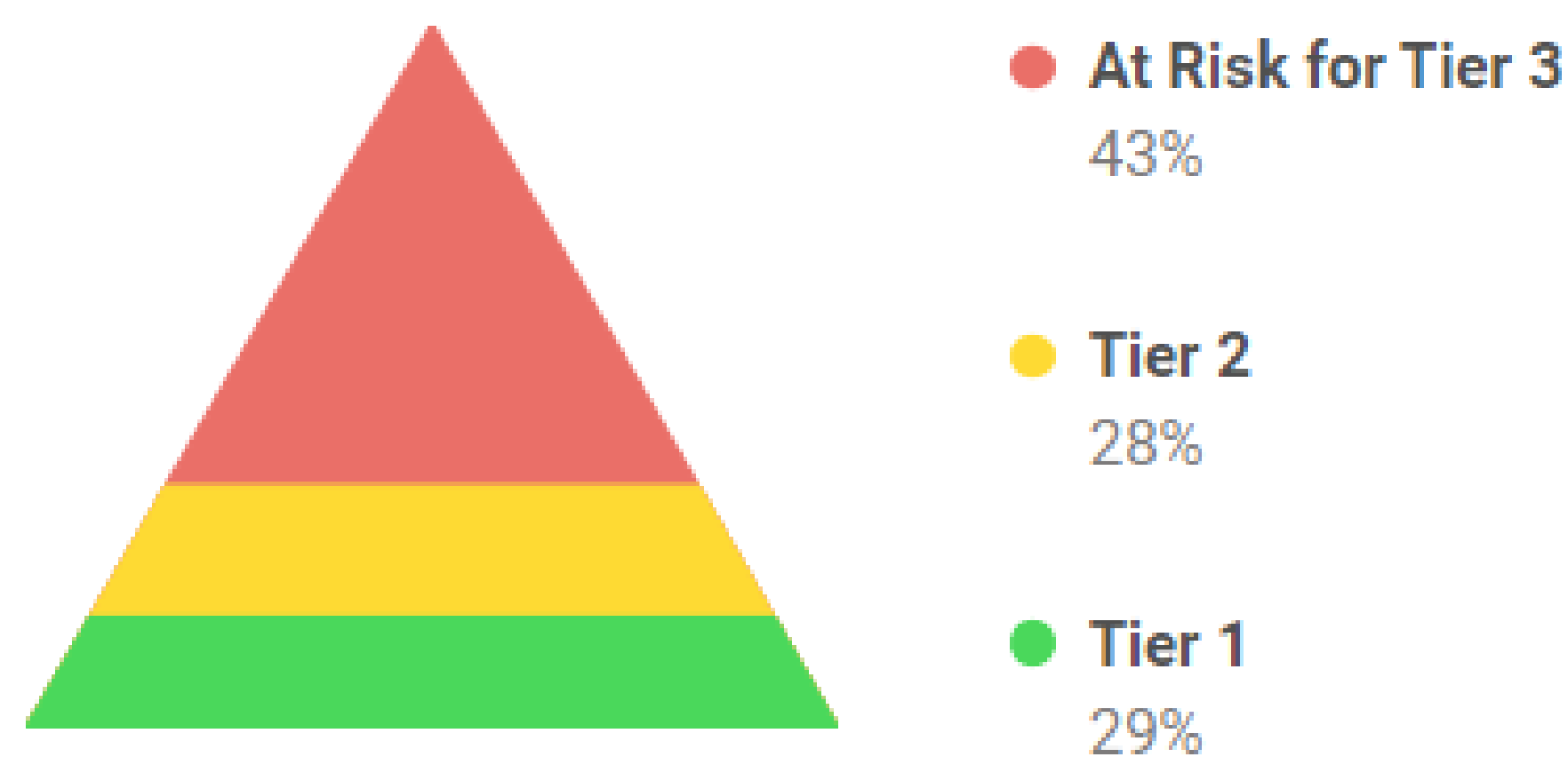
Manawa Middle School/LWH

2022-2023 Literacy Data:

iReady

Manawa Middle/Little Wolf Grades 6-10

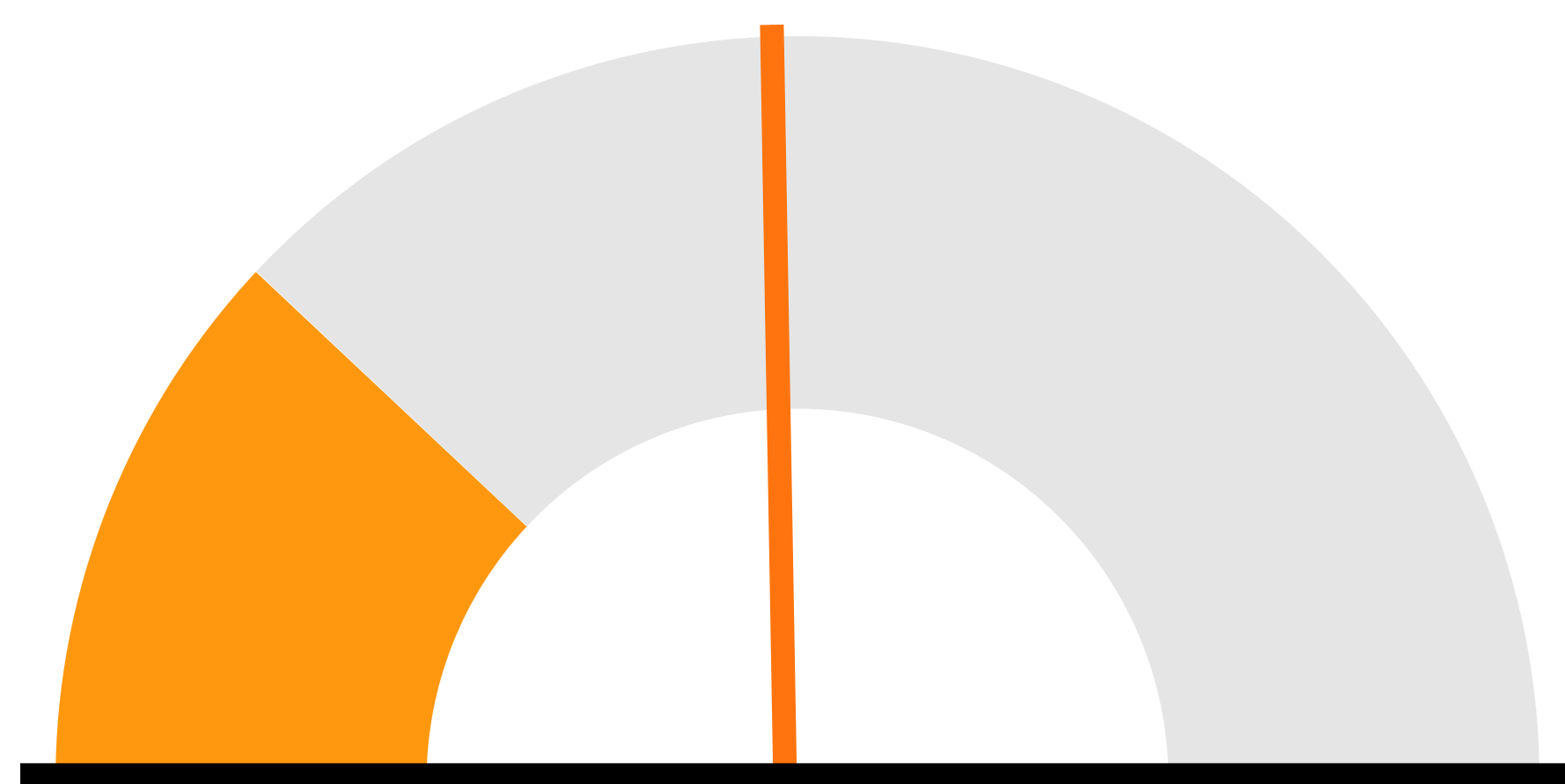
Overall Placement



Manawa Middle School/LWH

2022-2023 Literacy Data:

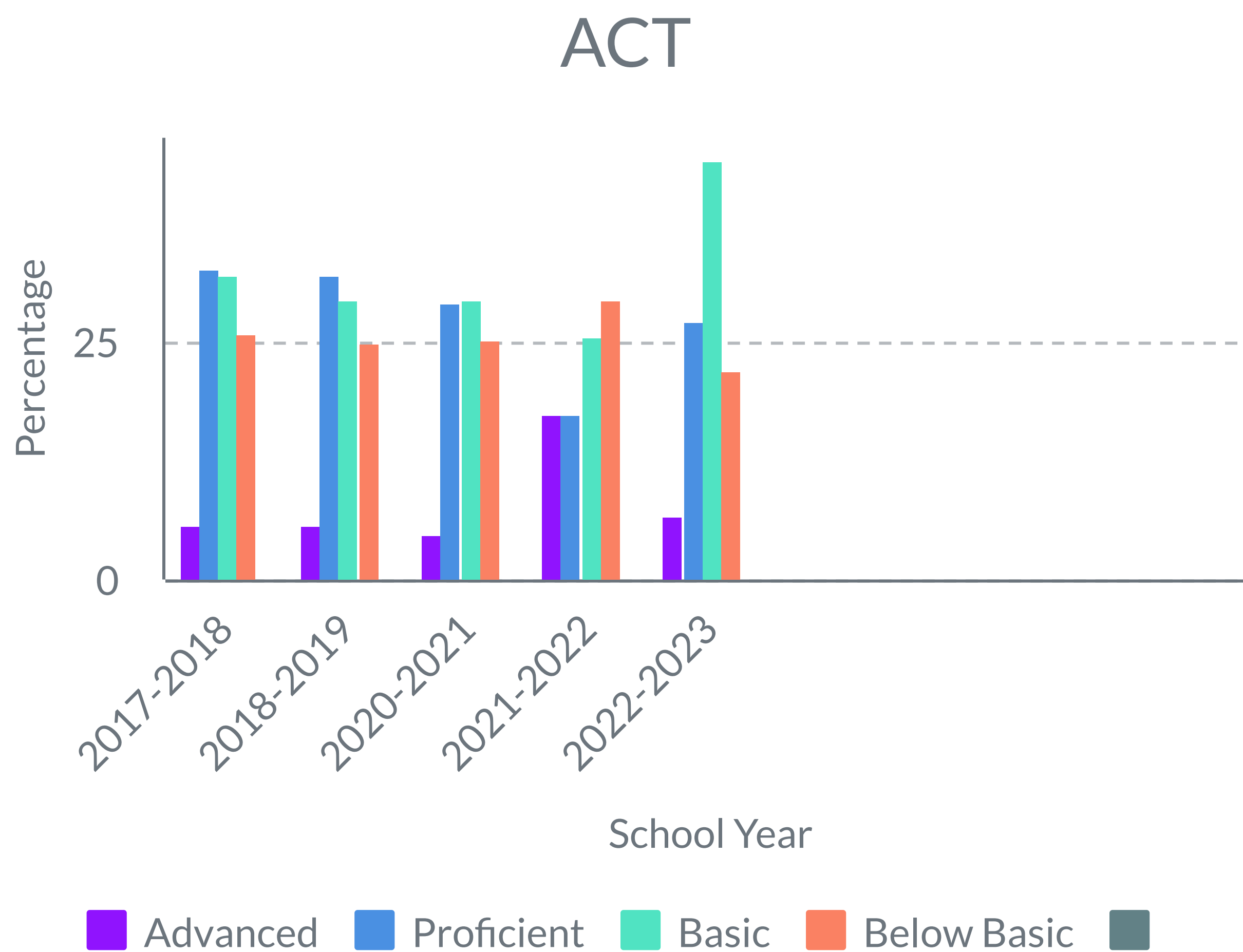
PreACT



29.3%

9th and 10th students are predicted to score at least a 20 or above in ELA when taking their ACT assessment their junior year.

ACT



Manawa Middle School/LWH

2023-2024 Literacy Goals and Action Steps:

Data Analysis

The data from our statewide assessment (The Forward) from the 2021-2022 year shows a slight decrease in students scoring below basic in ELA. Similarly to what was observed in grades 3-5, 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. Since the 2016-2017 school year, students scoring proficient in ELA has dropped from 45.2% to 34.1% (2020-2021). The need is urgent in reviewing and revamping ELA instruction at the secondary level propelling the adoption of StudySync for the 2022-2023 school year. An extensive action step is to engage staff in a data dig prior to the beginning of the 2023-2024 school year to identify strengths and areas of improvement. Also, an additional English teacher was hired at second semester to decrease teacher to student ratio, and fully implement best practices and the close reading routine introduced in StudySync. Professional development focused on text-dependent writing and text synthesis. From various sources of data, building wide goals with associated action steps will be developed and a plan of action set in place. When digging deeper into specific skills assessed in the Forward, text dependent analysis writing skills are an area of need.

When reviewing the ACT literacy components, the scores indicated a decrease in students scoring below basic, and have increased in scoring basic through the 2022-2023 school year. With the shift of the focused Gifted and Talented Coordinator with supported training and professional development, the goal is to increase students scoring at grade level and in advanced while taking the ACT.

Review of current data collected from our iReady literacy scores at the secondary level, presented that our students struggled the most with the comprehension of complex literary and nonfiction texts. Additionally, both content specific and academic vocabulary is another area of need for our secondary learners.

Informational/nonfiction comprehension:

- Evaluate arguments by distinguishing and questioning their claims and supporting evidence by learning to write them.
- Using signal words, analyze different types of text structures and their relation to author's purpose and central idea.
- Learn to summarize informational texts by condensing information into categories and finding supporting ideas/details

Literacy comprehension:

- Analyze theme and its development in a text and understand the universality of themes across texts and in real life.
- Make inferences while reading texts and evaluate the accuracy of those inferences by examining supporting textual details.

Vocabulary:

- Explore the suffixes (logy, ic, ive, ative, itive, ance, and ence by examining how each suffix changes the meaning of different base words.
- Learn new vocabulary using examples, synonyms and antonyms, and by connecting to other words and concepts.
- Compare the meanings of conceptually related words to distinguish differences in word meanings.
- Review creating a working definition of a word, revising it, and verifying it through context or a dictionary.
- Use different strategies to determine word meanings.



Manawa Middle School/LWH

2023-2024 Literacy Goals and Action Steps:

Professional Learning Collaboration



As a continued goal from 2022-2023, the School District of Manawa will continue to foster and expand collaborative work completed in their teams under new administration and with the literacy instructional coach. Regular data and assessment/behavioral analysis protocols will be modeled and implemented monthly.

Student-Centered Instructional Coaching (Gr. 6-12)



Through regular analysis of various data, student-centered instructional coaching will build and foster student literacy success through collaboration and partnership with building staff. Coaching cycles and resources will be developed based on the highest student need with regular feedback and embedded professional development.

Text Dependent Analysis Writing



Continued development of text-dependent analysis is an integrated process where reading and writing are not separate skills, but work together. Higher level thinking skills such as thinking, examining, explaining, gathering evidence, elaborating and inferring.

Strategic Small Group Intervention



For the 2023-2024 school year, the literacy resource course will continue to be further developed. Students identified will each have individualized goals, self monitoring as well as regular progress monitoring, intervention review through grade level and building wide BCT teams. Additionally, the Bridge to Success intervention will provide an additional tiered level of support during homeroom as well as optional after-school tutoring.

Disciplinary/Content Literacy



Continued focus on literacy commitments and writing focus across all content areas based on data and student needs. Teams may continue their work on the previous year's commitment, or create a new one for the 2023-2024 school year. These goals will be supported through the partnership and collaborative efforts of the literacy coach and principal. Professional development will be offered through CESA 6.

Aligned Standards Curriculum Mapping



ELA curriculum mapping for literacy grades 6-12 was completed in the 2022-2023 summer. The review of data as well as the mapping process has identified the need to revamp the current curriculum resources and practices. StudySync was fully implemented. The development of grading practices as well as summative and formative assessments are the next action steps for the 2023-2024 academic year.





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