



School District of Manawa

Policy & Human Resources COMMITTEE MEETING

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

Wednesday, January 3, 2024
6:55 P.M.

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

❖ **CALL TO ORDER**

❖ **ROLL CALL - Verification of Quorum**
➤ *B.O.E. Members Present:*

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

❖ **AGENDA**

1. Payroll & Benefits Office - Resignation
 - a. Need to hire replacement very early to ensure proper training
 - i. Discussion

2. Informational notice to the Policy Committee:
 - a. PO 1100 - District Organization, PO1210 - Board-District Administrator Relationship, PO1220 - Employment of the District Administrator, PO1230 - Responsibilities of the District Administrator, PO 1230.01 - Development of Administrative Guidelines, PO 1240 - Evaluation of the District Administrator, PO 1241 - Non-Reemployment of the District Administrator, & PO 1619.02 - Privacy Protections of Fully Insured Group Health Plans.

The above listed policies were removed from the Policy Manual in error. They have been/will be added back to the Policy Manual immediately.

* 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.



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3. Administrative Guidelines for NEOLA Batch Update:

a. **AG 1400 - Revising Job Descriptions for Compliance with ADA/504 (Technical Correction)**

The guideline is updated to reflect appropriate policy cross-references.

b. **AG 2370A - Independent Study (Technical Correction)**

Revised reference from "guidance" to "school" counselor to better reflect the current standard.

c. **AG 2440 - Summer and Interim Session School (Technical Correction)**

Revised reference from "guidance" to "school" counselor to better reflect the current standard.

d. **AG 2451 - Alternative Placement RESCIND**

Guideline has been renamed and consolidated with content from AG 5250.

e. **AG 2451 - Program and Curriculum Modifications REVISED**

Guideline has been renamed and consolidated with content from AG 5250.

f. **AG 5200 - Attendance REVISED**

Guideline is revised to better describe the difference between when oral communication of a student's absence is acceptable by law (e.g. cases of unanticipated absence due to illness or the like) and where advance written notice is required (e.g. in the case of planned absences within the ten school day limit). In addition, the identification of acceptable medical providers has been revised by 2021 Wisconsin Act 130. The complete list provided for in applicable statute is reflected in the guideline revisions.

g. **AG 5250 - Program or Curriculum Modifications RESCIND**

Content has been consolidated into AG 2451.

h. **AG 5350 - Suicide Prevention, Intervention, and Postvention REPLACEMENT**

This replacement guideline was developed with the assistance of suicide prevention experts and reflects current best practice. The new guideline includes general prevention provisions, including instructional elements, and also provides more procedures pertinent to specific student situations involving suicide intervention.

i. **AG 8802 - Care, Custody, and Display of the United States Flag (New/Renum.)** This guideline replaces AG 8800 to correspond with the similar renumbering in policy.

4. Additional Administrative Guidelines for review:

a. **AG8452 Automated External Defibrillators (AED) - REVISION**

b. **AG5830 Student Fund-Raising - REVISION**

c. **AG8500 Food and Beverage Sales - REVISION**

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❖ FUTURE MEETING AGENDA ITEMS

- Public Relations Program (PO 9120 & AG 9120A)
- Asbestos Management Plan (PO & AF 8431.01)
- Toxic Hazards Communication Program (PO & AG 8431)

❖ 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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Book	Administrative Guideline Manual
Section	1000 Administration
Title	Copy of REVISING JOB DESCRIPTIONS FOR COMPLIANCE WITH ADA/504
Code	ag1400
Status	Proposed to Policy & Human Resources Committee
Adopted	February 22, 2018
Last Reviewed	January 3, 2024

1400 - **REVISING JOB DESCRIPTIONS FOR COMPLIANCE WITH ADA/504**

The Americans with Disabilities Act (ADA) requires that the District's job descriptions be reviewed and, if necessary, revised to ensure that employment practices do not discriminate against any current staff member or job candidate who has a disability as defined in ~~AG 3122~~. **Policy 8913 - Section 504/ADA Prohibition Against Disability Discrimination in Employment.**

The following procedure should ensure that each job description adequately and accurately reflects the mental and physical requirements to fulfill properly the expectations of the job.

Because there is more likelihood that physical impairments will interfere with job functioning in classified positions, these job descriptions should be reviewed/revised first.

For each job description:

Step One

List each of the tasks associated with the job and then the activities associated with each task. It may help to think through, step by step, a typical work day from beginning to end and then add in the additional tasks that the job requires from time-to-time. Identify those tasks **that are essential** to completing the responsibility properly, that is, those tasks that are essential to fulfilling the responsibility. Then, identify those tasks that are marginal to the position.

Step Two

For each activity, describe how the activity is performed...what physical motions are involved....what tools/equipment need to be used and how.

Step Three

Determine what knowledge, literacy skills, and technical skills a person has to have in order to complete the job responsibility in a way that meets District expectations. For example, is it necessary for the person to be able to compute well enough to solve problems involving arithmetic or write clearly and legibly, or understand written directions?

The revised job description masters should be kept on file in the District office with copies provided to the staff member and his/her supervisor. Job descriptions should be updated whenever there is an addition to or modification in a job.

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Last Modified by Ryan Peterson on December 22, 2023



Book	Administrative Guideline Manual
Section	2000 Program
Title	Copy of INDEPENDENT STUDY
Code	ag2370A
Status	Proposed to Policy & Human Resources Committee
Adopted	April 23, 2018
Last Reviewed	January 3, 2024

2370A - **INDEPENDENT STUDY**

Independent study is available to staff to better meet the needs of students. Its purposes are:

- A. to broaden curriculum content when the regular school program limits student growth and learning;
- B. to provide students with an opportunity to make decisions (to select from a series of options) about their activities in school;
- C. to place students in a more active role in the learning process;
- D. to provide learning experiences tailored to individual interests, talents, and needs.

Level I - The selection and the study is largely **teacher-directed**. Frequent review and discussion with the teacher is required. Subject matter is closely related to class instruction.

Level II - The selection and the study is more student-directed. The students must confer with the teacher once each week.

Level III - The student is responsible for selecting the areas and directing his/her/their own learning. S/He/The student reports to his/her/their teacher by appointment. Projects may range far afield from a regular course.

Projects may be interdisciplinary in nature. Opportunities to work or study in other areas (laboratories, shops, etc.) or off campus may be arranged through the Guidance office.

A student (group of students) who desires to participate should meet the following criteria:

- A. expressed interest in undertaking the work
- B. ability to identify goals or purposes
- C. ability to manage time and resources
- D. achievement in current course work

Students who fail to maintain self-discipline and accomplishment both in course work and the option program will be phased out of the independent study program.

A completed option program project may take many forms, such as a term paper, an essay, a script, a film, an audio or visual recording, an oral tape recording, etc. The final report should include:

- A. a log showing how time was utilized;
- B. a bibliography of materials used - print and nonprint;
- C. an evaluation of the project.

The contract-application for the selected option will be filed with the

- A. student,
- B. teacher,
- C. parent,
- D. ~~guidance~~school counselor

When a student has initiated and successfully completed the program, it is to be noted in the student's permanent record and transcript.

A completed copy of the project together with the application-contract will be kept on file in the Guidance office.

Role of Teacher

As in all learning, the role of the teacher in any educational option program is crucial. Specifically the teacher must:

- A. ~~Must~~ demonstrate working knowledge of the current literature concerning that type of activity and be properly certified;
- B. provide instruction in the skills necessary to successfully complete the project;
- C. assist students in defining the purpose and intended outcomes of their projects and in selecting methods which best ensure the purposes and outcomes are achieved;
- D. meet with students involved on a regular basis to counsel, review progress, and to provide constructive feedback. Such feedback should specify:
 1. Strengths of the work completed;
 2. Strategies to improve the quality of the project;
 3. Assistance in defining the next steps of the project timeline;
 4. Direct instruction for areas where assistance is needed;
 5. Self-assessment by the student based on project outcomes.

Independent study is to be evaluated on the basis of how well the goals of the program are being accomplished and how well each student is achieving the expected results of ~~his/her~~the student's individual project. Assessment shall provide evidence of:

- A. increased application of knowledge;
- B. acquisition and application of needed skills and techniques;
- C. formation of attitudes needed for such learning;
- D. Fulfillment of pre-defined project outcomes.

Teacher-student conferences throughout an option project can serve an evaluative function. Each should be recorded indicating dates, time, and results. A final conference involving the student, teacher, and parent is necessary for all level three projects.

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Book	Administrative Guideline Manual
Section	2000 Program
Title	Copy of SUMMER SCHOOL
Code	ag2440
Status	Proposed to Policy & Human Resources Committee
Adopted	April 23, 2018
Last Revised	February 28, 2022
Last Reviewed	January 3, 2024

2440 - **SUMMER SCHOOL**

In accordance with Board policy, the District's summer school curriculum will consist of remedial programs for grades Kindergarten through 12th grade, enrichment programs for grades four (4) year old kindergarten through 12th grade, recreational programs.

Staff members are requested to notify the Principal with regard to those students who could benefit most from summer classes. Parents of said children will be contacted about the recommendation for attendance, but are not required to attend.

A. Eligibility

1. All school-age children residing in the District have the right to attend a summer or interim session program, including home-school and private-school students.
2. Students who have been enrolled in full-time open enrollment must be allowed to attend summer, even if they do not intend to return in the fall. They are eligible to attend summer or interim session school following their first year of full-time attendance.
3. Children who are legal residents of the state, living in the District during the summer session may be given the status of residents of the District for the purpose of attendance at summer or interim session classes, even though the children were not regular residents of the District during the preceding regular school session.

B. Supervision

In accordance with guidelines for summer schools established by the Department of Public Instruction which generally follow those required of regular school sessions, the coordinator(s) of Summer School shall carry the same responsibilities as those generally accepted by the Principal of the regular school session. **S/HeThe Principal** is responsible for the total operation of the school and should give particular attention to the quality of instruction and supervision of **his/herthe** staff.

C. Assignments

The assignment of students to summer school courses will be based on the District procedures.

D. Course Offerings

1. To receive advanced credit for a subject not previously taken in high school, the student shall receive class instruction in summer equivalent to an amount not less than the minimum customarily required in high school.
2. Courses to be offered in a summer school will be selected by the District Administrator on the advice of the Principals and Summer School Coordinator(s) and with the approval of the Board.
3. The District Administrator, acting upon the recommendation of the Principal and Summer School Coordinator(s) may discontinue any course for reasons of insufficient enrollment.

E. Tuition/Fees

1. Nonresident students shall be charged tuition as determined by the District.
2. All students shall be assessed fees for materials as permitted by DPI regulations and may be charged a reasonable fee for any social, recreational, or extra-curricular activity.
3. A refund may be requested within the first day of school.
4. Payment in full should be received before school starts, however, a fee waiver may be requested.

F. Performance Responsibilities

1. The Summer School Coordinator(s) shall recommend all personnel, subject to the approval of the Board of Education.
2. The Principals of all participating schools should be consulted for professional staffing recommendations.
3. The Summer School Coordinator(s) shall be responsible for obtaining equipment, supplies, and instructional materials.
4. The Summer School Coordinator(s) shall direct the activities of the professional and support staff members in the performance of their responsibilities.

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Book	Administrative Guideline Manual
Section	2000 Program
Title	Copy of ALTERNATIVE PLACEMENT
Code	ag2451 RESCIND
Status	Proposed to Policy & Human Resources Committee
Adopted	April 23, 2018
Last Reviewed	January 3, 2024

2451 — ALTERNATIVE PLACEMENT

The purpose of the Phoenix Program is to provide a different program and learning environment for at-risk students who are not succeeding in the regular school setting.

Procedure for Alternative Program Placement

Whenever the principal or Building Consultation Team has identified a potential student for the Phoenix Program, a determination should be made whether or not the student is eligible under IDEA or Section 504 (see AG 2260).

For any student not eligible under IDEA or 504, an educational plan should be developed based on the student's needs and the resources that would be needed or are available within the Phoenix Program.

Once a plan has been agreed upon by the appropriate staff members, a meeting should be arranged with the parents to discuss the at-risk situation and educational plan and seek their concurrence.

Characteristics of the Educational Plan

When the educational plan has been completed, it should provide sufficient answers to the following questions:

- A. What learning objectives need to be met that cannot be met effectively in the current school environment?
- B. For each identified objective, what will the student be able to do or express that would confirm s/he has demonstrated the learning at a minimally acceptable level of quality (MALQ)?at the desired level of quality (DLQ)?
- C. What is the schedule of activities in which the student needs to participate in order to accomplish each of the learning objectives?
- D. What instructional resources (people, materials, technology, etc.) will be needed in order for the student to accomplish each of the learning objectives?
- E. What special accommodations will be necessary in order for the learning activities to be effective?
- F. What will be the means for assessing the extent to which the student has accomplished each of the learning objectives?
- G. What contingencies have been planned in the event the student does not achieve the learning objectives at an acceptable level of quality?

H. ~~What extra costs will be involved in providing this alternative educational program?~~

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Book Administrative Guideline Manual

Section 2000 Program

Title Copy of New Guideline - Vol. 32, No. 2, July 2023 - PROGRAM OR CURRICULUM MODIFICATIONS

Code ag2451

Status Proposed to Policy & Human Resources Committee

Last Reviewed January 3, 2024

New/Renumbered & Revised Guideline - Vol. 32, No. 2

52502451 – PROGRAM OR CURRICULUM MODIFICATIONS

Requests for program or curriculum modifications shall be handled as follows:

- A. The request must be submitted on the appropriate form, with any required attachments, signed by the parent. If the request is submitted by a student, then the parent must be notified of the request before any further action is taken.
- B. The completed request form shall be submitted to the () District Administrator () Principal () School Counselor () _____ **[END OF OPTIONS]**.
- C. () The District Administrator shall submit the request to the () Board () Principal () School Counselor () _____ **[END OF OPTIONS]** for a decision. Any Board discussion of the request shall be in closed session pursuant to State law.
- D. () The request shall be approved or denied by the () Board () District Administrator () Principal () School Counselor () _____ **[END OF OPTIONS]**.
- E. The () Board () District Administrator () Principal () School Counselor () _____ **[END OF OPTIONS]** shall provide a written response to the student or parent who submitted the request within **calendar ninety (90)** days of the request being submitted, in accordance with Policy 52502451 – Program or Curriculum Modifications. If the request for a program or curriculum modification is denied, the reason(s) for the denial shall be included in the written response.
- F. () The District Administrator shall inform the Board of any approved or denied request for program or curriculum modification. Such notification shall either be in closed session of the Board or by nonpublic communication to preserve the privacy rights of students.
- G. A parent may appeal any decision to the Board, in accordance with Policy 52502451 – Program or Curriculum Modifications, by submitting a request for reconsideration to the District Administrator who shall bring the appeal to the Board. The decision of the Board is final.

118.15, Wis. Stats.

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Legal

118.15, Wis. Stats.

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Book	Administrative Guideline Manual
Section	5000 Students
Title	Copy of ATTENDANCE
Code	ag5200
Status	Proposed to Policy & Human Resources Committee
Adopted	August 20, 2018
Last Revised	April 25, 2022
Last Reviewed	January 3, 2024

5200 - **ATTENDANCE**

The Board of Education requires all students enrolled in the schools of this District to attend school regularly in accordance with the laws of the State. The District's educational program is predicated upon the presence of the student in the program of instruction in which the student is enrolled and required to attend. The regular contact of students with one another in the classroom and their participation in a well-planned instructional activity under the tutelage of a competent teacher are vital to this purpose. The regular period and hours of instruction includes both those periods and hours a student's program requires that they are in school as well as any attendance requirements defined as part of a course of virtual instruction, or a combination of more than one type of instructional delivery.

Compulsory Student Attendance

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 outlined in this Administrative Guideline. 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. This notification must be submitted prior to the absence if the absence is foreseeable. The District reserves the right to verify statements and investigate absences from school.

Excused Absences

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, but can be expected to return to a school program upon termination or abatement of the illness or condition. Notification may be made by phone call to the attendance office (X) or via e-mail notification to the attendance office e-mail address. If the absence exceeds five (5) days, the inability of the student to attend school due to a physical or mental condition must be certified in writing by a licensed physician, naturopathic doctor, dentist, chiropractor,

optometrist or ~~psychologist or religious~~, physician assistant, nurse practitioner, advanced practice prescriber, or Christian Science practitioner living and residing in Wisconsin, who ~~by belief is exempt~~ is appropriately identified as such a practitioner. The time period for which the certification is valid may not exceed thirty (30) days.

B. Obtaining Religious Instruction

The student wishes to obtain religious instruction outside the school during the required school period. The time period or periods of absence shall be determined by the building principal. Such absences must be at least sixty (60) minutes but not more than 180 minutes per week. Requests for absence under this paragraph shall be denied if the student fails to attend religious instruction after requesting to be absent from their regular school. The supervisor of such religious instruction shall report monthly, to the principal of the school regularly attended, the names of the students who attended such weekly religious instruction. See Policy 5223 - Absences for Religious Instruction for further details.

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

The student has been excused by their parent(s) before the absence for any or no reason. A student may not be excused for more than ten (10) days under this paragraph and must complete any course work 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 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

The student wishes to observe 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 School Board has excused the student who is sixteen (16) years of age or older from regular school attendance to participate in a program or curriculum modification leading to high school equivalency diploma as provided by State law.

G. High School Equivalency - Secured Facilities

The School Board has excused a student who is seventeen (17) years of age or older from regular school attendance to participate in a program leading to high school equivalency diploma in a secured correctional facility, a secured child caring institution, a secured detention facility, or a juvenile portion of a county jail, and the student and his/her parent or guardian 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 is permitted to be excused to serve as an election official in accordance with Policy 5200 - Attendance.

J. Request Program Modification At Any Age

The student's parent or guardian may review a request for a program or curriculum modification including but not limited to:

1. modifications in the student's current academic program;
2. a school work training or work-study program;
3. enrollment in an alternative public school program located in the School District;
4. homebound study.

K. 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.

School Attendance Officer

The building principal shall be the School Attendance Officer. The School Attendance Officer shall be responsible for dealing with matters relating to school attendance and truancy. 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 and whether the absence is excused.
- B. Providing student attendance information to individuals and agencies for purposes authorized by State law and the Board's Student Records Policy (see Board Policy 8330 - [Student Records](#)).
- C. Performing the duties and responsibilities assigned to him/her under this Administrative Guideline.

Truancy

A student will be considered truant if they are absent part or all of one or more days from school during which time the School Attendance Officer, principal, or a teacher has not been notified by the parent or guardian of the absent student of the acceptable reason of such absence, which is found under these guidelines. A student will also be considered truant if they have been absent intermittently for the purpose of defeating the intent of the Wisconsin Compulsory Attendance statute (Sec. 118.15, Wis. Stats.).

When a student is truant, the School Attendance Officer shall ensure that all applicable provisions of the District's Truancy Plan are carried out.

Unexcused Absences

Unexcused absences demonstrate a deliberate disregard for the educational program and are considered a serious matter. The principal, or an individual designated by the principal, will determine on a case-by-case basis the appropriate methods to deal with unexcused absences. The following methods may be considered:

- A. counseling the student
- B. requiring the student to make-up lost time
- C. requiring the student to make-up course work and/or examinations, as permitted under this guideline
- D. conferring with the student's parents
- E. referring the student to an appropriate agency for assistance

Administrative action to address unexcused absences shall be in accord with due process, as defined in Policy 5611 - [Due Process Rights](#), the Student Code of Conduct, and other applicable Board policies.

Habitual Truancy

A student is considered a habitual truant if they are 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.

When a student initially becomes a habitual truant, the School Attendance Officer shall ensure that all applicable provisions of the District's Truancy Plan are carried out.

Each school's handbook shall detail habitually truant procedures for parents and students.

Students with Special Needs

School administrators and teachers shall 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.

Encouraging Attendance

Promoting and fostering desired student attendance habits requires a commitment from the administration, faculty, and parents. No single individual or group can - in and of itself - successfully accomplish this task.

Professional Staff Member

A professional staff member's responsibility must include, but not be limited to:

- A. providing meaningful learning experiences every day such that a student absent from any given class period would miss a significant component of the course;
- B. speaking frequently of the importance of students being in class, on time, ready to participate;
- C. keeping accurate attendance records (excused vs. unexcused) as directed by the School Attendance Officer, or their designee;
- D. requiring an admit slip from a student when they return from a tardy;
- E. incorporating defined, daily participation as part of the teaching/learning process and each grading period, as per the course syllabus;
- F. requiring students to make up missed quizzes, tests, and other pertinent assignments before or after the regular school day.

Parent/Guardian Responsibilities

It is the responsibility of the student's parent or guardian to ensure that their child attends school regularly. Parents are expected to provide an excuse for all absences as required under this Guideline.

Student Responsibilities

Students are required to attend all classes and other school activities on their daily schedule, unless they have been excused from school as set forth in this Guideline.

Students Leaving School During School Day

- A. As a general rule, no staff member shall permit or cause any student to leave the school prior to the regular hour of dismissal except with the knowledge and approval of the principal and with the knowledge and approval of the student's parents.
- B. No student will be released to any government agency without proper warrant or written parental permission except in the event of an emergency as determined by the building principal.

Make-Up Course Work and Examinations

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 examination. 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 absence from school.

~~A student with an unexcused absence shall be permitted to make up coursework and quarterly, semester or grading period examinations missed during the absence.~~

~~Subject to the immediately preceding two paragraphs, credit is required to be given for the completion of make-up work.~~

~~It is the mutual responsibility of the teacher and student to determine what coursework and examinations must be made-up. Teachers shall have the discretion to assign substitute coursework and examinations. The time for completing the work shall be commensurate with the length of the absence unless extended by the principal based upon extenuating circumstances.~~

A student with an unexcused absence shall be permitted to make-up course work and 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 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 school 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 working with the respective teachers.

If make-up work is allowed, it is the student's responsibility to contact their teachers to determine what course work 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 course work 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.

A student's grade in any course shall be based on their 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 their grades should be based upon what the student can demonstrate they have learned.

Parents and students shall be informed of the provisions of Policy 5200 - Attendance and AG 5200 - Attendance.

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Legal 118.15, 118.153, 118.16, 118.162, Wis. Stats.

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Book	Administrative Guideline Manual
Section	5000 Students
Title	Copy of Rescind Guideline - Vol. 32, No. 2, July 2023 - PROGRAM OR CURRICULUM MODIFICATIONS
Code	ag5250 RESCIND
Status	Proposed to Policy & Human Resources Committee
Last Reviewed	January 3, 2024

Rescind Guideline - Vol. 32, No. 2 - Renumbered to 2451

5250 — PROGRAM OR CURRICULUM MODIFICATIONS

Requests for program or curriculum modifications shall be handled as follows:

- A. ~~The request must be submitted on the appropriate form, with any required attachments, signed by the parent. If the request is submitted by a student, then the parent must be notified of the request before any further action is taken.~~
- B. ~~The completed request form shall be submitted to the () District Administrator () Principal () School Counselor () _____ [END OF OPTIONS].~~
- C. ~~() The District Administrator shall submit the request to the () Board () Principal () School Counselor () _____ [END OF OPTIONS] for a decision. Any Board discussion of the request shall be in closed session pursuant to State law.~~
- D. ~~() The request shall be approved or denied by the () Board () District Administrator () Principal () School Counselor () _____ [END OF OPTIONS].~~
- E. ~~The () Board () District Administrator () Principal () School Counselor () _____ [END OF OPTIONS] shall provide a written response to the student or parent who submitted the request within _____ calendar days of the request being submitted, in accordance with Policy 5250 — Program or Curriculum Modifications. If the request for a program or curriculum modification is denied, the reason(s) for the denial shall be included in the written response.~~
- F. ~~() The District Administrator shall inform the Board of any approved or denied request for program or curriculum modification. Such notification shall either be in closed session of the Board or by nonpublic communication to preserve the privacy rights of students.~~
- G. ~~A parent may appeal any decision to the Board, in accordance with Policy 5250 — Program or Curriculum Modifications, by submitting a request for reconsideration to the District Administrator who shall bring the appeal to the Board. The decision of the Board is final.~~

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Book	Administrative Guideline Manual
Section	5000 Students
Title	Copy of Replacement Guideline - Vol. 32, No. 2, July 2023 - SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION
Code	ag5350
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Replacement Guideline - Vol. 32, No. 2

5350 - SUICIDE PREVENTION, INTERVENTION, AND POSTVENTION

Instruction

At appropriate secondary grades, the District's suicide prevention instruction shall be designed to help students:

- A. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide.
- B. Identify alternatives to suicide and develop coping and resiliency skills.
- C. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent.
- D. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, and/or suicide prevention services.

Intervention

When a suicide attempt or threat is reported at school or during a school-sponsored event or activity, the principal shall:

- A. Address the student's physical safety by one of the following, as appropriate:
 1. Securing immediate medical treatment if a suicide attempt has occurred.
 2. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
 3. Keeping the student under continuous adult supervision until the parent and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
- B. Designate specific individuals to be promptly contacted, including the school counselor, psychologist, nurse, superintendent, and/or the student's parent, and, as necessary, local law enforcement or mental health agencies.
- C. Document the incident in writing as soon as feasible.

- D. Follow up with the parent and student in a timely manner to provide referrals to appropriate services as needed.
- E. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.
- F. Where appropriate, evaluate and plan for the student's educational needs by communicating with teachers and parents regarding return to school and interim academic measures.
- G. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event that a suicide occurs or is attempted at school, the Principal shall follow the crisis intervention procedures contained in the school safety plan. After consultation with the District Administrator and the student's parents about facts that may be divulged in accordance with the laws governing the confidentiality of student record information, the principal or designee may provide students, parents, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss suicide or attempted suicide with students.

Prevention

The District recognizes that the prevention of youth suicide, violence, and substance abuse and the early identification and treatment of mental health disorders are most effective when students, staff, parents, and community members have access to prevention information and resources.

Suicide Prevention Training for Staff Shall Include the Following:

- A. 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 stress or loss, family instability, and other factors
- B. Identifying warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior particularly among:
 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
- C. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
- D. School and community resources and services
- E. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide

Suicide Prevention Curriculum for Students Shall Include the Following:

The following process should be followed throughout the year to inform and educate students in the following grade(s) or school grade groups:

Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate 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 health 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.
- H. In addition, the following process should be followed throughout the year to inform and educate students in the following grade(s) or school grade groups:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____

Intervention

The following process should be followed when a staff member becomes aware that a student is experiencing a crisis that may involve risk of harm to self or others:

- A. When a staff member suspects or has knowledge of a student’s suicidal intentions, they shall promptly notify the Principal or District Administrator who shall then notify the student’s parents/guardians as soon as possible, and have a discussion about Lethal Means Safety (Lethal means are objects (e.g., medications, firearms, sharp objects) that can be used to engage in suicidal behavior.).
- B. The student may be referred to mental health resources in the school or community.
- C. A student may be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student’s suicidal intentions.
- D. The staff member may remain with the student to provide support, safety, and continuous supervision.
- E. Support team members should be contracted, including school counselor, **[END OF OPTION]** behavioral counselor, school psychologist, **[END OF OPTION]** and/or social worker.
- F. _____

Postvention

Development and Implementation of an action plan:

The school District **[END OF OPTIONS]** will develop an action plan to guide school response following a death by suicide. A meeting to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

- A. Verify the death. Staff will confirm the death and determine the cause of death through communication with a coroner’s office, local hospital, the student’s parent, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

- B. Assess the situation. A team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. This team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.
- C. Share information. Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death and information concerning the () school's () District's **[END OF OPTIONS]** response.

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Book	Administrative Guideline Manual
Section	8000 Operations
Title	Copy of CARE, CUSTODY, AND DISPLAY OF THE UNITED STATES FLAG
Code	ag8802
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Adopted	July 22, 2019
Last Revised	April 25, 2022
Last Reviewed	January 3, 2024

~~8800D~~ **8802- CARE, CUSTODY, AND DISPLAY OF THE UNITED STATES FLAG**

The following rules and customs will be observed concerning the care, custody, and display of the flag of the United States of America:

- A. The flag should be displayed in or near every school building in the District during each day school is in session.
- B. The flag should be displayed every day in or near the School District's administration or central office.
- C. In accordance with the U.S. Flag Code requirements, the flag of the United States shall be raised above each school and/or at other appropriate places during all school sessions.
- D. The flag should not be displayed on days when the weather is inclement, except when an all weather flag is displayed.
- E. When the flag is carried in a procession with other flags, it should be on the flag's own right. If it is a line of flags, it should be in front of the center of the line.
- F. The flag should not be draped over the hood, top, sides, or back of a vehicle.
- G. When the flag is displayed with another flag against the wall from crossed staffs, it should be on the flag's own right and its staff should be in front of the staff of the other flag.
- H. When the flag is displayed from a staff projecting horizontally or at an angle from the windowsill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff.
- I. When the flag is displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right.
- J. When the flag is used on a speaker's platform, it should be displayed flat on the wall and above and behind the speaker.
- K. When the flag is displayed from a staff in the auditorium, the staff should be displayed in the position of honor at the speaker's right as they face the audience. Any other flag should be displayed to the left of the speaker.

L. The flag shall be flown at half-staff as follows:

From the day of death and ---

1. for thirty (30) days for the President or a former President
2. for ten (10) days for the Vice President, the Chief Justice or a retired Chief Justice of the United States, and the Speaker of the House of Representatives
3. until interment for an Associate Justice of the Supreme Court, a Secretary of an executive or military department, a former Vice President, and the Governor of a State
4. on the day of death and the following day for a member of Congress
5. by order of the President
6. by order of the Governor of Wisconsin

On Memorial Day until noon, and then it is to be raised to the top of the staff.

When a flag is flown at half-staff, it is to be positioned at one-half the distance between the top and bottom of the staff.

M. The flag should not be dipped to any person or thing.

N. The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.

O. The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.

P. The flag should always be carried aloft and free.

Q. The flag should never be fastened, displayed, used, or stored in such a manner as to permit it to be easily torn, soiled, or damaged in any way.

R. The flag should never be used as a covering for a ceiling.

S. The flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.

T. The flag, when it is in such a condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.

U. The flag should be folded as follows when being stored:

1. Straighten out the flag to full length and fold lengthwise once.
2. Fold it lengthwise a second time to meet the open edge, making sure that the union of stars on the blue field remains outward in full view.
3. A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.
4. The outer point is then turned inward parallel with the open edge to form a second triangle.
5. This diagonal or triangular folding is continued toward the blue union until the end is reached with only the blue showing and the form being that of a cocked hat.

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Book	Administrative Guideline Manual
Section	8000 Operations
Title	Copy of AUTOMATED EXTERNAL DEFIBRILLATORS (AED)
Code	ag8452
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Last Reviewed	January 3, 2024

8452 - AUTOMATED EXTERNAL DEFIBRILLATORS (AED)

The District Administrator, ~~will consult in consultation with a~~ medical ~~doctor~~ professionals, regarding the authorization ~~to~~ will purchase AED devices for the School District. The district's ~~Administrative Team will~~ medical advisor will be deemed ~~the District's Medical Director for purposes of its AED devices. The consultation with the Medical Director will~~ consider the proper placement of the AED(s), appropriate training to be provided, appropriate maintenance and testing of the AEDs, and guidelines for use on students and adults according to manufacturer specifications.

The ~~District's~~ Administrative Team will be designated as AED Officers and ~~are~~ ~~has~~ ~~designated~~ the District Nurse as the ~~AED Officer who is~~ responsible for maintenance and testing of the AED according to the manufacturer's guidelines and according to any input from the Medical Advisor~~s~~. The AED Officer will notify the nearest emergency medical services program of the following information: the type of AED; the location of the AED at the District, the intended use of the AED and the owner of the AED.

~~Members of the Emergency Preparedness Collaborative Committee will draft and maintain a maintenance checklist to provide for servicing and testing of the AED devices. The guidelines developed by the Medical Advisor and AED Officer are found in AG8452A. The Medical Advisor and AED Officer will draft a maintenance checklist to provide for servicing and testing of the AED devices. The checklist is found AG8452A.~~

Only trained AED users shall operate the AED. A trained user means a person who has successfully completed a course of instruction approved by the Wisconsin Department of Health Services (DHS), such as the American Red Cross program or the American Heart Association program. The District Administrator will ensure that training is offered to specific positions within the District i.e., school nurse, health paraprofessionals, athletic coaches, and/or trainers; personnel who desire to be trained in the use of AED's; and/or teachers who instruct on the use of AEDs for health classes. Training will be done in accordance with the Gold Cross two (2) year program and in accordance with State or Federal law. The District Administrator will ensure that the individual(s) conducting the training are qualified to conduct such training. The training will also include instruction in cardio-pulmonary resuscitation (commonly referred to as "CPR"), in accordance with nationally recognized guidelines.

After the use of an AED, the AED Officer ~~and Medical Advisor~~ and Administrative Team will review the incident, including any data recorded by the AED.

Neither the properly trained care provider, owner, provider of the automated defibrillator or the trainers of its use will be held civilly liable for their acts or omissions in rendering good faith emergency care to someone who appears to be in cardiac arrest.

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Legal 146.50, 895.48, Wis. Stats.

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Book	Administrative Guideline Manual
Section	5000 Students
Title	Copy of STUDENT FUND-RAISING
Code	ag5830
Status	Proposed to Policy & Human Resources Committee
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Last Revised	April 25, 2022
Last Reviewed	January 3, 2024

5830 - **STUDENT FUND-RAISING**

The following guidelines are to be followed for any activity that involves fund-raising by students and from students.

In any fund-raising activity involving students, the following conditions must be met:

- A. Minimal instructional time is to be used to plan, conduct, assess, or manage a fund-raising activity unless such an activity is part of an approved course of study.
- B. Fund-raising activities conducted in a school or on District premises are not to interfere with the conduct of any co-curricular or extra-curricular activity. Students involved in the fund-raiser are not to interfere with students participating in other activities in order to solicit funds.
- C. Student participation in fund-raising activities conducted by school-related groups of which they are not members must be voluntary and must be approved by the student's teacher or counselor to ensure that participation will not adversely affect his/her school work and other school responsibilities.
- D. No student of any age may participate in off-District fund-raising activities without proper supervision by approved staff or other adults.
- E. In accordance with Board policy, each fund-raising activity must be approved by the **Board of Education District Administrator**.
- F. Contracts with outside suppliers for merchandise to be sold in a fund-raising activity are to be reviewed by the principal and signed by the staff member in charge who is personally responsible for the merchandise and monies collected. The contract must specify that any merchandise which is unsold and is resaleable can be returned for full credit. The District will not be responsible for any unsold merchandise that cannot be returned to a supplier for credit for any reason.
- G. The staff member in charge should establish procedures to ensure that all merchandise is properly stored, distributed, and accounted for as per District procedures.

Monies collected from approved fund-raising activities must be stored in the school safe and deposited into the appropriate account(s) through the District business office on a weekly basis.

- H. If an activity involves the students providing a service in return for money, such as a car wash, a member of the professional staff shall supervise the activity at all times. His/Her responsibility is to ensure the service is provided in a proper manner and also the safety and well-being of the students and the property of both the purchaser and the owner of the site.
- I. Any fund-raisers that require students to exert themselves physically beyond their normal pattern of activity, such as "runs for", must be monitored by a staff member who has the necessary knowledge and training to recognize and deal appropriately with a situation in which one or more students may be over-extending themselves to the point of potential harm.

No nondistrict-sponsored organization may use the name, logo, mascot or any other name which would associate an activity with the District without the specific written permission of the District Administrator. Additionally, no nondistrict-sponsored organization may use any assets of the District, including but not limited to facilities, technology, or communication networks without the specific written permission of the District Administrator.

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Book	Administrative Guideline Manual
Section	8000 Operations
Title	Copy of FOOD AND BEVERAGE SALES
Code	ag8500
Status	Proposed to Policy & Human Resources Committee
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8500 - **FOOD AND BEVERAGE SALES**

Any student organization or District-support organization that seeks to raise funds by means of food or beverage sales must comply with the following guidelines in order to obtain approval for such sales on District premises:

- A. No sales may take place during the hours that the District is providing food service to students.
- B. Items sold through vending machines must comply with the conditions stated in Board Policy 8540 - Vending Machines.
- C. The description of the fundraiser is to be submitted to the Building Principal at least annually for ~~Board of Education~~ **District Administrator** approval prior to the fund-raising activity.

The sponsor of the activity must agree that the activity will be in compliance with all District policies and administrative guidelines related to food service and fund-raising.

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